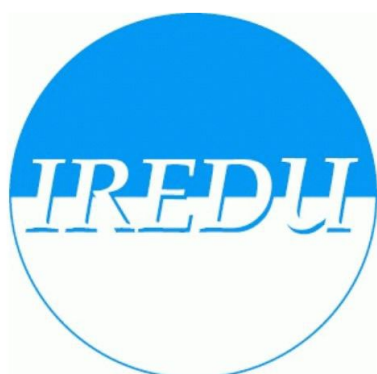


Veille de l'IREDU



Sommaire :

| | |
|----------------------------------------------------|-----|
| Acquisition de compétences | 2 |
| Aspects économiques de l'éducation | 14 |
| Aspects psychologiques de l'éducation | 18 |
| Aspects sociaux de l'éducation | 61 |
| Climat de l'école..... | 96 |
| Formation continue | 102 |
| Marché du travail | 104 |
| Métiers de l'éducation | 109 |
| Numérique et éducation | 117 |
| Orientation scolaire et professionnelle | 298 |
| Politique de l'éducation et système éducatif | 306 |
| Pratiques enseignantes | 331 |
| Relation formation-emploi | 379 |
| Réussite scolaire | 382 |



[Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121](#)

Acquisition de compétences

Alm eras, Y., Gaubert-Macon, C., Chesneaux, J.-M., Kedadouche, Z., & Montreuil, V. (2024). **La pr paration aux formations et aux m tiers du num rique et de l'informatique au lyc e** [Report]. Consult    l'adresse <https://www.education.gouv.fr/media/198618/download>

Les constats sont contrast s sur ces enseignements cr es selon des logiques diff rentes et des  volutions sont n cessaires pour aboutir un syst me coh rent de formation. Le rapport formule douze recommandations ayant pour but de favoriser l'orientation des  l ves – filles et gar ons – dans ces parcours, d'assurer un vivier enseignant aux comp tences reconnues en informatique, d'am liorer le pilotage des enseignements d'informatique dans les acad mies et de renforcer leur qualit .

Altamura, L., Vargas, C., & Salmer n, L. (2025). **Do New Forms of Reading Pay Off? A Meta-Analysis on the Relationship Between Leisure Digital Reading Habits and Text Comprehension.** *Review of Educational Research*, 95(1), 53-88. <https://doi.org/10.3102/00346543231216463>

Previous research has evidenced a strong positive relationship between leisure print reading habits and reading comprehension across the lifespan. The rapid evolution of new forms of leisure digital reading could modify such a relationship. This meta-analysis extends previous research by analyzing the relationship between leisure digital reading habits and reading comprehension. We analyzed 40 effect sizes using multilevel analysis. Data involved 469,564 participants from studies published between 2000 and 2022. The average effect size reflects a small significant effect on reading comprehension ($r = .055$), which contrasts with the medium size effects found in the literature related to print reading habits and comprehension. This relationship is significantly moderated by the reader's educational stage. At early stages (primary and middle school) negative relationships are observed between leisure digital reading and text comprehension, while at later stages (high school and university) the relationship turns positive. We highlight the different contributions that reading modalities and technological contexts have on our reading comprehension, especially across the lifespan. In sum, leisure digital reading does not seem to pay off in terms of reading comprehension, at least, as much as traditional print reading does.

Bartel-Radic, A., & Cucchi, A. (2025a). **How Do Students Develop Intercultural Competence During International Mobility?** *International Journal of Intercultural Relations*, 105, 102132. Consult    l'adresse <https://hal.science/hal-04851689>

Developing students' intercultural competence is a key objective of international mobility programs in higher education. While it is widely accepted that studying abroad enhances students' competencies, little is known about the specific conditions and contexts that promote the development of intercultural competence during these experiences. This study draws on survey data from 499 students across five cohorts from a French higher education institution between 2017 and 2021. The analysis includes three distinct measures of intercultural competence and learning, along with a wide range of variables related to the mobility context, processes, personality traits and students' previous international experiences. The data were analyzed using an exploratory partial least squares structural equations model (PLS-SEM). The findings suggest that personality traits such as empathy, attributional complexity, and metacognition, positively influence the development of intercultural competence during international mobility. Additionally,

encountering difficulties or conflicts positively impacts intercultural competence when students successfully manage to cope with them and overcome negative emotions. Furthermore, perceived learning from the international experience plays a central and mediating role in explaining both intercultural knowledge and ethnorelativism.

Bartel-Radic, A., & Cucchi, A. (2025b). **How Do Students Develop Intercultural Competence During International Mobility?** *International Journal of Intercultural Relations*. <https://doi.org/10.1016/j.ijintrel.2024.102132>

Developing students' intercultural competence is a key objective of international mobility programs in higher education. While it is widely accepted that studying abroad enhances students' competencies, little is known about the specific conditions and contexts that promote the development of intercultural competence during these experiences. This study draws on survey data from 499 students across five cohorts from a French higher education institution between 2017 and 2021. The analysis includes three distinct measures of intercultural competence and learning, along with a wide range of variables related to the mobility context, processes, personality traits and students' previous international experiences. The data were analyzed using an exploratory partial least squares structural equations model (PLS-SEM). The findings suggest that personality traits such as empathy, attributional complexity, and metacognition, positively influence the development of intercultural competence during international mobility. Additionally, encountering difficulties or conflicts positively impacts intercultural competence when students successfully manage to cope with them and overcome negative emotions. Furthermore, perceived learning from the international experience plays a central and mediating role in explaining both intercultural knowledge and ethnorelativism.

Brugière, C., & Maurines, L. (2024). **La créativité dans l'enseignement et l'apprentissage des sciences et des technologies (Dossier)**. *RDST*, (29). Consulté à l'adresse <https://catalogue-editions.ens-lyon.fr/FR/livre/?GCOI=29021100757140>

RDST, n°29/2024. la créativité est un construit complexe pouvant être saisi selon différentes approches (cognitive, socio-psychologique, etc). Il est désormais attendu des enseignants, y compris de sciences, de favoriser son développement chez leurs élèves. Différentes dimensions de la créativité sont alors envisagées et articulées avec différents cadres d'analyse.

Cariou, D., & Coutant, M. (2024). **Contextualisation et critique des documents en classe d'histoire**. *Revue française de pédagogie*, 223(2), 101-112. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-101>

Colenbrander, D., von Hagen, A., Kohnen, S., Wegener, S., Ko, K., Beyersmann, E., ... Castles, A. (2024). **The Effects of Morphological Instruction on Literacy Outcomes for Children in English-Speaking Countries: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, 36(4), 119. <https://doi.org/10.1007/s10648-024-09953-3>

In this pre-registered meta-analysis, we investigated the effectiveness of morphology instruction on literacy outcomes for primary school children in English-speaking countries. We were interested in overall reading and spelling outcomes, but we also looked separately at results for trained and untrained words in order to determine whether there was evidence of transfer to untrained words. Further, we were interested in whether results transferred beyond the word level to reading comprehension outcomes. Our screening process revealed 28 eligible studies, which contributed 177 effect sizes to the

analyses. Robust variance estimation methods were used to account for dependence between effect sizes. Overall, effect sizes on reading and spelling outcomes were small to moderate. Effect sizes were larger for trained words than untrained words. There was evidence of transfer to untrained words for spelling outcomes, but not for reading outcomes. There was also no clear evidence of effects on reading comprehension outcomes. In general, the evidence was characterised by large amounts of heterogeneity and imprecision, which was reflective of the wide variety within and between studies in terms of intervention content, outcome measures, intervention dosage and type of control group. We discuss the limitations of the current literature and make recommendations for future research and practice in the field of morphology instruction. (207 words – max 250).

Dai, X., & Feng, H. (2025). **Redefining Intercultural Competence Using the Delphi Method.** *Journal of Studies in International Education*, 29(1), 144-162.
<https://doi.org/10.1177/10283153241266967>

This study employs the Delphi method to ascertain intercultural scholars' current consensus on a definition, specific components, and key evaluation criteria of intercultural competence. Sixty-eight leading intercultural scholars from Euro-American and East-Asian countries participated in this study. The results are largely congruent with the previous study, nonetheless some new elements emerge from this study. Based on the findings, intercultural competence is redefined and a multicultural model is proposed.

Davier, M. V., Kennedy, A. M., Reynolds, K. A., Fishbein, B., Khorramdel, L., Aldrich, C. E. A., ... Von Davier, M. (2024). **TIMSS 2023 International results in mathematics and science.** Consulté à l'adresse <https://timss2023.org/results/>

Organisée par l'IEA (International Association for the Evaluation of Educational Achievement), TIMSS (Trends in Mathematics and Science Study) est une étude comparative mesurant tous les quatre ans le niveau des connaissances scolaires des élèves en mathématiques et en sciences à la fin de la quatrième année de scolarité obligatoire (CM1 pour la France) et en huitième année (quatrième pour la France). Les évaluations TIMSS sont menées selon des cadres d'évaluation pour les mathématiques et les sciences qui ont été mis à jour à chaque évaluation, au cours des 28 années d'existence de TIMSS. Les cadres sont organisés autour de deux dimensions : une dimension de contenus spécifiant l'objet à évaluer et une dimension cognitive spécifiant les processus de réflexion à évaluer lorsque les élèves s'engagent dans le contenu. En 2023, 61 pays ont participé à l'étude qui concerne la quatrième année et 45 à concernant la huitième année. Ce rapport présente les résultats cette enquête.

Dekker, T. J. (2024). **Generic skills development in European liberal arts and sciences programs: a student perspective.** *Tertiary Education and Management*, 30(3), 187-203.
<https://doi.org/10.1007/s11233-024-09142-5>

European advocates of Liberal Arts and Sciences education often claim that this educational model is highly effective at teaching students a range of generic, transferable, or 21st-century skills, which are thought to be vital for success in the labour market of the future. However, there is little empirical research into whether and how these programs do so. This paper examines how European Liberal Arts and Sciences students experience how their programs teach them generic skills. It is based on a significant number of interviews with students from a range of programs across Europe. It

concludes that a multidisciplinary curriculum with significant freedom of choice, active student-centred pedagogy with open assessment, and an emphasis on academic community are experienced as key features that foster the development of generic skills. This finding both confirms and expands the current theoretical understanding of generic skills acquisition, as well as yielding several suggestions for how other programs might teach these skills better.

Delarue, M.-C., Heidmann, L., & Raffy, G. (2024). **Apprentissages hétérogènes : comment les élèves progressent au collège ? : Une étude psychométrique de l'évolution des compétences des élèves.** *Éducation & formations*, 107(2), 7-34. <https://doi.org/10.3917/edfo.107.0007>

Dumas, D., & Kaufman, J. C. (2024). **Evaluation is Creation: Self and Social Judgments of Creativity Across the Four-C Model.** *Educational Psychology Review*, 36(4), 107. <https://doi.org/10.1007/s10648-024-09947-1>

Who should evaluate the originality and task-appropriateness of a given idea has been a perennial debate among psychologists of creativity. Here, we argue that the most relevant evaluator of a given idea depends crucially on the level of expertise of the person who generated it. To build this argument, we draw on two complimentary theoretical perspectives. The model of domain learning (MDL) suggests that, for novices in a domain, creativity is by-necessity self-referenced, but as expertise develops, more socially referenced creativity is possible. Relatedly, the four-C model posits four forms of creativity that fall along a continuum of social impact: mini-c, little-c, Pro-c, and Big-C. We show that the MDL implies a learning trajectory that connects the four Cs because, as socially referenced creativity develops, greater societal impact becomes available to a creator. Then, we describe four sources of evaluations that become relevant as an individual learns: judgments from the creators themselves, their local community, consumers of the idea, and finally, critics in the domain. We suggest that creators' judgments are of essential importance for mini-c, community judgments are paramount for little-c, Pro-c requires either positive evaluations from consumers or critics, and Big-C requires both consumers and critics to evaluate an idea positively for an extended time. We identify key insights and imperatives for the field: aligning our measures (both human and AI scored) with the most relevant evaluations of ideas to support the reliability and validity of our measurements, using evaluations as feedback for learners to support the development of creative metacognition, and the importance of considering domain differences when evaluating ideas.

Fong, C. J., Adelugba, S. F., Garza, M., Pinto, G. L., Gonzales, C., Zarei, P., & Rozek, C. S. (2024). **A Scoping Review of the Associations Between Sense of Belonging and Academic Outcomes in Postsecondary Education.** *Educational Psychology Review*, 36(4), 138. <https://doi.org/10.1007/s10648-024-09974-y>

Given the theorized importance of college belonging for academic success, we conducted a scoping review of studies examining relationships between sense of belonging and academic achievement and persistence for postsecondary students. In our scoping review, we included 69 reports (78 unique samples) published between 2003 and 2023. We observed an unexpected level of heterogeneity among the associations between belonging and academic outcomes (GPA, persistence, and intent to persist); most associations were positive but small with several small, negative associations. Across a few studies, there was a pattern of larger associations between belonging and

academic achievement for marginalized college students, such as racially/ethnically minoritized students (compared to students in the racial majority) or women (compared to men) in historically exclusionary settings such as STEM disciplines. We identified gaps in the literature reflecting underreporting of student identities, including but not limited to gender identity, sexual identity, social class, religious identity, disability status, and first-generation status, in sample characteristics and a lack of attention to contextual factors, such as the type of institution (e.g., predominantly White institutions, community colleges, minority-serving institutions). In all, our findings provide an updated mapping of the literature, pointing to a much-needed refinement for how individual and institutional factors may moderate the associations between belonging and academic outcomes in postsecondary settings.

James-Brabham, E., von Bastian, C. C., Brough, C., & Blakey, E. (2025). **Do home mathematical activities relate to early mathematical skills? A systematic review and meta-analysis.** *Child Development*, 96(1), 451-468. <https://doi.org/10.1111/cdev.14162>
Children's foundational mathematical skills are critical for future academic attainment. While home mathematical activities (HMAs) have been proposed to support these skills, the extent to which engaging in them supports mathematical skills remains unclear. This preregistered systematic review and multilevel meta-analysis identified 351 effect sizes from 72 samples in 20 countries, exploring the relation between frequency of HMAs and mathematical skills in children aged 7 years and under (Mage = 61 months). A small significant positive relation was found ($r = .13$), moderated by risk of bias, with larger effects associated with a higher risk of bias. Specific ways the field can move forward are discussed to better understand the role of the home mathematical environment in early mathematics.

Kim, Y.-S. G., Yang, D., & Hwang, J. (2024). **Are Mathematics and Writing Skills Related? Evidence from Meta-Analysis.** *Educational Psychology Review*, 36(4), 125. <https://doi.org/10.1007/s10648-024-09960-4>
Writing and mathematics are essential in academic achievement. In the present study, we investigated whether writing skills and mathematics skills are related and if so, whether their relation is moderated by participants' grade level (a proxy for developmental phase), subskills of mathematics and writing skills, and assessment characteristics (normed and standardized nature of mathematics and writing tasks, and reliability of mathematics and writing measures), using a meta-analysis. A total of 211 studies ($k = 564$, $N = 1,207,983$) met inclusion criteria. Overall, mathematics and writing were moderately related ($r = .48$). The overall magnitude of their relation differed as a function of grade level such that the relation was stronger for students in primary grade levels compared to those in university and above. When explored by higher order and lower order writing and mathematics skills and grade levels, lower order writing and mathematics (.59) and higher order writing and mathematics (.48) had substantial relations in primary grades, whereas higher order writing and mathematics were weakly related in adulthood (.25). The relation also differed by the reliability of mathematics tasks such that the magnitude was stronger for mathematics tasks with higher reliability. For writing, the relation was stronger for writing tasks that were normed and standardized compared to those that were not. These results confirm not only a mathematics–writing relation but also factors that influence this relation. Future work is warranted to investigate mechanisms of the relation and potential practical implications.

Klingenberg, S., Bosse, R., Mayer, R. E., & Makransky, G. (2024). **Does Embodiment in Virtual Reality Boost Learning Transfer? Testing an Immersion-Interactivity Framework.** *Educational Psychology Review*, 36(4), 116. <https://doi.org/10.1007/s10648-024-09956-0>

This study investigates the role of embodiment when learning a technical procedure in immersive virtual reality (VR) by introducing a framework based on immersion and interactivity. The goal is to determine how increasing the levels of immersion and interactivity affect learning experiences and outcomes. In a 2 × 2 factorial design, 177 high school students were assigned to one of four experimental conditions, varying levels of immersion (learning in immersive virtual reality wearing a head-mounted display (VR) vs. learning via a computer screen (PC)) and interactivity (directly manipulating objects using controllers/mouse and keyboard (congruent) vs. indirectly manipulating objects with a laser pointer to select a course of action (incidental)). The main outcome measure was a transfer task in which students were required to perform the task they had learned in the virtual environment using concrete objects in real life. Results demonstrated that students in the VR conditions experienced significantly higher levels of presence, agency, location, body ownership, and embodied learning compared to participants in the PC conditions. Additionally, students' performance during the virtual lesson predicted their real-life transfer test. However, there were no significant effects of immersion or interactivity on any of the transfer measures. The results suggest that high immersion in VR can increase self-reported measures of presence, agency, location, body ownership, and embodied learning among students. However, increased embodiment—manipulated by adding immersion and congruent manipulation of objects did not improve transfer.

Kumps, A., Temperman, G., Glineur, C., & De Lièvre, B. (2024). **Que nous apprennent les réponses des élèves à deux tâches de recherche d'information en ligne ?** *e-JIREF*, 10(3), 49-75. <https://doi.org/10.48782/e-jiref-10-3-49>

L'objectif de cette recherche a une portée diagnostique quant à l'enseignement de la recherche d'information en ligne. Elle présente les principaux résultats d'une analyse qualitative d'un échantillon de 1138 erreurs écrites, formulées par 260 élèves de 8 à 13 ans, dans le cadre de deux tâches de recherche d'information en ligne. Dans un second temps, une comparaison des erreurs en fonction du type de tâche réalisée ainsi que de l'âge des sujets est proposée. Cette analyse de contenu est réalisée sur la base de la typologie des erreurs d'Astolfi ainsi que sur les recherches empiriques mettant en avant les difficultés des élèves lors de cette activité. Nos résultats indiquent que les erreurs des élèves portent de manière plus prédominante sur des difficultés propres au contenu. En termes de perspectives, cette analyse des erreurs permet de formuler des pistes d'aides didactiques selon les différents temps de l'apprentissage.

Lin, Y.-N., Hsia, L.-H., & Hwang, G.-J. (2025). **Developing students' creative problem-solving strategies in the context of blended sports education.** *British Journal of Educational Technology*, 56(1), 190-207. <https://doi.org/10.1111/bjet.13495>

To win in sports competitions, in addition to excellent sports skills, coping strategies in the face of various competition situations are also critical for success. Therefore, cultivating students' diverse, creative and flexible tactical application abilities is an important educational goal in sports training. However, in the online component of blended training in sports, conventional instructional approaches are teacher-centred and hardly ever adopt the consolidated approaches to creative problem solving used in other fields. This results in limited opportunities for students to discover the problems and apply their

creative thinking tendencies for problem solving. Hence, the present study proposed applying a consolidated creative problem-solving approach in the online phase of blended training initiatives in order to cultivate students' higher-order thinking skills. To verify the effectiveness of this approach, a convenience grouping-based quasi-experiment design was adopted. A 10-week teaching experiment was conducted in a billiards training course. A total of 79 students were recruited in this study; they were divided into one CPS-BL group with 41 students and one conventional blended learning (C-BL) group with 38 students. The results showed that the CPS-BL approach could significantly enhance students' billiards striking strategies, creative thinking tendencies and problem-solving skills.

Practitioner notes What is already known about this topic In many sports, like billiards, physical skills are generally not enough; higher-order thinking skills are also needed to succeed. Blended learning in these sports generally entails teacher-centred approaches in the online component and practice in the f2f component. This provides students with limited opportunities to develop their creative problem-solving skills. There are consolidated methods to develop students' strategic skills though creative problem solving, but these are seldom applied in sports. What this paper adds The application of a creative problem-solving approach to physical education is proposed. An experiment was conducted in a university billiards course to evaluate the impacts of the proposed approach. The approach enhanced students' billiards striking strategies, problem-solving skills and creative thinking. Implications for practice and/or policy of creative problem-solving-based blended learning has great potential for promoting students' problem-solving skills and creative thinking. Implications for practice and/or policy Creative problem solving-based blended learning has great potential for promoting students' problem-solving skills and creative thinking. The findings of this study provide a reference for future endeavours in designing blended physical learning.

Ma, J., Liu, Q., Yu, S., Liu, J., Li, X., & Wang, C. (2025). **What factors influence scientific concept learning? A study based on the fuzzy-set qualitative comparative analysis.** *British Journal of Educational Technology*, 56(1), 250-275. <https://doi.org/10.1111/bjet.13499>

This research employs the fuzzy-set qualitative comparative analysis (fsQCA) method to investigate the configurations of multiple factors influencing scientific concept learning, including augmented reality (AR) technology, the concept map (CM) strategy and individual differences (eg, prior knowledge, experience and attitudes). A quasi-experiment was conducted with 194 seventh-grade students divided into four groups: AR and CM (N = 52), AR and non-CM (N = 51), non-AR and CM (N = 40), non-AR and non-CM (N = 51). These students participated in a science lesson on 'The structure of peach blossom'. This study represents students' science learning outcomes by measuring their academic performance and cognitive load. The fsQCA results reveal that: (1) factors influencing students' academic performance and cognitive load are interdependent, and a single factor cannot constitute a necessary condition for learning outcomes; (2) multiple pathways can lead to the same learning outcome, challenging the notion of a singular best path derived from traditional analysis methods; (3) the configurations of good and poor learning outcomes exhibit asymmetry. For example, high prior knowledge exists in both configurations leading to good and poor learning outcomes, depending on how other conditions are combined.

Practitioner notes What is already known about this topic Augmented reality proves to be a useful technological tool for improving science learning. The concept map can guide students to describe the relationships between concepts and make a connection between new knowledge and existing knowledge structures. Individual differences have been emphasized as essential external

factors in controlling the effectiveness of learning. What this paper adds This study innovatively employed the fsQCA analysis method to reveal the complex phenomenon of the scientific concept learning process at a fine-grained level. This study discussed how individual differences interact with AR and concept map strategy to influence scientific concept learning. Implications for practice and/or policy No single factor present or absent is necessary for learning outcomes, but the combinations of AR and concept map strategy always obtain satisfactory learning outcomes. There are multiple pathways to achieving good learning outcomes rather than a single optimal solution. The implementation of educational interventions should fully consider students' individual differences, such as prior knowledge, experience and attitudes.

Miravete, S., & Tricot, A. (2024). **Are Some People Generally More Creative Than Others? A Systematic Review of Fifty Years' Research.** *Educational Psychology Review*, 36(4), 99. <https://doi.org/10.1007/s10648-024-09926-6>

Many recent studies support the idea that creativity is partially or totally "domain-general." Certain individuals may exhibit greater creativity than the average, whatever the domain. More precisely, certain general factors (e.g., genetic factors, creative personality) could significantly impact creativity. This systematic review aims to evaluate this latter assertion. All empirical papers using at least two creative performance tasks in two domains were selected (n = 36). Results show that some participants succeed in creative tasks in several different domains, but only in experiments where specific prior knowledge is not controlled and tasks are artificial. Furthermore, certain studies conflate the function, which is domain-general, with its functioning, which may not necessarily be domain-general. For these reasons, the results appear less robust (no control for confounding factors) and less representative (creative tasks are not academically, socially, or professionally realistic). Therefore, it seems premature to recommend the integration of general creative skills into school or training programs, as well as the selection of students or employees with a presumed "creative profile."

Murat, F. (2024). **L'insertion professionnelle des jeunes : Influence du parcours scolaire et des compétences générales.** *Éducation & formations*, 107(2), 69-90. <https://doi.org/10.3917/edfo.107.0069>

Näslund-Hadley, E., & Alonzo, H. (2024a). **Gender, Education, and Skills in Latin America: Evidence from the Regional Learning Assessment.** *IDB Publications*. <https://doi.org/10.18235/0013270>

Latin America has achieved considerable progress in expanding access to education, yet significant gender disparities persist in educational outcomes. These gaps are evident in enrollment, completion rates, and performance across key subjects such as mathematics, language, and science. This study explores the multifaceted drivers of these disparities, including societal norms, family expectations, and economic conditions that differentially impact boys and girls. Using data from the 2019 Regional Comparative and Explanatory Study (ERCE), the analysis highlights persistent gender-based achievement gaps across Latin American countries. Girls typically outperform boys in language and science, while boys excel in mathematics. However, these trends vary across demographic groups, with Indigenous students facing compounded barriers. Indigenous girls score lower in mathematics compared to Indigenous boys and non-Indigenous peers, while Indigenous boys underperform in language and science relative to their counterparts. The findings indicate that observable factors, such as access to

resources, do not fully account for these disparities. Instead, societal expectations, parental perceptions, and cultural attitudes toward education emerge as critical drivers.

Näslund-Hadley, E., & Alonzo, H. (2024b). **Inequality, Education, and Skills in Latin America: Evidence from the Regional Learning Assessment**. *IDB Publications*. <https://doi.org/10.18235/0013269>

Educational inequality remains a critical challenge across Latin America, with significant learning gaps persisting, particularly among students from marginalized and impoverished communities. Stark inequities in access to quality education and its academic benefits disproportionately affect disadvantaged students, perpetuating exclusion and segregation. This study leverages data from the 2019 Regional Comparative and Explanatory Study (ERCE 2019) to analyze educational outcomes, focusing on the challenges faced by students from low socioeconomic backgrounds and Indigenous communities. Findings reveal that the mathematics achievement gap between students of low and high socioeconomic status widens from third to sixth grade, with Brazil and Uruguay exhibiting the largest disparities. Similar gaps in language and science achievement are evident, particularly in Brazil, Colombia, Guatemala, Panama, Peru, and Uruguay. Indigenous students face additional systemic barriers, with Costa Rica and Panama showing the most pronounced disparities. Using the Oaxaca-Blinder Decomposition method, the study identifies that mathematics and language gaps between Indigenous and non-Indigenous students are partially explained by non-observable factors such as discrimination and bias.

Nunoo, J., Opoku, A., Coffie, M., Nsenkyire, E., & Mefful, J. (2024). **Cognitive and non-cognitive skills effect on labour market outcomes: a systematic review with implications for the African labour market**. *Cogent Education*, 11(1), 2434770. <https://doi.org/10.1080/2331186X.2024.2434770>

The persistent skills gap in Africa poses a significant barrier to both economic growth and individual career advancement. While cognitive skills (CS) are well-recognized for their crucial role in enhancing employability, non-cognitive skills (NCS) have received less attention, especially in African labour markets. This systematic review examines the combined impact of CS and NCS on labour market outcomes in Africa, offering recommendations for aligning educational systems with labour market demands. Following PRISMA 2020 guidelines, the review incorporates 52 peer-reviewed studies published between 2014 and 2024, identified through the Scopus database. The findings highlight that both CS and NCS are crucial for success in Africa's labour market. While foundational cognitive skills, such as literacy and numeracy, remain essential, employers are placing growing importance on non-cognitive skills. NCS significantly enhance job performance, boost wages, and promote career advancement. Furthermore, targeted interventions in NCS development was found to be effective for women, reducing gender wage disparities. Additionally, a significant gap has emerged between the skills cultivated by educational systems and those sought by employers, highlighting the urgent need for reforms. This review offers a unique perspective on the combined effect of CS and NCS on labour market outcomes in Africa.

Outhwaite, L. A., Aunio, P., Leung, J. K. Y., & Van Herwegen, J. (2024). **Measuring Mathematical Skills in Early Childhood: a Systematic Review of the Psychometric Properties of Early Maths Assessments and Screeners**. *Educational Psychology Review*, 36(4), 110. <https://doi.org/10.1007/s10648-024-09950-6>

Successful early mathematical development is vital to children's later education, employment, and wellbeing outcomes. However, established measurement tools are infrequently used to (i) assess children's mathematical skills and (ii) identify children with or at-risk of mathematical learning difficulties. In response, this pre-registered systematic review aimed to provide an overview of measurement tools that have been evaluated for their psychometric properties for measuring the mathematical skills of children aged 0–8 years. The reliability and validity evidence reported for the identified measurement tools were then synthesised, including in relation to common acceptability thresholds. Overall, 41 mathematical assessments and 25 screeners were identified. Our study revealed five main findings. Firstly, most measurement tools were categorised as child-direct measures delivered individually with a trained assessor in a paper-based format. Secondly, the majority of the identified measurement tools have not been evaluated for aspects of reliability and validity most relevant to education measures, and only 15 measurement tools met the common acceptability thresholds for more than two areas of psychometric evidence. Thirdly, only four screeners demonstrated an acceptable ability to distinguish between typically developing children and those with or at-risk of mathematical learning difficulties. Fourthly, only one mathematical assessment and one screener met the common acceptability threshold for predictive validity. Finally, only 11 mathematical assessments and one screener were found to concurrently align with other validated measurement tools. Building on this current evidence and improving measurement quality is vital for raising methodological standards in mathematical learning and development research.

Rawlings, B. S., & Cutting, S. J. (2024). **Linking Disparate Strands: A Critical Review of the Relationship Between Creativity and Education**. *Educational Psychology Review*, 36(4), 135. <https://doi.org/10.1007/s10648-024-09973-z>

Whether schools help or hinder creativity is a topic of vibrant, international debate. Some contend that the focus on structure, rote learning and standardised assessments associated with formal education stifles children's creativity. Others argue that creativity, much like numeracy or literacy, is a skill that can be taught, and educational settings provide optimal contexts for children to learn creative skills. With creativity increasingly recognised as a critical skill of the twenty-first century and formal education reaching more children across the globe, understanding the impact of schools on its development is critical. We suggest that much of the discourse on this topic has a narrow focus, precluding a global perspective. Here, we take a step back to integrate important but disparately presented research strands on education and creativity, to inform this debate. We first synthesize what we know about creativity and education, before presenting work on different areas—either directly or indirectly assessing creativity in educational contexts—including the relationship between creativity and academic achievement, classroom infrastructure and experiences, developmental slumps, teachers' perspectives on creative children and research on culturally and educationally diverse populations. Reviewing research from these approaches shows that the relationship is nuanced and requires careful interpretation—while some research showcases the positive impact schooling can have on children's creative development, other work, including from culturally and educationally diverse populations, shows how school experiences could be detrimental in this regard. We finish by summarising and integrating these research strands before making suggestions for future research.

Salinas, D. (2024). **Fewer books and more educational software: How have home learning environments changed since 2015?** *PISA à La Loupe*, 127(127), 1-7.
<https://doi.org/10.1787/0e179a87-en>

Schneider, C. (2024). **Profil de compétences transversales. Élaboration et apports théoriques d'un instrument romand.** Consulté à l'adresse
<https://www.irdp.ch/data/secure/4071/document/241001.pdf>

Destiné à tous les cantons de Suisse romande, l'instrument « Profil de compétences transversales » (PCT) est un dispositif pédagogique au service des élèves, visant à les soutenir dans leur processus d'orientation scolaire et professionnelle au cours du secondaire I (élèves de 12 à 15 ans). S'inscrivant dans la prise en considération des aspects transversaux inhérents à tout apprentissage, cet outil propose une sélection de compétences transversales susceptible d'apporter aux élèves une meilleure connaissance de soi et de les soutenir dans leur formation future. Les activités proposées permettent également de travailler l'autoévaluation avec les élèves et de renforcer leur estime de soi. Le rapport documente les choix réalisés lors de la création de l'instrument PCT en apportant des éclairages théoriques sur la notion de compétence transversale et sur l'importance de développer de telles compétences chez les élèves.

Sun, D., Looi, C.-K., Yang, Y., & Jia, F. (2025). **Exploring students' learning performance in computer-supported collaborative learning environment during and after pandemic: Cognition and interaction.** *British Journal of Educational Technology*, 56(1), 128-149.
<https://doi.org/10.1111/bjet.13492>

Universities, significantly impacted by the shift to online learning during pandemic, must critically evaluate their teaching methods and outcomes to enhance performance in the post-pandemic era. However, there has been a limited examination of whether students achieved comparable levels in cognition and social interaction during the pandemic compared to traditional face-to-face learning. Addressing this gap, this exploratory study utilized a quasi-experimental design to analyse and compare the learning performance and outcomes of two cohorts of students (totalling 45) in a 12-week university course delivered through the computer-supported collaborative learning (CSCL) approach, both during and after the pandemic. Employing quantitative analysis and lag sequential analysis, the study examined students' behaviours, similarities and differences in performance within CSCL environments under two distinct social situations. Results indicated that students engaged in complete online learning with CSCL and those in face-to-face teaching with CSCL achieved similar levels of conceptual understanding. Additionally, a comparable distribution pattern of learning behaviours was observed. However, significant differences in behaviour sequences emerged between the two implementations, with students exhibiting a higher level of engagement in CSCL activities during the post-pandemic period. These findings inform the design of CSCL environments should integrate student-centred activities and include guiding scripts, prompts and scaffoldings in navigating learning endeavours effectively. Practitioner notes What is already known about this topic The CSCL environment could facilitate teacher-student and student-student interaction in learning activities. Studies have been conducted on the impact of scripts and prompts on students' cognition and social interaction in CSCL environment. There is a crucial need for conducting more in-depth data analysis to comprehensively explore the CSCL process within university settings. What this paper adds A well-designed CSCL environment, coupled with effective instructional strategies, exhibits resilience, sustaining its beneficial effects on

students' academic performance and interaction. Both cohorts demonstrated a proclivity for engaging in repetitive behaviours, particularly focused on reviewing and reading activities. The latter cohort displayed a preference for individual tasks over collaborative efforts, showcasing a relatively higher frequency of individual work as opposed to group activities. Notably absent in both groups were crucial behavioural sequences, namely VR-IA and VC-IA, underscoring potential areas for CSCL improvement. Implications for practice and/or policy In the CSCL environment, a variety of activities rooted in student-centred pedagogy (ie, self-regulated learning, inquiry-based learning and peer feedback) should be seamlessly integrated. It is recommended to furnish students with scripts, prompts and scaffoldings to bolster their navigation through collaborative and independent learning endeavours within CSCL environment. Students are encouraged to bridge their newly acquired knowledge with their existing understanding, for enhancing engagement and promoting deeper comprehension.

Vella-Brodrick, D. A., Lewis, K. J., & Gilowska, K. (2024). **Exploring the Nature-Creativity Connection Across Different Settings: A Scoping Review**. *Educational Psychology Review*, 36(4), 134. <https://doi.org/10.1007/s10648-024-09964-0>

The widespread benefits of creativity have become more salient in recent years. This has led to scholarly interest in finding ways to foster creativity. Nature immersion may be one way to enhance creativity, particularly as many individuals involved in creative pursuits have found nature to be a source of inspiration and a haven for restoration. Using the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) extension for scoping reviews and the PRISMA-ScR 22 item checklist, we conducted a scoping review to examine the evidence on the relationship between nature and creativity as well as any underlying mechanisms facilitating this relationship. A scoping review was deemed appropriate given the infancy of the topic and the need to understand the broad landscape. Our aim was to present a range of interdisciplinary applications of nature interventions on different types of creative performance. We found 45 publications exploring the relationship between nature and creativity, with the majority (n = 36, 80%) published within the past seven years. Overall, the quantitative studies in our scoping review provided evidence of a significant positive relationship, or effect, between nature and creativity. These relationships held across various types of nature including for wilderness, rural and urban settings, as well as in different applications of creativity such as in the arts, workplace, education, and laboratory conditions. Qualitative and case study research also supported the positive relationship between nature and creativity including in diverse nature settings and in different applications such as in visual arts, design, writing, music, free play in kindergartens, and work. Qualitative studies highlighted potential mechanisms behind this relationship, including time in solitude, appreciation of impermanence, relaxation and inspiration, and disconnection from technology. Moreover, the degree of exposure to nature may be an important consideration for creative performance with more immersive, real-life experiences typical of outdoor nature, tending to be more effective than indoor spaces with window views or indoor plants. These preliminary findings suggest that more opportunities to connect with nature, especially in the outdoors, may help to stimulate creativity in a wide range of settings including education, the creative arts, and workplaces, although more high-quality research examining the sustained effects of nature on creativity is needed.

Waldeyer, J., Endres, T., Roelle, J., Baars, M., & Renkl, A. (2024). **How to Optimize Self-Assessment Accuracy in Cognitive Skill Acquisition When Learning from Worked Examples.** *Educational Psychology Review*, 36(4), 103. <https://doi.org/10.1007/s10648-024-09944-4>

The present study was designed to understand and optimize self-assessment accuracy in cognitive skill acquisition through example-based learning. We focused on the initial problem-solving phase, which follows after studying worked examples. At the end of this phase, it is important that learners are aware whether they have already understood the solution procedure. In Experiment 1, we tested whether self-assessment accuracy depended on whether learners were prompted to infer their self-assessments from explanation-based cues (ability to explain the problems' solutions) or from performance-based cues (problem-solving performance) and on whether learners were informed about the to-be-monitored cue before or only after the problem-solving phase. We found that performance-based cues resulted in better self-assessment accuracy and that informing learners about the to-be-monitored cue before problem-solving enhanced self-assessment accuracy. In Experiment 2, we again tested whether self-assessment accuracy depended on whether learners were prompted to infer their self-assessments from explanation- or performance-based cues. We furthermore varied whether learners received instruction on criteria for interpreting the cues and whether learners were prompted to self-explain during problem-solving. When learners received no further instructional support, like in Experiment 1, performance-based cues yielded better self-assessment accuracy. Only when learners who were prompted to infer their self-assessments from explanation-based cues received both cue criteria instruction and prompts to engage in self-explaining during problem-solving did they show similar self-assessment accuracy as learners who utilized performance-based cues. Overall, we conclude that it is more efficient to prompt learners to monitor performance-based rather than explanation-based cues in the initial problem-solving phase.

Aspects économiques de l'éducation

Andrabi, T., Bau, N., Das, J., & Khwaja, A. I. (2025). **Heterogeneity in School Value Added and the Private Premium.** *American Economic Review*, 115(1), 147-182. <https://doi.org/10.1257/aer.20221422>

We estimate and validate test score-based measures of school quality (school value added, or SVA) in Pakistan. We document substantial variation in SVA within villages and within the public and private sectors, leading to a wide range of possible estimates of the private premium. We also show that parents value SVA. Heterogeneity in parental demand for quality helps explain both the evolution of the market over time and cross-market variation in school quality. The supply side responds to parental demand for quality in the private sector, but there is no evidence it does so in the public sector.

Aucejo, E. M., Perry, S., & Zafar, B. (2024). **Assessing the costs of balancing college and work activities: The gig economy meets online education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp2052.htm>

Balancing the demands of work and schooling is a challenging task for an increasing number of students who have to pay their way through college and for workers who intend to upgrade their skills. However, flexible learning and working environments could play an important role in easing many frictions associated with performing both activities

simultaneously. Using detailed (work and study effort) data - from a partnership between Arizona State University and Uber that allows eligible drivers to enroll in online college courses for free - we analyze how labor supply and study efforts respond to changes in labor market conditions and college activities/tasks. Our findings indicate that a 10% increase in average weekly online college activities reduces weekly time spent on the Uber platform by about 1%, indicating a low « short run » opportunity cost of studying when working. We also show that study time is not particularly sensitive to changes in labor market conditions, where a 10% increase in average weekly pay reduces study hours by only 2%. Consistent with these results, we find that workers take advantage of their flexible schedules by changing their usual working hours when their college courses are more demanding. We do not find adverse effects of work hours on academic performance in this context, or of study hours on workplace performance (as measured by driver ratings or tips). Finally, the (elicited) value assigned to flexible working and educational formats is high among the students in our sample, who view online education as an important vehicle for increasing expected future income. Overall, this study underscores that combining flexible working and learning formats could constitute a suitable path for many (low-SES) students who work to afford an increasingly expensive college education and for workers aiming to improve their skill set.

Avdeev, S. (2025). **Balancing Study and Work: Heterogeneous Impact of the Bologna Reform on the Labour Market**. *Oxford Bulletin of Economics and Statistics*, 87(1), 252-286. <https://doi.org/10.1111/obes.12607>

The Bologna reform, the largest European education reform, was implemented in Russia in 2011. The reform shortened the duration of some undergraduate programmes by 1 year and compressed their curricula. Using a difference-in-differences design, I find that the reform had no short- or medium-term adverse effects on employment. However, I find that null average effects on wages mask considerable heterogeneity. I find that female students with high relative returns worked less during their studies, invested in their human capital, and secured stable wages. In contrast, male students with low relative returns underinvested in human capital and experienced a decline in wages.

Barrow, L., Komisarow, S., & Sartain, L. (2024). **Are Friends of Schools the Enemies of Equity? The Interplay of School Funding Policies and External Fundraising** (Working Paper N° 24-24). Consulté à l'adresse Federal Reserve Bank of Cleveland website: <https://econpapers.repec.org/paper/fipfedcwq/99061.htm>

School districts across the US have adopted funding policies designed to distribute resources more equitably across schools. Concurrently, schools are increasing external fundraising efforts to supplement district budget allocations. We document both funding policies and fundraising efforts in Chicago Public Schools. We find that adoption of a weighted-student funding policy reallocated more dollars to schools with high shares of students eligible for free/reduced-price lunch, creating a policy-induced per-pupil expenditure gap. Further, almost all schools raised external funds over the study period, with most dollars raised concentrated in schools serving relatively affluent populations. We estimate that external fundraising offset the policy-induced per-pupil expenditure gap between schools enrolling the lowest and highest shares of FRL-eligible students by 23-35 percent.

Bordes, E. (2025, janvier 13). **L'université, un service public sous pression budgétaire**. Consulté 15 janvier 2025, à l'adresse The Conversation website:

<http://theconversation.com/luniversite-un-service-public-sous-pression-budgetaire-246693>

Alors que la démographie étudiante reste à un haut niveau, les universités doivent faire face à des contraintes budgétaires, de plus en plus fortes, qui se répercutent sur chercheurs et étudiants.

Cavaglia, C., Macmillan, L., Maragkou, K., Murphy, R., & Wyness, G. (2024). **The mismatch earnings penalty** [CVER Research Paper]. Consulté à l'adresse Centre for Vocational Education Research website: <https://econpapers.repec.org/paper/cepcverdp/041.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.

Darnon, C., Sommet, N., Normand, A., & Manstead, A. S. R. (2024). **Selection and the economic value of education: A barrier to reducing the SES achievement gap?** *Journal of Social Issues*, 80(4), 1238-1261. <https://doi.org/10.1111/josi.12646>

Due to the role that schools play in determining the status of the future occupations of their children (i.e., the selection function of education), high socioeconomic status (SES) parents may not always be supportive of interventions that would reduce the SES achievement gap. In four experiments, we measured the support of parents (Ntotal = 1966) for implementing an equalizing (and, in Experiments 2 and 3, an inequality-maintaining) intervention. In Experiments 1 and 2, a negative association between subjective SES and support for the equalizing intervention was found when the selection function was made salient, an effect that was also observed in Experiment 4 but only for Right-leaning participants. In Experiment 3, where the salience of selection was held constant, we found a negative association between subjective SES and support for the equalizing intervention, but not the inequality-maintaining intervention.

Davies, R. B., & Specht, L. S. (2025). **Brexit and foreign students in gravity.** *Review of International Economics*, 33(1), 290-333. <https://doi.org/10.1111/roie.12750>

This paper examines the impact of Brexit on international student migration. In a structural gravity model, we estimate student migration between 69 countries for counterfactual scenarios in which the United Kingdom leaves the European Union one year before the referendum. This exercise reveals a decrease in exchange students studying in the UK of around 3.8% to 4.9%. While the number of non-EU students to the UK rises, a drop in EU student numbers drives this result. Similarly, 30% to 38% fewer UK students choose to study abroad. The estimated changes in international student stocks show that most other member countries lose international students and non-EU countries host more than without Brexit. Our findings provide evidence that there may be hidden costs to Brexit affecting global student exchanges that we have yet to see.

Dufour, C., Esteban, L., Marteau, B., & Ramuzat, L. (2025). **Évaluer l'effet des réformes socio-fiscales concernant les étudiants selon le niveau de vie de leurs parents** (N° 19; p. 68). Consulté à l'adresse DREES website: <https://drees.solidarites->

sante.gouv.fr/publications-communique-de-presse/drees-methodes/250115_DM_extension-modele-ines

Edwards, D. B., Moschetti, M. C., & Caravaca, A. (2025). **Post-colonial contexts, the state, and education reform: a framework for understanding the ethos of privatization.** *International Journal of Qualitative Studies in Education*, 38(1), 58-75. <https://doi.org/10.1080/09518398.2024.2348798>

The central argument of this article is that post-colonial states operate—and have always operated, due to their roots in colonialism and capitalism—according to an “ethos of privatization,” through which state agents derive private benefit from positions ostensibly responsible for providing public services. The article offers a framework for understanding the ethos of privatization as central to state behavior that is based on insights from literatures in four areas: global education policy, political economy, world systems theory, and post-colonial studies. The article demonstrates the theoretical and methodological value of this framework for producing critical public policy knowledge by applying it to the case of educational privatization in Honduras. The article concludes with a discussion of the benefits of this framework, particularly vis-à-vis more established approaches rooted in the policy sociology literature.

Eigbiremolen, G. O., & Orji, A. (2024). **Credit constraints in higher education attendance: Longitudinal evidence from Ethiopia.** *African Development Review*, 36(4), 555-567. <https://doi.org/10.1111/1467-8268.12781>

In this paper, we examine the relationship between household wealth and higher education enrolment, with a focus on the evidence surrounding credit constraints in postsecondary education. Using unique longitudinal data that link household wealth and measures of cognitive ability at age 12 to higher education attendance at age 19–22, we differentiate short-term credit constraints from long-term credit constraints and test the relative importance of short- and long-term credit constraints in schooling decisions. We find that short- and long-term credit constraints determine the relationship between household wealth and higher education attendance. There is a need to complement short-term policies with long-term interventions that empower households to continue to invest in human capital development over the child's life cycle, which will crystallize in higher cognitive ability and readiness for higher education.

Feldmann, H. (2025). **Economic freedom and the quality of education.** *Kyklos*, 78(1), 86-110. <https://doi.org/10.1111/kykl.12412>

This paper finds robust evidence that economic freedom improves the quality of education. This is probably mainly because economic freedom incentivizes parents to invest in high-quality education for their children and helps them to do so. It also incentivizes and helps both governments and private providers to deliver high-quality education. The paper uses two different indicators of educational quality: PISA scores and the World Bank's harmonized test scores. The magnitudes of the estimated effects of economic freedom on both indicators are substantial. They are even larger once the indirect impact of economic freedom via GDP per capita and, to a lesser extent, once the indirect impact via government education expenditure is taken into account. The paper uses data on up to 49 countries for PISA scores and up to 137 countries for World Bank scores. It accounts for the endogeneity of economic freedom and controls for all major determinants of educational quality.

Musibau, H., Vespignani, J., & Yanotti, M. (2024, décembre 2). **Education Quality and Economic Growth: A New International Measure of Quality of Education**. Consulté à l'adresse

https://figshare.utas.edu.au/articles/preprint/Education_Quality_and_Economic_Growth_A_New_International_Measure_of_Quality_of_Education/27960393/2

This paper explores the impact of education quality on economic growth in 37 OECD countries. We developed a new dataset that combines mixed-frequency data, including low-frequency data (every three years) from the Programme for International Student Assessment (PISA) and annual data from the World Development Indicators (WDI), covering the period from 2000 to 2018. Our study investigates the relationship between education quality and economic growth. We found that a 1% increase in educational quality contribute to an annual economic growth rate of 2.8%. This result is significantly higher than previous research, which, based on cross-sectional PISA data, reported growth rates ranging from 0.4% to 2.3%.

Norn, M. T., & Sigurdardottir, M. S. (2024). **How academic leaders respond to the growing importance of external research funding and what this means for universities**. *Tertiary Education and Management*, 30(3), 205-219. <https://doi.org/10.1007/s11233-024-09143-4>

Rising levels of external research funding represent not only an asset but also a challenge for universities. Academic leaders play a central role in managing the finances of their institutions, yet little is known about how they respond to the growing importance of external research funding. Through the lens of resource dependency theory, we argue that external funding can be seen as a critical resource for universities. In an interview-based study of academic leaders in Danish universities, we investigate how leaders respond to the uncertainties and constraints associated with their institutions' dependence on external funding. We find that increasing levels of external funding tie up a growing proportion of internal funding, constraining academic leaders' strategic options and challenging their ability to ensure continuity in research groups. Leaders respond by pursuing a variety of strategies, but many ultimately find themselves in a bind, caught between feeling a growing need to take actions to manage uncertainties and constraints resulting from rising levels of external funding on the one hand, and not wanting or daring to be seen as interfering with the autonomy of their high-performing researchers on the other. The risk, ultimately, is that external funding determines which research areas and talents are developed, and that all disposable internal funding in universities is tied up in externally funded activities.

Aspects psychologiques de l'éducation

Bembenuddy, H., Kitsantas, A., DiBenedetto, M. K., Wigfield, A., Greene, J. A., Usher, E. L., ... Chen, P. P. (2024). **Harnessing Motivation, Self-Efficacy, and Self-Regulation: Dale H. Schunk's Enduring Influence**. *Educational Psychology Review*, 36(4), 139. <https://doi.org/10.1007/s10648-024-09969-9>

This tribute celebrates the unwavering dedication and contributions of Dale H. Schunk to educational psychology. His research has fundamentally transformed how school-based practitioners support student learning. By pioneering effective teaching strategies and interventions, he has called educators to create dynamic learning environments that cultivate students' self-efficacy beliefs and self-regulated learning. Beyond his scholarly achievements, Schunk's commitment to mentoring students and faculty alike has

impacted the academic community. His profound influence continues to reshape the landscape of educational psychology, igniting ongoing research and driving innovation to enhance teaching and learning practices among learners. This tribute is a testament to Schunk's enduring legacy and profound impact on educational psychology.

Bennett, C., Westrupp, E. M., Bennetts, S. K., Love, J., Hackworth, N. J., Berthelsen, D., & Nicholson, J. M. (2025). **An early parenting intervention focused on enriched parent-child interactions improves effortful control in the early years of school.** *Child Development*, 96(1), 355-374. <https://doi.org/10.1111/cdev.14166>

This study examined long-term mediating effects of the smalltalk parenting intervention on children's effortful control at school age (7.5 years; 2016–2018). In 2010–2012, parents (96% female) of toddlers (N = 1201; aged 12–36 months; 52% female) were randomly assigned to either: standard playgroup, smalltalk playgroup (group-only), or smalltalk playgroup with additional home coaching (smalltalk plus). Multi-informant data indicated that smalltalk plus had unique indirect effects on children's effortful control, through parents' capacity to 'maintain and extend' children's focus during joint interactions. Possible mediating pathways via parent verbal responsiveness, home learning activities, and descriptive language use were not supported. When parents received a structured playgroup program with additional home coaching, sustainable benefits were evident in children's self-regulation, assessed in the early school years.

Billi, S. (2024). **Le temps énéacté chez les élèves en Education Physique et Sportive. Essai de définition.** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04876918>

Cette thèse qui s'inscrit dans le paradigme de l'éducation ambitieuse un essai de définition du temps au prisme de l'expérience d'élèves lors de leçons d'EPS. De façon plus précise, elle s'attache à caractériser le temps vécu, ressenti, interprété par des élèves, c'est-à-dire le temps énéacté. Pour y parvenir et en référence au Programme de Recherche Empirique et Technologique du Cours d'action (Theureau, 2015), nous avons reconstruit les cours d'expérience de six lycéens en musculation et de trois lycéens en ultimate à partir des traces audiovisuelles des comportements et communications in situ, et de verbalisations obtenues lors d'entretiens d'autoconfrontation. À un premier niveau d'analyse, le recours à la littéralisation d'une triade (l'Actualité potentielle, le Référentiel et le Représentamen) nous a permis de pointer des régularités dans le contenu des temps énéactés chez les élèves. Ces résultats mettent en avant que le temps énéacté se dévoile à partir d'un processus individuel et collectif d'appropriation du soi, d'autrui, du matériel. À un second niveau, l'analyse des suites des différents temps énéactés a été représentée graphiquement pour chaque leçon en musculation et en ultimate. Les résultats révèlent des épisodes de bascule entre des temps énéactés et la prégnance de certains temps énéactés au cours de la leçon. Au final, ces différents résultats aboutissent à un essai de définition du temps énéacté vu comme un processus dynamique relativement indépendant du temps objectif et traduisant une manière d'être au monde. Sur cette base, c'est la conception du temps dans l'activité humaine qui est revisitée, offrant de nouvelles perspectives professionnelles en EPS en termes de démarches énéactives d'enseignement.

Brennan, R. L. (2024). **Current Psychometric Models and Some Uses of Technology in Educational Testing.** *Educational Measurement: Issues and Practice*, 43(4), 88-92. <https://doi.org/10.1111/emip.12644>

This paper addresses some issues concerning the use of current psychometric models for current (and possibly future) technology-based educational testing (as well as most licensure and certification testing). The intent here is to provide a relatively simple overview that addresses important issues, with little explicit intent to argue strenuously for or against the particular uses of technology discussed here.

Burstein, O., Sabag, M., Kurtzman, L., & Geva, R. (2025). **The role of focused attention in learning from early childhood to late adolescence: Implications of neonatal brainstem compromise following preterm birth.** *Child Development*, 96(1), 269-285. <https://doi.org/10.1111/cdev.14167>

This comprehensive longitudinal study explored for the first time the interrelations between neonatal brainstem abnormalities, focused attention (FA), and learning—following a preterm cohort (N = 175; 46.3% female; predominantly White) from birth (2003–2006) to 17 years. The findings indicated that FA during early childhood was associated with language outcomes in toddlerhood (n = 131) and academic and attention self-report indices in late adolescence (n = 44). Pilot assessments indicated that FA at 17 years (n = 25) was also associated with concurrent academic and attention functioning. Structural equation modeling analyses revealed that neonatal brainstem functioning, manifested in auditory brainstem response patterns, was associated with early-life FA competence, which affected learning development. Implications underscore the essential role of early brainstem function and FA in shaping childhood learning trajectories.

Café pédagogique. (2025, janvier 13). **Racisme : « Sous la menace du stigmaté, les individus peuvent perdre confiance en eux et moins bien réussir ».** Consulté 15 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/13/lhistorienne-carole-reynaud-paligot-sous-la-menace-du-stigmaté-les-individus-peuvent-perdre-confiance-en-eux-et-moins-bien-reussir/>

« Comment devient-on raciste ? » est une bande dessinée qui mêle témoignage, réflexion personnelle et scientifique. « J'ai peur pour mes enfants ? » écrit l'illustrateur Ismaël Meziane qui partage sa colère et ses peurs. Il s'est associé à Carole Reynaud-Paligot, historienne et Évelyne Heyer, anthropologue généticienne pour proposer un ouvrage didactique sur le racisme. « On parle assez peu de phénomènes bien connus en psychologie sociale comme la « prophétie auto-réalisatrice », et pourtant c'est essentiel dans le domaine du racisme et du sexisme. Sous la menace du stigmaté, les individus peuvent perdre confiance en eux et moins bien réussir, ce sont des phénomènes essentiels dont il faut prendre conscience dans le domaine de l'éducation » explique Carole Reynaud-Paligot. La bande dessinée propose d'identifier, de comprendre le racisme pour en déjouer les mécanismes. L'historienne répond aux questions du Café pédagogique.

Chamoun-Nicolas, H., Rabadán Pérez, F., & Ramirez Muñoz, M. V. (2024). **Teaching Tools to Enhance Student Engagement in Higher Education.** *Multidisciplinary Journal of School Education*, 13(2 (26)), 351-372. <https://doi.org/10.35765/mjse.2024.1326/17>

Objectives of the research: This project aims to identify the most effective tools for increasing student engagement. Research methods: An ad hoc questionnaire to measure the engagement capacity of teaching tools, principal component analysis (PCA), and machine learning forward regression. Structure of the article: Introduction,

methodology and results (sampling, PCA, forward regression), discussion, and conclusions. Research findings: Active interaction and modular organization promote student engagement. A student's inability to respond to questions about improving a subject often indicates a lack of interest. Engagement increases when previous teaching experiences have not incorporated interactive tools. Pre-class homework assignments enhance interest and make courses more practical. Tools that facilitate teacher-student interaction improve engagement, regardless of whether the teaching style is based on the teacher's practical experience or a student-centered approach. Conclusions and recommendations: This research identifies several factors that significantly influence student engagement, including a modular structure, active classroom participation, pre- and post-class assignments, content quality, teaching style, and interaction through discussion platforms.

Chen, T., Ding, W., Yang, Q., Chen, Y., Li, W., & Xie, R. (2024). **Longitudinal reciprocal relations between general basic psychological need satisfaction, social support, and academic engagement among Chinese adolescents.** *Social Psychology of Education*, 28(1), 12. <https://doi.org/10.1007/s11218-024-09978-0>

Prior studies showed that general basic psychological need satisfaction or social support affected academic engagement. However, it remains unknown how the mutual reinforcement between the perception of internal needs and external support influences adolescents' academic engagement, as well as whether academic engagement can shape psychological resources and a positive environment. This study aims to examine the bidirectional longitudinal relations between general basic psychological need satisfaction, social support, and academic engagement among Chinese adolescents. A total of 1,214 high school students (Mage = 15.46 years, SDage = 0.71) completed questionnaires at three time points with a six-month interval. Results revealed bidirectional relations between general basic psychological need satisfaction and social support with academic engagement, as well as between general basic psychological need satisfaction and social support themselves. Additionally, general basic psychological need satisfaction and social support mutually reinforced each other, indirectly predicting academic engagement; academic engagement predicted general basic psychological need satisfaction through social support and mediated the relation between social support and general basic psychological need satisfaction. This study revealed that the perception of internal needs and external support mutually promoted academic engagement which also shaped the perception of internal needs and external support. It is important to shape these two resources while considering the role of academic engagement in developing resources.

Colenbrander, D., von Hagen, A., Kohnen, S., Wegener, S., Ko, K., Beyersmann, E., ... Castles, A. (2024). **The Effects of Morphological Instruction on Literacy Outcomes for Children in English-Speaking Countries: A Systematic Review and Meta-Analysis.** *Educational Psychology Review*, 36(4), 119. <https://doi.org/10.1007/s10648-024-09953-3>

In this pre-registered meta-analysis, we investigated the effectiveness of morphology instruction on literacy outcomes for primary school children in English-speaking countries. We were interested in overall reading and spelling outcomes, but we also looked separately at results for trained and untrained words in order to determine whether there was evidence of transfer to untrained words. Further, we were interested in whether results transferred beyond the word level to reading comprehension outcomes. Our screening process revealed 28 eligible studies, which contributed 177 effect sizes to the

analyses. Robust variance estimation methods were used to account for dependence between effect sizes. Overall, effect sizes on reading and spelling outcomes were small to moderate. Effect sizes were larger for trained words than untrained words. There was evidence of transfer to untrained words for spelling outcomes, but not for reading outcomes. There was also no clear evidence of effects on reading comprehension outcomes. In general, the evidence was characterised by large amounts of heterogeneity and imprecision, which was reflective of the wide variety within and between studies in terms of intervention content, outcome measures, intervention dosage and type of control group. We discuss the limitations of the current literature and make recommendations for future research and practice in the field of morphology instruction. (207 words – max 250).

Corbett, S., Johnston, K., & Bezuidenhout, A. (2025). **Further education workforce wellbeing: Did Covid actually change anything?** *Educational Management Administration & Leadership*, 53(1), 182-194. <https://doi.org/10.1177/17411432231153290>
This paper considers wellbeing in the context of those working in the further education (FE) sector in England and how this has been affected by the Covid pandemic. There has been a growth of research into the impact of the pandemic on the workforce in the higher education sector and some considerations for schools. However, research that examines the FE sector's workforce, an education sector which is often considered under-resourced, can be lacking. Our empirical research seeks to begin to address this gap and provide a unique contribution through the replication of a pre-pandemic national FE workforce wellbeing study commissioned by the Education and Training Foundation. The current study uses the same scale framework as the 2019 study to assess the wellbeing of FE sector employees. The results from 347 responses show that the pandemic had a negative impact on the wellbeing of employees, but employees drew upon their resilience to cope with increasing demands in the sector.

Covarrubias, R. (2024). **On Being Accepted: Interrogating How University Cultural Scripts Shape Personal and Political Facets of Belonging.** *Educational Psychology Review*, 36(4), 136. <https://doi.org/10.1007/s10648-024-09970-2>

Belonging is personal and political. As a fundamental human need, belonging is about self-acceptance and about feeling "accepted" by others. And yet, this process of acceptance is inextricably tied to structures of power that work to include and exclude. Structures of whiteness within higher education systems, for example, relegate low-income, first-generation-to-college students of color to the margins and undermine their capacity and desire to belong. This makes the task of developing institutional practices that foster belonging complex. Such a task prompts important questions about what "acceptance" looks like. For example, in what ways can practices of acceptance attend to existing power structures? Under what conditions can acceptance occur so as not to solely expect students to assimilate or to silence important parts of themselves? How can practices of acceptance recognize the diverse belonging needs of marginalized students and the politics surrounding those needs? To answer these questions, I utilize frameworks that reveal the paradoxes of belonging—the push and pull of being accepted in spaces that marginalize the self. Specifically, drawing from a place-belongingness and politics of belonging framework, I first provide a foundation for understanding the personal and political components of belonging for marginalized students. I then review harmful institutional practices of "acceptance" and discuss more transformative practices that sustain students' cultural identities. Illuminating the personal

and political facets of what it means to be accepted provides a pathway for reimagining who can, wants, and gets to belong.

Creel, S. C. (2025). **Connecting the tots: Strong looking-pointing correlations in preschoolers' word learning and implications for continuity in language development.** *Child Development*, 96(1), 87-103. <https://doi.org/10.1111/cdev.14157>

How does one assess developmental change when the measures themselves change with development? Most developmental studies of word learning use either looking (infants) or pointing (preschoolers and older). With little empirical evidence of the relationship between the two measures, developmental change is difficult to assess. This paper analyzes 914 pointing, looking children (451 female, varied ethnicities, 2.5–6.5 years, dates: 2009–2019) in 36 word- or sound-learning experiments with two-alternative test trials. Looking proportions and pointing accuracy correlated strongly ($r = .7$). Counter to the “looks first” hypothesis, looks were not sensitive to incipient knowledge that pointing missed: when pointing is at chance, looking proportions are also. Results suggest one possible path forward for assessing continuous developmental change. Methodological best practices are discussed.

Cruz, D. A. B., Campomanes, E. S. A., Belleno, E. E. L., & Alipio, M. (2024). **Academic Stress Measurement and Management of Radiologic Technology Students.** *Asian Journal of Education and Social Studies*, 50(4), 38-53. <https://doi.org/10.9734/AJESS/2024/v50i41309>

Academic stress among Radiologic Technology students in Iligan City, Philippines, significantly impacts their well-being and academic success. This research aims to measure and address this stress by developing tailored stress management activities. The study utilizes an exploratory sequential mixed-methods design, combining qualitative and quantitative approaches. Qualitative interviews with Radiologic Technology students identify the key stressors, including academic demands, interpersonal conflicts, and societal expectations. Based on the qualitative findings, a stress management program is developed, that incorporates self-awareness, self-care, and goal setting. Stress levels are measured using questionnaires before and after participating in stress management activities. Participants include second-, third-, and fourth-year Radiologic Technology students who have completed at least one semester in the Radiologic Technology program. Sampling methods include simple random and purposive sampling. Thematic analysis identifies coping mechanisms such as binge eating, exercise, and entertainment. Quantitative analysis shows a significant decrease in stress levels post-intervention, highlighting the effectiveness of stress management activities. Students express positive feedback, acknowledging the benefits of the stress management workshop. This study contributes to understanding academic stress among Radiologic Technology students and highlights the importance of tailored stress management strategies. It emphasizes the significance of self-awareness, self-care, and goal-setting, and emphasizes the need for targeted interventions.

Delarue, M.-C., Heidmann, L., & Raffy, G. (2024). **Apprentissages hétérogènes : comment les élèves progressent au collège ? : Une étude psychométrique de l'évolution des compétences des élèves.** *Éducation & formations*, 107(2), 7-34. <https://doi.org/10.3917/edfo.107.0007>

Demogeot, N. (2025). **Retrait, refus, phobie scolaire : du mal-être au « désarrimage scolaire ».** *Recherches en éducation*, (57). <https://doi.org/10.4000/131os>

Nous présentons ici quelques réflexions relatives au mal-être à l'école, en abordant les phénomènes de « retrait, refus ou phobie scolaire », problématiques en augmentation depuis une dizaine d'années, ravivées par le contexte sanitaire du Covid 19 et pour lesquelles les psychologues de l'Éducation nationale sont fréquemment sollicités. Dès lors, il s'agit de rendre compte de la souffrance de ces élèves, parfois totalement déscolarisés, et d'interroger les modalités de fonctionnement de l'école actuelle afin de tenter de comprendre le « désarrimage » scolaire de ces jeunes. Nous proposons de centrer nos réflexions autour de trois axes : le premier renvoie aux référents théoriques qui concernent la peur de l'école et la question de la phobie scolaire. Le deuxième axe invite à revenir sur la place centrale de la relation pédagogique et la qualité du lien enseignant-élève comme possibilité de réarrimage. Enfin, nous mentionnons dans une troisième partie d'autres modalités d'accompagnement de ces jeunes désarrimés et les perspectives de recherche à explorer dans une visée préventive.

Derla, H. M. C., & Baguio, J. B. (2024). **Self-Awareness Learning in Relation to Educational Development of Students in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(11), 146-154. <https://doi.org/10.9734/ajess/2024/v50i111642>

This study examined the relationship between self-awareness learning and the educational development of students in public elementary schools in the Panabo District, Division of Davao Del Norte. A non-experimental quantitative research design with a correlational method was employed, with 133 student respondents selected through universal sampling. Data analysis included the use of mean, Pearson's r , and regression analysis. Findings indicated that students sometimes manifested self-awareness, and their educational development was similarly moderate. Results showed a significant relationship between self-awareness learning and students' educational development, with specific domains of self-awareness significantly influencing educational outcomes. These findings suggest that enhancing self-awareness can be a valuable tool in educational practices. Teachers may benefit from attending seminars and professional development programs offered by DepEd to strengthen their instructional strategies. By building teaching capacity, educators can foster an environment that promotes students' self-awareness and supports comprehensive educational development.

Diaconu-Gherasim, L. R., Elliot, A. J., Zancu, A. S., Brumariu, L. E., Măirean, C., Opariuc-Dan, C., & Crumpei-Tanasă, I. (2024). **A Meta-Analysis of the Relations Between Achievement Goals and Internalizing Problems**. *Educational Psychology Review*, 36(4), 109. <https://doi.org/10.1007/s10648-024-09943-5>

This systematic meta-analytic review investigated the relations between achievement goals and internalizing symptoms and disorders, namely, anxiety and depression. The number of samples for each focal relationship ranged from 3 to 36. The results indicated significant effect sizes for the relations between mastery-approach goals and anxiety ($r = -.10$) and depression ($r = -.18$), as well as performance-avoidance goals and anxiety ($r = .25$) and depression ($r = .16$). A significant effect size was also found for the relation between performance-approach goals and anxiety ($r = .15$), and a non-significant effect size was observed for the relation between performance-approach goals and depression ($r = .05$). Mastery-avoidance goals were not significantly related to either anxiety ($r = .08$) or depression ($r = -.13$). Several moderators representing the conceptualization of achievement goals (e.g., theoretical model), sample characteristics (e.g., education level), and methodology- and publication-based characteristics (e.g., year of publication) were significant, and suggested avenues for

future research. These findings herein have implications for intervention programs that could focus on reducing the links between achievement goals and internalizing problems.

Dumas, D., & Kaufman, J. C. (2024). **Evaluation is Creation: Self and Social Judgments of Creativity Across the Four-C Model.** *Educational Psychology Review*, 36(4), 107. <https://doi.org/10.1007/s10648-024-09947-1>

Who should evaluate the originality and task-appropriateness of a given idea has been a perennial debate among psychologists of creativity. Here, we argue that the most relevant evaluator of a given idea depends crucially on the level of expertise of the person who generated it. To build this argument, we draw on two complimentary theoretical perspectives. The model of domain learning (MDL) suggests that, for novices in a domain, creativity is by-necessity self-referenced, but as expertise develops, more socially referenced creativity is possible. Relatedly, the four-C model posits four forms of creativity that fall along a continuum of social impact: mini-c, little-c, Pro-c, and Big-C. We show that the MDL implies a learning trajectory that connects the four Cs because, as socially referenced creativity develops, greater societal impact becomes available to a creator. Then, we describe four sources of evaluations that become relevant as an individual learns: judgments from the creators themselves, their local community, consumers of the idea, and finally, critics in the domain. We suggest that creators' judgments are of essential importance for mini-c, community judgments are paramount for little-c, Pro-c requires either positive evaluations from consumers or critics, and Big-C requires both consumers and critics to evaluate an idea positively for an extended time. We identify key insights and imperatives for the field: aligning our measures (both human and AI scored) with the most relevant evaluations of ideas to support the reliability and validity of our measurements, using evaluations as feedback for learners to support the development of creative metacognition, and the importance of considering domain differences when evaluating ideas.

Duroy, H., François, L., & Soidet, I. (2024). **Crise climatique et orientation des étudiant es : place de la sensibilisation, de l'éco-anxiété et de l'incertitude face à l'avenir.** *L'orientation scolaire et professionnelle*, 53(4), 623-652. <https://doi.org/10.4000/12y6w>

Malgré les enjeux sociétaux attachés aux changements climatiques, notamment pour les jeunes générations particulièrement exposées, peu d'études se sont intéressées à la manière dont cette situation d'incertitude majeure face à l'avenir pourrait influencer leur choix d'orientation. C'est l'objectif de la recherche présentée. Menée en France, par questionnaire, auprès de 165 étudiant·es, elle prend en compte trois variables : le degré de sensibilisation aux enjeux environnementaux, le niveau d'éco-anxiété perçue ainsi que le sentiment d'incertitude face à l'avenir. L'analyse descriptive permet de découvrir un échantillon plus sensibilisé qu'engagé, déclarant toutefois, pour moitié, avoir tenu compte des enjeux écologiques dans leur choix d'orientation. Les analyses inférentielles confirment que la prise en compte du changement climatique dans le choix de carrière ou la manière d'exercer son métier varie selon les variables étudiées. Les résultats sont discutés sur le plan scientifique et des pratiques, au regard notamment du concept de carrière éthique.

Edler, K., Hoegler Dennis, S., Wang, L., Valentino, K., Davies, P. T., & Cummings, E. M. (2025). **Family-level profiles of parental reactions to emotions: Longitudinal associations**

with multi-informant reports of adolescent internalizing and externalizing symptoms. *Child Development*, 96(1), 21-35. <https://doi.org/10.1111/cdev.14154>

Longitudinal study of associations between family-level emotion socialization and adolescent adjustment is limited. When American children (53.5% girls) were in second grade (N = 213; Mage = 7.98; data collected 2002–2003), mothers and fathers (79.8% of mothers and 74.2% of fathers were White) reported on their reactions to children's emotions; in seventh, eighth, and ninth grade (Mage = 13.03, 14.17, 15.29, respectively; data collected 2007–2010), adolescents, mothers, and fathers reported on adolescent internalizing and externalizing symptoms. Four family-level profiles of reactions were identified. Profile differences emerged, suggesting that the emotion dismissing profile was longitudinally associated with elevated adolescent internalizing and externalizing symptoms and that fathering may especially foster child adjustment for families in a divergence profile.

Fong, C. J., Adelugba, S. F., Garza, M., Pinto, G. L., Gonzales, C., Zarei, P., & Rozek, C. S. (2024). **A Scoping Review of the Associations Between Sense of Belonging and Academic Outcomes in Postsecondary Education.** *Educational Psychology Review*, 36(4), 138. <https://doi.org/10.1007/s10648-024-09974-y>

Given the theorized importance of college belonging for academic success, we conducted a scoping review of studies examining relationships between sense of belonging and academic achievement and persistence for postsecondary students. In our scoping review, we included 69 reports (78 unique samples) published between 2003 and 2023. We observed an unexpected level of heterogeneity among the associations between belonging and academic outcomes (GPA, persistence, and intent to persist); most associations were positive but small with several small, negative associations. Across a few studies, there was a pattern of larger associations between belonging and academic achievement for marginalized college students, such as racially/ethnically minoritized students (compared to students in the racial majority) or women (compared to men) in historically exclusionary settings such as STEM disciplines. We identified gaps in the literature reflecting underreporting of student identities, including but not limited to gender identity, sexual identity, social class, religious identity, disability status, and first-generation status, in sample characteristics and a lack of attention to contextual factors, such as the type of institution (e.g., predominantly White institutions, community colleges, minority-serving institutions). In all, our findings provide an updated mapping of the literature, pointing to a much-needed refinement for how individual and institutional factors may moderate the associations between belonging and academic outcomes in postsecondary settings.

Fong, C. J., Fathi, Z., Adelugba, S. F., García, A. J., Garza, M., & Pinto, G. L. (2024). **Belongingness moderates student mindsets' influence among first-generation, community college students of color.** *Social Psychology of Education*, 28(1), 9. <https://doi.org/10.1007/s11218-024-10007-3>

Recent insights have underscored the role of context in cultivating intelligence mindsets' influence on students' academic outcomes. Psychological affordances of the social context may encourage an adaptive perspective (i.e., growth mindset). Expanding this novel area of investigation, we examined how students' sense of belonging, as an affordance of the college context, moderates the association between mindset beliefs and academic outcomes. Using secondary data from the 2018 Community College Survey of Student Engagement, we focused on students often deemed at-risk and

historically underrepresented in postsecondary education in the U.S.—a sample of 2,043 first-generation Students of Color who enrolled in their first year at one of 129 community colleges. Controlling for several sociodemographic covariates, we used fixed effects regression to identify the extent to which belonging moderated the positive association between growth mindset and college GPA; for students experiencing greater belonging, the association between growth mindset and grades was stronger than for students experiencing lower belonging. This study highlights the concomitance and synergy of students' sense of belonging and mindset beliefs as situative levers for equitable outcomes in college.

François, C., Rodriguez-Fornells, A., Cerda-Company, X., Agut, T., & Bosch, L. (2025). **Impact of late to moderate preterm birth on minimal pair word-learning.** *Child Development*, 96(1), 203-216. <https://doi.org/10.1111/cdev.14160>

Little is known about language development after late-to-moderate premature birth, the most significant part of prematurity worldwide. We examined minimal-pair word-learning skills in 18 eighteen-month-old healthy full-term (mean gestational age [GA] at birth = 39.6 weeks; 7 males; 100% Caucasian) and 18 healthy late-to-moderate preterm infants (mean GA at birth 33.7 weeks; 11 males; 100% Caucasian). Data were collected in the local urban area of Barcelona city from May 2015 to August 2016. Toddlers first associated two pseudo-words, forming a minimal pair based on a voice onset time distinction of the initial consonant, with two unfamiliar objects during a habituation phase. A visual choice test assessed their recognition of the two novel word-object associations and some familiar word-object pairs. While full-terms successfully mapped the similar sounding pair of novel words ($d = 1.57$), preterms could not ($d = 0.17$). These results suggest that late to moderate preterm birth can hinder basic associative learning mechanisms relying on fine temporal speech features.

Garcia-Castro, G., Avila-Varela, D. S., Castillejo, I., & Sebastian-Galles, N. (2025). **Cognate beginnings to bilingual lexical acquisition.** *Child Development*, 96(1), 286-300. <https://doi.org/10.1111/cdev.14170>

Recent studies suggest that cognateness boosts bilingual lexical acquisition. This study proposes an account in which language co-activation accelerates accumulation of word-learning instances across languages. This account predicts a larger cognate facilitation for words in the lower-exposure language than in the higher-exposure language, as the former receive co-activation from their translations more frequently. Bayesian Item Response Theory was used to model acquisition trajectories for 604 Catalan-Spanish translations from a dataset of 366 12–32 month-old bilinguals ($M = 22.23$ months, 175 female, mainly White, collected 2020–2022). Results show a larger cognate facilitation for words in the lower-exposure language ($d = .276$), than for words in the higher-exposure language ($d = .022$), supporting a language exposure-moderated account for the effect of cognateness on lexical acquisition.

Ginzburg, J., Fornoni, L., Aguera, P. E., Pierre, C., Caclin, A., & Moulin, A. (2025). **Development of auditory cognition in 5- to 10-year-old children: Focus on speech-in-babble-noise perception.** *Child Development*, 96(1), 407-425. <https://doi.org/10.1111/cdev.14178>

Speech-in-noise perception is consistently reported to be impaired in learning disorders, which stresses the importance of documenting its developmental course in young children. In this cross-sectional study, ninety children (41 females, 5.5–11.6 years old) and

nineteen normal-hearing adults (15 females, 20–30 years old) were tested with a newly developed closed-set speech perception in babble-noise test, combining two levels of phonological difficulty and two noise levels. Results showed that speech-in-babble-noise perception takes a definite maturation step around 7 years of age ($d = 1.17$, grade effect) and is not mature at 10 years of age when compared to young adults ($d = 0.94$, group effect). Developmental trajectories of both accuracy and response times were evaluated, with influences of psycholinguistic factors, to foster the development of adequate screening tests.

Greene, J. A., & Robinson, K. A. (2024). **Bold, Humble, Collaborative, and Virtuous: The Future of Theory Development in Educational Psychology.** *Educational Psychology Review*, 36(4), 132. <https://doi.org/10.1007/s10648-024-09971-1>

Throughout 2023 and 2024, we served as co-guest editors of a topical collection in *Educational Psychology Review* on The Past, Present, and Future of Theory Development in Educational Psychology. In this topical collection, authors of prominent theories in the field were invited to reflect upon how they generated, developed, and iterated their ideas, as well as what the future might hold for their theories. Our hope was these articles could serve as examples of how theory building happens, normalizations of the often difficult and circuitous paths theories can take from initial observations to formalizations, and inspirations to others to begin their own theory development journey. In this reflection on the topical collection, we present themes that emerged as we curated the articles, including themes we anticipated (e.g., the many different ways theories can be generated) as well as ones we did not (e.g., the mix of boldness and intellectual humility theory generation requires). Also, we examine the epistemic virtues our authors used to evaluate their theories, such as practicality, as well as the virtues that were less commonly mentioned, such as internal consistency. Finally, we identify future directions for theory development in educational psychology, including the need to improve the climate for theory development in the field, particularly in terms of creating structures that incentivize and reward natural history work.

Ha, C., Zhang, Q., & Roehrig, A. D. (2024). **Early adolescents' motivational regulation and academic achievement: using multi-level modeling analysis based on self-determination theory.** *Social Psychology of Education*, 28(1), 10. <https://doi.org/10.1007/s11218-024-10013-5>

This study examined how students' motivational regulation affects their academic performance based on the self-determination theory (SDT). The research involved data analysis from over 7,056 sixth-grade students in 446 South Korean elementary schools. We applied a stepwise multi-level modeling (MLM) approach to assess the influence of five self-determined motivational regulation impacts (i.e., amotivation, external regulation, introjected regulation, identified regulation, and intrinsic regulation) on students' literacy and math achievements. Additionally, we considered environmental differences among schools, including the type of school (i.e., public or private) and locations (i.e., urban, suburban, or rural). The study highlights the importance of fostering perceived identified regulation to enhance academic achievement in elementary students. The findings indicate that students tend to show higher academic achievement when they recognize the value of their learning experiences and that their complex motivational regulation patterns can be more thoroughly understood by considering cultural and environmental factors.

Hall, G. J., Putzeys, S., Kratochwill, T. R., & Levin, J. R. (2024). **Discovering Internal Validity Threats and Operational Concerns in Single-Case Experimental Designs Through Directed Acyclic Graphs.** *Educational Psychology Review*, 36(4), 128. <https://doi.org/10.1007/s10648-024-09962-2>

Single-case experimental designs (SCEDs) have a long history in clinical and educational disciplines. One underdeveloped area in advancing SCED design and analysis is understanding the process of how internal validity threats and operational concerns are avoided or mitigated. Two strategies to ameliorate such issues in SCED involve replication and randomization. Although replication and randomization are indispensable tools in improving the internal validity of SCEDs, little attention has been paid to (a) why this is the case; or (b) the ways in which these design features are not immune from internal validity threats and operational concerns. In the current paper, we describe the use of directed acyclic graphs (DAGs) to better understand, discover, and mitigate internal validity threats and operational concerns in SCEDs. DAGs are a tool for visualizing causal relations among variables and can help researchers identify both causal and noncausal relations among their variables according to specific algorithms. We introduce the use of DAGs in SCEDs to prompt applied researchers to conceptualize internal validity threats and operational concerns, even when an SCED includes replication and randomization in the design structure. We discuss the general principles of causal inference in conventional "group" designs and in SCEDs, the unique factors impacting SCEDs, and how DAGs can be incorporated into SCEDs. We also discuss the limitations of DAGs applied to SCEDs, as well as future directions for this area of work.

Harris, K. R. (2024). **The Self-Regulated Strategy Development Instructional Model: Efficacious Theoretical Integration, Scaling Up, Challenges, and Future Research.** *Educational Psychology Review*, 36(4), 104. <https://doi.org/10.1007/s10648-024-09921-x>

In this article, I provide the first publication thoroughly detailing how the theoretical foundation for the self-regulated strategy development (SRSD) instructional model was developed. I explain the development of the theoretical base for the SRSD model of instruction and the initial focus on writing instruction. I detail the reasoning and research that provided the base for the theory underlying the SRSD model of instruction. The theoretical base relies, in part, on both theoretical integration and triangulation; I define and provide examples of each process. I address the role of multiple theories, early studies, and iterations that led to the current SRSD instructional model. The tenets of the theoretical base, theoretical principle, and four initial and foundational research questions for the SRSD instructional model are detailed. Research regarding the four initial research questions is summarized, demonstrating the tenets and theoretical principle behind the SRSD model of instruction are valid and meaningful. A sizeable body of research across multiple countries indicates moderate to large effect sizes across many outcomes of SRSD instruction in writing and other complex learning areas. Finally, I address both directions for future research and significant challenges in scaling up SRSD instruction, including paradigm wars and other barriers.

Hjuler, T. F., Lee, D., & Ghetti, S. (2025). **Remembering history: Autobiographical memory for the COVID-19 pandemic lockdowns, psychological adjustment, and their relation over time.** *Child Development*, 96(1), 55-70. <https://doi.org/10.1111/cdev.14131>

This longitudinal study examined age- and gender-related differences in autobiographical memory about the COVID-19 pandemic lockdowns and whether the content of these memories predicted psychological adjustment over time. A sample of

247 students (Mage = 11.94, range 8–16 years, 51.4% female, 85.4% White) was recruited from public and private schools in Denmark and assessed three times from June 2020 to June 2021. The findings showed that memories weakened over time in detail and emotional valence. Additionally, psychological well-being decreased over time, with adolescent females faring the worst. Critically, memories including higher levels of negative affect and factual information about COVID-19 and the lockdown predicted worse psychological well-being over time, underscoring aspects of autobiographical memory that might help attenuate the negative consequences of the lockdown.

Hu, Y., Wouters, P., van der Schaaf, M., & Kester, L. (2025). **Timing of information presentation matters: Effects on secondary school students' cognition, motivation and emotion in game-based learning.** *British Journal of Educational Technology*, 56(1), 318-338. <https://doi.org/10.1111/bjet.13510>

Learning with games requires two types of information, namely domain-specific information and game-specific information. Presenting these two types of information together with gameplay may pose a heavy demand on cognitive resources. This study investigates how timing of information presentation affects cognition (ie, mental effort and performance), motivation (ie, achievement goals) and emotion (ie, achievement emotions). Participants were secondary school students (N = 145). Participants participated in a 2 × 2 factorial experiment with two factors—timing of domain-specific information presentation and timing of game-specific information presentation, either before or during gameplay. We measured mental effort, chemistry knowledge, time on task, achievement goals and achievement emotions. Multiple regression and robust regression revealed that presenting domain-specific information before gameplay promoted higher approach goals, higher avoidance goals and more enjoyment than presenting it during gameplay. There was no difference between presenting game-specific information before gameplay and during gameplay except for performance-avoidance goals. We conclude that timing of information presentation affects motivational and emotional processes and outcomes and that students feel more motivated and enjoyed when domain-specific information is presented before learning than during learning. Educators may change the timing of domain-specific information presentation accordingly. Practitioner notes What is already known about this topic Well-designed game-based learning can increase learning. Game-based learning needs effective instructional design features. What this paper adds One instructional design feature, timing of information presentation, affects motivation and emotion in game-based learning. Students feel more motivated and enjoyed when domain-specific information is presented before learning than during learning. This study is one of the first to focus on cognitive, motivational and emotional processes and outcomes, and their interconnections. Implications for practice and policy Educators would do well to present domain-specific information before learning than during learning. Researchers on instructional design features should attend to all cognitive, motivational and emotional processes and outcomes instead of just one or two.

Ilyas, M. (2024). **Unveiling the education paradox: Conflict, pandemic and schooling in Kashmir.** *International Review of Education*, 70(6), 869-891. <https://doi.org/10.1007/s11159-024-10077-7>

This article explores the diverse challenges encountered by the school education system in Kashmir, a region marked by armed conflict and the unparalleled disruptions induced by the COVID-19 pandemic. The author examines how these dual lockdowns, one

political and the other viral, have profoundly impacted school education in Kashmir. A region known for violent instability, Kashmir has seen generations of students grapple with the closure of schools, intermittent curfews and a pervasive sense of insecurity. COVID-19 added a new layer of complexity to an already fragile educational landscape. Lockdowns, social distancing measures and the transition to online learning exacerbated the challenges already faced by Kashmiri students and educators. Employing descriptive qualitative research methods, the study presented here investigated the magnitude of disruption in school education, delving into the psychological impact on students, the adaptability of educators, and the accessibility of online learning tools within the dual lockdown scenario. The study adopted a multifaceted approach to assess the varied effects of both armed conflict and COVID-19 on education, encompassing dimensions such as security concerns, academic stress, teaching methodologies and students' overall well-being. The findings underline the necessity for policy discourse to address the unique challenges faced by stakeholders amid the double lockdown caused by armed conflict and COVID-19.

Iuga, I. A., & David, O. A. (2024). **Emotion Regulation and Academic Burnout Among Youth: a Quantitative Meta-analysis.** *Educational Psychology Review*, 36(4), 106. <https://doi.org/10.1007/s10648-024-09930-w>

Emotion regulation (ER) represents an important factor in youth's academic wellbeing even in contexts that are not characterized by outstanding levels of academic stress. Effective ER not only enhances learning and, consequentially, improves youths' academic achievement, but can also serve as a protective factor against academic burnout. The relationship between ER and academic burnout is complex and varies across studies. This meta-analysis examines the connection between ER strategies and student burnout, considering a series of influencing factors. Data analysis involved a random effects meta-analytic approach, assessing heterogeneity and employing multiple methods to address publication bias, along with meta-regression for continuous moderating variables (quality, female percentage and mean age) and subgroup analyses for categorical moderating variables (sample grade level). According to our findings, adaptive ER strategies are negatively associated with overall burnout scores, whereas ER difficulties are positively associated with burnout and its dimensions, comprising emotional exhaustion, cynicism, and lack of efficacy. These results suggest the nuanced role of ER in psychopathology and well-being. We also identified moderating factors such as mean age, grade level and gender composition of the sample in shaping these associations. This study highlights the need for the expansion of the body of literature concerning ER and academic burnout, that would allow for particularized analyses, along with context-specific ER research and consistent measurement approaches in understanding academic burnout. Despite methodological limitations, our findings contribute to a deeper understanding of ER's intricate relationship with student burnout, guiding future research in this field.

Janke, S. (2024). **Dynamic or Static Goal Regulation: Implications of Weak and Strong Bonds Between Autonomous/Controlled Reasons and Aims for Achievement Goal Striving.** *Educational Psychology Review*, 36(4), 130. <https://doi.org/10.1007/s10648-024-09968-w>

Achievement goals have been key concepts for describing what motivates individuals in educational contexts. While achievement goals have often merely been conceptualized in terms of aspired end-states (aims of goal striving), contemporary

research has proposed a more holistic perspective synthesizing these aims alongside autonomous versus controlled reasons derived from Self-Determination Theory into so-called achievement goal complexes. How these aims and reasons align is a matter of further discussion. An overview of empirical studies on goal complexes as well as associations between achievement goals and overarching goal systems reveals that aims differ in whether they show strong communality (static goal regulation) or rather high situational fluctuation regarding underlying reasons (dynamic goal regulation). Particularly, mastery aims show primarily strong bounds with autonomous reasons, whereas performance aims are more ambiguously aligned with underlying reasons. This has implications for the development of an overarching theory as well as for educational practice aiming to foster certain goals and goal complexes. Potential avenues for future research such as further investigations into goal valence, a broader set of aims, the impact of culture, and goal development are discussed.

Johnson, C. D., Lee, S. Y., Diamant, R., & Robinson, K. A. (2024). **Charting the Murky Waters of Motivational Climate Measurement: Past Approaches and Future Directions.** *Educational Psychology Review*, 36(4), 123. <https://doi.org/10.1007/s10648-024-09959-x>
Research on classroom motivational climates and microclimates—students' shared and idiosyncratic perceptions of motivational classroom features—demonstrates their importance for fostering adaptive motivational and achievement-related outcomes. However, a lack of coherent theoretical guidance about the nature of students' classroom climate perceptions has yielded numerous conceptualizations and measurement approaches for these processes. Further, although existing theories and conceptualizations vary in the specific motivational climate features they propose, considerable conceptual overlap exists among them. Working toward conceptual clarity, theoretical integration, and guidance for measurement, we performed a systematic review to identify prominent measurement trends in motivational climate research. Results revealed teacher autonomy support and classroom goal structures as the most frequently measured classroom climate qualities. We observed a wide variety of validity evidence for the measures; in particular, a low incidence of studies assessed the factor structure and considered the multilevel nature of climate data, with most treating climate perceptions as student-level phenomena. In addition to providing a much-needed guide of existing measurement practices, this systematic review lays a foundation for the continued theoretical advancement of motivational climate. We call for more rigorous reporting of validity evidence, rationales for measure selection, and the underlying assumptions guiding measure selection when conducting classroom climate research, as well as focused development of instruments targeting less-frequently measured climate constructs.

Karamarkovich, S., Lee, H. R., & Rutherford, T. (2024). **It's Not Quite Linear for All: Examining Changes in Mathematics Expectancies and Values across Two Years in Elementary School.** *The Elementary School Journal*, 125(2), 261-293. <https://doi.org/10.1086/732866>
Motivation is known to fluctuate, often declining, over time. Research on how motivation changes across school years is ubiquitous, yet little research examines changes in motivation within one school year. In this study, we model how third- through fifth-grade students' mathematics motivation (i.e., expectancies and values) changes over two years using six time points (beginning, middle, and end of school years). We compared a model forcing a linear trend to an unstructured model allowing for trends in motivation to take any shape. On average, mathematics expectancy and value both decreased

linearly over the two years; however, the unstructured model for expectancy displayed better fit and showed more variation, with motivation often peaking at the beginning of the school year and dipping lowest in the middle. This mid-year dip offers insights into contextual forces that may influence student motivation and provides information that can be used in structuring motivation-supporting interventions.

Kim, Y.-S. G., Yang, D., & Hwang, J. (2024). **Are Mathematics and Writing Skills Related? Evidence from Meta-Analysis.** *Educational Psychology Review*, 36(4), 125. <https://doi.org/10.1007/s10648-024-09960-4>

Writing and mathematics are essential in academic achievement. In the present study, we investigated whether writing skills and mathematics skills are related and if so, whether their relation is moderated by participants' grade level (a proxy for developmental phase), subskills of mathematics and writing skills, and assessment characteristics (normed and standardized nature of mathematics and writing tasks, and reliability of mathematics and writing measures), using a meta-analysis. A total of 211 studies ($k = 564$, $N = 1,207,983$) met inclusion criteria. Overall, mathematics and writing were moderately related ($r = .48$). The overall magnitude of their relation differed as a function of grade level such that the relation was stronger for students in primary grade levels compared to those in university and above. When explored by higher order and lower order writing and mathematics skills and grade levels, lower order writing and mathematics (.59) and higher order writing and mathematics (.48) had substantial relations in primary grades, whereas higher order writing and mathematics were weakly related in adulthood (.25). The relation also differed by the reliability of mathematics tasks such that the magnitude was stronger for mathematics tasks with higher reliability. For writing, the relation was stronger for writing tasks that were normed and standardized compared to those that were not. These results confirm not only a mathematics–writing relation but also factors that influence this relation. Future work is warranted to investigate mechanisms of the relation and potential practical implications.

Kittle, J. M., Amendum, S. J., & Budde, C. M. (2024). **What Does Research Say About the Science of Reading for K-5 Multilingual Learners? A Systematic Review of Systematic Reviews.** *Educational Psychology Review*, 36(4), 108. <https://doi.org/10.1007/s10648-024-09942-6>

The science of reading (SOR) refers to the sum of what we know about how people learn to read based on empirical studies across multiple disciplines. The purpose of this review was to identify research evidence to inform the SOR for multilingual learners (MLs). We reviewed 30 systematic reviews related to reading and reading instruction for MLs conducted primarily in K-5 U.S. classrooms. Results identified four broad clusters of components related to English reading comprehension as well as instructional practices and programs effective in addressing each component. Clusters included oral language, phonological awareness, decoding and oral reading fluency, and reading comprehension. Notably, oral language and reading skills in both MLs' first language and in English were essential components of the SOR for MLs. Implications for theory and research as well as policy, curriculum, and instruction are provided.

Kubota, M., & Rothman, J. (2025). **Modeling individual differences in vocabulary development: A large-scale study on Japanese heritage speakers.** *Child Development*, 96(1), 325-340. <https://doi.org/10.1111/cdev.14168>

This study examines when the vocabulary knowledge of Japanese heritage speakers (HSs; N = 427, Mage = 9.96, female = 213) begins to diverge from monolingual counterparts (N = 136, Mage = 6.69, female = 65) and what factors explain individual differences in HS development. Vocabulary of HSs began to diverge from 5.61 years and this difference lasted until they were young adults. We also administered a fit-for-purpose questionnaire in 2021–2023 and identified six experiential latent factors: Holiday, School, Community, Proficiency, Literacy, and Home. Structural modeling indicates that Holiday predicted vocabulary scores, while Holiday and Literacy predicted Proficiency. Our findings highlight the importance of immersion experiences and literacy engagement for heritage language development.

Lambert, S. (2025). **The practical application on middle leaders of performing coaching interventions on others.** *Management in Education*, 39(1), 19-24.
<https://doi.org/10.1177/08920206221104626>

The role of middle leaders in bringing about improvement in schools is well documented in the UK and abroad, with the ever-present demand for raising standards and achievement. At the same time, the benefits to individuals from receiving coaching or mentoring is also well documented. However, little is known about the benefit to those providing coaching. This article outlines some initial findings emerging from the first stage of a study exploring the benefits to middle leaders in secondary schools in England in their ability to recognise emotions having provided some coaching interventions to others. All participants were asked to complete an online emotional recognition test. After which a subset of the participants provided coaching to a member of staff from within the school for one academic term. After which participants resat the emotional recognition test. Most participants saw their ability to recognise emotions improve as a result of providing the coaching interventions. This is particularly important given existing literature that suggests due to the demands of the role, middle leaders have a deficit in their ability to recognise emotions, leading to a negative impact on those with whom they work.

Lange, A. M. C., Stapley, E., Merrick, H., & Hayes, D. (2024). **Supporting Children Transitioning to Secondary School: A Qualitative Investigation into Families' Experiences of a Novel Online Intervention.** *British Journal of Educational Studies*, 72(6), 721-741.
<https://doi.org/10.1080/00071005.2024.2336505>

Supporting children to successfully transition from primary to secondary school is of utmost importance for several reasons, including to prevent future emotional and behavioural problems. Level Up is a novel, UK-based intervention consisting of five online group sessions, straddling the summer holidays, and providing at-risk children and their parents/carers with skills to manage their behaviour, emotions, and relationships to support their transition to secondary school. A prior evaluation of Level Up reported a need to better describe the mechanisms of change. This study therefore evaluated the experiences of children and their parents/carers regarding the facilitators and barriers to engagement and change, and the perceived impact. Fourteen children and 17 parents/carers were interviewed. Identified barriers and facilitators were: (1) Having a safe, supportive, and fun space, (2) Learning through connection, (3) A family approach, (4) Problematic group dynamics, and (5) Connecting through video calls. Perceived impact was described as: (1) Empowering children, (2) Supporting children socially, (3) Supporting parents and carers in their parenting role, and (4) Supporting a successful transition to secondary school. Another theme (5) describes some families' experiences

of limited impact. These findings can be used to better understand how to support children in their school transition.

Leckey, S., Gonzales, C., Selmeczy, D., & Ghetti, S. (2025). **Toddlers' visual exploration during decisions predicts uncertainty monitoring 1 year later.** *Child Development, 96*(1), 312-324. <https://doi.org/10.1111/cdev.14174>

The longitudinal relation between toddlers' behaviors in uncertain situations (e.g., information seeking, hesitation) and preschoolers' uncertainty monitoring was investigated (between 2014 and 2019 in Northern California; Time 1: N = 183, M = 28.99 months, 53% female, 67.8% White; Time 2: N = 159, M = 41.64 months, 52.2% female). Eye movements and response latencies were recorded as children identified a target from two partially occluded (Time 1) or degraded (Time 2) images. Confidence ratings for identifications were collected at Time 2. At Time 1, gaze transitions between response options, but not response latencies and mental state language, predicted Time 2 uncertainty monitoring. Overall, these findings provide the first direct evidence of connections between toddlers' uncertainty behaviors and preschoolers' uncertainty monitoring.

Lee, H., Fosco, G. M., & Feinberg, M. E. (2025). **Family functioning and child internalizing and externalizing problems: A 16-wave longitudinal study during the COVID-19 pandemic.** *Child Development, 96*(1), 426-440. <https://doi.org/10.1111/cdev.14179>

This study explored young children's mental health trajectories during the pandemic (May 2020 to April 2021) as well as associations with family functioning (i.e., cohesion, conflict, chaos, and routines) using data reported by 204 parents (children Mage 5.49; 45% girls, 90% White). Children's internalizing problems decreased early on with the onset of the pandemic, but then leveled off, while no change in externalizing problems was found. Family conflict and chaos were significantly associated with internalizing and externalizing problems at the within- and between-family level, when examined independently. When family-level factors were evaluated simultaneously, family conflict emerged as a robust risk factor. Intervention efforts, specifically for families experiencing increased conflict, may help support the mental health needs of children.

Li, H. (2025). **The Smaller You in a Bigger World: The Relationship Between Foreign Experiences and Intellectual Humility.** *Journal of Studies in International Education, 29*(1), 82-99. <https://doi.org/10.1177/10283153241289651>

As the world is becoming a more connected and interdependent place, a fast growing literature has examined the effects of foreign experiences on cognitive and psychological outcomes. The current research seeks to explore the relationship between living abroad and intellectual humility. To this end, we conducted four methodologically diverse studies (N = 643) using multiple populations and complementary measures of intellectual humility. In Study 1, we provided correlational evidence that students with international living experience manifested greater intellectual humility than peers lacking such background. Study 2 conceptually replicated the results of Study 1 by using a different measure of intellectual humility and a more diverse population. In Study 3, we found that individuals with international living experiences reported elevated intellectual humility compared to those who had plans to live abroad but had not yet done so. Study 4 adopted an experimental approach and provided evidence for the causal role of foreign experiences in influencing intellectual humility. Moreover, the results showed that the breadth, rather than the duration, of foreign experiences was predictive of greater

intellectual humility. Taken together, these findings suggest that foreign experiences can impact the modest personality and meta-cognitive ability in individuals engaging internationally as sojourners.

Li, L., & Lunkenheimer, E. (2025). **Dynamic self-regulation and coregulation of respiratory sinus arrhythmia in mother-child and father-child interactions: Moderating effects of proximal and distal stressors.** *Child Development*, 96(1), 71-86. <https://doi.org/10.1111/cdev.14153>

This study examined how proximal and distal familial stressors influenced the real-time, dynamic individual and dyadic regulation of respiratory sinus arrhythmia (RSA) in mother-preschooler and father-preschooler interactions in at-risk families (N = 94, Mage = 3.03 years, 47% males, 77% White, 20% Latinx, data collected 2013–2017). Proximal stressors were operationalized as changing task demands (baseline, challenge, recovery) across a dyadic puzzle task. Distal stressors were measured as parent-reported stressful life events. Multilevel models revealed that greater proximal and distal stressors were related to weaker dynamic self-regulation of RSA in mothers, fathers, and children, and more discordant mother-child and father-child coregulation of RSA. Findings affirm that stress is transmitted across levels and persons to compromise real-time regulatory functioning in early, developmentally formative caregiver-child interactions.

Li, Y., Wang, X., Chen, J., Lee, J. C.-K., Yan, Z., & Li, J.-B. (2024). **The Intervention Effects on Teacher Well-being: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 36(4), 129. <https://doi.org/10.1007/s10648-024-09966-y>

This meta-analytical review aims to investigate the overall effect of comprehensive interventions on teacher well-being and the factors that moderate the effect by synthesizing empirical evidence. A total number of 176 effect sizes from 44 studies were included in this study. The results reported the mean effect size of intervention on teacher well-being was significant ($g = 0.35$). The study quality ($F = 5.38$, $p < .01$), intervention type ($F = 3.03$, $p < .05$), and intervention duration ($F = 2.80$, $p < .05$) were identified as the statistically significant moderators for the overall effect. The further multiple moderator model reported a significant outcome ($F = 2.91$, $p < .01$). This study is the first attempt to synthesize the impact of the intervention on teacher well-being using a three-level model. Conceptual, methodological, and practical implications were provided and particular guidelines for professionals and education policy makers to better promote teacher wellness were also presented.

Ly, V., & Vella-Brodrick, D. A. (2024). **Effects of School-led Greenspace Interventions on Mental, Physical and Social Wellbeing in Children and Adolescents: A Systematic Review.** *Educational Psychology Review*, 36(4), 133. <https://doi.org/10.1007/s10648-024-09963-1>

Promoting children's and adolescents' mental, physical, and social wellbeing is highly important to help them learn, create social connections, and stay healthy. Nature has the potential to restore cognition, reduce stress and mental fatigue, and improve wellbeing, all factors that are conducive to learning. There is growing interest in understanding the effects of nature on the wellbeing of children and adolescents, particularly in the school context. This paper presents a PRISMA-guided systematic review of the literature examining the effects of school-led nature interventions on the mental, physical, and social wellbeing of school children and adolescents aged 5 to 19 years. Examples of school-led nature interventions include outdoor learning, walks in nature and green schoolyards. Experimental and quasi-experimental studies employing quantitative

measures were selected, yielding 19 studies from 17 papers. Included studies were rated as being of high (n = 6) and moderate quality (n = 13). The results provide some evidence that nature exposure in the school context can improve the wellbeing of children and adolescents, particularly their positive affect, physical activity, and social relationships/interactions. The wellbeing effects of school-led nature interventions were also examined according to age and gender, with results indicating a gender effect, but inconclusive findings for age. Findings from this review support the integration of nature in schools to enhance the mental, physical and social wellbeing of children and adolescents.

Ma, J., Liu, Q., Yu, S., Liu, J., Li, X., & Wang, C. (2025). **What factors influence scientific concept learning? A study based on the fuzzy-set qualitative comparative analysis.** *British Journal of Educational Technology*, 56(1), 250-275. <https://doi.org/10.1111/bjet.13499>

This research employs the fuzzy-set qualitative comparative analysis (fsQCA) method to investigate the configurations of multiple factors influencing scientific concept learning, including augmented reality (AR) technology, the concept map (CM) strategy and individual differences (eg, prior knowledge, experience and attitudes). A quasi-experiment was conducted with 194 seventh-grade students divided into four groups: AR and CM (N = 52), AR and non-CM (N = 51), non-AR and CM (N = 40), non-AR and non-CM (N = 51). These students participated in a science lesson on 'The structure of peach blossom'. This study represents students' science learning outcomes by measuring their academic performance and cognitive load. The fsQCA results reveal that: (1) factors influencing students' academic performance and cognitive load are interdependent, and a single factor cannot constitute a necessary condition for learning outcomes; (2) multiple pathways can lead to the same learning outcome, challenging the notion of a singular best path derived from traditional analysis methods; (3) the configurations of good and poor learning outcomes exhibit asymmetry. For example, high prior knowledge exists in both configurations leading to good and poor learning outcomes, depending on how other conditions are combined. Practitioner notes What is already known about this topic Augmented reality proves to be a useful technological tool for improving science learning. The concept map can guide students to describe the relationships between concepts and make a connection between new knowledge and existing knowledge structures. Individual differences have been emphasized as essential external factors in controlling the effectiveness of learning. What this paper adds This study innovatively employed the fsQCA analysis method to reveal the complex phenomenon of the scientific concept learning process at a fine-grained level. This study discussed how individual differences interact with AR and concept map strategy to influence scientific concept learning. Implications for practice and/or policy No single factor present or absent is necessary for learning outcomes, but the combinations of AR and concept map strategy always obtain satisfactory learning outcomes. There are multiple pathways to achieving good learning outcomes rather than a single optimal solution. The implementation of educational interventions should fully consider students' individual differences, such as prior knowledge, experience and attitudes.

Mack, E., Scherrer, V., & Preckel, F. (2025). **How smart is my child? The judgment accuracy of parents regarding their children's cognitive ability.** *Child Development*, 96(1), 122-140. <https://doi.org/10.1111/cdev.14156>

Parents' judgment of their children's cognitive ability is important for providing adequate learning environments. This study examined parents' judgment accuracy with 2346

children ($M = 8.94$ years; 48.3% girls) and their parents (1283 mothers, 426 fathers, and 637 parental pairs). The data were collected between September 2012 and February 2014 in Germany. Latent regression analyses were conducted for the overall sample and by grade ($n_{\text{Grade1\&2}} = 830$; $n_{\text{Grade3\&4}} = 1516$). Characteristics of the child (gender, birth order) and parents (gender, socioeconomic background) were investigated as moderators. Children's cognitive ability explained 34%/25%/37% (overall sample/Grade1&2/Grade3&4) of the variance in parental judgments. Judgments depended more on children's academic achievement than on cognitive ability. Parents judged their son's intelligence more accurately than their daughter's and first-born children more accurately than last-born children. Higher-educated parents showed higher judgment accuracy.

Martinot, P. (2023). ***Epidemiological and cognitive evaluations in mathematics and language in the whole population of school-age children in France*** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04715278>

Recently, France implemented national evaluations to precisely measure the learning acquisitions and difficulties children are facing all along their first grade until their second grade, based on cognitive assessment of mathematics and language skills. Every year, about 750 000 children completed 46 exercises to assess their performances covering a total of 2.9 million children between 2018 and 2022. Analyzing these rich set of data on the complete population, this PhD aimed at providing a better understanding of the conditions that promote or hinder the acquisition of academic learning in children. To do so, we conducted a series of studies using longitudinal data from four whole-population-French cohorts assessing the relative influence of a wide range of individual-, class- and school-level factors on various aspects of academic success in primary school. Firstly, data obtained in the national program were described and predictors of learning skills in reading abilities and in reading comprehension were identified. In addition, predictive power of both child characteristics and environmental factors, at the individual, class, and school levels, were explored. Thanks to the natural experiment of Covid (i.e., absence of school exposure for a specific duration), we were able to estimate the impact of school exposure when comparing one cohort to the other. More particularly, we were able to identify learning needs among different SES school categories. Finally, we focused our last analysis on gender differences in language and mathematics, estimating the influence of different factors on children' results. Notably, we were able to identify that the gender gap in math is triggered by school and not by age. Overall, we discussed recent evidence in reading comprehension and math learning abilities, at a populational level. These scientific approaches can lead to design targeted learning programmes for both normal learners, learners at risk of developing difficulties, as well as for learners facing learning difficulties in language and/ or math. All along this dissertation, we show examples of how massive data and analyses based on cognitive science may help the learners and inform the national education system. Alongside each approach, we discuss the limitations of the approach and propose solutions to overcome them.

Mastrokourou, S., Longobardi, C., Fabris, M. A., & Lin, S. (2024). **Subjective socioeconomic status and life satisfaction among high school students: the role of teacher-student relationships**. *Social Psychology of Education*, 28(1), 11. <https://doi.org/10.1007/s11218-024-10015-3>

Comprehending the factors that contribute to the well-being of students holds great importance within educational settings. This study aims to investigate the interplay between subjective socioeconomic status (SES), teacher-student relationship (TSR), and life satisfaction among high school students, particularly focusing on the psychological impact of perceived socioeconomic status. A total of 806 high school students (468 females, Mage= 16.82, SD = 1.54) from Northern Italy took part in this study. The collection of data involved the use of questionnaires, following the acquisition of consent from both school principals and participants. Measures included the MacArthur Scale of Subjective Social Status-Youth Version for SES and the Student Perception of Affective Relationship with Teacher Scale for TSR. Path analysis results revealed that positive TSR enhances life satisfaction, while conflict and negative expectations undermine it. These factors mediate the relationship between subjective SES and life satisfaction. Based on these findings, it is proposed to improve TSR to reduce the impact of SES. It is important to advocate for methods that promote building close relationships between teachers and students to improve student well-being and ensure equal educational outcomes.

Mbeng, J. F. O. (2023). **La persévérance des bacheliers multi-redoublants au Gabon. Analyse des covariances entre conditions de scolarisation et persistance ou régulation des difficultés** (Phdthesis, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-04861147>

La présente étude s'intéresse à la persévérance de lycéens multi-redoublants jusqu'à leur réussite au baccalauréat dans un contexte gabonais très spécifique. Il se caractérise en effet par des effectifs de classe pouvant avoisiner les 100 élèves dans l'enseignement public et des taux annuels de redoublements parmi les plus élevés au monde : plus de deux fois supérieurs à la moyenne africaine (proche de 15%). L'objectif principal de cette thèse est d'éclairer les conditions de scolarisation qui permettent aux élèves ayant connu des difficultés persistantes de les supporter sans renoncer et de progresser suffisamment pour obtenir les moyennes requises pour les passages en classe supérieure puis pour obtenir un baccalauréat général. A partir de récits de vie recueillis dans trois grandes universités de Libreville durant l'année universitaire 2020-2021, des études de cas tenant compte des récurrences et des liens de causes à effets ont été réalisées. Les résultats mettent en exergue diverses conditions de scolarisation des élèves, et notamment diverses possibilités de soutiens ou d'interactions stimulantes susceptible de favoriser plus particulièrement leur persévérance ou des progrès plus ou moins nets et durables sur le plan de leurs apprentissages. Cette approche qualitative apporte donc un éclairage original dans un contexte particulier qui oblige à repenser la question du redoublement et de ses effets d'une manière plus nuancée. Certes le redoublement n'est pas une solution satisfaisante, mais dans un contexte scolaire gabonais où les élèves sont privés d'interactions pédagogiques favorisant le dépassement de leurs difficultés, les redoublements leur offrent un temps d'apprentissage supplémentaire, et pour certains une accélération de leurs progrès lorsqu'ils ont enfin accès à des possibilités d'interactions sociocognitives stimulantes.

McCoy, S., & Byrne, D. (2024). **Shadow Education Uptake in Ireland: Inequalities and Wellbeing in a High-Stakes Context**. *British Journal of Educational Studies*, 72(6), 693-719. <https://doi.org/10.1080/00071005.2024.2331476>

This paper assesses the role of shadow education (SE), i.e., organised learning activities outside formal schooling, in the lives of secondary school students of different social backgrounds and in different school settings, in a high-stakes context. It draws on

multilevel analysis of longitudinal Growing Up in Ireland data, alongside narratives from in-depth case study research in 10 schools. Framed within a social reproduction approach, we show how access to SE as an educational resource is socially stratified, accessible to those with greater levels of family resources, and those attending schools with higher socio-economic student intakes. SE is viewed as an investment, particularly among students with average and above average levels of prior attainment, while high attaining students are less likely to use SE. Perhaps reflecting the normalisation of SE in the Irish context, students do not directly link engagement in such tuition to their socio-emotional wellbeing.

Meirieu, P. (2025). **Pourquoi il faut rompre avec l'idéologie du bien-être en éducation.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131op>

À partir des années 2000, la recherche en psychologie et la réflexion pédagogique s'emparent de la notion de bien-être. Le bien-être scolaire intègre alors, tout à la fois, la prévention en matière de santé, la construction de relations sociales empathiques, la lutte contre toutes les formes de violence, la mise en place d'un climat scolaire apaisé, etc. Pourtant et, malgré un consensus presque général, la question du bien-être reste, sans doute en raison de l'ambiguïté du terme et de la multiplicité des théories de référence explicites ou implicites, pédagogiquement problématique. Car, pour grandir, il faut en rabattre : les choses et les êtres ne se plient que rarement aux caprices et aux désirs de celui qui vient au monde ; et l'entrée dans ce monde est, toujours et inévitablement, apprentissage de la frustration. Parce que les autres ont, bien souvent, d'autres choses à faire que de s'occuper de moi, je vais souffrir de leur absence. Parce qu'ils n'ont pas l'obligation de satisfaire toutes mes envies, je n'obtiendrai pas toujours d'eux ce que je veux. Parce qu'ils ne sont pas astreints à la réciprocité à mon égard, ils ne combleront pas systématiquement mon désir d'être aimé... Et, parce qu'on ne peut pas osciller éternellement entre la toute-puissance et le renoncement, parce qu'il faut, tout à la fois, éviter de se fracasser contre le réel et de s'anéantir dans le découragement, éduquer quelqu'un, c'est lui apprendre à faire avec la résistance des choses et des êtres. Ce texte propose une réflexion sur une pédagogie du bien-devenir, en tant qu'elle vise l'émancipation de l'enfant, et les raisons pour lesquelles elle ne peut s'inscrire dans le paradigme du « développement personnel ».

Menu, I., Ji, L., Bhatia, T., Duffy, M., Hendrix, C. L., & Thomason, M. E. (2025). **Beyond average outcomes: A latent profile analysis of diverse developmental trajectories in preterm and early term-born children from the Adolescent Brain Cognitive Development study.** *Child Development*, 96(1), 36-54. <https://doi.org/10.1111/cdev.14143>

Preterm birth poses a major public health challenge, with significant and heterogeneous developmental impacts. Latent profile analysis was applied to the National Institutes of Health Toolbox performance of 1891 healthy prematurely born children from the Adolescent Brain and Cognitive Development study (970 boys, 921 girls; 10.00 ± 0.61 years; 1.3% Asian, 13.7% Black, 17.5% Hispanic, 57.0% White, 10.4% Other). Three distinct neurocognitive profiles emerged: consistently performing above the norm (19.7%), mixed scores (41.0%), and consistently performing below the norm (39.3%). These profiles were associated with lasting cognitive, neural, behavioral, and academic differences. These findings underscore the importance of recognizing diverse developmental trajectories in prematurely born children, advocating for personalized diagnosis and intervention to enhance care strategies and long-term outcomes for this heterogeneous population.

Miranda, C. P. (2025). **Justice-oriented assessment in immigrant serving schools: a critical ethnographic case study of the elements of performance assessment.** *International Journal of Qualitative Studies in Education*, 38(1), 162-179. <https://doi.org/10.1080/09518398.2024.2365188>

This critical ethnographic case study explores the impact of Performance-Based Assessment Tasks (PBATs) on high school dynamics and instructional practices, particularly in schools serving immigrant communities. PBATs, considered alternatives to standardized testing, have shown promise in enhancing student engagement, critical thinking, and college readiness. Drawing on interviews and fieldwork at four International High Schools, the study investigates how PBAT adoption influences day-to-day operations, teacher-student interactions, and school culture. Results reveal that PBAT implementation requires early investment in skill development and mentorship, transforming educators into facilitators and students into active learners. Moreover, the oral presentation aspect fosters multilingual proficiency. Despite challenges, PBATs offer a pathway to equitable assessment practices and educational transformation. Framed within a justice-oriented framework, this research highlights the potential of PBATs to create inclusive and empowering learning environments for immigrant and marginalized students.

Miravete, S., & Tricot, A. (2024). **Are Some People Generally More Creative Than Others? A Systematic Review of Fifty Years' Research.** *Educational Psychology Review*, 36(4), 99. <https://doi.org/10.1007/s10648-024-09926-6>

Many recent studies support the idea that creativity is partially or totally "domain-general." Certain individuals may exhibit greater creativity than the average, whatever the domain. More precisely, certain general factors (e.g., genetic factors, creative personality) could significantly impact creativity. This systematic review aims to evaluate this latter assertion. All empirical papers using at least two creative performance tasks in two domains were selected (n = 36). Results show that some participants succeed in creative tasks in several different domains, but only in experiments where specific prior knowledge is not controlled and tasks are artificial. Furthermore, certain studies conflate the function, which is domain-general, with its functioning, which may not necessarily be domain-general. For these reasons, the results appear less robust (no control for confounding factors) and less representative (creative tasks are not academically, socially, or professionally realistic). Therefore, it seems premature to recommend the integration of general creative skills into school or training programs, as well as the selection of students or employees with a presumed "creative profile."

Mulaimović, N., Richter, E., Lazarides, R., & Richter, D. (2025). **Comparing quality and engagement in face-to-face and online teacher professional development.** *British Journal of Educational Technology*, 56(1), 61-79. <https://doi.org/10.1111/bjet.13480>

In order for teachers to successfully gain new knowledge during professional development (PD), courses must be of high quality and stimulate active involvement from participants. More and more PD courses are taking place online, without clear evidence of whether face-to-face and online courses differ in terms of their quality or level of participants' engagement. The present study investigates differences between face-to-face and online PD with respect to certain quality characteristics: clarity and structure, cognitive activation, collaboration and practical relevance, as well as participants' behavioural, cognitive and affective engagement. The study is based on 2210 teachers from Germany who participated in 1 of 137 face-to-face or 54 online PD

courses. Although participants rated face-to-face and online courses very positively regarding all quality characteristics and engagement dimensions, they evaluated online courses slightly less favourably compared to face-to-face courses. Implications for practice and research are derived to help ensure high-quality PD offerings in the future. Practitioner notes What is already known about this topic Face-to-face and online PD have the potential to be similarly effective. PD quality and participants' engagement can be assumed to be predictors of PD effectiveness. PD quality contains clarity and structure, cognitive activation, collaboration and practical relevance. Engagement is a three-dimensional construct composed of behavioural, cognitive and affective components. What this paper adds PD quality was rated very positively for online and face-to-face courses. Participants rated the quality of online PD lower compared to face-to-face PD. Participants rated their engagement in online PD lower compared to face-to-face PD. Implications for practice and/or policy PD format should always be chosen with which a higher benefit can be achieved. Quality assurance should take place before PD is conducted.

Ortubé, A. F., Panadero, E., & Dignath, C. (2024). **Self-Regulated Learning Interventions for Pre-service Teachers: a Systematic Review**. *Educational Psychology Review*, 36(4), 113. <https://doi.org/10.1007/s10648-024-09919-5>

Self-regulated learning (SRL) is a key competence for pre-service teachers to develop, both for their own activities as learners and for their future activities as teachers. Therefore, it is crucial to understand how pre-service teachers can be supported in acquiring SRL competence in their initial training. To reach this aim, we conducted a systematic review of SRL interventions for pre-service teachers. Sixty-six intervention studies fulfilled the inclusion criteria. We explored three aspects of those SRL interventions, and how they moderate the interventions' effectiveness: (1) the theoretical and practical underpinnings of SRL, (2) whether the intervention aimed to promote SRL learning and/or teaching of SRL, and (3) the intervention's pedagogical characteristics and content related to the SRL professional competences. We found that the most effective SRL interventions (1) focused the training on one or two SRL areas (especially cognition and metacognition); (2) when targeted both, SRL learning and teaching of SRL, pre-service teachers' SRL skills improved as well as their pedagogical skills; and (3) addressed direct and implicit SRL instruction, inside which self-assessment of learning and teaching practices appear as an effective pedagogical method. We derive implications from our findings for designing effective SRL interventions for prospective teachers.

Outhwaite, L. A., Aunio, P., Leung, J. K. Y., & Van Herwegen, J. (2024). **Measuring Mathematical Skills in Early Childhood: a Systematic Review of the Psychometric Properties of Early Maths Assessments and Screeners**. *Educational Psychology Review*, 36(4), 110. <https://doi.org/10.1007/s10648-024-09950-6>

Successful early mathematical development is vital to children's later education, employment, and wellbeing outcomes. However, established measurement tools are infrequently used to (i) assess children's mathematical skills and (ii) identify children with or at-risk of mathematical learning difficulties. In response, this pre-registered systematic review aimed to provide an overview of measurement tools that have been evaluated for their psychometric properties for measuring the mathematical skills of children aged 0–8 years. The reliability and validity evidence reported for the identified measurement tools were then synthesised, including in relation to common acceptability thresholds. Overall, 41 mathematical assessments and 25 screeners were identified. Our study

revealed five main findings. Firstly, most measurement tools were categorised as child-direct measures delivered individually with a trained assessor in a paper-based format. Secondly, the majority of the identified measurement tools have not been evaluated for aspects of reliability and validity most relevant to education measures, and only 15 measurement tools met the common acceptability thresholds for more than two areas of psychometric evidence. Thirdly, only four screeners demonstrated an acceptable ability to distinguish between typically developing children and those with or at-risk of mathematical learning difficulties. Fourthly, only one mathematical assessment and one screener met the common acceptability threshold for predictive validity. Finally, only 11 mathematical assessments and one screener were found to concurrently align with other validated measurement tools. Building on this current evidence and improving measurement quality is vital for raising methodological standards in mathematical learning and development research.

Pérez-Navarro, J., & Lallier, M. (2025). **The contribution of the amount of linguistic exposure to bilingual language development: Longitudinal evidence from preschool years.** *Child Development, 96*(1), 176-191. <https://doi.org/10.1111/cdev.14164>

This study examined the influence of linguistic input on the development of productive and receptive skills across three fundamental language domains: lexico-semantics, syntax, and phonology. Seventy-one (35 female) Basque-Spanish bilingual children were assessed at three time points (Fall 2018, Summer 2019, Winter 2021), between 4 and 6 years of age, by specifically examining language knowledge and spontaneous language use in each language. A direct impact of the amount of linguistic exposure on the longitudinal growth of lexico-semantic and syntactic abilities was observed in both languages. While phonological skills were not directly influenced by exposure, they were more proficient in the more exposed language. The use of lexically diverse and syntactically rich utterances developed relatively later than language knowledge, both supported by the amount of linguistic exposure.

Petruzzello, G., Chiesa, R., Guglielmi, D., van der Heijden, B. I. J. M., de Jong, J. P., & Mariani, M. G. (2025). **Self-Perceived Employability and Psychological Well-Being Among Italian Students and Graduates: A Three-Wave Cross-Lagged Study.** *Journal of Career Development, 52*(1), 21-40. <https://doi.org/10.1177/08948453241296805>

This study investigated the reciprocal relationship between self-perceived employability (SPE) and psychological well-being (PWB), a connection previously suggested by theory but not yet explored empirically in early career research. Drawing from the Conservation of Resources theory, we analysed the reciprocal effects between SPE and PWB. Using data collected from 376 Italian university students and graduates, we tested the hypotheses with the random intercept cross-lagged panel model (RI-CLPM) to analyse the SPE-PWB reciprocal linkage at both the between-person and within-person levels. While we observed a reciprocal SPE-PWB association across three waves at the between-person level, we obtained mixed findings at the within-person level. This study is the first to test the reciprocal associations between SPE and PWB among labour market entrants adopting a within-person approach. The findings offer new empirical insights into SPE during early career stages, with implications for both future research and practical applications.

Pinzón, J. H., Sanchez, G. M., de Lara Machado, W., & de Oliveira, M. Z. (2024). **Relationships between postgraduate student mental health and the resources and**

demands inherent to academic work. *Tertiary Education and Management*, 30(3), 165-185. <https://doi.org/10.1007/s11233-024-09141-6>

The ability to manage demands and resources particular to the postgraduate experience influences both the individual's performance and mental health, and, when it is limited or absent, might lead to extreme situations, such as suicide attempts. The present study sought support on the job demands-resources to explain the relationship between suicidal attempts, depression, anxiety and stress symptoms, job characteristics, work overload, success perception, family-work enrichment, demographic and study environment variables among postgraduate students. A total of 1.619 master and doctoral students, aged between 20 and 58 years ($M = 29.7$, $SD = 5.8$), answered an online survey. Descriptive data analyses evidenced that 85.1% of the sample affirmed that productivity levels affect their mental health, and 9.2% attempted suicide (38.9% after postgraduation initiation). Regression analyses predicted the variation in the levels of a combined index of depression, anxiety, and stress symptoms (DASS) in 30% ($F(7, 1406) = 86.6$ $p > 0.001$). The network analysis indicated positive relationships between work context and overload; academic success contribute to achieving personal and career goals (Meta) and family-work enrichment; productivity levels and DASS, and this with suicide attempt. Negative associations emerged between productivity levels and student-advisor relationship, and this with work context. These findings point to individual and contextual variables that can lead to mental illness and suicide risk in postgraduate students.

Poli, F., Meyer, M., Mars, R. B., & Hunnius, S. (2025). **Exploration in 4-year-old children is guided by learning progress and novelty.** *Child Development*, 96(1), 192-202. <https://doi.org/10.1111/cdev.14158>

Humans are driven by an intrinsic motivation to learn, but the developmental origins of curiosity-driven exploration remain unclear. We investigated the computational principles guiding 4-year-old children's exploration during a touchscreen game ($N = 102$, $F = 49$, $M = 53$, primarily white and middle-class, data collected in the Netherlands from 2021–2023). Children guessed the location of characters that were hiding following predictable (yet noisy) patterns. Children could freely switch characters, which allowed us to quantify when they decided to explore something different and what they chose to explore. Bayesian modeling of their responses revealed that children selected activities that were more novel and offered greater learning progress (LP). Moreover, children's interest in making LP correlated with better learning performance. These findings highlight the importance of novelty and LP in guiding children's exploration.

Poupard, M., Larrue, F., Sauzéon, H., & Tricot, A. (2025). **A systematic review of immersive technologies for education: Learning performance, cognitive load and intrinsic motivation.** *British Journal of Educational Technology*, 56(1), 5-41. <https://doi.org/10.1111/bjet.13503>

Abstract Immersive technologies are assumed to have many benefits for learning due to their potential positive impact on optimizing learners' cognitive load and fostering intrinsic motivation. However, despite promising results, the findings regarding the actual impact on learning remain inconclusive, raising questions about the determinants of efficacy. To address these gaps, we conducted a PRISMA systematic review to investigate the contributions and limitations of virtual reality (VR) and augmented reality (AR) in learning, specifically by examining their effects on cognitive load and intrinsic motivations. Through the application of an analytical grid, we systematically classified

the impact of VR/AR on the causal relationship between learning performance (ie, objective learning improvement) and cognitive load or motivation, while respecting the fundamental assumptions of the main theories related to these factors. Analysing 36 studies, the findings reveal that VR, often causing extraneous load, hinders learning, particularly among novices. In contrast, AR optimizes cognitive load, proving beneficial for novice learners but demonstrating less effectiveness for intermediate learners. The effects on intrinsic motivation remain inconclusive, likely due to variations in measurement methods. The review underscores the need for detailed, sophisticated evaluations and comprehensive frameworks that consider both cognitive load and intrinsic motivation to improve understanding of the impact of immersive technologies on learning. Practitioner notes What is know Virtual and augmented reality show promise for education, but findings are inconsistent. Existing studies suggest that augmented reality optimizes learners' cognitive load. The literature often asserts that VR and AR are expected to enhance learning motivation. Adding VR introduces unnecessary cognitive load, while AR proves effective for learning performance and cognitive load, particularly for novice learners. The impact of AR and VR on motivation to learn is unclear. Our analytical grid offers a comprehensive framework for assessing the effects of AR and VR on learning outcomes. Implications AR is more suitable than VR for education concerning cognitive load. The cost/benefit balance of VR should be carefully considered before implementation, especially for novice learners. Rigorous studies on motivation to learn in AR and VR contexts are essential.

Rawlings, B. S., & Cutting, S. J. (2024). **Linking Disparate Strands: A Critical Review of the Relationship Between Creativity and Education.** *Educational Psychology Review*, 36(4), 135. <https://doi.org/10.1007/s10648-024-09973-z>

Whether schools help or hinder creativity is a topic of vibrant, international debate. Some contend that the focus on structure, rote learning and standardised assessments associated with formal education stifles children's creativity. Others argue that creativity, much like numeracy or literacy, is a skill that can be taught, and educational settings provide optimal contexts for children to learn creative skills. With creativity increasingly recognised as a critical skill of the twenty-first century and formal education reaching more children across the globe, understanding the impact of schools on its development is critical. We suggest that much of the discourse on this topic has a narrow focus, precluding a global perspective. Here, we take a step back to integrate important but disparately presented research strands on education and creativity, to inform this debate. We first synthesize what we know about creativity and education, before presenting work on different areas—either directly or indirectly assessing creativity in educational contexts—including the relationship between creativity and academic achievement, classroom infrastructure and experiences, developmental slumps, teachers' perspectives on creative children and research on culturally and educationally diverse populations. Reviewing research from these approaches shows that the relationship is nuanced and requires careful interpretation—while some research showcases the positive impact schooling can have on children's creative development, other work, including from culturally and educationally diverse populations, shows how school experiences could be detrimental in this regard. We finish by summarising and integrating these research strands before making suggestions for future research.

Ren, X., Liu, N., Peng, P., Lu, Y., Chen, Y., Li, J., & Tao, S. (2024). **What Works for Reading Interventions in Chinese Children at Risk for Reading Difficulties? A Systematic Review and**

Meta-analysis of Findings in Recent Three Decades. *Educational Psychology Review*, 36(4), 140. <https://doi.org/10.1007/s10648-024-09961-3>

More than fifteen million native Chinese-speaking children are at risk for reading difficulties (RD), making effective Chinese reading interventions crucial for enhancing individual and societal well-being. A total of 51 studies from 2,015 children aged 6 to 13 years were included in the current meta-analysis to examine what works for reading interventions among Chinese children at risk for RD. For decoding outcomes, results indicated positive effects of interventions targeting decoding skills, $g = 1.18$, meta-linguistic skills, $g = 0.57$, and cognitive skills, $g = 0.52$. Interventions targeting decoding skills showed a stronger effect than those targeting cognitive skills. Interventions solely targeting decoding skills were as effective as multi-component interventions (e.g., combining decoding and meta-linguistic skills). For reading comprehension outcomes, results indicated positive effects of interventions targeting decoding skills, $g = 0.64$, and meta-linguistic skills, $g = 0.79$, but not of those targeting cognitive skills, $g = -0.08$. Interventions targeting decoding skills were more effective than those targeting cognitive skills. These findings, taken together, suggest that compared to cognitive skills, interventions targeting decoding or meta-linguistic skills are consistently effective for improving decoding and reading comprehension. Decoding seems to be the active ingredient for successful reading interventions. Implications for future research were also discussed.

Rexigel, E., Kuhn, J., Becker, S., & Malone, S. (2024). **The More the Better? A Systematic Review and Meta-Analysis of the Benefits of More than Two External Representations in STEM Education.** *Educational Psychology Review*, 36(4), 124. <https://doi.org/10.1007/s10648-024-09958-y>

Over the last decades, a multitude of results in educational and psychological research have shown that the implementation of multiple external representations (MERs) in educational contexts represents a valuable tool for fostering learning and problem-solving skills. The context of science, technology, engineering, and mathematics (STEM) education has received great attention because it necessitates using various symbolic (e.g., text and formula) and graphical representations (e.g., pictures and graphs) to convey subject content. Research has mainly explored effects of combining two representations, but the potential benefits of integrating more than two representations on students' learning remain underexplored. This gap limits our understanding of promising educational practices and restricts the development of effective teaching strategies catering to students' cognitive needs. To close this gap, we conducted a systematic review of 46 studies and a meta-analysis that included 132 effect sizes to evaluate the effectiveness of using more than two representations in STEM education and to identify moderating factors influencing learning and problem-solving. A network diagram analysis revealed that the advantages of learning and problem-solving with MERs are also applicable to more than two representations. A subsequent meta-analysis revealed that the learning with more than two representations in STEM can have advantageous effects on students cognitive load ($\text{Hedges}'g = 0.324, p < .001, 95\% \text{ CI} [0.164, 0.484]$) and performance ($\text{Hedges}'g = 0.118, p < .001, 95\% \text{ CI} [0.050, 0.185]$) compared to learning with two representations without notable differences in learning time. The analysis of moderating factors revealed that benefits of learning with more than two representations primarily depend on the provision of appropriate support.

Rigaud, K. (2024). ***L'application de la pleine conscience pour renforcer l'état d'esprit de développement dans l'enseignement supérieur en France : une approche permettant de réduire le taux d'échec et d'améliorer la santé mentale des étudiant·es ?*** (Phdthesis, Université d'Artois). Consulté à l'adresse <https://hal.science/tel-04706723>

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

Rochat, N., Lima, L., & Bressoux, P. (2025a). **The Riddle Knowledge Inference Test (R-Kit)**. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/07342829241311645>

Inference is considered an important factor in comprehension models and has been described as a causal factor in predicting comprehension. To date, specific tests for inference are rare and often rely on specific thematic texts. This reliance on thematic inference may raise some concerns as inference is related to prior text-specific knowledge. The Riddle Knowledge Inference Test consists of 14 riddles written in French with different specific topics for each item and was administered to 565 participants in a longitudinal study from grade 2 to grade 5. Both classical test theory and item response theory provide evidence of reliability, with a one-factor solution of [Formula: see text] = .860 and metric invariance for gender and social background. However, due to the large

differences in the level of latent scores between participants, it was not possible to establish a standard setting for each grade.

Rochat, N., Lima, L., & Bressoux, P. (2025b). **The Riddle Knowledge Inference Test (R-Kit)**. *Journal of Psychoeducational Assessment*, 07342829241311645. <https://doi.org/10.1177/07342829241311645>

Inference is considered an important factor in comprehension models and has been described as a causal factor in predicting comprehension. To date, specific tests for inference are rare and often rely on specific thematic texts. This reliance on thematic inference may raise some concerns as inference is related to prior text-specific knowledge. The Riddle Knowledge Inference Test consists of 14 riddles written in French with different specific topics for each item and was administered to 565 participants in a longitudinal study from grade 2 to grade 5. Both classical test theory and item response theory provide evidence of reliability, with a one-factor solution of $\omega^2 = .860$ and metric invariance for gender and social background. However, due to the large differences in the level of latent scores between participants, it was not possible to establish a standard setting for each grade.

Roehe, M. A., Trost, C., Grundnig, J. S., Anvari-Pirsch, A., & Holzinger, A. (2024). **Evaluating the Dynamics of Learning Approaches: A Systematic Review Investigating the Nexus Between Teaching Methods and Academic Performance in Medical and Dental Education**. *Educational Psychology Review*, 36(4), 118. <https://doi.org/10.1007/s10648-024-09952-4>

In recent decades, a noticeable trend has emerged in medical and dental schools to adjust their curricula to promote learning strategies and habits geared towards long-term knowledge retention. This systematic review therefore sought to examine whether different teaching methods influence students' preferred learning approaches (deep, strategic, and surface approach) and indirectly affect their academic performance. Furthermore, it provides a comprehensive overview of the inconsistencies evident in previous literature regarding the relationship between learning approaches and academic performance of medical and dental students. A thorough search across eight databases yielded 49 relevant studies published between the years 2000 and 2023. The majority of studies revealed that whilst deep and strategic learners tend to excel at medical or dental school, surface learners appear to struggle under intense workload and pressure. Hence, a common consensus emerged amongst the existing literature that there is a relative benefit in attempting to guide students towards deep and strategic learning habits and to minimise surface-related learning strategies. However, results also conveyed that merely modifying the teaching methods used in medical and dental schools has limited merit. As such, the results emphasised the lack of a 'one-size-fits-all' teaching method. Common factors influencing learning approaches were subsequently identified, and based on these findings, an outlook was put forth to integrate a cognitive neuroscience approach into higher education. These directions for future investigations aim to help students reach their full potential by understanding the processes underlying efficient learning and by being mindful of respective encouraging and discouraging factors.

Ross, J., Hutchison, J., & Cunningham, S. J. (2025). **The self-memory system: Exploring developmental links between self and memory across early to late childhood**. *Child Development*, 96(1), 234-250. <https://doi.org/10.1111/cdev.14163>

This study tests whether developments in self-knowledge and autobiographical memory across early to late childhood are related. Self-descriptions and autobiographical memory reports were collected from 379 three- to eleven-year-old predominantly white Scottish children, $M_{age} = 90.3$ months, $SD = 31.1$, 54% female. Episodic memory was measured in an enactment task involving recall and source monitoring of performed and witnessed actions. The volume and complexity of self-knowledge and autobiographical memory reports increased with age, as did source monitoring ability and recall bias for own actions. Regression analyses and structural equation modeling confirmed a close association between these developments. These results inform our theoretical understanding of the development of the self-memory system in childhood, which may contribute to the gradual offset of childhood amnesia.

Rudolph, K. D., Troop-Gordon, W., Skymba, H. V., Modi, H. H., Ye, Z., Clapham, R. B., ... Heller, W. (2025). **Cultivating emotional resilience in adolescent girls: Effects of a growth emotion mindset lesson.** *Child Development*, 96(1), 389-406.
<https://doi.org/10.1111/cdev.14175>

To address the widespread mental health crisis facing adolescent girls, this study examined whether a growth emotion mindset lesson can enhance emotional competence. During 2018–2022, adolescent girls ($M_{age} = 15.68$ years; 66.3% White) were randomized to a growth mindset (E-MIND; $N = 81$) or brain education (control; $N = 82$) lesson, completed the Trier Social Stressor Test, and reported on various aspects of emotional competence. Compared with the control group, the E-MIND group reported more adaptive emotion mindsets, higher emotion regulation self-efficacy, and more proactive in vivo and daily efforts to regulate emotions (effect sizes = small-to-medium to medium), with several differences remaining 4-month later. Findings provide novel insight into one promising approach for cultivating emotional resilience among adolescent girls.

Salinas, D. (2024). **Fewer books and more educational software: How have home learning environments changed since 2015?** *PISA à La Loupe*, 127(127), 1-7.
<https://doi.org/10.1787/0e179a87-en>

Savka, I., Kozlovska, I., Tsiupryk, A., Havryliuk, M., & Busko, M. (2024). **Psychological support for teachers in extreme conditions.** *International Review of Education*, 70(6), 893-915.
<https://doi.org/10.1007/s11159-024-10070-0>

Extreme conditions, such as the COVID-19 pandemic and the Russian attack on Ukraine, cause major disruptions, with teachers struggling to uphold educational provision. The study presented here aimed to substantiate and experimentally confirm the effectiveness of providing teachers with psychological support in extreme situations in order to optimise the balance of the psychological and pedagogical components in their professional activity. Regular teacher training in Ukraine includes a standard course, "Pedagogy and Psychology", which provides teachers with basic knowledge of pedagogical psychology. Building on this basic course, the authors of this article developed an advanced training course entitled "Psychological support for teachers in extreme conditions". A supplementary course of this kind is especially important in extreme conditions such as a war, as it is designed to clarify the methods of professional activity in practice, based on updated and expanded psychological knowledge. The authors piloted the course with a group of 190 teachers (80% female, 20% male) from a wide range of backgrounds in terms of age, years of experience, subject field, type of institution etc. They compared the effect with a control group of 190 teachers (85%

female, 15% male) who had only taken the basic course. Findings of the pilot study suggest that awareness of the importance of psychological knowledge in education increases in proportion to the teacher's experience. A key issue is the teachers' motivation to engage in psychological training: they must clearly understand how and where they can apply the acquired psychological knowledge in their professional activity. Having conducted their pilot study in conditions of martial law in Ukraine, the authors conclude that improving teachers' psychological readiness for extreme conditions not only preserves the quality of the educational process, but also helps to preserve the psyche of students in conditions of war.

Scrimin, S., Girardi, P., & Mastromatteo, L. Y. (2024a). **Sensitive children's attention and emotional response to student-teacher interactions.** *Social Psychology of Education*, 28(1), 5. <https://doi.org/10.1007/s11218-024-09971-7>

Student-teacher interactions capture bystanders' attention causing an emotional arousal that takes away the focus of attention from the assigned task. To assess attentional and emotional response to socio-emotional interactions within the classroom, student's eye movement and dilatation were registered while investigating children's environmental sensitivity. Primary school children's pupil response (n = 95) while watching different interaction scenes were registered. Children self-reported on environmental sensitivity. Two mixed-effects regression models for pupil fixation durations and dilatation showed that students' attention was captured more by the teacher yet the focus on the student caused greater arousal. The association between emotional arousal and focus of attention was moderated by students' environmental sensitivity with incongruent socio-emotional exchanges causing greater emotional arousal in highly sensitive children compared to low sensitive ones. Intervention should promote emotionally positive and in-tune teacher-student interactions to avoid students' distraction and sympathetic arousal, especially in more environmentally sensitive students.

Scrimin, S., Girardi, P., & Mastromatteo, L. Y. (2024b). **Sensitive children's attention and emotional response to student-teacher interactions.** *Social Psychology of Education*, 28(1), 5. <https://doi.org/10.1007/s11218-024-09971-7>

Student-teacher interactions capture bystanders' attention causing an emotional arousal that takes away the focus of attention from the assigned task. To assess attentional and emotional response to socio-emotional interactions within the classroom, student's eye movement and dilatation were registered while investigating children's environmental sensitivity. Primary school children's pupil response (n = 95) while watching different interaction scenes were registered. Children self-reported on environmental sensitivity. Two mixed-effects regression models for pupil fixation durations and dilatation showed that students' attention was captured more by the teacher yet the focus on the student caused greater arousal. The association between emotional arousal and focus of attention was moderated by students' environmental sensitivity with incongruent socio-emotional exchanges causing greater emotional arousal in highly sensitive children compared to low sensitive ones. Intervention should promote emotionally positive and in-tune teacher-student interactions to avoid students' distraction and sympathetic arousal, especially in more environmentally sensitive students.

Skulmowski, A. (2024). **AI-Related Threats to Information Sovereignty and Challenges for Research Ethics.** *Educational Psychology Review*, 36(4), 101. <https://doi.org/10.1007/s10648-024-09939-1>

Unnoticed by most, some technology corporations have changed their terms of service to allow user data to be transferred to clouds and even to be used to train artificial intelligence systems. As a result of these developments, remote data collection may in many cases become impossible to be conducted anonymously. Researchers need to react by reconsidering their mode of data collection, raising awareness, and expanding informed consent to ensure information sovereignty. Considerations for data sharing are discussed.

Stallasch, S. E., Lüdtke, O., Artelt, C., Hedges, L. V., & Brunner, M. (2024). **Single- and Multilevel Perspectives on Covariate Selection in Randomized Intervention Studies on Student Achievement.** *Educational Psychology Review*, 36(4), 112. <https://doi.org/10.1007/s10648-024-09898-7>

Well-chosen covariates boost the design sensitivity of individually and cluster-randomized trials. We provide guidance on covariate selection generating an extensive compilation of single- and multilevel design parameters on student achievement. Embedded in psychometric heuristics, we analyzed (a) covariate types of varying bandwidth-fidelity, namely domain-identical (IP), cross-domain (CP), and fluid intelligence (Gf) pretests, as well as sociodemographic characteristics (SC); (b) covariate combinations quantifying incremental validities of CP, Gf, and/or SC beyond IP; and (c) covariate time lags of 1–7 years, testing validity degradation in IP, CP, and Gf. Estimates from six German samples ($1868 \leq N \leq 10,543$) covering various outcome domains across grades 1–12 were meta-analyzed and included in precision simulations. Results varied widely by grade level, domain, and hierarchical level. In general, IP outperformed CP, which slightly outperformed Gf and SC. Benefits from coupling IP with CP, Gf, and/or SC were small. IP appeared most affected by temporal validity decay. Findings are applied in illustrative scenarios of study planning and enriched by comprehensive Online Supplemental Material (OSM) accessible via the Open Science Framework (OSF; <https://osf.io/nhx4w>).

Stephens, N. M., Emery, L. F., Townsend, S. S. M., & Song, H. J. (2024). **Taking a social-class-in-context perspective on the psychology of social class.** *Journal of Social Issues*, 80(4), 1484-1503. <https://doi.org/10.1111/josi.12652>

Social class researchers in social psychology have pushed the field to become more focused on and attentive to the critical role of sociocultural contexts. In this article, we label and articulate the key ingredients of the approach that many social psychological researchers have come to use: what we refer to as a social-class-in-context perspective. This perspective means attending to the contextual differences in resources that create social class differences in psychology and behavior. We also suggest some additional steps that researchers can take to become even more attentive to and responsive to the important role of contexts in creating social class. As a first step, we suggest the importance of adopting a definition of social class that directly explicates its relationship to similar constructs, such as power and status, and also links it to the contexts that produce it. Second, building on this definition of social class, we then describe the importance of taking a multi-level approach to understanding how different social class contexts shape psychology and behavior. Finally, we articulate the important implications and future directions that emerge from intentionally adopting this perspective.

Tan, C. Y. (2024). **Socioeconomic Status and Student Learning: Insights from an Umbrella Review**. *Educational Psychology Review*, 36(4), 100. <https://doi.org/10.1007/s10648-024-09929-3>

Socioeconomic status (SES) has been widely argued to be an important predictor of students' learning outcomes; the corollary is that low-SES students face immense challenges in their learning. The present study employed an umbrella review, comprising a thematic review and second-order meta-analysis, of 48 reviews relating SES to student learning to critically examine this argument. Results elucidate three sets of insights on the relationship between SES and student learning. First, researchers need to expand the conceptualization of SES from being an objective, individual attribute measuring hierarchical differences in access to resources to a more comprehensive construct incorporating (a) objective and subjective evaluations of (b) individual and collective SES attributes; (c) emphasizing students' mobilization of capital; and (d) adopting a more diverse, asset-based perspective of SES. Second, the umbrella review provides a nuanced evaluation of the influence of SES in student learning. It yields a mean SES effect size of $r = .22$ (deemed as large with reference to educational benchmarks, expected students' achievement gains, and percentile points in achievement tests) but SES effects may be confounded with other demographics. Third, SES needs to be examined from an ecological perspective, given the different mediating and moderating processes pertaining to SES in student learning. The results imply that policies for improving low-SES students' learning outcomes should comprehensively address multiple factors influencing student learning and avoid a one-size-fits-all approach, enhance disadvantaged students' access to educational opportunities and resources, affirm the strengths that disadvantaged students bring to their learning, and address structural and systemic inequalities related to poverty, classism, and segregation.

Tavsanlı, O. F., Graham, S., & Cao, Y. (2024). **The Effect of the Write, Talk, and Rewrite Dialogic Writing Treatment on Argumentative Texts: a Replication Study in Türkiye**. *Educational Psychology Review*, 36(4), 114. <https://doi.org/10.1007/s10648-024-09949-z>

The current study replicated an earlier investigation by Bouwer and van der Veen (2023) where 10 Grade 5 and 6 classrooms in the Netherlands (210 students) were randomly assigned to a treatment or control condition, with treatment students evidencing improvements in the quality of their essays after practice writing argumentative essays, reading and discussing them with a small group of peers, and revising each essay based on the discussion that ensued. In the present study, 12 Grade 2 to 4 classrooms in Türkiye (383 students) were randomly assigned to this write, talk, and rewrite dialogic treatment or to a control condition. Students in the control condition practiced planning and writing the same four argumentative essays as treatment students did during the experiment, and each of these essays was shared with peers (time spent in both conditions was comparable). Control students did not, however, discuss their essay with peers or use such feedback to revise them as was done by students in the write, talk, and rewrite dialogic treatment. When the nested nature of the data and pretest scores were held constant, the quality of the argumentative posttest essays produced by students in the treatment condition evidenced greater improvement than essays written by control students. The same outcome was obtained for the length of essays (number of words) when the nested nature of the data and pretest scores were held constant. This investigation provided evidence that the write, talk, and rewrite dialogic intervention tested by Bouwer and van der Veen (2023) was effective in improving the argumentative

writing of even younger students in a different country. Implications for research and practice are provided.

Thakore, K., Das, T., Jahan, S., & Sweller, N. (2024). **From Hands to Mind: How Gesture, Emotional Valence, and Individual Differences Impact Narrative Recall.** *Educational Psychology Review*, 36(4), 111. <https://doi.org/10.1007/s10648-024-09948-0>

Narrative recall and comprehension are important lifelong skills. While gesturing may improve recall by alleviating cognitive load, it may be differentially beneficial, depending on task and individual characteristics. While research on gesture's effects on a variety of task modalities is burgeoning, effects on recall of narratives read aloud are under-examined. Further, emotional valence and individual differences in verbal memory may affect recall, through effects on task difficulty. If gesturing lightens cognitive load, it may be more beneficial for harder tasks, namely for narratives lacking emotional content and for individuals with poorer verbal memory. Across two studies, impacts of gesture production, emotional valence, and individual differences on narrative recall were evaluated. In Study 1, participants (N = 100) read aloud three emotive narratives (positive, negative, neutral) while either instructed to gesture or receiving no gesture instructions. Gesture production hindered recall, particularly for those with higher verbal memory. Emotion benefited recall, with enhanced recall of the negative narrative and impaired recall for the neutral narrative. In Study 2, following a measure of individual propensity to gesture, participants (N = 98) similarly read aloud three emotive narratives. Instructions to gesture hindered recall for participants with a lower propensity to gesture, and emotive narratives again saw enhanced recall relative to the neutral narrative. Propensity to gesture and verbal memory were positively associated with narrative comprehension. Results suggest instructions to produce gestures may for some individuals hinder recall for self-guided learners when studying written texts, while emotional content benefits recall.

Trumbell, J. M., Posada, G., Anaya, L., Kim, G., & Liu, M. (2025). **Child–father and child–mother attachment relationships in naturalistic settings.** *Child Development*, 96(1), 375-388. <https://doi.org/10.1111/cdev.14173>

This study examines paternal and maternal sensitivity as predictors of toddlers' attachment security in two naturalistic contexts. Seventy-three mostly White middle-class families participated between 2015 and 2019 when children (49.3% girls) were approximately 29.48 months old. Each child–parent dyad completed a home and playground visit. Findings revealed paternal and maternal sensitivity were significantly associated at home and marginally at the playground. Paternal sensitivity was only predictive of security to the father at the playground, showing a medium effect, while small effects of maternal sensitivity on security to the mother were found in both contexts. Cross-parent contributions to security were small and limited to the playground. The need to consider the greater ecology of child–parent relationships and suggestions for larger-scale research are discussed.

Vandelannote, I., & Demanet, J. (2024). **People get ready: high school students' college readiness and higher education success.** *Social Psychology of Education*, 28(1), 7. <https://doi.org/10.1007/s11218-024-09974-4>

The high prevalence of delay and non-completion among academic track students across OECD countries raises questions about academic tracks' effectiveness in successfully preparing students for higher education. Yet, empirical studies addressing

academic track students' college readiness remain scarce. Therefore, this study investigates the long-term effects of cognitive (i.e., ability) and non-cognitive indicators (i.e., self-efficacy, learning skills, transition knowledge, and cognitive strategies) of college readiness on "on-time" progress throughout higher education. Additionally, this study investigates whether shared teacher expectations (i.e., teachability culture) explain differences in students' college readiness. Results of multilevel analyses based on data from 671 Flemish students across 16 schools (ISCY: 2013–2019), indicated that teachability culture positively affected college-readiness indicators, namely: self-efficacy and cognitive strategies. In turn, self-efficacy positively affected students' "on time" progression throughout higher education. Given its malleable nature, self-efficacy is potentially an interesting tool to increase college-readiness, and ultimately "on time" degree completion.

Vella-Brodrick, D. A., Lewis, K. J., & Gilowska, K. (2024). **Exploring the Nature-Creativity Connection Across Different Settings: A Scoping Review**. *Educational Psychology Review*, 36(4), 134. <https://doi.org/10.1007/s10648-024-09964-0>

The widespread benefits of creativity have become more salient in recent years. This has led to scholarly interest in finding ways to foster creativity. Nature immersion may be one way to enhance creativity, particularly as many individuals involved in creative pursuits have found nature to be a source of inspiration and a haven for restoration. Using the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) extension for scoping reviews and the PRISMA-ScR 22 item checklist, we conducted a scoping review to examine the evidence on the relationship between nature and creativity as well as any underlying mechanisms facilitating this relationship. A scoping review was deemed appropriate given the infancy of the topic and the need to understand the broad landscape. Our aim was to present a range of interdisciplinary applications of nature interventions on different types of creative performance. We found 45 publications exploring the relationship between nature and creativity, with the majority (n = 36, 80%) published within the past seven years. Overall, the quantitative studies in our scoping review provided evidence of a significant positive relationship, or effect, between nature and creativity. These relationships held across various types of nature including for wilderness, rural and urban settings, as well as in different applications of creativity such as in the arts, workplace, education, and laboratory conditions. Qualitative and case study research also supported the positive relationship between nature and creativity including in diverse nature settings and in different applications such as in visual arts, design, writing, music, free play in kindergartens, and work. Qualitative studies highlighted potential mechanisms behind this relationship, including time in solitude, appreciation of impermanence, relaxation and inspiration, and disconnection from technology. Moreover, the degree of exposure to nature may be an important consideration for creative performance with more immersive, real-life experiences typical of outdoor nature, tending to be more effective than indoor spaces with window views or indoor plants. These preliminary findings suggest that more opportunities to connect with nature, especially in the outdoors, may help to stimulate creativity in a wide range of settings including education, the creative arts, and workplaces, although more high-quality research examining the sustained effects of nature on creativity is needed.

Vessonon, T., Dahlberg, M., Hellstrand, H., Widlund, A., Korhonen, J., Aunio, P., & Laine, A. (2024). **Task Characteristics Associated with Mathematical Word Problem-Solving**

Performance Among Elementary School-Aged Children: A Systematic Review and Meta-Analysis. *Educational Psychology Review*, 36(4), 117. <https://doi.org/10.1007/s10648-024-09954-2>

Mathematical word problem-solving skills are crucial for students across their lives, yet solving such tasks poses challenges for many. Therefore, understanding the characteristics of mathematical word problems that are associated with students' performance is important. The objective of this systematic review and meta-analysis was to evaluate the effects of linguistic and numerical task characteristics associated with mathematical word problem-solving performance among elementary school-aged children (Grades 1 to 6). The systematic review was based on five electronic databases and citation searching. Reporting was conducted following The Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA). The findings ($K = 69$) showed that five of the six investigated linguistic task characteristics (i.e., the position of the unknown, schematic structure, irrelevant information, realistic considerations, and lexical consistency) and one of the two numerical task characteristics (i.e., number of operations) were related ($g = 0.39$ to 4.26) with elementary school-aged children's mathematical word problem-solving. However, the findings did not provide support for a general association between a familiar situational narrative or the required operation with mathematical word problem-solving. The findings highlight that elementary school-aged children especially struggle with mathematical word problems requiring realistic considerations or multiple mathematical operations, containing lexical inconsistency, and problems in which the position of the unknown is the first value. This further understanding of elementary schoolers' word problem-solving performance may guide the design of appropriate and progressive instruction and assessment tools and steer research into the interactions within task characteristics and with individual characteristics.

Vite, A., Patall, E. A., & Chen, M. (2024). **Relationships Between Experiences of Autonomy and Well(III)-Being for K-12 Youth: A Meta-Analysis.** *Educational Psychology Review*, 36(4), 127. <https://doi.org/10.1007/s10648-024-09967-x>

Childhood and adolescence are pivotal developmental stages for psychological health. An understanding of psychological mechanisms related to well-being is important for promoting positive life outcomes for youth. Research generally shows that the basic psychological need for autonomy is significantly associated with well-being. To examine the magnitude and sources of variation in this relationship, we conducted a meta-analysis of 90 reports to analyze the average effect of autonomy need satisfaction (ANS) and frustration (ANF) on indicators of psychological well- and ill-being for K-12 (Kindergarten to 12th grade) youth. Results indicated that ANS was positively associated with psychological well-being and negatively associated with psychological ill-being among youth. Further, ANF was negatively associated with psychological well-being and positively associated with psychological ill-being. Moderator analyses indicated that the association between ANS and well-being was stronger for studies conducted with children and adolescents in East Asian countries compared to studies conducted in the USA, Canada, or Northern Europe when controlling for publication status and measurement reliability. Results also showed that the average correlation between ANS and well-being was stronger for studies located in more collectivistic countries compared to individualistic countries when controlling for publication status and measurement reliability. The relationship between ANS and ill-being was stronger for studies conducted in the USA and Canada compared to East Asian and European contexts. Together, results

suggest that autonomy satisfaction is related to the well- and ill-being of youth across cultural contexts, but that there is cultural variation in the association between experiences of autonomy and well-being.

Voudouri, A. (2023). **Advancing fast and slow thinking theorizing : exploring the role of intuition across domains** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04765420>

Popular dual process models suggest that sound reasoning requires correction of fast, intuitive thought processes by slower, controlled deliberation. However, recent findings in logical reasoning have started to question this characterization. These studies employed classic heuristics-and-biases tasks and showed that the sound, logical response traditionally assumed to arise after deliberation is often cued by mere intuitive processing. Additionally, even when people provide biased responses, they frequently show an intuitive awareness of the problem's logical principles. The present thesis aimed to extend the generalizability of these findings beyond the field of logical reasoning, to other domains where the sound response is also traditionally believed to be cued after deliberation. Encompassing a broad range of fields, from decision-making under risk, to high-level and low-level tasks, this thesis explored whether the alleged deliberate response could also be provided intuitively and whether people possess an intuitive sensitivity to their errors. To identify the presumed intuitive response that precedes the response given after deliberation, the two-response paradigm was used across all studies. In this paradigm participants give two consecutive responses to the same problem in each trial: an initial intuitive response under time-pressure and cognitive load, followed by a final response without constraints where they can freely deliberate. In Chapter 1, I examined decision-making under risk and found that when people gave the expected-value maximizing response after deliberation, they had frequently arrived to the same response already from the initial, intuitive stage. Moreover, even when people remained loss averse, they often showed an intuitive sensitivity to expected value, as indicated by decreased confidence. In Chapter 2, I delved into high-level semantic tasks, demonstrating that while avoiding semantic illusions often requires deliberation, intuitive responding can also lead to correct answers. Additionally, people consistently displayed error sensitivity, even in the initial stage when deliberation was minimized. In Chapter 3, I focused on low-level cognitive control tasks, such as the Stroop and Flanker tasks, and found that the majority of correct responses were already provided in the initial stage, when deliberate control was constrained. In this chapter I also explored the association between Stroop and reasoning performance. In Chapter 4, I investigated the stability of biases in heuristics-and-biases tasks and the impact of conflict detection on long-term answer change. The results indicated that both intuitive and deliberate responses remain highly stable, though not entirely, after two weeks. Critically, conflict detection was found to be a predictor of answer change; the more conflicted people felt about their responses when solving a problem, the more likely they were to change their responses over time. Across all chapters, it became evident that responses once thought to require deliberation often stemmed from mere intuitive processing and people frequently showed intuitive sensitivity to their errors. These findings establish the applicability of a recent, revised dual process framework across different domains and temporal dimensions. This thesis thereby suggests that, in general, human thinking can be better characterized as an interplay between different types of « fast » intuitions, rather than a strict dichotomy between « fast » and « slow » thinking.

Waldeyer, J., Endres, T., Roelle, J., Baars, M., & Renkl, A. (2024). **How to Optimize Self-Assessment Accuracy in Cognitive Skill Acquisition When Learning from Worked Examples.** *Educational Psychology Review*, 36(4), 103. <https://doi.org/10.1007/s10648-024-09944-4>

The present study was designed to understand and optimize self-assessment accuracy in cognitive skill acquisition through example-based learning. We focused on the initial problem-solving phase, which follows after studying worked examples. At the end of this phase, it is important that learners are aware whether they have already understood the solution procedure. In Experiment 1, we tested whether self-assessment accuracy depended on whether learners were prompted to infer their self-assessments from explanation-based cues (ability to explain the problems' solutions) or from performance-based cues (problem-solving performance) and on whether learners were informed about the to-be-monitored cue before or only after the problem-solving phase. We found that performance-based cues resulted in better self-assessment accuracy and that informing learners about the to-be-monitored cue before problem-solving enhanced self-assessment accuracy. In Experiment 2, we again tested whether self-assessment accuracy depended on whether learners were prompted to infer their self-assessments from explanation- or performance-based cues. We furthermore varied whether learners received instruction on criteria for interpreting the cues and whether learners were prompted to self-explain during problem-solving. When learners received no further instructional support, like in Experiment 1, performance-based cues yielded better self-assessment accuracy. Only when learners who were prompted to infer their self-assessments from explanation-based cues received both cue criteria instruction and prompts to engage in self-explaining during problem-solving did they show similar self-assessment accuracy as learners who utilized performance-based cues. Overall, we conclude that it is more efficient to prompt learners to monitor performance-based rather than explanation-based cues in the initial problem-solving phase.

Wang, P., Ganushchak, L., Welie, C., & van Steensel, R. (2024). **The Dynamic Nature of Emotions in Language Learning Context: Theory, Method, and Analysis.** *Educational Psychology Review*, 36(4), 105. <https://doi.org/10.1007/s10648-024-09946-2>

In current research, emotions in language use situations are often examined only at their starting and ending points, akin to observing the beginning and end of a wave, while neglecting their complex fluctuations in between. To fully comprehend the dynamics of emotions in language use situations, it is essential to delve into their intricate unfolding throughout their progression. This is particularly critical in the context of Second Language Acquisition (SLA), where emotional dynamics can significantly influence learning outcomes and proficiency. Drawing on existing empirical research and theories, we propose a novel interpretation rooted in complex dynamic systems theory (CDST) to elucidate the dynamic nature of emotions in language use situations. Furthermore, we suggest methodologies for capturing the complete dynamics of emotional and language behaviours, including an analysis of their dynamic interrelationships. By embracing a dynamic perspective, we can advance our understanding of interplay between emotions and language behaviours from epistemological theory to methodology and analysis, paving the way for future research in this field.

Wang, Y., & Liu, J. (2024). **The Impact of COVID-19 on International Students: A Qualitative Synthesis.** *British Journal of Educational Studies*, 72(6), 805-829. <https://doi.org/10.1080/00071005.2024.2374077>

The COVID-19 pandemic has exerted a profound impact on numerous facets of our daily lives, including in higher education. International students have encountered unique challenges due to their vulnerability stemming from living abroad, including cultural adjustments, language barriers, and separation from families and friends. This review aims to examine the educational, financial, sociocultural and psychological impacts experienced by international students in the context of the pandemic and identify areas requiring support for this group. A systematic search of eight databases yielded 78 relevant papers for inclusion. Through a systematic qualitative synthesis, this review presents an increased understanding of the multifaceted impact of COVID-19 on international students, encompassing five key themes: 1) unprecedented learning barriers, 2) stalled transnational mobility, 3) heightened financial, social, and cultural challenges, 4) exacerbated racism and racial discrimination, and 5) increased mental health risks. By systematically synthesising the distinctive challenges faced by international students in the context of the pandemic, this review provides recommendations for evidence-based support for international students in the post-pandemic era.

Whatley, M., Aldrich, C., & De Angelis, A. (2025). **Indications of Community College Virtual International Exchange Outcomes: Global Perspective-Taking and Self-Efficacy.** *Journal of Studies in International Education*, 29(1), 100-124. <https://doi.org/10.1177/10283153241238833>

This study explored student learning outcomes related to virtual international exchange, namely global perspective-taking and self-efficacy, among a sample of 76 community college students in the United States. Viewing virtual exchange as a possible high-impact educational practice, we anticipated that participation would have a positive relationship with these two outcomes. To test this hypothesis, we used survey data collected from students attending two community colleges in the US Southeast. Using a pre-test/post-test design, we estimated linear regression models to explore the relationship between virtual exchange participation and these two outcomes, measured using the Global Perspectives Inventory and the New General Self-efficacy Scale. Counter to expectation, we found that virtual exchange was not generally significantly related to changes in students' global perspective-taking or sense of self-efficacy. We hypothesize these null findings relate to characteristics of virtual exchange programs and differences between virtual exchange and other international experiences like study abroad.

Xiang, X., & Xi, D. (2025). **Examining cognitive processes of spatial thinking in university students: Insights from a web-based geographic information systems study.** *British Journal of Educational Technology*, 56(1), 296-317. <https://doi.org/10.1111/bjet.13502>

Spatial thinking is essential for nurturing spatially literate graduates in tertiary education. However, there is limited research on individual differences in cognitive processes and their impact on spatial problem solving in disciplinary contexts. This study aimed to investigate cognitive processes involved in spatial thinking in geography majors using a web-based geographic information systems (GIS) mapping tool. The results revealed three clusters characterised by distinctive cognitive processes: spatial analytic, spatial diagrammatic and alternative. Each cluster adopted unique spatial strategies to solve problems with web-based GIS. Notably, spatial analytic learners demonstrated the most optimal profile, resulting in high spatial task performance. These findings have implications for maximising students' learning potential in spatial thinking in the tertiary

classroom, optimising performance outcomes in spatial problem solving and building intelligent tutoring systems for adaptive learning. Practitioner notes What is already known about this topic There are individual differences in spatial reasoning. The processes of spatial thinking may have an impact on learners' spatial performance outcomes. What this paper adds Three clusters characterised by distinctive processes of spatial thinking were identified: spatial analytic, spatial diagrammatic and alternative. Each cluster adopted unique spatial strategies to solve problems with web-based GIS. Spatial analytic learners demonstrated the optimal profile, resulting in high-level spatial performance, whereas alternative learners exhibited the maladaptive profile, which was associated with low task outcomes. Implications for practice and/or policy Web-based GIS mapping tools make it possible to track the processes of spatial thinking that have remained largely unexplored. Cluster analysis and lag sequential analysis reveal differences in spatial reasoning, aiding educators in maximising the potential for university students to learn spatial thinking and optimising performance outcomes in spatial problem solving. Our findings could inform learning technology designers to build adaptive learning applications in which students receive automatic feedback and tailored support while completing spatial tasks at their own pace.

Xu, J., Liu, S., Zhu, Y., Hale, M. E., Wang, Q., Wang, X., ... Han, Z. R. (2025). **Parent emotional support alters the association between parent–child interbrain synchrony and interaction quality.** *Child Development*, 96(1), 301-311. <https://doi.org/10.1111/cdev.14172>

Using functional near-infrared spectroscopy (fNIRS) hyperscanning methodology, this study investigated whether parent emotional support moderated the relation between parent–child interbrain synchrony and interaction quality (via behavioral observation and child-report), controlling for individual emotional distress. Eighty-eight parent–child dyads (96.6% Han ethnicity), including a school-age child between the ages of 6 and 11 (Mage = 8.07 years, SD = 1.16 years; 58.0% boys) and their parent (Mage = 39.03 years, SD = 3.54 years; 69.3% mothers), participated in a cooperative task during which brain activity was assessed. Cluster-based permutations indicated parent–child interbrain synchrony in the left and right temporoparietal junction (TPJ). Interbrain synchrony in the left TPJ positively related to parent–child interaction quality in the context of high parent emotional support, whereas the association was weaker and negative when parents demonstrated low emotional support. Findings suggest the emotional context of an interaction is critical when assessing interbrain synchrony.

Yan, S., Liu, Z., Peng, P., & Yan, N. (2024). **The Reciprocal Relations between Externalizing Behaviors and Academic Performance among School-aged Children: A Meta-Analysis of Longitudinal Studies.** *Educational Psychology Review*, 36(4), 120. <https://doi.org/10.1007/s10648-024-09955-1>

Externalizing behavior and low academic performance present key developmental challenges for school-age children, with the potential for these domains to predict each other over time, leading to worsened outcomes. Yet, previous studies have yielded inconsistent conclusions about the directional pathways between externalizing behaviors and academic performance. Moreover, the moderating factors influencing these predictive pathways remain unclear. To clarify these relations, The current study conducted a meta-analysis on the longitudinal predictive relation between externalizing behaviors and academic performance, incorporating data from 124,695 students without clinically diagnosed behavioral problems or learning disabilities across 70 independent studies. The results revealed a bidirectional predictive relation between

externalizing behaviors and academic performance, with comparable effect sizes for both the externalizing behavior to academic performance pathway ($r = -.082, p < .001$) and the reverse pathway ($r = -.076, p < .001$). Moderation analysis revealed that inattention-related behavior, shorter time intervals, and fewer white participants strengthen the predictive effect of externalizing behaviors on academic performance. In particular, as child age increases, the moderating effect of time interval is even stronger. For the academic performance leading to externalizing behavior pathway, inattention-related behavior, teacher-reported externalizing behavior, literacy-related performance, and GPA/grades were identified as factors contributing to an augmentation in the longitudinal predictive effect of academic performance on externalizing behaviors. Overall, the negative cycle between externalizing behavior and academic performance may be influenced by various factors, providing targeted recommendations for intervention and prevention.

Zach, M., Palgi-Hacker, A., Israeli-Ran, L., Meidan, A., Seidmann, M., Hijleh, A., ... Uzefovsky, F. (2025). **Convergence and divergence of empathic concern and empathic happiness in early childhood: Evidence from young infants and children.** *Child Development*, 96(1), 341-354. <https://doi.org/10.1111/cdev.14176>

While most research focused on empathic responses to negative emotions, little is known about empathy to positive emotions. We aimed to bridge this gap by examining infants' and children's empathic responses to distress and happiness, while differentiating between cognitive and emotional empathy. We conducted three studies with $N = 119$ 3-month-old infants; $N = 169$ 10-19 months-old infants; and $N = 61$ 24-60 months-old children (all Jewish-Israeli). Empathy was measured using experimenter simulations (studies 1 and 3) or peer-video (study 2). All studies showed that cognitive empathy to positive and negative emotions converged (small-medium effect size), but not so for emotional empathy. This suggests that understanding others' emotions is independent of emotion valence, while the ability to share in another's emotion is valence-specific.

Zhang, S., Palaguachi, C., Pitera, M., Jaldi, C. D., Schroeder, N. L., Botelho, A. F., & Gladstone, J. R. (2024). **Semi-automating the Scoping Review Process: Is it Worthwhile? A Methodological Evaluation.** *Educational Psychology Review*, 36(4), 131. <https://doi.org/10.1007/s10648-024-09972-0>

Systematic reviews are a time-consuming yet effective approach to understanding research trends. While researchers have investigated how to speed up the process of screening studies for potential inclusion, few have focused on to what extent we can use algorithms to extract data instead of human coders. In this study, we explore to what extent analyses and algorithms can produce results similar to human data extraction during a scoping review—a type of systematic review aimed at understanding the nature of the field rather than the efficacy of an intervention—in the context of a never before analyzed sample of studies that were intended for a scoping review. Specifically, we tested five approaches: bibliometric analysis with VOSviewer, latent Dirichlet allocation (LDA) with bag of words, k-means clustering with TF-IDF, Sentence-BERT, or SPECTER, hierarchical clustering with Sentence-BERT, and BERTopic. Our results showed that topic modeling approaches (LDA/BERTopic) and k-means clustering identified specific, but often narrow research areas, leaving a substantial portion of the sample unclassified or in unclear topics. Meanwhile, bibliometric analysis and hierarchical clustering with SBERT were more informative for our purposes, identifying key author networks and categorizing studies into distinct themes as well as reflecting the relationships between themes,

respectively. Overall, we highlight the capabilities and limitations of each method and discuss how these techniques can complement traditional human data extraction methods. We conclude that the analyses tested here likely cannot fully replace human data extraction in scoping reviews but serve as valuable supplements.

Zhao, L., Peng, J., & Lee, K. (2025). **Bidirectional negative relation between young children's persistence and cheating.** *Child Development*, 96(1), 217-233. <https://doi.org/10.1111/cdev.14159>

This research examined the link between persistence and cheating in 3- to 6-year-old children (2021–2022, N = 200, 100 boys; Mage = 4.85 years; all middle-class Han Chinese). Study 1 used a challenging game to measure whether children would cheat when they were allowed to play the game unsupervised. Results indicated that children's situational, but not trait, persistence negatively correlated with cheating: the higher children's situational persistence, the less likely they cheated. Study 2 not only replicated the results of Study 1 but also discovered that children who cheated became less persistent afterward. Our research reveals a novel bidirectional relation between situational persistence and cheating and underscores the importance of nurturing persistence in early childhood as a strategy to foster honesty.

Zhou, X., Siddiqui, H., & Rutherford, M. D. (2025). **Face perception and social cognitive development in early autism: A prospective longitudinal study from 3 months to 7 years of age.** *Child Development*, 96(1), 104-121. <https://doi.org/10.1111/cdev.14144>

Autism spectrum condition (ASC) is characterized by atypical attention to eyes and faces, but the onset and impact of these atypicalities remain unclear. This prospective longitudinal study examined face perception in infants who develop ASC (N = 22, female = 5, 100% White) compared with typically developing infants (N = 131, female = 65, 55.6% White), tracking social-cognitive and ASC development through age seven. Reduced interest in direct gaze and eyes during infancy correlated with atypical development of adaptive behavior at age four and theory of mind at age seven. Principal component analyses revealed less integrated processing of facial features and eye-gaze information in ASC infants, potentially impacting their childhood social functioning. These findings highlight the intertwined nature of social-cognitive development and ASC.

Aspects sociaux de l'éducation

Avci, S., Özgenel, M., & Avcu, A. (2024). **The importance of family participation in homework: understanding the relationship between student homework behaviors and academic achievement by school level.** *Social Psychology of Education*, 28(1), 6. <https://doi.org/10.1007/s11218-024-09964-6>

The purpose of this study was to examine in detail the relationship between perceived parental involvement in homework (content-oriented and autonomy-oriented forms of involvement) and students' homework behavior (homework time, homework time management, and amount of homework completed). The study also looked at how the relationships between these variables change between middle school and high school. The study was conducted on 528 middle and high school students in grades 5–12. The relationships between the variables used in the study were structured using a theoretical model and tested using the structural equation model method. The results of the study show that parental involvement in homework has a positive relationship with students'

homework behaviour. In particular, time management skills have the strongest relationship with parental involvement among the three homework behaviors. However, while there was no direct relationship between parental involvement and overall academic achievement, parental involvement in homework showed a positive relationship with academic achievement through homework completion and time management. At the secondary school level, there is a positive relationship between students' homework time, homework completion and time management skills and academic achievement. Students' homework completion stood out as the variable with the strongest relationship with academic achievement. These findings suggest that parental involvement in the homework process, especially at the secondary school level, can help students to manage their homework more effectively and be more successful academically.

Ayala-Hurtado, E. (2025). **The Expectational Liminality of Insecure College Graduates.** *Sociology of Education*, 98(1), 27-43. <https://doi.org/10.1177/00380407241296851>

Graduating from college is widely associated with social and personal advancement, yet many young graduates are not experiencing these benefits. Drawing on 127 interviews with college graduates in the United States and Spain who face employment precarity or economic instability, this study asks: How do these graduates understand their social positions and worth? How does the institution of higher education shape these understandings? The data demonstrate that respondents in both countries largely describe themselves as stalled or stuck. I argue that these are perceptions of "expectational liminality" stemming from the disjuncture between respondents' expectations and their experiences as college graduates. In addition, I show how three narratives describing the professional/financial success, life course progression, and internal transformation expected of graduates shape respondents' sense of expectational liminality. I discuss the effects of higher education on graduates' self-perceptions in uncertain contexts and the relevance of expectational liminality to other contexts where there are disjunctures between expectations and reality.

Balfroid, L., & Draelants, H. (2024). **Les « héritiers » d'aujourd'hui: Une mise à l'épreuve empirique du concept soixante ans après Les Héritiers.** *Les Cahiers de Recherche du Girsef*, (134), 1-43. Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/article/view/86233>

Ce cahier poursuit deux objectifs complémentaires. Le premier vise à définir la notion d'héritiers, popularisée en sociologie de l'éducation par l'ouvrage éponyme de Bourdieu et Passeron, pour aboutir à un concept opératoire. Fort de celui-ci, le second objectif de cet article est d'interroger ce que deviennent les héritiers dans les contextes socioculturels et scolaires contemporains. L'évolution du paradigme de la culture classique au cours des dernières décennies suggère en effet que les héritiers actuels se différencient de leurs prédécesseurs. Pour saisir la manière dont évolue leur rapport à la scolarité et à la culture, leurs attitudes scolaires et pratiques culturelles nous présenterons les résultats d'une enquête par questionnaire menée auprès d'étudiants de l'UCLouvain. Mots clés: Héritiers, capital culturel, université, reproduction sociale, transformation des inégalités This paper is intended to serve two complementary purposes. The first is to define the notion of inheritors, popularised in the sociology of education by Bourdieu and Passeron's work of the same name, in order to arrive at an operational concept. With this in mind, the second aim of this article is to examine the situation of inheritors in contemporary socio-cultural and educational contexts. The

evolution of the paradigm of classical culture in recent decades suggests that today's inheritors are different from their predecessors. In order to understand how their relationship with schooling and culture has changed, as well as their attitudes and practices at school, we will present the results of a questionnaire survey conducted among students at UCLouvain. Keywords: Inheritors, cultural capital, university, social reproduction, transformation of inequalities

Barbier, P., Le Goff, J.-M., & Landour, J. (2024). **Des mères face à la « continuité pédagogique » en France et en Suisse au printemps 2020.** *Revue française de pédagogie*, 223(2), 115-128. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-115>

Barnes, R. K., Kilpatrick, S., Fischer, S., & Mekonnen, G. T. (2024). **Higher education in rural Australia: How age and community factors influence access and participation.** *International Review of Education*, 70(6), 935-956. <https://doi.org/10.1007/s11159-024-10081-x>

Rural, regional and remote (RRR) students are less likely to participate in higher education and tend to be older than their city counterparts. Individual and family factors influencing RRR students' higher education access and participation are well researched. However, little is known about community factors supporting access and participation, particularly for older students. Results of a survey of 3,180 Australian undergraduate students from RRR communities show how age affects the home community factors that influence enrolment. Findings support the importance of teachers, families and friends with regard to the aspirations of young people, while employers and universities are neglected potential sources of information and support for participation for older people. Better understanding of the age variation in the RRR student cohort is needed to design and implement policy and programmes that engage and support students aged 30 plus. A multipronged approach involving partnerships between communities, schools, employers, industries and universities to raise awareness about university options is required to encourage higher education participation, particularly for older students.

Baroraho, T., Heimsoth, E., Islam, F., Mohammed, R., & Szabo, G. (2024). **Global girlhood report 2024: Fragile futures girls' rights, child marriage and fragility.** Consulté à l'adresse https://resourcecentre.savethechildren.net/pdf/STC_Global_girlhood_report_2024-4th-pp.pdf/

Alors que les États fragiles peinent à fournir des services essentiels comme les soins de santé, l'éducation et la protection, en particulier des filles, les conflits, le changement climatique et l'instabilité économique accroissent leur vulnérabilité au mariage précoce et aux violations de leurs droits. S'appuyant sur de nouvelles données, ce rapport annuel centré sur les adolescentes met l'accent sur les liens entre fragilité, mariage d'enfants et droits des filles, révélant comment les crises exacerbent leurs vulnérabilités existantes.

Beard, K. S., Shortt, M., & Xie, K. (2025). **The Emergence and Escalation of Online Racial Discrimination in Digital Spaces: A Systematic Review.** *Review of Educational Research*, 95(1), 89-122. <https://doi.org/10.3102/00346543231217459>

COVID-19 required educators and students to rapidly move to online learning. Simultaneously, while navigating the pandemic in lockdown, citizens were exposed to the brutal murder of George Floyd. The increased exposure to online activity and discrimination generated a hyperawareness of the potential link between the two. Our

interest was to examine that linkage as we considered the prevalence and escalation of online racial discrimination (ORD) as a student phenomenon. Filtering for adolescent and young adult students, this systematic review ultimately employed 21 articles. Our results reflect that ORD as defined, changed over time, as did the ways it manifested. Importantly, the impacts of ORD on student learning and well-being were revealed. This review further indicates that the expansion of online instruction created a complex intersection between online social interactions and academic outcomes ripe for vigilance. Our work adds to the ORD literature while informing future education researchers, educators, and stakeholders of its harmful impacts.

Belkin, L., Lander, V., & McCormack, M. (2025). **Impossible visibilities of Black and Global Majority staff at an ethnically diverse English university.** *International Journal of Qualitative Studies in Education*, 38(1), 111-126. <https://doi.org/10.1080/09518398.2024.2348812>

This qualitative study explores how Black and Global Majority faculty at an English university with an ethnically diverse student population perceive race and racism on campus. Informed by a theoretical framework drawing on Critical Race theory (CRT), CRT methodology and critical whiteness studies, we adopt counter-narrative story telling as a method of analysis. This research foregrounds BGM faculty's everyday experiences of racism in their professional lives and the "normalization" of racism in this setting. Through the construction of composite counter-stories (CCS) the experiences convey how BGM staff are simultaneously "othered" and "unseen". This complex duality of hypervisibility and invisibility reveals subtle and insidious undercurrents of racism that frame the participants' lived realities and ways everyday racism is enacted at institutional and individual levels. Although instances of "overt" racism are rare, these counter-narratives highlight ways institutional racism is perpetuated through white supremacist social and bureaucratic norms.

Bernardi, F., & Valdés, M. T. (2025). **Month of Birth, Early Academic Achievement, and Parental Expectations of University Completion: A New Test on Sticky Expectations.** *Sociology of Education*, 98(1), 44-61. <https://doi.org/10.1177/00380407241300306>

Previous studies have shown that educational expectations of individuals with high socioeconomic status (SES) are relatively unaffected by low academic performance, a phenomenon called "sticky expectations." However, this result might be biased by endogeneity and reverse causality between academic achievement and educational expectations. Using data from the Trends in International Mathematics and Science Study from 11 countries with a strict school-entry rule and building on the well-established finding that children born in the months before the school-entry cutoff underperform at school, we use birth month as an instrument to identify the causal effect of early academic achievement on parents' expectations of university completion by parental education. Our findings based on the instrumental variable (IV) regression show that the moderation of social origin in the relationship between children's performance and parental expectations is moderately overestimated in cross-sectional data. Nonetheless, the stickiness of high-SES parental expectations is confirmed in the IV model, proving that parental expectations are less affected by children's early achievement when the parents are highly educated.

Boubaker, M. B. (2024). **"On ne peut rester neutre dans un train en marche"**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dj>

À partir d'un récit d'analyse de pratiques sur l'intégration des questions antiracistes et antisexistes dans mes classes en lycée, je souhaite analyser les apports comme des limites de cette praxis (Freire, 1967) dans une institution scolaire qui invisibilise les rapports de genre, de race et de classe pour toutes, élèves comme personnels. Le titre de mon article rappelle notre impossible neutralité enseignante. Nous ne pouvons pas nous croire neutres dans une institution (figurée par le train en marche) qui reproduit elle-même des dominations systémiques. Je pars de l'hypothèse que pour révolutionner son enseignement, il faut basculer - car une révolution est d'abord au sens étymologique un point de bascule - dans ses pratiques comme dans son positionnement. Un processus révolutionnaire est avant tout un acte d'empouvoirement, dans le sens de la conscientização théorisée par Paulo Freire, et une pédagogie véritablement antiraciste et antisexiste a pour objectif également de redonner le pouvoir aux élèves. Mais comment basculer vers ces pédagogies concrètement ? Dans un premier temps, je m'intéresserai à la façon d'introduire le désordre (Fanon, 1961) dans sa classe et questionner sa pédagogie. Ensuite, je mettrai en évidence que l'action individuelle dans le cadre de sa classe ne suffit pas, et qu'il faut adopter la figure de la rabat-joie féministe (Ahmed, 2024) dans toute l'institution scolaire. Enfin, j'explorerai des pratiques collectives porteuses d'espoir.

Browman, A. S., & Miele, D. B. (2024). **Are low-ability students mentally represented as low-SES, academically incapable, and undeserving of support?** *Journal of Social Issues*, 80(4), 1289-1314. <https://doi.org/10.1111/josi.12649>

In seven studies, this research demonstrates that both the general public and educators may hold culturally-shared, class stereotype-laden mental representations that they reflexively use both to subjectively identify particular students as being high or low in academic ability, and determine who should receive educational support. Using procedures designed to capture people's mental images of others, we first observed that both the general public and aspiring educators mentally represent low-ability students as qualitatively and quantitatively distinct from high-ability students. Furthermore, the representations of low (vs. high) ability students captured from the public and aspiring educators were more likely to be associated with negative class-based academic stereotypes by separate samples of the public and educators, such that a student who "looks" low in ability was also more likely to be labeled as being low-SES, and having poorer academic motivation and work ethic. As a result, the low (vs. high) ability student was more likely to be denied college admissions or scholarship support by members of the American public and to be exposed to unsupportive instructional practices by teachers. Implications for our understanding of teacher biases are discussed.

Café pédagogique. (2024a, décembre 19). **Patrick Rayou : focus sur l'autonomie réelle des élèves.** Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/19/patrick-rayou-focus-sur-lautonomie-reelle-des-eleves/>

Sociologue, professeur en sciences de l'Éducation à Paris 8, Patrick Rayou s'intéresse à la fois à la professionnalisation des enseignants et aux inégalités devant les apprentissages. Il publie un important ouvrage, *L'autonomie des élèves, injonctions, pratiques, inégalités*, qui sonne comme une synthèse de son travail universitaire, construit en collaboration avec de nombreuses rencontres avec différents champs de recherches et d'enquêtes de terrain. Sa lecture sera utile aux formateurs, aux cadres et aux enseignants.

Café pédagogique. (2024b, décembre 20). **L'École face à l'échec scolaire des plus pauvres**. Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/20/lecole-face-a-lechec-scolaire-des-plus-pauvres/>

Apprendre des scolarités abimées, voilà le défi que proposent de relever les auteurices de cette publication des éditions Quart Monde, coordonnée par Régis Félix, ancien professeur et principal de collège,

Café pédagogique. (2025, janvier 13). **Racisme : « Sous la menace du stigmate, les individus peuvent perdre confiance en eux et moins bien réussir »**. Consulté 15 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/13/lhistorienne-carole-reynaud-paligot-sous-la-menace-du-stigmate-les-individus-peuvent-perdre-confiance-en-eux-et-moins-bien-reussir/>

« Comment devient-on raciste ? » est une bande dessinée qui mêle témoignage, réflexion personnelle et scientifique. « J'ai peur pour mes enfants ? » écrit l'illustrateur Ismaël Meziane qui partage sa colère et ses peurs. Il s'est associé à Carole Reynaud-Paligot, historienne et Évelyne Heyer, anthropologue généticienne pour proposer un ouvrage didactique sur le racisme. « On parle assez peu de phénomènes bien connus en psychologie sociale comme la « prophétie auto-réalisatrice », et pourtant c'est essentiel dans le domaine du racisme et du sexisme. Sous la menace du stigmate, les individus peuvent perdre confiance en eux et moins bien réussir, ce sont des phénomènes essentiels dont il faut prendre conscience dans le domaine de l'éducation » explique Carole Reynaud-Paligot. La bande dessinée propose d'identifier, de comprendre le racisme pour en déjouer les mécanismes. L'historienne répond aux questions du Café pédagogique.

Chen, T., Ding, W., Yang, Q., Chen, Y., Li, W., & Xie, R. (2024). **Longitudinal reciprocal relations between general basic psychological need satisfaction, social support, and academic engagement among Chinese adolescents**. *Social Psychology of Education*, 28(1), 12. <https://doi.org/10.1007/s11218-024-09978-0>

Prior studies showed that general basic psychological need satisfaction or social support affected academic engagement. However, it remains unknown how the mutual reinforcement between the perception of internal needs and external support influences adolescents' academic engagement, as well as whether academic engagement can shape psychological resources and a positive environment. This study aims to examine the bidirectional longitudinal relations between general basic psychological need satisfaction, social support, and academic engagement among Chinese adolescents. A total of 1,214 high school students (Mage = 15.46 years, SDage = 0.71) completed questionnaires at three time points with a six-month interval. Results revealed bidirectional relations between general basic psychological need satisfaction and social support with academic engagement, as well as between general basic psychological need satisfaction and social support themselves. Additionally, general basic psychological need satisfaction and social support mutually reinforced each other, indirectly predicting academic engagement; academic engagement predicted general basic psychological need satisfaction through social support and mediated the relation between social support and general basic psychological need satisfaction. This study revealed that the perception of internal needs and external support mutually promoted

academic engagement which also shaped the perception of internal needs and external support. It is important to shape these two resources while considering the role of academic engagement in developing resources.

Chen, Y.-W., & Lawless, B. (2025). **"I felt too involved in something that I didn't know how to deal with": navigating emotional labor as "immigrant" women in U.S. Academia.** *International Journal of Qualitative Studies in Education*, 38(1), 127-140. <https://doi.org/10.1080/09518398.2024.2365183>

Considering that women, people of color, and minoritized faculty are expected to provide disproportionate emotional labor, this study focuses on how "immigrant" women faculty navigate emotional labor in U.S. academia. Based on interviews with 28 "immigrant" women across nationality, race/ethnicity, rank, and discipline, this study examines how they navigate emotional labor particularly through the Trump administration and the ongoing COVID-19 pandemic. Guided by a process of critical thematic analysis, we identify three overlapping themes: (a) conditional citizenship as emotional labor; (b) neoliberal multiculturalism, emotional labor, and gaslighting; and (c) material consequences of emotional labor. We argue the unwritten yet expected disproportionate emotional labor that "immigrant" women experience as gaslighted multicultural subjects reflects gendered and racialized xenophobia in U.S. academia, especially on the backs of women with non-immigrant visas, women of color, Muslim women, and women whose voices are always-already in question. We end with practical implications.

Commission Suisse pour l'UNESCO. (2024). **Droit à l'éducation : combattre les inégalités en relevant les défis de la privatisation, de la digitalisation et des situations de crise.** *L'éducation en débats : analyse comparée*, 14(2), 306-331. <https://doi.org/10.51186/journals/ed.2024.14-2.e1757>

The Geneva Dialogue on the Right to Education was held on 18 and 19 June 2024 and organized in partnership with UNESCO, the University of Geneva, the Office of the United Nations High Commissioner for Human Rights (OHCHR), and the REGARD network. The rich sessions provided an opportunity to examine the trends, challenges, and opportunities related to equitable access to quality education. Discussions focused on the impact of privatization, digitalization, and crises on the right to education, as well as the effectiveness of human rights mechanisms in addressing these 21st-century challenges. This paper summarizes the main discussions and makes recommendations for the future.

Croizet, J.-C., & Millet, M. (2024). **How preschool education perpetuates social inequality: An ethnographic study of the practical conditions of symbolic violence.** *Journal of Social Issues*, 80(4), 1345-1378. <https://doi.org/10.1111/josi.12654>

This article presents an ethnographic study conducted in French pre-kindergarten and kindergarten classrooms, investigating how education establishes and reinforces relations of sociocultural dominance. Building on Bourdieu and Passeron's concept of symbolic violence, we seek to uncover the mechanisms through which school socialization encourages the acceptance of the hierarchies it generates. The data suggest that this persuasion relies on set of interrelated processes: Schools organize the unequal profitability of family cultural practices and knowledge, obscure the realities of learning, and foster a meritocratic myth that naturalizes these inequalities. Moreover, children actively participate in their own subordination without realizing it. By

documenting these processes, the study provides critical insights into how everyday schooling practices not only perpetuate social inequalities but also shape early on the idea that students form of themselves as both students and individuals and intensify concerns about self-worth.

Dai, X., & Feng, H. (2025). **Redefining Intercultural Competence Using the Delphi Method.** *Journal of Studies in International Education*, 29(1), 144-162. <https://doi.org/10.1177/10283153241266967>

This study employs the Delphi method to ascertain intercultural scholars' current consensus on a definition, specific components, and key evaluation criteria of intercultural competence. Sixty-eight leading intercultural scholars from Euro-American and East-Asian countries participated in this study. The results are largely congruent with the previous study, nonetheless some new elements emerge from this study. Based on the findings, intercultural competence is redefined and a multicultural model is proposed.

Darnon, C., Sommet, N., Normand, A., & Manstead, A. S. R. (2024). **Selection and the economic value of education: A barrier to reducing the SES achievement gap?** *Journal of Social Issues*, 80(4), 1238-1261. <https://doi.org/10.1111/josi.12646>

Due to the role that schools play in determining the status of the future occupations of their children (i.e., the selection function of education), high socioeconomic status (SES) parents may not always be supportive of interventions that would reduce the SES achievement gap. In four experiments, we measured the support of parents (Ntotal = 1966) for implementing an equalizing (and, in Experiments 2 and 3, an inequality-maintaining) intervention. In Experiments 1 and 2, a negative association between subjective SES and support for the equalizing intervention was found when the selection function was made salient, an effect that was also observed in Experiment 4 but only for Right-leaning participants. In Experiment 3, where the salience of selection was held constant, we found a negative association between subjective SES and support for the equalizing intervention, but not the inequality-maintaining intervention.

Demazel, L., & Perreau, C. (2024). **Queer de récréation.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131df>

C'est à travers 12 ateliers que des élèves de 6e d'un collège d'Évry-Courcouronnes questionnent les rapports sociaux inégaux provoqués dans/par leur cour de récréation. Les premiers ateliers ont été consacrés au rapport personnel que les élèves entretiennent avec la cour, par l'élaboration de cartes sensibles recensant leurs parcours, leurs ressentis et leur perception de cet espace (matières, objets) ; ainsi qu'aux interactions par un travail mené sur les insultes et discriminations, et une réflexion sur la non-mixité. Une « Queertographie » géante sur le mur de la classe fut l'aboutissement de cette réflexion et la base de travail pour la conception et la réalisation d'un aménagement pensé et fabriqué par et pour les élèves : un espace calme et inclusif avec des poufs, sur une zone qui leur était auparavant interdite. Un projet empouffoirant !

Dème, E. hadj B., Licette, L., & Failler, P. (2024). **Between sea and school: The impact of social reproduction on educational opportunities for young fishermen in Senegal.** *International Review of Education*, 70(6), 957-977. <https://doi.org/10.1007/s11159-024-10068-8>

The aim of this article is to present the issue of social reproduction and the persistence of identity among young fishermen in Senegal. The authors conducted field surveys among young fishermen at various locations on the Senegalese coast. Field surveys were conducted with 700 young fishermen aged between 15 and 24 years. This provided important qualitative and quantitative information on the intergenerational transmission of the fishing trade, on motivations for practising fishing, on changes linked to the trade, and on possible professional alternatives. The results showed that Senegalese artisanal fishermen have a mostly negative perception of their trade, due to the dangerous nature of the activity, an ongoing crisis in the sector, and the very precarious social conditions of Senegalese coastal communities. Most remained in the fishing business for two reasons: lack of professional alternatives, and a high level of social reproduction. The persistence of the fisherman's identity in Senegal limits the education of young people from fishing families and restricts their access to other jobs outside fishing. Over 50% of the young fishermen surveyed had never attended school and over 70% had not completed elementary education. Most had their own boat by the age of 28. The social vulnerability of Senegal's fishing communities compromises the ability of the Government of Senegal to achieve Sustainable Development Goal 4 (SDG 4), which is to ensure quality education for all. The article concludes with recommendations for reducing the social vulnerability of young fishermen and developing professional alternatives.

Dias, R., Buseyne, S., & Haadad, Y. (2024). **ESNsurvey XV Edition : Making quality mobility a reality for all**. Consulté à l'adresse https://www.esn.org/sites/default/files/news/xv-esnsurvey_final-report.pdf

La 15e édition de ce rapport ESNsurvey présente les résultats d'une enquête menée auprès de près de 23 000 étudiants (en mobilité temporaire, en cursus complet à l'étranger ou non-mobiles). Elle examine le parcours des étudiants (la préparation, le soutien institutionnel, les préoccupations financières et la reconnaissance des crédits après la mobilité), ainsi que des priorités clés d'Erasmus : inclusion, durabilité, engagement civique et numérisation. Cruciale dans le contexte de l'évaluation à mi-parcours et des débats sur l'avenir d'Erasmus après 2028, cette enquête aligne ses résultats sur les thèmes de la Charte Erasmus pour l'enseignement supérieur et les politiques actuelles. Elle propose des recommandations basées sur des données probantes pour améliorer l'accessibilité et la qualité de la mobilité étudiante.

Doulin-Dimopoulos, B. (2024). **S'approprier son expérience de genre dans son lycée alternatif public quand on a vécu des violences de genre**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dg>

Lors de notre recherche socio-ethnographique (2017-2021), nous avons constaté qu'une part importante des jeunes participant·e·s à notre recherche arrivaient dans lycées alternatifs publics du fait de discriminations et de violences sexistes et sexuelles dans leur ancien établissement ordinaire. Les observations et les entretiens ont permis d'ouvrir une nouvelle piste de réflexion d'une part sur l'expérience des corps assignés femmes ou identifiés comme LGBT+ dans les parcours de formation. Et d'autre part, sur leurs stratégies de résistance et de subversion face aux violences de genre rencontrées – en particulier leur recours aux établissements alternatifs. Les lycéen·ne·s semblent trouver dans les lycées alternatifs des espaces subversifs où iels peuvent (se)transformer et transformer leur environnement scolaire à travers une éducation féministe ou Queer, mais c'est sans compter sur les rappels à l'ordre.

Doyle, L., & Easterbrook, M. J. (2024). **Biased career choices? It depends what you believe: Trainee teachers' aversions to working in low-income schools are moderated by beliefs about inequality, meritocracy, and growth mindsets.** *Journal of Social Issues*, 80(4), 1262-1288. <https://doi.org/10.1111/josi.12648>

Schools serving diverse and low-income communities tend to have disproportionately high numbers of low-quality or inexperienced teachers, thereby creating an inequality of access to high-quality teaching. Across two pre-registered experiments and one exploratory survey (Ntotal = 956), we investigated the factors associated with trainee teachers' bias in school choices, and the role of teacher education in mitigating this issue. In Studies 1 and 3, trainee teachers demonstrated a preference for working in a school with average (vs. diverse/low-income) demographics, even though all other aspects of the school were equal. These disparities were most pronounced when trainees more strongly believed that (a) educational inequality can be attributed to external factors; (b) intelligence is fixed, and (c) schooling is truly meritocratic. Study 2 revealed that levels of equity-related input during initial teacher education vary hugely, but that, where implemented, it may better prepare trainees for the challenges associated with teaching in diverse and low-income communities. Finally, Study 3 revealed tentative evidence to suggest that a brief intervention that challenges teachers to think beyond the internal causes of inequality could reduce some of these troubling disparities.

Duru-Bellat, M. (2024, décembre 27). **Derrière le mal-être des adolescentes, la découverte de la domination de genre.** Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/derriere-mal-etre-adolescentes-decouverte-de-domination-de-genr/00113016>

Plusieurs rapports sortis ces derniers temps, en particulier celui de la Direction de la recherche, des études, de l'évaluation et des statistiques (Drees) Cf. Etudes et résultats

Espinola, A. F., Gallot, F., Lavoipierre, C., & Ménard, M. (2024). **Genre et sexualités dans les établissements scolaires: une révolution féministe en cours?** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dl>

« Une question "chaude" », c'est ainsi que l'historien Yves Verneuil (2023) intitule son histoire de l'éducation sexuelle à l'école en France depuis le début du XXe siècle. À partir d'un ample corpus d'archives, il revient sur la manière dont cet enseignement a fait l'objet de controverses voire de polémiques dont les enjeux se trouvent reconfigurés dans le temps allant de l'hygiénisme au Sida, entre autres. Il monte que les vifs débats suscités se rapportent généralement à la perversion à la...

Fabre, R. (2024). **« Aujourd'hui ma mère m'a dit que j'étais habillée comme un garçon ».** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dc>

Cet article naît de la controverse autour du mouvement du #14Septembre, lancée par des collégiennes et lycéennes sur les réseaux socio-numériques, par lequel elles dénonçaient les restrictions vestimentaires sexistes de leurs établissements. L'analyse proposée est celle des stratégies de résistances à ces restrictions vestimentaires, les normes que ces résistances engagent, ainsi que leurs conditions de possibilité. L'enquête ethnographique a été réalisée dans un ensemble scolaire privé parisien, mais mon enquête s'est concentrée sur les collégien·nes. Au travers de cette ethnographie, on entrevoit l'émergence d'un ordre de genre concurrent à l'ordre de genre hégémonique, par des pratiques du genre différentes s'incarnant dans la parure (les vêtements, la coiffure, le maquillage) des adolescentes, prenant appui sur leurs

ressources en termes de classe (la bourgeoisie) et de race (la blancheur). Il s'agira alors de conduire une analyse intersectionnelle de leurs pratiques vestimentaires, à l'aune du contexte scolaire, de leur position de fille et de leurs revendications féministes.

Félix, R. (Éd.). (2024). **Apprendre des scolarités abîmées**. Consulté à l'adresse <https://www.editionsbdl.com/produit/apprendre-des-scolarites-abimees/>
Plutôt que de réformer l'école, faisons d'elle un enjeu de société, l'affaire de tous. L'école est trop souvent réfléchi à partir de ceux qui y ont parfaitement réussi, en oubliant les autres. Les auteurs de ce livre ont choisi une démarche inverse en écoutant le vécu de personnes en situation de grande pauvreté et leurs propositions pour l'école. Toutes racontent comment le dénuement peut aussi se manifester dans la dépossession de sa scolarité et des moyens de réussir à l'école. De ces expériences douloureuses, il n'est tiré aucune recette qui permettrait de remédier en surface à telle ou telle insuffisance de l'institution. Émergent plutôt les bases d'un projet d'école étroitement associé à un projet de société : une école qui n'oublie personne pour une société qui n'oublie personne, c'est la clé

Ferreira, J., Sandholtz, W. A., & Sandholtz, W. (2024). **Sibling Spillovers and Free Schooling** (CESifo Working Paper Series N° 11436). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f11436.htm>
We use administrative data to measure sibling spillovers on academic performance before and after Tanzania's introduction of Free Secondary Education (FSE). Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. A triple differences analysis, using geographic variation in FSE exposure, shows that FSE caused the reversal. Negative pre-FSE spillovers were concentrated in poorer regions. Positive post-FSE spillovers were largest for lower-performing younger siblings. Our results demonstrate that FSE alleviated financial constraints, allowing families to distribute educational investments more equitably rather than concentrating resources on high-performing children.

Fong, C. J., Fathi, Z., Adelugba, S. F., García, A. J., Garza, M., & Pinto, G. L. (2024). **Belongingness moderates student mindsets' influence among first-generation, community college students of color**. *Social Psychology of Education*, 28(1), 9. <https://doi.org/10.1007/s11218-024-10007-3>
Recent insights have underscored the role of context in cultivating intelligence mindsets' influence on students' academic outcomes. Psychological affordances of the social context may encourage an adaptive perspective (i.e., growth mindset). Expanding this novel area of investigation, we examined how students' sense of belonging, as an affordance of the college context, moderates the association between mindset beliefs and academic outcomes. Using secondary data from the 2018 Community College Survey of Student Engagement, we focused on students often deemed at-risk and historically underrepresented in postsecondary education in the U.S.—a sample of 2,043 first-generation Students of Color who enrolled in their first year at one of 129 community colleges. Controlling for several sociodemographic covariates, we used fixed effects regression to identify the extent to which belonging moderated the positive association between growth mindset and college GPA; for students experiencing greater belonging, the association between growth mindset and grades was stronger than for students experiencing lower belonging. This study highlights the concomitance and synergy of

students' sense of belonging and mindset beliefs as situative levers for equitable outcomes in college.

Fracheboud, O., Hull, J., & Magni, G. (2024). **Déconstruire les stéréotypes de genre au sein de sa classe : étude sur l'influence des enseignant·es dans les classes primaires de Genève**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dh>

Dans une société où les inégalités structurelles entre les sexes persistent, un changement serait envisageable si l'institution scolaire s'investissait activement dans des initiatives visant à promouvoir l'égalité des sexes. Dans la lutte contre les stéréotypes de genre à l'école primaire l'enseignant·e joue un rôle central, mais est-ce qu'elle ou il détient une réelle marge de manœuvre pour les contrer au sein de sa classe ? Cette recherche a pour objectif de comprendre si le changement des représentations des élèves par un enseignement à l'égalité des sexes relève d'une utopie ou si les enseignant·es détiennent un impact réel sur les représentations des futures générations. À cette fin, le dispositif mis en place vise à comparer une classe d'élèves de 2Ph (5-6 ans) avec une classe d'élèves de 8Ph (11-12 ans), afin d'estimer la marge de manœuvre de l'enseignant·e au début de l'école obligatoire en Suisse, jusqu'au terme du cursus primaire. Par « marge de manœuvre », nous entendons la possibilité d'action des enseignant·es visant à amener les élèves vers une évolution dans leurs représentations. Nous montrerons que l'école peut faire bouger les élèves dans leur socialisation primaire, malgré la socialisation qu'ils/elles peuvent acquérir hors de l'école.

Fretwell, N., & Barker, J. (2025). **'It's a tiger instinct – that's my baby!': affective practices of care in parents' educational activism**. *British Journal of Sociology of Education*, 46(1), 19-33. <https://doi.org/10.1080/01425692.2024.2409277>

This article presents findings from a qualitative study exploring parents' struggles over their children's education. Drawing on affective practice theory (Wetherell 2012) and feminist care ethics (Fisher and Tronto 1990), we offer insights into the affective practices of care driving parents' educational activism. We detail how parents' activism is rooted in both powerful feelings of parental responsibility and wider, more altruistic concerns. We argue that parents' activism disrupts the binary between altruism and self-interest, indicating instead they can be mutually constitutive of collective action; a complex form of affective practice we designate altruistic self-interest. Our analysis suggests parental activism can be a force for progressive educational change in which care for intimates and care for others coincide, but also that educational authorities might adopt a more care-full approach when making key decisions affecting children, families and communities.

Global Education Monitoring Report Team. (2024). **Rapport mondial de suivi de l'éducation 2024, rapport sur l'égalité des genres: la technologie à ses conditions: égalité des genres et inclusion**. <https://doi.org/10.54676/TTUK2761>

Global education monitoring report team. (2024). **Rapport mondial de suivi de l'éducation 2024, rapport sur l'égalité des genres: la technologie à ses conditions: égalité des genres et inclusion**. Consulté à l'adresse <https://www.unesco.org/gem-report/fr/2024genderreport>

Le rapport alerte sur le fait que, bien que les technologies numériques puissent améliorer l'enseignement et l'apprentissage, elles présentent également des risques importants (possibilités de violation de la vie privée, de cyberharcèlement, moindre concentration

en classe). Il met particulièrement en évidence la manière dont les réseaux sociaux renforcent les stéréotypes de genre, engendrant des répercussions néfastes sur le bien-être, l'apprentissage et les choix de carrière des filles qui souffrent davantage que les garçons de cyberharcèlement et sont confrontées à des stéréotypes qui les détournent de l'étude des STEM (sciences, technologie, ingénierie, mathématiques), des disciplines considérées comme étant réservées aux hommes.

Gogescu, F. (2025). **Meritocracy seen through the eyes of its champions: a comparative study of educational elites.** *British Journal of Sociology of Education*, 46(1), 34-53. <https://doi.org/10.1080/01425692.2024.2418097>

This paper explores the way in which elite students from Germany and Romania understand the role of talent, effort, and structural factors in shaping educational success and failure. The image of a successful student aligns with the requirements of the selection processes, with Romanian students emphasising effort, and German students projecting an image of effortless achievement. Although most students acknowledged structural inequalities played into the selection processes, they did not seem to doubt the intelligence and skills of those who were selected to the most prestigious tracks and streams. By exploring the way in which students at prestigious universities talk about success and failure, this paper captures some ways in which they resist reproducing meritocratic discourses, and other ways in which they perpetuate the myth of meritocracy.

GPE KIX. (2024a). **Gender Equality in and through Education: A Research Synthesis.** Consulté à l'adresse GPE KIX website: <https://www.gpekix.org/knowledge-repository/gender-equality-and-through-education-research-synthesis>

GPE KIX. (2024b). **Policy and Practice Insights on Effective Strategies to Promote Gender Equality in and through Education** (p. 10). Consulté à l'adresse GPE KIX ; IDRC.CRDI website: <https://www.gpekix.org/knowledge-repository/policy-and-practice-insights-effective-strategies-promote-gender-equality-and>

Guille, M., & Skalli, A. (2024). **Les filles réussissent-elles mieux que les garçons leur première année d'études supérieures?** *Éducation & formations*, 107(2), 35-67. <https://doi.org/10.3917/edfo.107.0035>

Hajj-Hassan, M., Chaker, R., & Cederqvist, A.-M. (2024). **Environmental Education: A Systematic Review on the Use of Digital Tools for Fostering Sustainability Awareness.** *Sustainability*, 16(9), 3733. <https://doi.org/10.3390/su16093733>

Recently, sustainable development practices have increased attention as climate change and environmental impacts have increased. Interventions to encourage sustainability awareness are developing, so fostering them through education is crucial. Evidence-based studies conducted in this field have suggested the use of different digital tools to promote environmental learning gains and to foster better sustainability awareness among students. Following the PRISMA method, we found 21 articles published between 2013 and 2023 showing an interest in the use of digital tools in environmental education to foster sustainability awareness among learners. Findings indicate that virtual reality tools and climate change topics are the most trending in this research area. Further, the results show a positive impact of the use of digital tools on students' concern for the sustainability of the planet.

Halabi, R. (2025). **The challenges for Arab lecturer in Hebrew academic institutions, and how his presence impacts the Arab students.** *International Journal of Qualitative Studies in Education*, 38(1), 20-30. <https://doi.org/10.1080/09518398.2024.2348791>

This study addresses the status and conduct of the Arab lecturer in Jewish-Hebrew academia in Israel, and how this impacts Arab students. The study is conducted through the self-research of a case study, in light of my having served as an Arab lecturer in Hebrew academia for more than two decades. The case study is based on my students' written reports submitted over the past three years, from two different courses. The findings indicate that an Arab lecturer who is proud of being an Arab and is confident in himself can increase the self-confidence of Arab students, encouraging them to speak and participate in class. One main factor that enhances Arab students is legitimizing the use of the Arab language in lessons, enabling them to participate and speak in Arabic. Combined, this leads to the legitimization of the Arab students' identity, enabling them to sound their voice.

Hordósy, R., Yasdiman, M. B., & Lee, G. C.-Y. (2025). **What does a sociologist do? Norwegian, English, and Hungarian university students' possible future selves.** *British Journal of Sociology of Education*, 46(1), 132-150. <https://doi.org/10.1080/01425692.2024.2431274>

This paper explores how sociology undergraduate and postgraduate students understand and discuss their possible (sociological) futures in three national contexts of Norway, England, and Hungary. Using an international comparative design based on a total of 38 semi-structured interviews from the three case-study countries, it explores first, current university students' perceptions of roles and activities, goals and outputs, as well as organisational settings one needs to work in to be considered a sociologist. Second, drawing on the possible selves model outlined by Markus and Nurius and further conceptualised by Harrison this paper explores students' allusions to probable, like-to-be, and like-to-avoid selves, providing a brief window into their imagined sociological futures. Students' perceptions of their future sociological selves and the influence of role models in shaping their sociological identities reveal intricate decision-making processes, undertaken while navigating their sociological futures.

Huang, D., Mittelmeier, J., & Ploner, J. (2025). **Comparing the Learning Ecologies of International Students in Internationalisation Abroad and at a Distance.** *Journal of Studies in International Education*, 29(1), 3-23. <https://doi.org/10.1177/10283153241262460>

This study explores and compares the experiences of international students studying through internationalisation abroad (IA) and at a distance (IaD) at a UK university through the lens of Ecological Systems Model. In doing so, we propose a revised Ecological Systems Model, integrating the co-existing but fluid and liminal virtual/physical and home/host dimensions. Thirty-two interviews were conducted with international students who studied either: 1) in-person, 2) online in their own country, or 3) first online and then in-person. Our findings identified that the perceived learning environments of IA and IaD students were not distinct from one another, yet the differences in their learning ecologies impacted their experiences significantly. Compared with geographically mobile students, international distance learners experienced a discrete process of internationalisation with limited intercultural learning. Our findings suggest our revised Ecological Systems Model provides a stronger conceptual framework for the digital era of international higher education.

IDRC-CRDI : Centre de recherches pour le développement international. (s. d.). **Scaling the Impact of Gender-responsive Education Models** [GPE KIX Brief]. Consulté à l'adresse <https://www.gpekix.org/knowledge-repository/scaling-impact-gender-responsive-education-models>

Jeppsson, L., & Norrgren, L. (2025). **Can mothers' time preferences predict their children's educational outcomes?** *The Scandinavian Journal of Economics*, 127(1), 149-177. <https://doi.org/10.1111/sjoe.12568>

This paper studies parents' time preferences and adolescents' future educational outcomes. We combine time preference data on adolescents and mothers, measured in 1966 and 1968, with register data on education and labor outcomes up to 2015. Results show that children of patient mothers have higher grades, are more likely to be enrolled in academic elementary school tracks, and are more likely to attain post-secondary education. However, the mother's time preferences are not significantly associated with the adolescent's choice of upper secondary school program or completion. The unique Swedish data also allow us to shed some light on potential mechanisms.

Jorrat, J. R., Boado, M., & Espinoza, V. (2025). **Trends in intergenerational class mobility and education in Argentina, Chile, and Uruguay, over common birth cohorts.** *International Sociology*, 40(1), 82-107. <https://doi.org/10.1177/02685809241281075>

We compare intergenerational class mobility trends in Argentina, Chile, and Uruguay, exploring the effects of education over birth cohorts. After presenting descriptive measures of absolute mobility, we use log-linear models to study relative mobility and the mediating role of education. Then, we examine trends in intergenerational class mobility linked to educational levels over cohorts. Finally, counterfactual simulations show the net effects of education on mobility. Results show that intergenerational class mobility across cohorts occurred only for men in Argentina and Chile. Inequality trends in educational opportunities were only present for women. Class returns to education occurred among men in Chile and Uruguay, and women in Argentina. Social fluidity under the mediating effects of education did not show a clear pattern. The claim that educational expansion created more opportunities for intergenerational mobility does not find support in our data.

Juliette, J. (2024). **L'inclusion des personnes trans' par la procédure du prénom d'usage.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dd>

Progressivement mise en place dans les établissements d'enseignement supérieur, la procédure du prénom d'usage est un outil d'inclusion pour les étudiants et étudiantes trans'. Elle permet l'utilisation d'un prénom différent de celui à l'état civil sur divers documents. L'article vise à comprendre en quoi la procédure, transmise par les directions de manière purement administrative et sans formation sur les enjeux trans', mène à la (re)connaissance des besoins d'identification des étudiants et étudiantes trans' dans leurs établissements. Les résultats sont issus d'une enquête qualitative, composée d'entretiens semi-directifs effectués auprès des corps politique, administratif et étudiantin de quatre établissements d'enseignement supérieur français (deux universités et deux écoles). En réponse à la faible définition politique de la procédure et à l'absence de formation au sujet des transidentités, le personnel administratif méconnaît les besoins liés aux transitions et les moyens techniques disponibles de genre pour répondre aux demandes étudiantines. Ces limites de la procédure obligent les

étudiants et étudiantes à expliquer leur demande liée au genre auprès d'une multitude de personnes au sein des établissements.

Kaire, S., & Somerville, M. (2025). **Learning through creative practices in the Anthropocene: young climate activists in urban spaces.** *International Journal of Qualitative Studies in Education*, 38(1), 141-161. <https://doi.org/10.1080/09518398.2024.2365187>

This paper explores the personal experiences of Sandra Kaire as a postdoctoral researcher who worked with Margaret Somerville in relation to methodological approaches. The ideas were initially developed in consultation when Sandra worked together with Margaret at Western Sydney University, Australia. The paper explores Sandra's personal commitments and intimate engagement with young climate activists, and the development of visual, place-based and posthuman methodological approaches in relation to Sandra's postdoctoral research with young climate activists in three European counties. It includes photographs of their activist environments, observations, and transcripts of in-depth interviews. The paper reveals the significance of climate activism experiences of young people to their educational concerns, and the relationships of the locations of their activism to experiences of becoming more than itself by adding new ways of thinking about human and more-than-human relation.

Kang, C., Jo, H., Han, S. W., & Weis, L. (2025). **Shattering monolithic myths: gender gaps in STEM major selection across Asian American ethnic subgroups.** *British Journal of Sociology of Education*, 46(1), 54-74. <https://doi.org/10.1080/01425692.2024.2418404>

Investigations into fostering gender parity in STEM have proliferated, yet the specific situation of Asian American women has been largely overlooked. Harnessing data from the High School Longitudinal Study of 2009 (HSL:09), the analysis scrutinizes gender disparities in STEM major selections within distinct Asian American ethnic cohorts, accentuating the pivotal role of math self-efficacy. Pronounced gender disparities were discerned among Vietnamese/Thai and Filipino constituencies, as contrasting with their Chinese, Indian/Sri Lankan, and Japanese/Korean counterparts. For Vietnamese/Thai females, the disparity is partly attributable to diminished math self-efficacy, a dynamic not seen in Filipino disparities. These findings necessitate targeted interventions that foster female interest in STEM, while underscoring the imperative of ethnic specificity. It is paramount that strategies bolster the math confidence of Vietnamese/Thai females, thereby mitigating the deleterious effects of stereotypical expectations and ensuring equitable participation and outcomes.

Karlson, K. B., & Landersø, R. (2025). **The making and unmaking of opportunity: educational mobility in 20th-century Denmark.** *The Scandinavian Journal of Economics*, 127(1), 178-212. <https://doi.org/10.1111/sjoe.12567>

We examine trends in intergenerational educational mobility throughout the 20th century in Denmark. We demonstrate that major reforms in compulsory schooling substantially increased not only the levels of education but also intergenerational mobility in education for children born in the 1940s through to the 1960s. However, even as college education has expanded significantly for children born in the 1970s and 1980s, educational mobility has been declining. We empirically test different mechanisms that could account for this decline in educational mobility.

Killian, T., Peters, H. C., Chan, C. D., & Attia, M. (2025). **Intersections of queer, gender, and religious socialization: a critical collaborative autoethnography.** *International Journal of Qualitative Studies in Education*, 38(1), 31-57. <https://doi.org/10.1080/09518398.2024.2348797>

As four queer counseling and counselor education scholars, we used critical collaborative autoethnography to examine socialization influences on our queer, gender, and religious identities. Analysis revealed four themes describing social-cultural socialization's influence on identity negotiation processes: social-cultural/environmental influences; navigating inequalities, power relations, and structures; personal/internal development; and action-oriented change. Findings inform counseling, psychology, PK-12 and higher education, and an interdisciplinary understanding of intersectional identity development for queer persons in theologically conservative and gendered contexts and warrant further investigation of intersectional identity development for queer persons navigating dominant gendered, racist, and religious contexts.

Kisler, R. (2025). **Cultural heritage education and militarization: a case-study of the Castel National Heritage Site in Israel.** *British Journal of Sociology of Education*, 46(1), 94-112. <https://doi.org/10.1080/01425692.2024.2428679>

Taking the Castel National Heritage site in Israel as an empirical case study, this paper explores how experiential pedagogies at cultural heritage sites can facilitate militarization processes. The 1948 War is a pivotal moment in Israel's history and collective memory. The war has been commemorated in the Israeli landscape for decades, notably at the Castel National Heritage Site. This article provides a critical analysis of the educational strategies at the Castel site, using a multi-method ethnographic approach. Three main results are presented. First, the memorialization of the Castel battle has shifted, from a commemoration-oriented heritage site to an experiential-educational heritage site. Second, cultural heritage is used to evoke emotions among learners that, in turn, facilitate militaristic values. Third, the Castel site contributes to characterizing Israeli society as upholding prominent ethical standards in the context of a 'just war' against a continual existential threat.

Laurin, K., Engstrom, H. R., & Huang, M. (2024). **What will my life be like when I am 25? How do children's social class contexts predict their imagined and actual futures?** *Journal of Social Issues*, 80(4), 1433-1459. <https://doi.org/10.1111/josi.12650>

Children use school as a way to imagine and strive toward their futures. We analyzed thousands of essays written by children in Britain in the late 1960s about what their lives would be like as adults. We used a bottom-up approach to explore naturally occurring topics in these essays and tested how these topics varied with children's social class context and their adult outcomes. Higher education was the most prevalent topic in these children's essays; children whose fathers—and maternal grandfathers—had higher-status occupations were especially likely to write about this, as well as about interests in teaching, medicine, and the military. Children in lower class contexts were especially likely to write about making money, but also about family and daily responsibilities. We further found that—controlling for family background—children who wrote more about higher education and less about money-making tended to achieve education, status, and income.

Lee, T. T. (2025). **The texture of parental experiences with online learning: the interplay of norms, relationships, and emotions.** *British Journal of Sociology of Education*, 46(1), 75-93. <https://doi.org/10.1080/01425692.2024.2426143>

This article reports findings from a mixed-method study investigating parents' perspectives and experiences in navigating their children's online learning during the COVID-19 pandemic. The study involved surveys of parents (n = 775) and interviews (n = 32) conducted in eight primary schools in Hong Kong. Statistical analyses revealed that parents' perceptions of online learning (PPOL) were positively affected by their self-efficacy in providing online learning support, their expectations for parent-teacher communication, and their satisfaction with schools' support. Conversely, increased levels of parental engagement and stress, and the need for regular school updates negatively affected PPOL. Qualitative findings showed that parents' perspectives were influenced by experiences tied to their normative role expectations and their perceptions of teachers and schools, which subsequently shaped their emotional responses to online learning. These findings offer nuanced insights for developing policies and practices aimed at better supporting parents' engagement in the digital era.

Levy-Friedman, B., & Kogut, T. (2025). **Doing more than expected: The role of the recipient's neediness in children's perception of their relative prosociality.** *Child Development*, 96(1), 441-450. <https://doi.org/10.1111/cdev.14171>

This study examined children's self-assessment of their prosociality, relative to average peers, in situations where the recipient is described as "needy" versus "not needy" (at a school of average socioeconomic level in south Israel; N = 158; aged 6–12 years; 51% males, December–May 2021). The results show that older children exhibited the better-than-average (BTA) effect by seeing themselves as more generous than peers. In contrast, younger children displayed the worse-than-average effect by expecting peers to be more generous than themselves. However, both effects were attenuated ($\eta^2 = .16$) when the recipient was described as "needy," leading to higher expectations of sharing from oneself and others. This implies that besides children's motivational tendency to self-evaluate as BTA, they also base their evaluations on actual environmental cues.

Lyiscott, J. J., Smith, P. A., Neal-Stanley, A. M., Harris Garad, B., Caraballo, L., Hoskins, J., ... Wallace, D. (2025). **In spirit and in truth: (re)searching Christianity and racial liberation in education.** *International Journal of Qualitative Studies in Education*, 38(1), 94-110. <https://doi.org/10.1080/09518398.2024.2348801>

As educational justice scholarship addressing racial oppression continues to name the role of the spirit, there is a need for Black and Brown Christian educators and researchers to locate ourselves as grounded in the epistemologies and pedagogies of Christ as our spiritual home. This paper brings together eight Black and Brown Christian educators and researchers to grapple with what it means to be Christians committed to racial justice in education against the backdrop of centuries of religious corruption. Through collaborative autoethnography, we turn to our spiritual and religious lives situated within our racialized identities to challenge the disciplinary and material boundaries of what critical qualitative research counts as "knowing." In doing this, we give ourselves, and all educators and researchers, permission to make evident the unseen forces that shape our ways of being in research and teaching.

Machin, S., Sandi, M., & Machin, S. (2024). **Crime and Education** (CESifo Working Paper Series N° 11450). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11450.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.

Maheshwari, G., Gonzalez-Tamayo, L. A., & Olarewaju, A. D. (2025). **An exploratory study on barriers and enablers for women leaders in higher education institutions in Mexico.** *Educational Management Administration & Leadership*, 53(1), 141-157. <https://doi.org/10.1177/17411432231153295>

Mexico, the second-largest economy in Latin America after Brazil, has a gender gap index score of 76.4% in 2022 compared to 75.7% in 2021 and is ranked 31 out of 146 countries for 2022. Mexico has become one of the world's leaders in gender-political equality, which shows that the gender ceiling is cracking, and it is yet to see if gender parity is achieved in other sectors as well. The women's leadership topic has been widely researched in many countries, but with this changing dimension in the political sector, it is important to know if any changes are happening in the education sector as well. This exploratory research aims to identify what motivates women to take up leadership roles and whether they still experience barriers in higher education institutions (HEIs). This study was conducted with 22 women participants from Mexico's HEIs. The study used a qualitative narrative research design to understand what enablers and barriers are experienced by Mexican female academics. The study identified four key barriers and four enablers that affected women's career and leadership development. Gaining a deeper understanding of the barriers and enablers that affect women's career and leadership development can be used to investigate how culturally appropriate developmental relationships can create ways to overcome the barriers they experience. Further, the study's implications can support human resource development initiatives.

Marty, O., Roux, B. L., & Impedovo, M. A. A. (2024, décembre 11). **Comment produire un sentiment d'égalité dans l'enseignement supérieur?** Présenté à Congrès ADEF: les projets. Consulté à l'adresse <https://shs.hal.science/halshs-04832655>

Mastrokourou, S., Longobardi, C., Fabris, M. A., & Lin, S. (2024). **Subjective socioeconomic status and life satisfaction among high school students: the role of teacher-student relationships.** *Social Psychology of Education*, 28(1), 11. <https://doi.org/10.1007/s11218-024-10015-3>

Comprehending the factors that contribute to the well-being of students holds great importance within educational settings. This study aims to investigate the interplay between subjective socioeconomic status (SES), teacher-student relationship (TSR), and

life satisfaction among high school students, particularly focusing on the psychological impact of perceived socioeconomic status. A total of 806 high school students (468 females, Mage= 16.82, SD = 1.54) from Northern Italy took part in this study. The collection of data involved the use of questionnaires, following the acquisition of consent from both school principals and participants. Measures included the MacArthur Scale of Subjective Social Status-Youth Version for SES and the Student Perception of Affective Relationship with Teacher Scale for TSR. Path analysis results revealed that positive TSR enhances life satisfaction, while conflict and negative expectations undermine it. These factors mediate the relationship between subjective SES and life satisfaction. Based on these findings, it is proposed to improve TSR to reduce the impact of SES. It is important to advocate for methods that promote building close relationships between teachers and students to improve student well-being and ensure equal educational outcomes.

McCoy, S., & Byrne, D. (2024). **Shadow Education Uptake in Ireland: Inequalities and Wellbeing in a High-Stakes Context.** *British Journal of Educational Studies*, 72(6), 693-719. <https://doi.org/10.1080/00071005.2024.2331476>

This paper assesses the role of shadow education (SE), i.e., organised learning activities outside formal schooling, in the lives of secondary school students of different social backgrounds and in different school settings, in a high-stakes context. It draws on multilevel analysis of longitudinal Growing Up in Ireland data, alongside narratives from in-depth case study research in 10 schools. Framed within a social reproduction approach, we show how access to SE as an educational resource is socially stratified, accessible to those with greater levels of family resources, and those attending schools with higher socio-economic student intakes. SE is viewed as an investment, particularly among students with average and above average levels of prior attainment, while high attaining students are less likely to use SE. Perhaps reflecting the normalisation of SE in the Irish context, students do not directly link engagement in such tuition to their socio-emotional wellbeing.

McCredie, K., Hokke, S., Leach, L. S., & Cooklin, A. R. (2025). **Longitudinal associations between parents' job characteristics, parenting, and adolescent academic outcomes.** *Family Relations*, 74(1), 197-214. <https://doi.org/10.1111/fare.13098>

Objective This study sought to understand the prospective relationship between parents' jobs, parenting, and adolescents' subsequent school performance. **Background** Recent research shows that parents' poor job quality and work-family conflict (WFC) are adversely associated with young people's mental health and socioemotional well-being, with much less known about impacts on adolescents' academic outcomes. **Method** We used data from a nationally representative Australian cohort study to test a longitudinal model linking parents' job characteristics, WFC, and parenting warmth and irritability in early high school, and adolescents' academic achievement in middle high school. Separate models were run for mothers (N = 2,676) and fathers (N = 2,615), and additional multigroup models examined differences between low-income and middle- and high-income parents. **Results** Findings suggest that parents' WFC increases parenting irritability, which in turn is adversely associated with academic outcomes, particularly for low-income mothers. Findings also showed that low-income fathers' WFC was directly associated with poorer academic outcomes. **Conclusion** Parents' WFC in early high school may affect adolescents' achievement in middle high school, with some risks compounded for low-income households. **Implications** This study is among the first to establish a relationship between parents' WFC and adolescents' academic

performance and highlights the importance of parents' job resources in supporting adolescent academic outcomes.

Miller, E. E. N., & Schugurensky, A. (2025). **Complicating the “Suburban Advantage”:** Examining Racial and Gender Inequality in Suburban and Urban School Settings. *Sociology of Education*, 98(1), 3-26. <https://doi.org/10.1177/00380407241291997>

This article investigates the racial and gender dynamics of educational inequality in suburban public schools in the United States during an era of rapid demographic change. As suburban schools transition from predominantly White enclaves to more diverse settings, it is unclear to what extent the popular narrative of “suburban advantage” holds for newcomers. Using a longitudinal data set of majority non-White, lower-income students (the Future of Families and Child Wellbeing Study), we explore how these students fare compared to urban counterparts during this transformative period. Our findings suggest that suburban schools are higher resourced than their urban counterparts, yet there are minimal urban–suburban differences in educational outcomes after accounting for individual and family characteristics. Furthermore, we reveal disparities in urban–suburban differences by race and gender. Our research challenges narratives that treat suburban institutions as monoliths and suggests the purported advantages of suburban schooling are not conferred uniformly to all students.

Miller, P. J., Sperry, D. E., & Sperry, L. L. (2024). **A deficit story in motion: How marginalized youngsters are defined out of the educational game before they enter school.** *Journal of Social Issues*, 80(4), 1218-1237. <https://doi.org/10.1111/josi.12647>

This paper offers a case study of the Life History of the Word Gap (WG) Story, the most prominent deficit discourse of the contemporary era. Mindful of mounting critiques of deficit thinking and informed by Bakhtinian theory, we seek to understand the Story's ascendance by interrogating its evolving historical context. Where did the Story begin, what fueled its circulation, what were its consequences, and how does it end? We found that implicit biases of class, race, and method converged with sociopolitical developments to create a thoroughly flawed but remarkably resilient WG Story. Heedless of history, structural inequalities, and contradictory evidence from other disciplines, the Story spread across American research, policy, and media, attaining the status of received wisdom and infiltrating schools. Ethnographic studies revealed that the Story stigmatizes poor youngsters, shapes teachers' and peers' perceptions, and creates discriminatory programs and practices. We conclude by addressing obstacles to imagining new stories.

Miranda, C. P. (2025). **Justice-oriented assessment in immigrant serving schools: a critical ethnographic case study of the elements of performance assessment.** *International Journal of Qualitative Studies in Education*, 38(1), 162-179. <https://doi.org/10.1080/09518398.2024.2365188>

This critical ethnographic case study explores the impact of Performance-Based Assessment Tasks (PBATs) on high school dynamics and instructional practices, particularly in schools serving immigrant communities. PBATs, considered alternatives to standardized testing, have shown promise in enhancing student engagement, critical thinking, and college readiness. Drawing on interviews and fieldwork at four International High Schools, the study investigates how PBAT adoption influences day-to-day operations, teacher-student interactions, and school culture. Results reveal that PBAT implementation requires early investment in skill development and mentorship,

transforming educators into facilitators and students into active learners. Moreover, the oral presentation aspect fosters multilingual proficiency. Despite challenges, PBATs offer a pathway to equitable assessment practices and educational transformation. Framed within a justice-oriented framework, this research highlights the potential of PBATs to create inclusive and empowering learning environments for immigrant and marginalized students.

Mizzi, A. (2025, janvier 15). **Parcoursup, machine à produire de l'injustice**. Consulté 15 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/parcoursup-machine-a-produire-de-linjustice/00113728>

Malgré quelques améliorations, la longueur et l'opacité de la procédure d'orientation dans le supérieur continuent de susciter déceptions et incompréhensions, constate le sociologue Alban Mizzi.

Montigny, B. de, & Brunet, M.-H. (2024). **Définir le concept de consentement en contexte éducatif : proposition à partir de la Toile de l'égalité**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dk>

Le mouvement #MeToo et ses suites ont contribué à multiplier les discussions entourant le concept de consentement et à mettre en lumière ses liens avec la prévention des violences sexuelles (Moyano et al., 2023). Toutefois, depuis déjà plusieurs décennies, le concept fait l'objet de discussions aux niveaux juridique, académique et populaire. Dans un premier temps, nous explorerons les différentes définitions théorisées à l'intérieur des champs de savoir juridique, philosophique et scolaire (Beres, 2014; Hickman & Muehlenhard, 1999; Hörnle, 1998; Hurd, 1996). Dans un deuxième temps, nous analyserons de quelle manière ces diverses conceptions influencent ou limitent la compréhension du consentement, notamment en lien avec la prévention des violences sexuelles (Hall, 2019; Schneider & Hirsch, 2018). Enfin, nous proposerons une définition propre à l'enseignement-apprentissage du concept de consentement en se basant sur la Toile de l'égalité proposée par Collet et al. (2024).

Mzidabi, J., Goudeau, S., Delès, R., Claes, N., Easterbrook, M. J., Alexopoulos, T., & Rouet, J.-F. (2024). **Unequal homework: The hidden forces of social class contexts and parental self-efficacy in shaping educational outcomes**. *Journal of Social Issues*, 80(4), 1315-1344. <https://doi.org/10.1111/josi.12656>

The Covid-19 outbreak forced families and teachers to use digital technology to support students to engage in distance learning at home. According to their social class, families' digital equipment, competences and uses vary markedly, which in turn, impacts children's academic achievement. Social class has also a great influence on cultural and parental practices at home, as well as on parental self-efficacy regarding supporting children's academic achievement. The present study investigated whether, within a single model, structural factors, including home environment, cultural capital, and digital capital, contribute both directly and indirectly (via parental self-efficacy) to the development of academic inequalities during homework. As predicted, analyses showed that families from working-class backgrounds are less equipped and feel less competent in digital technology as compared to families from middle- and upper-class backgrounds. Our findings also showed that families' social class is a significant predictor of cultural capital and parental self-efficacy which in turn contributes to educational inequalities in achievement. Future studies should delve deeper into the role of parental practices and their involvement, during homework, to educational inequalities.

Näslund-Hadley, E., & Alonzo, H. (2024a). **Gender, Education, and Skills in Latin America: Evidence from the Regional Learning Assessment.** *IDB Publications*.
<https://doi.org/10.18235/0013270>

Latin America has achieved considerable progress in expanding access to education, yet significant gender disparities persist in educational outcomes. These gaps are evident in enrollment, completion rates, and performance across key subjects such as mathematics, language, and science. This study explores the multifaceted drivers of these disparities, including societal norms, family expectations, and economic conditions that differentially impact boys and girls. Using data from the 2019 Regional Comparative and Explanatory Study (ERCE), the analysis highlights persistent gender-based achievement gaps across Latin American countries. Girls typically outperform boys in language and science, while boys excel in mathematics. However, these trends vary across demographic groups, with Indigenous students facing compounded barriers. Indigenous girls score lower in mathematics compared to Indigenous boys and non-Indigenous peers, while Indigenous boys underperform in language and science relative to their counterparts. The findings indicate that observable factors, such as access to resources, do not fully account for these disparities. Instead, societal expectations, parental perceptions, and cultural attitudes toward education emerge as critical drivers.

Näslund-Hadley, E., & Alonzo, H. (2024b). **Inequality, Education, and Skills in Latin America: Evidence from the Regional Learning Assessment.** *IDB Publications*.
<https://doi.org/10.18235/0013269>

Educational inequality remains a critical challenge across Latin America, with significant learning gaps persisting, particularly among students from marginalized and impoverished communities. Stark inequities in access to quality education and its academic benefits disproportionately affect disadvantaged students, perpetuating exclusion and segregation. This study leverages data from the 2019 Regional Comparative and Explanatory Study (ERCE 2019) to analyze educational outcomes, focusing on the challenges faced by students from low socioeconomic backgrounds and Indigenous communities. Findings reveal that the mathematics achievement gap between students of low and high socioeconomic status widens from third to sixth grade, with Brazil and Uruguay exhibiting the largest disparities. Similar gaps in language and science achievement are evident, particularly in Brazil, Colombia, Guatemala, Panama, Peru, and Uruguay. Indigenous students face additional systemic barriers, with Costa Rica and Panama showing the most pronounced disparities. Using the Oaxaca-Blinder Decomposition method, the study identifies that mathematics and language gaps between Indigenous and non-Indigenous students are partially explained by non-observable factors such as discrimination and bias.

Nishen, A. K., Schieck, D., Heuer-Kinscher, M., & Kessels, U. (2024). **Begegnung mit ethnisch-kultureller Heterogenität im Klassenzimmer: Eine Interviewstudie zu Sorgen von Lehramtsstudierenden.** *Swiss Journal of Educational Research*, 46(3), 153-166.
<https://doi.org/10.24452/sjer.46.3.2>

The assessment of concerns of pre-service teachers when encountering ethnic-cultural heterogeneity can indicate issues about which they are still uncertain and where they could be supported. Based on research on "teacher concerns", this interview study examines for the first time whether pre-service teachers in Germany (n = 20) report concerns about encountering students whose background is different from their own.

Using content analysis, concerns relating to oneself, interaction partners and environmental conditions (e.g., influence of own prejudice, acceptance of women as authority, understandability of the material) as well as reasons for non-existing concerns emerged. Limitations and implications are discussed.

Norgren Hansson, M. (2025). **Conserving liberalism within values education**. *British Journal of Sociology of Education*, 46(1), 167-182. <https://doi.org/10.1080/01425692.2024.2433007>
This article underscores the importance of contextualization when analysing values education. The interplay between societal values and those imparted within an educational context significantly affect the interpretation and comprehension of values education. To address this concern, I strategically position sociologist Tiffany Mary Jones framework, 'The Four Orientations Framework,' within Swedish context. The critical examination of Jones' framework and subsequent applications, reveals that these approaches do not fully capture the complex relationship between societal values and values education. Thereafter, three constructive conclusions emerge in response to this initial critique. Firstly, an argument arises for untangling values from function during the analysis of values education. Second, the function of values education is determined by the relation between societal values and the values conveyed within education. Lastly, I emphasize the importance of recognizing and navigating dissonance within and between different value systems.

Odle, T. K., Gottfried, M. A., Miller, T., & Andrews, R. J. (2025). **Who's matched up? Access to same-race instructors in higher education**. *Economics of Education Review*, 102619. <https://doi.org/10.1016/j.econedurev.2024.102619>

Despite consistent evidence on the benefits of same-race instructor matching in K-12 settings and developing work in higher education, research has yet to conceptualize and document the incidence of same-race matching. That is, even if same-race matching produces positive effects, how likely are racially minoritized students to ever experience an instructor of the same race? Using administrative data from Texas on the universe of community college students and instructors over seven years, we document the rate of same-race matching overall and across racial/ethnic groups, the courses in which students are more or less likely to match, and the types of instructors who most commonly serve as matches. We also leverage student fixed effects models to show descriptive differences in credit accumulation, course pass rates, and course grades between matched and unmatched students and courses. We show that experiencing a same-race match is correlated with meaningfully higher course grades, pass rates, and credit hour accumulation particularly among racially minoritized students. However, we also show that there is substantial variation in the incidence of same-race matching across racial groups. This investigation expands our understanding of the relationship between same-race matching and students' outcomes in college while also offering a new framework for considering access to (or the "take-up" of) the benefits of same-race matching to guide future research and policy.

Osman, A., Lund, A., & Lund, S. (2025). **From segregation to non-incorporation: a study of a failed school desegregation process in Sweden**. *British Journal of Sociology of Education*, 46(1), 113-131. <https://doi.org/10.1080/01425692.2024.2428680>

The present paper delves into how symbolic boundaries in a school that is undergoing a desegregation process come to shape social boundaries of 'we-ness' and 'otherness'. The theoretical framework of the study starts from an interest in analysing whether

symbolic and social boundaries emerge in new encounters during a desegregation process and whether this may produce different modes of incorporation. Peer interactions and schoolwork were observed and interviews with school staff were conducted to investigate school desegregation implementation in a large Swedish town. The town we investigated has formulated a desegregation policy that, over time, has not resulted in desegregation in practice. The results highlight that schools without a coherent pedagogy, idea, or practice for social inclusion face challenges. These challenges, in turn, promote internal micro-segregation and non-incorporation of minority students, despite intentions to promote inclusion.

Paananen, M., & Grieshaber, S. (2025). **Slow violence in the micro-regimes of early childhood education.** *British Journal of Sociology of Education*, 46(1), 151-166. <https://doi.org/10.1080/01425692.2024.2431285>

This paper examines inequality among children, demonstrating its gradual emergence within the folds of daily routines in early childhood education (ECE). Employing Rob Nixon's (2011) concept of slow violence, our focus is on the cumulative impact of practices involving exclusion. Synthesizing Nixon's framework with Deleuze (1994) and Guattari's (2000) work, we introduce the concept of micro-regimes in ECE. This approach allows us to comprehend how the intricate interplay of human and non-human elements, spanning various scales, contributes to exclusion and the unfolding of slow violence. We present an ethnographic case study detailing the unintended excluding practices that Azeeb, aged two, faces within a nursery room at a long day care centre in Australia. The results unveil a series of systematic exclusionary acts and illuminate the disjunction between normative pedagogical practices and the material realities of the nursery room, leading to an asynchronous rhythm between the paces of the toddler room and Azeeb. This misalignment gives rise to a series of cumulative exclusionary acts, epitomizing the concept of slow violence as it works at the site of a child.

Park, J., Rose, J., McKeown, S., & Washbrook, E. (2024). **Occupational aspirations and academic achievement: Rethinking the direction of effects and the role of socioeconomic status in middle childhood and adolescence.** *Journal of Social Issues*, 80(4), 1408-1432. <https://doi.org/10.1111/josi.12655>

Research into the relation between occupational aspirations and academic achievement has substantially grown. What remains unclear, however, is whether and how this relation, including the direction of effects, (1) unfolds dynamically in middle childhood and adolescence and (2) varies by socioeconomic status (SES). The present study aimed to address this, using the contemporary and nationally representative data from England through the UK's Millennium Cohort Study (Analytic N = 5517) and applying random intercept cross-lagged panel modelling. Results showed that achievement unidirectionally and positively predicted aspirations in middle childhood. Achievement and aspirations predicted each other cyclically in adolescence, although their magnitudes varied. Moderation analysis demonstrated that this cyclical relation in adolescence was only significant amongst high and medium SES groups. For the low SES group, aspirations did not significantly predict achievement at any age point, despite relatively high aspirations. We discuss theoretical and practical implications, especially the differential effect of occupational aspirations in driving academic outcomes by SES.

Pasquier, G. (2024). **Entretien avec Murielle Gerin à propos de son ouvrage Concrétiser l'égalité des sexes : écrire ensemble au CP. Dialogues didactiques.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131di>

Dans son ouvrage, *Concrétiser l'égalité des sexes : écrire ensemble au CP. Dialogues didactiques*, Murielle Gerin prend le parti de s'interroger sur ce que signifie éduquer à l'égalité des sexes à travers la mise en œuvre d'une ingénierie didactique de co-écriture fille-garçon en classe de Cours Préparatoire. Chaque étape de son livre permet de mesurer que l'égalité n'est pas un « donné » des situations de classe, qu'elle ne saurait jamais aller de soi ou se limiter à des intentions, mais qu'elle est à conquérir par une investigation rigoureuse de ce qui se passe réellement entre les élèves, entre les élèves et l'enseignant·e, au cœur même des situations d'enseignement/apprentissage. Dans l'entrevue qui suit, l'autrice partage avec Gaël Pasquier les idées fortes de sa recherche.

Passaretta, G., & Skopek, J. (2025). **The Role of Schooling in Equalizing Achievement Disparity by Migrant Background.** *Sociology of Education*, 98(1), 62-85. <https://doi.org/10.1177/00380407241293692>

Does schooling equalize achievement disparities among students with and without a migrant background? This question remains largely unanswered in sociology. We hypothesized that children of migrants would benefit more from schooling, thereby making schools engines of educational integration. Our study tests this hypothesis in the context of German primary schooling using data from the National Educational Panel Study. We compared the achievements of students from native families and those with Western, non-Western (including Turkey), and former Soviet Union migrant backgrounds. Using the differential exposure approach, we decomposed learning into two causally distinct components: learning due to school exposure and learning due to being older at the time of testing. Our findings do not support the notion that schooling equalizes migrant-native achievement gaps. Instead, our results suggest that school exposure may widen the gap between the two largest groups of migrants in Germany, with students from the former Soviet Union disproportionately benefiting from school compared to other non-Western students. We conclude that German primary schools are not functioning as engines of educational integration because schooling does not reduce the migrant-native achievement gap and migrant groups with the greatest educational disadvantage benefit the least from schooling.

Perraud, C. (2025). **Mal-vivre et savoirs : réflexion sur la forme scolaire.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ou>

En France, une des ambitions de l'école est « de ne laisser aucun élève au bord du chemin » (Circulaire n° 2019-088 du 5-6-2019) et notamment les élèves dits à besoins éducatifs particuliers (BEP). Cette reconnaissance produit in fine une perception de l'élève au prisme de ses besoins en tant que manques. Aussi, comment un élève reconnu institutionnellement troublé, malade ou handicapé, peut-il se sentir capable ? Quelle réalité l'école lui offre-t-elle ? Dans un établissement et service d'aide par le travail (ESAT) du secteur médico-social, un collectif de professionnels et une chercheuse, organisé en une ingénierie coopérative a enquêté afin de permettre à des travailleurs (des adultes en situation de handicap), d'agir plus adéquatement dans les ateliers de l'ESAT. Plus précisément, dans cet article, nous nous focalisons sur une des enquêtes collectives qui a conduit à proposer à Walter, travailleur non lecteur de 23 ans, un système étiquette-ardoise utilisant l'écrit, pour soutenir son activité dans l'atelier restauration de l'ESAT. Au sein de la théorie de l'action conjointe en didactique (TACD), l'analyse de cet exemple

nous montre quelques pistes possibles pour l'école, invitant à la prise en compte de la personne-élève, non pas à partir de l'écart à la norme mais dans la mise en œuvre de dispositifs spécifiques, des situations d'enseignement-apprentissage pour favoriser un mieux-vivre pour les professeurs et les élèves.

Prot, F.-M. (2025). **Maître-élèves: le risque d'un rapport manqué? Exploration des conditions d'une école hospitalière.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ot>

Cette contribution n'expose pas d'analyse empirique dans une enquête qui serait contextualisée, mais propose une exploration théorique des conditions permettant de penser ce que peut signifier la notion d'une école « hospitalière ». Pour cela nous nous intéressons à la complexité du rapport maître-élève dans l'optique d'une construction de compréhension mutuelle, lors d'une intrigue scolaire qui se vit dans le temps long. S'il s'agit ainsi d'aborder des questions d'ordre éthique conduisant à une approche de la dimension psychique à l'œuvre dans la relation, nous invitons également à réfléchir à l'inscription de cette dimension dans les aspects didactiques inhérents aux pratiques de transmission de la culture. Dans un premier moment, nous chercherons sous quelles conditions l'idée d'une école hospitalière ne se contredit pas elle-même et ne relève pas d'une logique de l'illusion. Dans un second temps, nous interrogerons plus spécifiquement ce qu'engage le rapport entre professeur et élèves, et avec lui le nécessaire entrelacement du psychique et du didactique. Au terme de ce cheminement, nous espérons que la possibilité d'une hospitalité scolaire réelle paraîtra plus établie.

Raybaud, A. (2025, janvier 14). **La lente disparition des filles dans les filières scientifiques : « On ne veut pas, mais surtout on ne peut pas se passer de cette moitié de la population ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/14/la-lente-disparition-des-filles-dans-les-filières-scientifiques-on-ne-veut-pas-mais-surtout-on-ne-peut-pas-se-passer-de-cette-moitié-de-la-population_6496694_4401467.html

Le système français peine à abattre les barrières à l'orientation des femmes vers les mathématiques et les sciences. Au point que les écoles d'ingénieurs, en bout de chaîne, commencent à fortement s'alarmer de l'insuffisance du vivier étudiant.

Rajo, M., Doabler, C. T., Gersib, J., Fall, A.-M., Longhi, M. A., Roberts, G., ... Therrien, W. J. (2024). **Challenging Educational Inequities in Early STEM Instruction: A Case for Urgency.** *The Elementary School Journal*, 125(2), 211-232. <https://doi.org/10.1086/732865>

It is urgent to ensure that science, technology, engineering, and mathematics (STEM) education meets the needs of our nation's increasingly diverse student population. This study examined whether a second-grade science program, Scientific Explorers, supported educational equity in STEM achievement for diverse student populations. Sociodemographic variables such as race and ethnicity, disability status, socioeconomic status, and gender were explored to determine their impact on student response variation within the program. Results of the moderator analysis indicated that students benefited equitably from the Scientific Explorers program, regardless of their sociodemographic identities, on three out of four science outcomes. Implications of the current study suggest early STEM programs that incorporate validated instructional design and delivery principles can serve as a viable mechanism to reduce sociodemographic achievement gaps in early elementary classrooms by empowering

young females, building important science background and vocabulary knowledge, and offering students meaningful discourse and investigative practice opportunities.

Sachpasidi, C., Bompani, B., & Nicol, C. (2025). **“Intercultural Encounters”**: **Mentorship Relations as Spaces for Critical Intercultural Learning in Higher Education Institutions (HEIs)**. *Journal of Studies in International Education*, 29(1), 64-81. <https://doi.org/10.1177/10283153241275035>

There are growing numbers of African international students studying at Higher Education Institutions (HEIs) in North America and the United Kingdom. Intercultural mentoring is one response to supporting students in navigating the complex cultural, social, and academic transitions from home to host countries. This article examines the experiences of 18 participants who had recently mentored African international students attending higher education institutions in Canada or in the UK. Semi-structured interviews with participating mentors were transcribed and analysed from a critical intercultural perspective. Results highlight four themes that provide insight into mentors' approaches to intercultural mentoring: navigating fields of action and intervention, engaging in reflective practice, intercultural mentoring as a relational practice, and mentoring as a decolonising practice. Study findings provide insight into how intercultural mentoring relationships develop and evolve and how mentors approach mentoring relationships as sites that hold transformative learning potential for both mentors and students.

Sayac, N. (2024). **Entretien avec Clémence Perronnet à propos de l'ouvrage Matheuses - Les filles, avenir des mathématiques**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131da>

Dans la publication *Matheuses - Les filles, avenir des mathématiques*, Clémence Perronnet, Claire Marc et Olga Paris-Romaskevich, à travers une enquête sociologique auprès de 45 adolescentes, nous invitent à réfléchir aux inégalités dans le domaine des mathématiques et proposent des pistes pour rendre cette discipline plus inclusive. Nathalie Sayac s'est entretenue avec l'une des autrices pour en savoir davantage sur la conception de l'ouvrage et les principaux enjeux traités.

Schuhl, P. (2024). **Enseignement supérieur et recherche - Vers l'égalité femmes-hommes? Chiffres clés 2024**. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-03/vers-l-galit-femmes-hommes-chiffres-cl-s-2024-32097.pdf>

Alors qu'en France les femmes représentent plus de la moitié des étudiants de l'enseignement supérieur (56 %), l'édition 2024 met de nouveau en lumière leur sous-représentation dans les formations sélectives, les formations scientifiques et plus particulièrement dans les disciplines qui façonnent le monde de demain, comme les mathématiques et l'informatique. Les statistiques sous forme de graphiques concernent les étudiants de l'enseignement supérieur, les personnels relevant du ministère de l'Enseignement supérieur et de la Recherche, les personnels des établissements publics et privés de R&D, mais aussi la gouvernance des instances de l'enseignement supérieur et de la recherche, les brevets et dispositifs de soutien à la R&D et à l'innovation et les distinctions scientifiques. La première partie propose de statistiques sur l'Union européenne et les pays de l'OCDE.

Seux, J. (2023). **Mixité sociale à l'Université : une analyse sur la période 2006-2016 en France** (Phdthesis, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse <https://theses.hal.science/tel-04714982>

Notre travail fournit, d'abord, un cadre méthodologique pour la mesure de la mixité sociale à l'Université. Celui-ci permet de définir les concepts d'origine sociale, de mixité sociale et de sélectionner une unité d'observation pertinente pour mesurer la mixité sociale au sein de l'Université française. Nous analysons, ensuite, de manière empirique la ségrégation sociale à l'Université en France sur la période 2006-2016. Sur la base de l'indice d'exposition normalisé, nous montrons qu'au niveau national, la ségrégation se fixe à des niveaux plus faibles que ceux mis en évidence par d'autres travaux pour l'enseignement secondaire. Nous montrons également que le niveau de ségrégation à l'Université a plutôt tendance à baisser avec le niveau de diplôme au niveau national. Par ailleurs, nous montrons une très grande variabilité de la ségrégation au cours du cursus par académie, avec des académies peu ségréguées pour certains niveaux d'études et fortement pour d'autres. Afin de compléter notre analyse empirique, nous décomposons nos résultats sur le degré de mixité sociale afin de connaître les parts contributives de chaque facteur au niveau total de la ségrégation. Au niveau national, environ un tiers de la ségrégation correspond à une composante inter-disciplinaire alors que les deux tiers restants résultent d'un facteur interuniversitaire interne à chaque discipline. Nos résultats décrivent également la dimension fortement locale et inter-disciplinaire de la ségrégation dans le système universitaire français. La dernière étape de notre travail analyse les liens entre mixité sociale et réussite à l'Université. Afin de mesurer les effets de la mixité sociale, nous avons choisi d'analyser les liens potentiels entre mixité sociale des formations suivies et réussite universitaire mesurée par le passage en année supérieure. Nous parvenons à mettre au jour un effet significatif de la part des étudiants très favorisés et défavorisés dans les formations sur la probabilité de passage en année supérieure pour le groupe des étudiants défavorisés uniquement. Au regard de la taille limitée de notre échantillon et de certains problèmes de représentativité identifiés, ce résultat ne nous permet pas, toutefois, de connaître précisément le type d'effet de pairs en jeu.

Sheehy-Skeffington, J., Covarrubias, R. G., Croizet, J.-C., & Goudeau, S. (2024). **Society in the Classroom: Introduction to the Special Issue**. *Journal of Social Issues*, 80(4), 1211-1217. <https://doi.org/10.1111/josi.12659>

In introducing the special issue, *Society in the Classroom: Multilevel Perspectives on Socioeconomic Inequalities in Education*, we begin by challenging the assumption that educational institutions are neutral sites merely reflecting socioeconomic inequalities that originate beyond them. Instead, we consider how socioeconomic disparities and biases pervade educational settings and may be perpetuated by the very function of privileging particular standards and practices, a function that is central to institutions serving the dominant societal classes. Compiled 20 years after the last time the *Journal of Social Issues* focused on the psychology of social class in the context of education, this issue takes stock of research on this topic with a focus on approaches that go beyond the individual level of analysis. Although research reported in the issue is predominantly conducted with majority ethnic samples in the United States and Western Europe, it engages with intersectional concerns by attending to power and interlocking processes of oppression.

Sherfinski, M., & Ansah, G. (2025). **Data Embargoes as a Tool for Emplacement and Displacement of Children in Early Childhood Classrooms: A Comparative Case Study.** *Cultural Studies ↔ Critical Methodologies*, 25(1), 56-64. <https://doi.org/10.1177/15327086241268351>

Data embargoes constrain teachers' understanding of children by withholding and/or coding particular information on children's attainment and/or identities. Data embargoes may mask children's identities in ways that influence their rights to belong in early childhood programs and may construct White positivist childhoods by maintaining the belief that individual children's bodies can, whether in the present or future, be subject to objective measures of human learning or intelligence used for comparisons that uphold Eurocentric positivistic sciences and neoliberal accountability. By comparing children's experiences in two racialized and socioeconomically denied policy contexts, we show how data embargoes are implicated in sustaining inequities.

Spiegler, O., Jonsson, J. O., & Bracegirdle, C. (2025). **Religious development from adolescence to early adulthood among Muslim and Christian youth in Germany: A person-oriented approach.** *Child Development*, 96(1), 141-160. <https://doi.org/10.1111/cdev.14151>

Religious decline, often observed among North American Christian youth, may not apply universally. We examined this and whether religiosity is associated with well-being, risk behavior, cultural values, and acculturation among 4080 Muslim and Christian adolescents aged 15–22 in Germany. Utilizing seven waves from the CILS4EU project and a person-oriented analytical approach, we identified different religious trajectories for Muslim (58% high, 31% low, 11% increasing), immigrant-origin Christian (68% low, 32% medium), and non-immigrant Christian (74% low, 17% decreasing, 9% medium) youth. High and medium trajectories were associated with greater well-being, lower risk behavior, more conservative attitudes, and less sociocultural integration. To fully understand religious development, we must consider diverse national contexts and groups, employing long-term perspectives and person-centered analyses.

Stephens, N. M., Emery, L. F., Townsend, S. S. M., & Song, H. J. (2024). **Taking a social-class-in-context perspective on the psychology of social class.** *Journal of Social Issues*, 80(4), 1484-1503. <https://doi.org/10.1111/josi.12652>

Social class researchers in social psychology have pushed the field to become more focused on and attentive to the critical role of sociocultural contexts. In this article, we label and articulate the key ingredients of the approach that many social psychological researchers have come to use: what we refer to as a social-class-in-context perspective. This perspective means attending to the contextual differences in resources that create social class differences in psychology and behavior. We also suggest some additional steps that researchers can take to become even more attentive to and responsive to the important role of contexts in creating social class. As a first step, we suggest the importance of adopting a definition of social class that directly explicates its relationship to similar constructs, such as power and status, and also links it to the contexts that produce it. Second, building on this definition of social class, we then describe the importance of taking a multi-level approach to understanding how different social class contexts shape psychology and behavior. Finally, we articulate the important implications and future directions that emerge from intentionally adopting this perspective.

Szerdahelyi, L. (2024). **Entretien avec Vincent Patigniez à propos de son ouvrage Accompagner la construction sexuelle et de genre chez les ados.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131db>

Le livre de Vincent Patigniez, *Accompagner la construction sexuelle et de genre chez les ados*, propose, en dialogue avec la littérature scientifique, une série de ressources utiles pour faire vivre l'éducation à la sexualité et au genre dans les établissements scolaires. Dans l'entrevue qui suit, l'auteur partage avec Loïc Szerdahelyi ses motivations à l'origine du projet éditorial, ainsi que les axes forts de l'ouvrage dont le but est d'outiller les personnels enseignants, d'éducation et de formation afin de viser collectivement une école de l'égalité, moins discriminante et plus juste.

Tan, C. Y. (2024). **Socioeconomic Status and Student Learning: Insights from an Umbrella Review.** *Educational Psychology Review*, 36(4), 100. <https://doi.org/10.1007/s10648-024-09929-3>

Socioeconomic status (SES) has been widely argued to be an important predictor of students' learning outcomes; the corollary is that low-SES students face immense challenges in their learning. The present study employed an umbrella review, comprising a thematic review and second-order meta-analysis, of 48 reviews relating SES to student learning to critically examine this argument. Results elucidate three sets of insights on the relationship between SES and student learning. First, researchers need to expand the conceptualization of SES from being an objective, individual attribute measuring hierarchical differences in access to resources to a more comprehensive construct incorporating (a) objective and subjective evaluations of (b) individual and collective SES attributes; (c) emphasizing students' mobilization of capital; and (d) adopting a more diverse, asset-based perspective of SES. Second, the umbrella review provides a nuanced evaluation of the influence of SES in student learning. It yields a mean SES effect size of $r = .22$ (deemed as large with reference to educational benchmarks, expected students' achievement gains, and percentile points in achievement tests) but SES effects may be confounded with other demographics. Third, SES needs to be examined from an ecological perspective, given the different mediating and moderating processes pertaining to SES in student learning. The results imply that policies for improving low-SES students' learning outcomes should comprehensively address multiple factors influencing student learning and avoid a one-size-fits-all approach, enhance disadvantaged students' access to educational opportunities and resources, affirm the strengths that disadvantaged students bring to their learning, and address structural and systemic inequalities related to poverty, classism, and segregation.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2024). **Encourager les filles et les femmes à poursuivre études et carrières dans le domaine des STIM - Document de plaidoyer.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000391937_fre/PDF/391937fre.pdf.multi

Le document expose les points essentiels de son plaidoyer et émet des recommandations illustrées par des exemples du monde entier pour remédier au déséquilibre de genre dans le choix des STIM (sciences, technologie, ingénierie et mathématiques): a) s'assurer que les politiques liées aux STIM ont un volet relatif à l'égalité de genre; b) offrir des exemples à suivre, du mentorat et des conseils d'orientation professionnelle tenant compte du genre; c) former les enseignants et les chefs d'établissement à combattre les préjugés sexistes dès le plus jeune âge; d) améliorer la culture numérique des filles pour réduire les inégalités en termes de

compétences ; e) déceler les préjugés sexistes sur les choix d'études « convenables » dans les supports d'enseignement et d'apprentissage ; f) recourir aux approches transversales et globales ; e) travailler avec des acteurs non étatiques.

Valderama-Wallace, C. (2025). **“Fighting every step of the way”**: nursing students in struggle with converging systems of power. *International Journal of Qualitative Studies in Education*, 38(1), 76-93. <https://doi.org/10.1080/09518398.2024.2348800>

The purpose of this study was to make legible nursing students' efforts and aspirations as well as the industries that shape nursing education. Utilizing constructivist grounded theory, I interviewed 33 pre-licensure nursing students and recent graduates residing in California. Findings indicate that nursing students are engaged in active struggle. Nursing students internalize, perpetuate, and resist systems of oppression by mapping nursing education priorities, navigating the power dynamics of nursing programs, laboring through colonialism internalized and collectivized within cohort dynamics, and locating themselves in relation to community and future change. Nursing programs are vital sites of contestation with opportunities to expand and transgress the bounds of nursing, academia, and health care, not merely staging grounds for licensure. This study contributes to the excavation of oppressive systems, centering individual and collective student agency within the context of increasingly exploitative systems of education, nursing, and health care.

Valle, I., & Covarrubias, R. (2024). **A critical race culture cycle study of class inequities in higher education.** *Journal of Social Issues*, 80(4), 1504-1526. <https://doi.org/10.1111/josi.12653>

The culture cycle details how cultural ideas, institutional practices, daily interactions, and psychological processes mutually reinforce (and disrupt) social class inequities in U.S. education contexts. Attending to how the intersections of classism, racism, and sexism shape culture cycle processes unearths nuances in social class inequities and their consequences. In this paper, we argue that by taking a critical race perspective to the culture cycle framework, or a critical race culture cycle lens for short, we can more fully interrogate interrelated power structures in educational contexts that dynamically influence each other over time to shape students' unique psychological realities of marginalization and, importantly, their acts of resistance. To build our argument, we first describe the utility of a culture cycle study of social class inequities. We then illustrate how a critical race culture cycle lens sharpens psychological investigations of these inequities. We offer cultural mismatch theory as an illustrative example for our argument and showcase how such a lens provokes a different set of research questions that attend to power, intersectionality, and resistance. Finally, we discuss how a critical race culture cycle lens offers new opportunities for theory and research in the study of social class inequities more broadly.

Wang, Y., & Liu, J. (2024). **The Impact of COVID-19 on International Students: A Qualitative Synthesis.** *British Journal of Educational Studies*, 72(6), 805-829. <https://doi.org/10.1080/00071005.2024.2374077>

The COVID-19 pandemic has exerted a profound impact on numerous facets of our daily lives, including in higher education. International students have encountered unique challenges due to their vulnerability stemming from living abroad, including cultural adjustments, language barriers, and separation from families and friends. This review aims to examine the educational, financial, sociocultural and psychological impacts

experienced by international students in the context of the pandemic and identify areas requiring support for this group. A systematic search of eight databases yielded 78 relevant papers for inclusion. Through a systematic qualitative synthesis, this review presents an increased understanding of the multifaceted impact of COVID-19 on international students, encompassing five key themes: 1) unprecedented learning barriers, 2) stalled transnational mobility, 3) heightened financial, social, and cultural challenges, 4) exacerbated racism and racial discrimination, and 5) increased mental health risks. By systematically synthesising the distinctive challenges faced by international students in the context of the pandemic, this review provides recommendations for evidence-based support for international students in the post-pandemic era.

Ward, K. P., Grogan-Kaylor, A. C., Ma, J., Pace, G. T., Lee, S. J., & Davis-Kean, P. E. (2025). **Interactions of gender inequality and parental discipline predicting child aggression in low- and middle-income countries.** *Child Development*, 96(1), 7-20. <https://doi.org/10.1111/cdev.14152>

Children in low- and middle-income countries (LMICs) are disproportionately at risk of not meeting their developmental potential. Parental discipline can promote and hinder child outcomes; however, little research examines how discipline interacts with contextual factors to predict child outcomes in LMICs. Using data from 208,156 households with children between 36 and 59 months (50.5% male) across 63 countries, this study examined whether interactions between gender inequality and discipline (shouting, spanking, beating, and verbal reasoning) predicted child aggression. Results showed aggression was higher in countries with high gender inequality, and associations between discipline and child aggression were weaker in countries where gender inequality was higher. Improvements in country-level gender parity, in addition to parenting, will be necessary to promote positive child outcomes in LMICs.

Wescott, S., & Roberts, S. (2025). **Conceptualising school-level responses to sexual harassment of women teachers as institutional gaslighting.** *British Journal of Sociology of Education*, 46(1), 1-18. <https://doi.org/10.1080/01425692.2024.2409267>

This paper conceptualises the inaction of school leadership teams in response to systemic sexual harassment as institutional gaslighting, a theoretical tool to date unutilised in studies of sexual harassment in educational settings. Drawing on case studies of two women teachers who experienced sustained sexual harassment in Australian schools, and whose leadership responded with denial, minimisation and intentional mixed messaging, we argue that schools are home to and perpetuate unequal epistemic terrains, where women's knowing is undermined by dominant operations of the school that work to maintain structural and cultural norms. These norms, we suggest, are informed by hegemonic masculinity and feminine stereotypes of irrationality and deviance, and prevent violence against women in schools being addressed. We argue that institutional gaslighting is a productive concept to expose the epistemic injustice that delegitimises women's knowledge of their experience and help in addressing systemic issues with responding to sexual harassment in schools.

Wilkinson, J., & Male, T. (2025). **Perceptions of women senior leaders in the UK Higher Education during the COVID-19 pandemic.** *Educational Management Administration & Leadership*, 53(1), 123-140. <https://doi.org/10.1177/17411432221150079>

Studies suggest the COVID-19 pandemic disproportionately impacted women. Related research and literature suggest leadership approaches commonly associated with women are more effective during crises, a notion that we sought to explore in this study. This investigation explored how senior women leaders in the UK Higher Education exhibited leadership during the pandemic, whether their approaches had changed during this time and the impact leading during this period had on them. The research used semi-structured interviews with six women senior leaders to uncover insights into their lived experiences. Findings show while their fundamental leadership styles did not change, all participants exhibited situational approaches with higher levels of distributed leadership than pre-pandemic. In several instances, their perception was this was based on gendered differences in their leadership approaches, probably developed because of their socialisation as women. The pressures on participants during the pandemic had a significant personal toll, with this period being articulated as the most difficult in their careers. Peer-to-peer networks functioned as critical support mechanisms for these women leaders. The greatest emergent stressor, however, was government policy changes unrelated to COVID-19 which participants considered would have greater long-term impact and served to destabilise higher education at an already difficult time.

Williams, E. M., & Rose, P. (2024). **Mapping early childhood development research outputs in sub-Saharan Africa: cross-country mapping report** (p. 47). Consulté à l'adresse Research for Equitable Access and Learning (REAL) Centre; Education Sub-Saharan Africa (ESSA) website: https://essa-africa.org/sites/default/files/inline-files/ECD_Cross-country%20mapping%20report.pdf

Wozniak, A., Baker, M. T., & Carter, S. P. (2024). **Peer Effects and Marriage Formation** (IZA Discussion Paper N° 17443). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17443.htm>

A large literature links marriage to later life outcomes for children and adults. Marriage has declined markedly in the U.S. over the last 50 years, particularly among individuals with less than a baccalaureate degree, yet the causes of the decline are not well understood. In this paper we provide causal evidence on one potential mechanism for the observed marriage rate patterns: peer effects. We use administrative personnel data from the U.S. Army to study how peers influence marriage decisions for junior enlisted soldiers arriving to their first assignment from 2001-2018, a setting which features substantial variation in peer group marriage rates and conditional random assignment to peer groups. We find that exposure to the 75th versus 25th percentile of our identifying variation in peer marriage rates increases the likelihood that an unmarried individual marries within two years of assignment by 1.9 percent. We show that lateral peers and near supervisors alike influence marriage decisions and we argue that our results are most consistent with conformist behavior, where peers influence marriage decisions through role-modeling and group social norms. The effect of peers is larger for men, and for Black and Hispanic men, in particular. While the effect of peers attenuates after 36 months for white and Hispanic men, effects persist and continue to grow over time for Black men, suggesting that our results are not fully explained by re-timing. We benchmark our estimates against previous research and argue that the effect of peers on individual marriage decisions is economically meaningful.

Yilmaz, E., Phalet, K., & De Leersnyder, J. (2024). **Putting cultural mismatch theory to the test: Cultural fit of self-construal in predicting student outcomes.** *Journal of Social Issues*, 80(4), 1379-1407. <https://doi.org/10.1111/josi.12657>

Socioeconomic and ethnicity-based achievement gaps plague education. Both sociological theories and recent social-psychological work consider cultural mismatches between schools' and students' ways of being and relating (i.e., self-construal) as a potential mechanism. However, stringent empirical evidence remains lacking. Drawing on a sample of 5076 Belgian adolescents, this study aims to provide rigorous and robust novel evidence by (i) establishing high SES and ethnic majority group average patterns of self in relation to their teacher; (ii) calculating students' 'fit' with these dominant group's patterns; and (iii) linking fit indices to objective and subjective achievement scores. As expected, fit with both high-SES and ethnic majority self-patterns were significantly positively related to achievement. Our findings suggest hitherto less visible systemic barriers to equal attainment due to engrained school practices that selectively value and reward majority middle-class self-ways. One way to promote equity in education is recognising and reforming such practices in schools.

Zhou, S., & Yin, J. (2025). **International Students' Social Media Use: An Integrative Review of Research Over a Decade.** *Journal of Studies in International Education*, 29(1), 42-63. <https://doi.org/10.1177/10283153241275037>

As advancements in technology rapidly progress and the enrollment of international students continues to increase concurrently, understanding the impact of social media on their experiences has become an area of significant academic interest in the recent decade. This integrative review employs a hybrid review approach, integrating bibliometric analysis with structured review, to provide a comprehensive overview and systematic synthesis of the literature on social media use among international students. One hundred twenty-one studies retrieved from the Web of Science database were analyzed to delineate the evolution of the field and identify the influential journals. The paper further proposes an integrative framework that thematically summarizes the phenomenon, aiming to highlight the potent components in students' transitions. This review offers insights into the evolving landscape of social media use among international students, identifying potential directions for future study and policymaking.

Zhu, L. (2025). **Meritocratic beliefs in the United States, Finland, and China: A multidimensional approach using latent class analysis.** *The British Journal of Sociology*, 76(1), 153-172. <https://doi.org/10.1111/1468-4446.13152>

This study employs latent class analysis (LCA) as a novel methodology to investigate the multidimensional nature of meritocratic beliefs, addressing the limitations of traditional unidimensional approaches. Using data from the International Social Survey Program 2009 for the United States, Finland, and China, this study demonstrates several advantages of this multidimensional approach. First, LCA effectively identifies dual consciousness, where individuals simultaneously endorse meritocratic and structuralist explanations of social stratification. The analysis reveals three distinct narratives explaining social stratification: purely meritocratic beliefs, predominantly meritocratic beliefs, and dual consciousness. While all three subtypes consider merits highly important, they differ in their perceived importance of structural factors. Second, LCA facilitates cross-national comparisons, unveiling qualitative typological variations in meritocratic beliefs across countries. Unique country-specific subtypes or patterns emerge: Finland exhibits purely meritocratic beliefs, the United States shows predominantly meritocratic

beliefs, and China demonstrates a dominance of dual consciousness. Although dual consciousness exists in all three countries, its prevalence varies significantly—dominant in China, moderate in the United States, and least in Finland. Third, this study reveals that the effect of education on meritocratic beliefs varies across the three countries. Education strengthens individual meritocratic beliefs in the United States, weakens them in Finland, and shows no significant effect in China. These findings highlight both within-country and across-country heterogeneity of meritocratic beliefs, underscoring the importance of a multidimensional approach.

Climat de l'école

Beard, K. S., Shortt, M., & Xie, K. (2025). **The Emergence and Escalation of Online Racial Discrimination in Digital Spaces: A Systematic Review.** *Review of Educational Research*, 95(1), 89-122. <https://doi.org/10.3102/00346543231217459>

COVID-19 required educators and students to rapidly move to online learning. Simultaneously, while navigating the pandemic in lockdown, citizens were exposed to the brutal murder of George Floyd. The increased exposure to online activity and discrimination generated a hyperawareness of the potential link between the two. Our interest was to examine that linkage as we considered the prevalence and escalation of online racial discrimination (ORD) as a student phenomenon. Filtering for adolescent and young adult students, this systematic review ultimately employed 21 articles. Our results reflect that ORD as defined, changed over time, as did the ways it manifested. Importantly, the impacts of ORD on student learning and well-being were revealed. This review further indicates that the expansion of online instruction created a complex intersection between online social interactions and academic outcomes ripe for vigilance. Our work adds to the ORD literature while informing future education researchers, educators, and stakeholders of its harmful impacts.

Cahon, J. (2025). **Le mal-vivre à l'école : une longue histoire ?** *Recherches en éducation*, (57). <https://doi.org/10.4000/131oq>

Si le mal-être créé par l'évaluation et la sélection est aujourd'hui de plus en plus exprimé par des élèves français, conjointement à la publication de données inquiétantes relatives à la santé mentale des jeunes (dégradée depuis la pandémie de covid-19), cet article propose une mise en perspective historique du mal-vivre des élèves dans les établissements scolaires afin d'en saisir les continuités, les ruptures et les enjeux, au travers d'une certaine réalité de la vie scolaire et dans les débats éducatifs. Ces questions sont ainsi étudiées des années 1830 (soit à partir de la naissance d'une « École d'État » et des progrès de la scolarisation) aux années 1970-1980 (qui correspondent à la fin de la massification du collège et au début de celle du lycée). Pour cela, ce travail s'appuie sur l'analyse d'une dizaine de récits littéraires ou de vie (autobiographies, souvenirs, etc.) confrontés aux sources archivistiques institutionnelles (en particulier du ministère de l'Instruction publique puis de l'Éducation nationale) relatives à la vie scolaire.

Dawes, M., Malamut, S. T., Guess, H., & Lohrbach, E. (2024). **Teachers' Attitudes Toward Bullying and Intervention Responses: A Systematic and Meta-analytic Review.** *Educational Psychology Review*, 36(4), 122. <https://doi.org/10.1007/s10648-024-09951-5>

Teachers are key to antibullying efforts, and their attitudes toward bullying can influence their intervention responses. There has been a proliferation of this type of research but thus far no review has been performed to coalesce the evidence. Following PRISMA and

Cochrane guidelines, we performed a systematic and meta-analytic review. A total of 3990 titles and abstracts identified across 7 databases (PsycINFO, Education Source, ERIC via EBSCOhost, ERIC via ProQuest, Web of Science, ProQuest Dissertations and Theses, Google Scholar) were screened against inclusion and exclusion criteria. After screening, 27 studies were included in the systematic review, 25 of which were included in meta-analyses. The association between antibullying attitudes and intervention responses differed depending on whether (1) measures assessed retrospective reports of intervention responses (i.e., how often teachers used that response) versus intervention intentions (i.e., likelihood they would intervene in hypothetical scenarios) and (2) the specific type of intervention response. Results indicate that teachers' antibullying attitudes were positively related to some responses (disciplining/punishing bullying, victim support, involving parents, involving peer bystanders), negatively related to some responses (advocating avoidance, encouraging independent coping), and unrelated to others (advocating assertion, enlisting other adults, separating students). Results also indicate a positive overall association between antibullying attitudes and intervention likelihood. No moderation by form of bullying was found. Implications for preservice training and in-service teachers' professional development to target bullying attitudes are discussed.

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

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

de CM1/CM2. L'approche théorique et méthodologique utilisée dans ce projet s'appuie sur une démarche multidisciplinaire tirant parti des connaissances des Sciences de l'Education et de la Formation, de la psychologie Ergonomie et du développement de l'enfant, ainsi que des connaissances de l'Interaction Humain-Machine.

Go, H. L. (2025). **La fabrique des écoliers, ou l'enfance enfermée**. *Recherches en éducation*, (57). <https://doi.org/10.4000/131or>

Succédant aux tentatives asilaires du début du XIXe siècle, la forme scolaire telle qu'elle se matérialise dans l'appareil scolaire républicain à la fin du XIXe siècle a permis d'enrégimenter une partie de la population : l'enfance fut ainsi soumise à des geôliers praticiens d'une orthopédie sociale. Les promesses de la forme scolaire de socialisation et d'éducation de l'enfance s'avèrent être, dans sa construction historique, une tromperie. Le confinement scolaire est ainsi un bornage de l'être, une mise à sa place de l'élève. Le monde n'entre pas dans la classe qui reste désespérément vide. Que fait-on alors dans la salle de classe, si l'on ne doit y faire que ce que l'on fait ? Pour Hannah Arendt, l'institution scolaire est censée s'intercaler entre la famille et le monde pour faire transition car l'institution scolaire relève de la sphère prépolitique et l'on ne peut prétendre y forger, en agissant sur les nouveaux venus, un projet de transformation politique : les enfants ne peuvent ni ne doivent prendre part au monde. La forme scolaire classique est donc le premier acte d'une entreprise d'aliénation qui dépossède chacun de sa propre existence par des institutions d'enfermement. L'idée républicaine est liée à un modèle éducatif qui pense le gouvernement des enfants comme une fabrique de la passivité consentante et consensuelle. Ouverte en 1934 sur la colline du Pioulier à Vence, l'École Freinet est quant à elle un conservatoire pour l'enfance. Mais cette école n'est donc ni un espace clos « protégé des bruits extérieurs », ni un espace seulement intermédiaire où le monde n'entrerait que « représenté ». Elle constitue une alternative au mal-vivre qui pèse sur les écoliers.

Liu, L., Huang, Y., Liu, X., & Zhang, L. (2024). **Why do teachers intervene? understanding the relationship between subjective norms and teachers' intervention in real-life bullying incidents**. *Social Psychology of Education*, 28(1), 8. <https://doi.org/10.1007/s11218-024-09965-5>

This empirical study examined how subjective norms (SNs) and perceived severity affected teachers' intention to intervene and their intervention behaviors in real-life bullying incidents in primary and secondary schools. A total of 362 teachers who witnessed or were told about bullying incidents participated in this study by completing related questionnaires. Results showed that (a) SNs were positively related to teachers' intervention, and intention to intervene partially mediated the association between SNs and teachers' intervention behaviors in bullying incidents; (b) The mediation effects were moderated by perceived severity, meaning that SNs predicted teachers' intention to intervene positively and significantly only at a low level of perceived severity. These results suggested that higher subjective norms may be more conducive to promoting teachers' intervention in less severe incidents of bullying or increasing the intervention behavior of teachers who do not perceive bullying to be a serious problem. Therefore, future anti-bullying program should focus on improving teachers' anti-bullying norms and scientific perceptions of bullying through regular teacher training and integrating anti-bullying rules and policies into the school climate.

Liu, M.-H., Chang, T.-T., & Chung, M.-L. (2024). **Does open classroom climate uniformly benefit students' civic outcomes? The moderating role of students' perceptions of teacher-student relationships.** *Social Psychology of Education*, 28(1), 3. <https://doi.org/10.1007/s11218-024-09975-3>

Although an open classroom climate for discussion has been demonstrated to benefit students' civic outcomes, individual differences in its effectiveness have not been fully investigated. In this study, we hypothesized that the positive effects of an open classroom climate for discussion would be moderated by positive teacher-student relationships. Based on Taiwanese data (N=3953, Mage=14.11, 52% male) compiled by the International Civic and Citizenship Education Study in 2016, this study examined how an open classroom climate for discussion and teacher-student relationships jointly predicted students' civic knowledge and expected electoral participation. The results of multi-level modeling reveal a cross-level interaction effect between an open classroom climate for discussion (as the classroom-level predictor) and students' perception of teacher-student relationships (as the student-level moderator). Specifically, students who had less positive relationships with their teachers benefited more from an open classroom climate for discussions in terms of civic outcomes compared to those who had more positive relationships with their teachers. These findings have important implications for citizenship education.

Marsollier, C., Paulin-Moulard, F., Azzouz, R., Beer, M.-C., Jouve, R., & Pircar, M. (2024). **Enseigner et apprendre en confiance et en sécurité : un enjeu essentiel pour la nation** (N° 23-24 004A; p. 94). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/enseigner-et-apprendre-en-confiance-et-en-securite-un-enjeu-essentiel-pour-la-nation-415804>

Dans une période d'augmentation et de banalisation de certaines formes de violence, le sentiment de confiance et de sécurité des élèves et des personnels constitue un enjeu fort pour notre École. Le rapport d'inspection générale en examine les conditions et les facteurs d'émergence.

Paananen, M., & Grieshaber, S. (2025). **Slow violence in the micro-regimes of early childhood education.** *British Journal of Sociology of Education*, 46(1), 151-166. <https://doi.org/10.1080/01425692.2024.2431285>

This paper examines inequality among children, demonstrating its gradual emergence within the folds of daily routines in early childhood education (ECE). Employing Rob Nixon's (2011) concept of slow violence, our focus is on the cumulative impact of practices involving exclusion. Synthesizing Nixon's framework with Deleuze (1994) and Guattari's (2000) work, we introduce the concept of micro-regimes in ECE. This approach allows us to comprehend how the intricate interplay of human and non-human elements, spanning various scales, contributes to exclusion and the unfolding of slow violence. We present an ethnographic case study detailing the unintended excluding practices that Azeeb, aged two, faces within a nursery room at a long day care centre in Australia. The results unveil a series of systematic exclusionary acts and illuminate the disjunction between normative pedagogical practices and the material realities of the nursery room, leading to an asynchronous rhythm between the paces of the toddler room and Azeeb. This misalignment gives rise to a series of cumulative exclusionary acts, epitomizing the concept of slow violence as it works at the site of a child.

Wescott, S., & Roberts, S. (2025). **Conceptualising school-level responses to sexual harassment of women teachers as institutional gaslighting**. *British Journal of Sociology of Education*, 46(1), 1-18. <https://doi.org/10.1080/01425692.2024.2409267>

This paper conceptualises the inaction of school leadership teams in response to systemic sexual harassment as institutional gaslighting, a theoretical tool to date unutilised in studies of sexual harassment in educational settings. Drawing on case studies of two women teachers who experienced sustained sexual harassment in Australian schools, and whose leadership responded with denial, minimisation and intentional mixed messaging, we argue that schools are home to and perpetuate unequal epistemic terrains, where women's knowing is undermined by dominant operations of the school that work to maintain structural and cultural norms. These norms, we suggest, are informed by hegemonic masculinity and feminine stereotypes of irrationality and deviance, and prevent violence against women in schools being addressed. We argue that institutional gaslighting is a productive concept to expose the epistemic injustice that delegitimises women's knowledge of their experience and help in addressing systemic issues with responding to sexual harassment in schools.

Évaluation des dispositifs d'éducation-formation

Amangoua, H. L. (2024). **Contribution à l'analyse d'un projet d'éducation à l'entrepreneuriat social et solidaire: des intentions aux effets dans une université ivoirienne** (Phdthesis, Université de Limoges). Consulté à l'adresse <https://theses.hal.science/tel-04886766>

La Côte d'Ivoire a vu apparaître ces dernières années un discours de sensibilisation des jeunes à l'entrepreneuriat, porté par les politiques publiques et vulgarisé de diverses manières. Cette recherche analyse, sur une durée de quatre ans, la mise en place d'un projet d'éducation à l'entrepreneuriat social et solidaire dans une université ivoirienne et ses effets sur les étudiants participants. Conduite par une démarche ethnographique qui met au centre la parole des acteurs et analyse leurs parcours biographiques, la thèse met en évidence le caractère novateur mais aussi quelques manquements du projet, n'ayant pas permis sa pérennisation: elle pointe les quiproquos qui expliquent cet inaboutissement, mais qui peuvent être dépassés par des redéfinitions de rôles et des relais institutionnels. En ce qui concerne les étudiants, la caractérisation de leurs transitions identitaires au fil du projet révèle des socialisations familiales et sociales favorables à la prise d'initiative entrepreneuriale, auxquelles s'ajoutent des facteurs individuels mais aussi collectifs émanant de la dynamique des groupes constitués pour le projet. À l'issue du projet, les effets sur leur devenir sont objectivés selon différentes amplitudes, allant d'un simple effet sensibilisateur à des formes d'expertise entrepreneuriale. Ces résultats, produits à l'échelle des individus, éclairent plus largement le contexte social et formatif ivoirien: il ressort de notre analyse que la pratique de l'entrepreneuriat social et solidaire s'inscrit dans des savoirs socioculturels qui gagneraient à être exhumés, reconnus et valorisés pour la construction de dispositifs de formation pérennes et adaptés. La thèse débouche sur des pistes favorables à une ingénierie de l'éducation à l'entrepreneuriat qui participe à cette valorisation des « déjà-là » individuel et collectif.

Bortolotti, S., & Loviglio, A. (2024). **The Impact of a Peer-to-Peer Mentoring Program on University Choices and Performance** (IZA Discussion Paper N° 17417). Consulté à l'adresse

Institute of Labor Economics (IZA) website:
<https://econpapers.repec.org/paper/izaizadps/dp17417.htm>

We study the impact of a personalized mentoring program on university enrollment choices and academic outcomes. Conducting a randomized controlled trial among 337 high school students, we find that the program significantly influences students' decisions. The likelihood of choosing a field aligned with their mentor increases by 14 to 22 percentage points, depending on the sample and specification, representing a 25% to 45% increase from the baseline. Notably, the program also shifts preferences towards STEM/Economics fields, potentially enhancing prospective wages by 3.1- 3.7%. Using administrative data, we confirm the validity of survey-based evidence and show that the intervention does not negatively impact university performance, even though treated students enroll in more competitive fields.

Buisson-Fenet, H. (2024). **Reprendre la main. Les PIAL, une tentative pour maîtriser la réussite de l'école inclusive.** *L'éducation en débats: analyse comparée*, 14(2), 198-214.
<https://doi.org/10.51186/journals/ed.2024.14-2.e1749>

In the field of "French-style" school inclusion for pupils with disabilities, the recent innovation of the Pôles inclusifs d'accompagnement localisés (PIALs) involves structuring support for these pupils on a territory-wide basis. Based on a qualitative survey, this contribution aims to analyze the ways in which these PIALs have been implemented in the Lyon education district. On the basis of a documentary analysis, observation of a series of launch meetings and around fifteen interviews, it shows that the PIALs have initially resulted in a focus on rationalizing the working hours of the Accompagnantes des élèves en situation de handicap (AESH), a non-teaching staff with insecure status, whose recruitment is beyond the control of the Éducation Nationale. The variable geometry of the system allows for a wide range of management methods for these staff, resulting in PIALs operating in very different ways from one school district to another. Beyond this "managerial reduction" (Laforgue, 2005), the study shows that the PIAL is indicative of a policy through organization (Knoepfel, et al., 2015) that restores to the education state some of its capacities weakened by the departmentalization of public action on disability.

Gardes, M.-L., & Yvain-Prébiski, S. (2024). **Interroger l'enseignement de l'activité de recherche et de modélisation mathématique : pourquoi et comment ? Exemple de deux dispositifs de formation à l'Université.** Consulté à l'adresse <https://hal.science/hal-04847230>

This article describes the design and content of two training programmes aimed at examining the teaching of a mathematical problem-solving activity from an epistemological and didactic point of view. The first focuses on the mathematical modelling activity and the second on the mathematical research activity. These training programmes are backed up by research into the didactics of mathematics, rooted in epistemological studies that examine the nature, emergence, evolution and current state of the practices of researchers linked to a mathematical activity (modelling or research). Three guiding ideas underpin these training programmes: putting students in the position of researchers, providing students with tools for identifying and analysing students' mathematical activity, and analysing teaching methods that enable students to engage in mathematical activity (modelling or research).

Schoen, R. C., LaVenita, M., Tazaz, A. M., Gersten, R., & Smolkowski, K. (2024). **Effects of a Mathematics Teacher Professional Development Program on Grades 3–5 Student Achievement: A Multisite Cluster-Randomized Trial.** *The Elementary School Journal*, 125(2), 322-346. <https://doi.org/10.1086/732783>

Early mathematics achievement is a strong predictor of later mathematics achievement, and student competence in fractions and division may be the strongest predictor of success in secondary-level algebra. We used a multisite cluster-randomized trial to estimate the impact of a mathematics teacher professional development (PD) program on student mathematics achievement. Designed for grades 3–5 teachers, the program consisted of 9 days of teacher workshops and focused on number, operations, and algebraic thinking with emphasis on fractions. The randomized sample included 149 teachers and their students, representing 31 schools in 9 public school districts in Florida. With a low per student cost, the Cognitively Guided Instruction 3–5 PD program had a positive impact on student performance on the Elementary Mathematics Student Assessment ($g = 0.19$, $p = .004$). The magnitude of the impact on student mathematics achievement suggests that these results may also have practical importance.

Formation continue

Amé, P., & Le Faou, Y. (2024). **L'interprofessionnalité dans les formations en santé, ou comment décroïsonner les savoirs.** *Éducation Permanente*, 241(4), 35-43. <https://doi.org/10.3917/edpe.241.0035>

Boissart, M., Bayle, I., & Appelshaeuser, M. (2024). **La réingénierie de la formation infirmière, une transition identitaire pour les formateurs ?** *Éducation Permanente*, 241(4), 58-69. <https://doi.org/10.3917/edpe.241.0058>

Castaneda Valle, R. (2024). **The triangle of lifelong learning: Strategies, motivation, and self-belief.** *PISA in Focus*, 128, 1-10. <https://doi.org/10.1787/45ec682f-en>

Chaker, R., Hajj-Hassan, M., & Ozanne, S. (2024). **The Effects of Online Continuing Education for Healthcare Professionals: A Systematic Scoping Review.** *Open Education Studies*, 6(1). <https://doi.org/10.1515/edu-2022-0226>

Abstract Continuing education offers healthcare professionals the opportunity to adapt to the many changes in society and to improve their skills and knowledge to provide optimal care for patients. As technology evolves, healthcare workers can benefit from virtual peer-to-peer and mentor interactions with digital technology as a platform for continuing professional development (CPD). Nevertheless, healthcare professionals' experiences in CPD in online learning settings have not been tackled clearly. The aim of our systematic scoping review is to investigate the effects of distance and hybrid learning settings in continuing education on learning outcomes and perceptions among healthcare professionals. A quantitative literature search was conducted following the preferred reporting items for systematic reviews and meta-analyses scoping research, allowing data collection of healthcare study scores from previous articles tackling the subject. A total of 17 articles met the inclusion criteria and were reviewed. We identified four main categories of learning outcomes: knowledge acquisition, skills and performance, participants' attitudes toward training, satisfaction, confidence, and self-efficacy. This systematic scoping review highlights that continuing distance education

improves health professional learning outcomes. Continuing education in online learning setting allow more learning accessibility for healthcare professionals, as it was found to be a solution for temporal and physical constraints.

Galfout, S. M., Schwingrouber, J., & Colson, S. (2024). **Infirmier en pratique avancée : un leadership en expansion.** *Éducation Permanente*, 241(4), 115-121. <https://doi.org/10.3917/edpe.241.0115>

Garry-Bruneau, M., & Poiroux, L. (2024). **Universitarisation des sciences infirmières et transformations identitaires des formateurs.** *Éducation Permanente*, 241(4), 91-102. <https://doi.org/10.3917/edpe.241.0091>

Girard, F., & Le Faou, Y. (2024). **Nouvelle gouvernance des instituts de formation paramédicaux à l'heure du partenariat universitaire.** *Éducation Permanente*, 241(4), 70-79. <https://doi.org/10.3917/edpe.241.0070>

Jaunay, L.-B., Pelaccia, T., & Triby, E. (2024). **Enraciner la formation dans l'expérience des soignants et des soignés: Les germes d'une transformation.** *Éducation Permanente*, 241(4), 22-34. <https://doi.org/10.3917/edpe.241.0022>

Le Bouler, S., Lenesley, P., & Perrochon, A. (2024). **L'intégration universitaire des formations en santé: Quelles transformations pour quels enjeux?** *Éducation Permanente*, 241(4), 11-21. <https://doi.org/10.3917/edpe.241.0011>

Le Guen Coat, L. (2024). **Comment (re)penser l'accompagnement éducatif et social en andragogie?** Consulté à l'adresse Université paris 8 website: <https://hal.science/hal-04838971>

The term « adult training » appeared around 1960. We then spoke of at « social question' » to refer to the training and skills development of adults during employment. The « Delors law » dated July 1971 then included the mention of « the learning adult who needs specific pedagogy », in a way we would call it today « life-long learning ». At the end of 2023, there are 122 682 training organizations identified by the Ministry of Labor, Full Employment and Integration. Among the organizations specializing in training of social and medico-social sector, there is the Educational and Social Support's training, abbreviated « AES ». Initiated in 2016 and fully reformed in 2021, this training has been created to support various profiles, often far from employment or struggling with social and professional difficulties, towards the aim of getting a diploma at the border of care and education. It will train professionals to work with vulnerable populations in the field of old age (geriatrics), disability, child protection, and extreme precariousness. Since 2021 I have worked as a 'teacher trainer' with learners in this particular sector. An experiment punctuated by several observations, assessments and readjustments, which today give rise to several questions about teaching practices in adult training, carrying so-called « specific » problematic situations. This Master Thesis therefore aims to propose a current thinking of teaching practices with « supported support » workers through action research (direct observation, concrete in-situ data) in addition to exploratory and semi-directive interviews with teachers, trainers and social workers professionals, as well as former AES learners. This research work spanning three consecutive years of involvement also has the purpose to question the andragogy notion associated with that of education within - and in the fringe of - the academic framework. Then opening the

opportunity to think again the question of support and teaching practices in the broadest sense with adults in qualifying trainings.

Margat, A. (2024). **Une école universitaire de recherche : quelles perspectives pour le développement des sciences infirmières ?** *Éducation Permanente*, 241(4), 103-114. <https://doi.org/10.3917/edpe.241.0103>

Michel, C. (2024). **Un modèle d'apprentissage réflexif pour « devenir soignant ».** *Éducation Permanente*, 241(4), 122-130. <https://doi.org/10.3917/edpe.241.0122>

Péoc'h, N. (2024). **Le sens du changement: L'expérimentation de la formation « cadre de santé ».** *Éducation Permanente*, 241(4), 80-90. <https://doi.org/10.3917/edpe.241.0080>

Saillot, É. (2024). **Didactique professionnelle et formations en santé : les défis d'une réorientation.** *Éducation Permanente*, 241(4), 44-57. <https://doi.org/10.3917/edpe.241.0044>

Marché du travail

Avdeev, S. (2025). **Balancing Study and Work: Heterogeneous Impact of the Bologna Reform on the Labour Market.** *Oxford Bulletin of Economics and Statistics*, 87(1), 252-286. <https://doi.org/10.1111/obes.12607>

The Bologna reform, the largest European education reform, was implemented in Russia in 2011. The reform shortened the duration of some undergraduate programmes by 1 year and compressed their curricula. Using a difference-in-differences design, I find that the reform had no short- or medium-term adverse effects on employment. However, I find that null average effects on wages mask considerable heterogeneity. I find that female students with high relative returns worked less during their studies, invested in their human capital, and secured stable wages. In contrast, male students with low relative returns underinvested in human capital and experienced a decline in wages.

Baguelin, O. (2024). **La montée des embauches en CDD court en France depuis 2000 : Un réexamen sectoriel.** *Travail et emploi*, 173174175(2-3-4), 21-44. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-21>

Colombi, D. (2024, décembre 28). **Les nouvelles formes d'exploitation au travail sont invisibilisées.** Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/denis-colombi-nouvelles-formes-dexploitation-travail-invisi/00113118>

En s'intéressant à ceux et celles dont le travail est invisibilisé, le sociologue Denis Colombi met en lumière les nouvelles formes d'exploitation qui passent par un brouillage accentué entre vie privée et vie professionnelle.

Hansen, J., & Kristensen, N. (2024). **The bottom 20 percent: early career paths of youth with low grade point average.** *The Scandinavian Journal of Economics*, 126(4), 810-839. <https://doi.org/10.1111/sjoe.12562>

Across nations, large proportions of younger birth cohorts obtain no professional qualifications. Using rich administrative data from Denmark and a semi-structural

dynamic approach, we analyze different policies targeted towards young people who leave grade 9 with a grade point average in the bottom quintile. We find that preparatory courses, offered to students who are unable to commence a qualifying degree, have no positive impact on future labor market outcomes. Further, unobserved heterogeneity is more important for this group than are cognitive skills. Our results show that education is a good option for many, but not for all.

Kornig, C., Recotillet, I., & Saccomanno, B. (2024). **Comprendre le recours aux contrats courts dans l'hôtellerie-restauration: Une approche par les configurations organisationnelles**. *Travail et emploi*, 173174175(2-3-4), 101-124. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-101>

Lane, M. (2024a). **Algorithm and Eve: How AI will impact women at work** (p. 1-8). Consulté à l'adresse OCDE website: https://www.oecd.org/en/publications/algorithm-and-eve_a1603510-en.html

In a recent study, female workers were 20 percentage points less likely to say they had used ChatGPT than male workers in the same occupation. While ChatGPT is just one AI tool in a rapidly-evolving market, the finding raises questions about how women's and men's experiences of AI at work could differ. This is the question this policy brief aims to address, drawing from the OECD working paper "Who will be the workers most affected by AI?". The policy brief explores the gender composition of occupations highly exposed to AI and assesses women's access to AI-related employment opportunities and to productivity-enhancing AI tools. It concludes with a set of policy options that policymakers could pursue to ensure that women and men alike can benefit from AI at work.

Lane, M. (2024b). **Who will be the workers most affected by AI?: A closer look at the impact of AI on women, low-skilled workers and other groups** (OECD Artificial Intelligence Papers N° 26). <https://doi.org/10.1787/14dc6f89-en>

Magnier, A., & Viossat, L.-C. (2024). **Temps partiel et temps partiel contraint Inflexions cadre renouvelé** (p. 92). Consulté à l'adresse Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/296653-igas-temps-partiel-et-temps-partiel-contraint-inflexions-cadre-renove>

L'Inspection générale des affaires sociales consacre un rapport aux problématiques de l'emploi à temps partiel qui concernait, en 2023, quatre millions de salariés en France. Depuis les années 1970, le travail à temps partiel a progressé pour représenter un salarié sur six environ aujourd'hui. Moins répandu qu'en Allemagne ou en Europe du Nord, il recule depuis 2017. Cette forme d'emploi atypique, contrainte dans un quart des cas (un million de salariés environ), touche particulièrement les femmes, les travailleurs peu qualifiés, les immigrés, et les salariés des petites entreprises. Les emplois à temps partiel et à temps partiel contraint sont souvent précaires, fragmentés, et faiblement rémunérés, exposant les travailleurs au risque de pauvreté. Les cadres législatifs et conventionnels, renforcés en 2013 avec un plancher hebdomadaire de 24 heures, visent à limiter le temps partiel contraint et à réduire la fragmentation des horaires. Bien que ces dispositions aient apporté certaines améliorations, leur impact est demeuré globalement limité. Le rapport souligne des lacunes dans la mobilisation des politiques d'emploi et de formation envers ces travailleurs. Il identifie des obstacles qui persistent dans le système socio-fiscal et freinent l'augmentation du volume horaire pour certains

salariés à temps très partiel notamment. Afin de développer le temps partiel pour ceux qui le souhaitent et de limiter les effets négatifs du temps partiel contraint sur les salariés concernés dans un cadre rénové, le rapport avance une vingtaine de recommandations. En particulier, il suggère d'assouplir l'utilisation des heures complémentaires tout en garantissant des droits renforcés pour les salariés (majorations salariales, rémunération des trajets, réduction des coupures horaires), de mobiliser davantage les politiques publiques d'emploi et de formation et d'inciter les grandes entreprises à promouvoir l'égalité de traitement pour les travailleurs à temps partiel. Enfin, il appelle à une régulation négociée accrue pour réduire le temps partiel contraint, notamment dans les secteurs utilisant massivement ce type d'emploi.

Marioni, L. da S. (2024). **Les effets du salaire minimum sur l'effort de formation au Brésil.** *Revue internationale du Travail*, 163(4), 599-630. <https://doi.org/10.1111/ilrf.12334>
Résumé L'auteur analyse l'impact du salaire minimum absolu et du salaire minimum relatif sur la prime à la qualification et l'effort de formation en cours d'emploi. Utilisant des données administratives relatives au secteur formel brésilien entre 2006 et 2013, elle tient compte de la variation des prix entre États et périodes pour appréhender l'impact du salaire minimum national. Elle constate que le salaire minimum absolu réduit la prime à la qualification et a, en moyenne, un effet négatif sur la formation, en particulier au bas de l'échelle des salaires. En revanche, le salaire minimum relatif augmente cette prime pour les plus diplômés et n'a pas d'effet significatif sur l'effort de formation moyen. Ses effets semblent cependant différer selon le niveau de la distribution considéré.

Molénat, X. (2024, décembre 20). **Inégalités ethnoraciales : la couleur du salaire.** Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/inegalites-ethnoraciales-couleur-salaire/00113512>

A caractéristiques égales, les Français dont les parents sont originaires d'Afrique ou d'outre-mer subissent de fortes pénalités salariales par rapport aux enfants de natifs, montre l'étude de deux sociologues.

Petruzzello, G., Chiesa, R., Guglielmi, D., van der Heijden, B. I. J. M., de Jong, J. P., & Mariani, M. G. (2025). **Self-Perceived Employability and Psychological Well-Being Among Italian Students and Graduates: A Three-Wave Cross-Lagged Study.** *Journal of Career Development*, 52(1), 21-40. <https://doi.org/10.1177/08948453241296805>

This study investigated the reciprocal relationship between self-perceived employability (SPE) and psychological well-being (PWB), a connection previously suggested by theory but not yet explored empirically in early career research. Drawing from the Conservation of Resources theory, we analysed the reciprocal effects between SPE and PWB. Using data collected from 376 Italian university students and graduates, we tested the hypotheses with the random intercept cross-lagged panel model (RI-CLPM) to analyse the SPE-PWB reciprocal linkage at both the between-person and within-person levels. While we observed a reciprocal SPE-PWB association across three waves at the between-person level, we obtained mixed findings at the within-person level. This study is the first to test the reciprocal associations between SPE and PWB among labour market entrants adopting a within-person approach. The findings offer new empirical insights into SPE during early career stages, with implications for both future research and practical applications.

Prouet, E., Barasz, J., & Faure, A. (2024). **Travailler dans la fonction publique : le défi de l'attractivité** (p. 464). Consulté à l'adresse France Stratégie website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2024-rapports-servir-complet-20decembre_1.pdf

Prouet, E., Barasz, J., & Maigne, G. (2024). **Travailler dans la fonction publique : le défi de l'attractivité**. *Note de synthèse France stratégie*, 1-12. Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/2024-ns-servir-decembre_0.pdf

Rao, L., Xu, J., & Zhou, M. (2025). **Work–Family Conflict and Proactive Career Behaviors: The Roles of Career Resilience and Conscientiousness**. *Journal of Career Development*, 52(1), 41-56. <https://doi.org/10.1177/08948453241302323>

Proactive career behaviors are critical for employee development, especially in today's uncertain environment. This study explores the impact of work–family conflict on proactive career behaviors, focusing on the mediating role of career resilience and the moderating role of conscientiousness, grounded in the conservation of resources theory. Using two-wave data from 169 employees in China, the results show that work–family conflict leads to a decrease in proactive career behaviors, with career resilience serving as a mediator. Additionally, conscientiousness intensifies the negative effects of work–family conflict on proactive career behaviors. This research provides an initial investigation into the link between work–family conflict and proactive career behaviors, offering practical implications for human resource management and career counseling.

Raybaud, A. (2025, janvier 7). **Désireux d'un autre cadre de vie, de jeunes diplômés heureux de travailler loin de leur bureau**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/07/si-on-me-disait-de-revenir-ce-serait-hors-de-question-j-ai-construit-ma-vie-ailleurs-desireux-d-un-autre-cadre-de-vie-de-jeunes-diplomes-vivent-une-partie-de-la-semaine-loin-du-bureau_6485482_4401467.html

La remise en cause des accords de télétravail envisagée par certaines entreprises semble un retour en arrière inenvisageable pour ces profils qui ont déménagé loin de Paris ou des autres grandes métropoles.

Remillon, D., Vivés, C., Baguelin, O., & Grégoire, M. (2024). **Contrats à durée limitée et indemnisation du chômage : Une diversité de trajectoires**. *Travail et emploi*, 173174175(2-3-4), 45-70. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-45>

Ribeiro, M. A., Knabem, A., Uvaldo, M. da C. C., Lima, F. M. F. de, & Rodrigues, G. de S. (2024). **Career Counseling with Emerging Adults in the Anthropocene: Challenges of Technological and Digital Transformations**. *L'orientation Scolaire et Professionnelle*, 53(4). <https://doi.org/10.4000/12y6v>

The Anthropocene presents significant challenges for planning the future of work and for the practices that assist in this process (e.g., career guidance and counseling - CGC). Through semi-structured interviews with ten career counselors in Brazil, we aimed to systematize the main challenges generated in the Anthropocene by technological and digital transformations (TDT) and to understand the limits and possibilities of synchronous online career counseling (SOCC) with emerging adults (EAs) based on a narrative

approach. We utilized Consensual Qualitative Research (CCR) as a data analysis method. Three main themes and derived categories were constructed: (1) scope of professional action, (2) counselor-client relationship- working alliance, and (3) counselor competencies. We conclude that understanding this new space-time logic of subjective and relational construction is a task to be deepened, making SOCC a strategy for confronting and emancipating the prevailing TDT logic. However, it is still an ongoing project as one of the main agenda for future studies in SOCC.

Signoretto, C., Peyrin, A., & Ollivier, C. (2024). **Introduction. Des contrats de plus en plus courts ? : Mesurer et comprendre la diversité des usages des contrats courts par les employeurs et les salariés.** *Travail et emploi*, 173174175(2-3-4), 1-20. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-1>

Tenret, E., & Verley, E. (2024). **L'épanouissement au travail à l'épreuve des expérimentations en cours d'études.** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 83-94). <https://doi.org/10.4000/12u2y>

Vivés, C., & Remillon, D. (2024). **Précarité, sur-emploi ou discontinuité ? : Trajectoires et vécus des contrats courts pour les salarié es de 50 ans et plus.** *Travail et emploi*, 173174175(2-3-4), 71-99. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-71>

Wozniak, A., Baker, M. T., & Carter, S. P. (2024). **Peer Effects and Marriage Formation** (IZA Discussion Paper N° 17443). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17443.htm>

A large literature links marriage to later life outcomes for children and adults. Marriage has declined markedly in the U.S. over the last 50 years, particularly among individuals with less than a baccalaureate degree, yet the causes of the decline are not well understood. In this paper we provide causal evidence on one potential mechanism for the observed marriage rate patterns: peer effects. We use administrative personnel data from the U.S. Army to study how peers influence marriage decisions for junior enlisted soldiers arriving to their first assignment from 2001-2018, a setting which features substantial variation in peer group marriage rates and conditional random assignment to peer groups. We find that exposure to the 75th versus 25th percentile of our identifying variation in peer marriage rates increases the likelihood that an unmarried individual marries within two years of assignment by 1.9 percent. We show that lateral peers and near supervisors alike influence marriage decisions and we argue that our results are most consistent with conformist behavior, where peers influence marriage decisions through role-modeling and group social norms. The effect of peers is larger for men, and for Black and Hispanic men, in particular. While the effect of peers attenuates after 36 months for white and Hispanic men, effects persist and continue to grow over time for Black men, suggesting that our results are not fully explained by re-timing. We benchmark our estimates against previous research and argue that the effect of peers on individual marriage decisions is economically meaningful.

Métiers de l'éducation

Agostinelli, A. V., & Albert, L. R. (2025). **University Leaders' Perspectives on International Student Support: An Evaluation Using the Culturally Engaging Campus Environments Model.** *Journal of Studies in International Education*, 29(1), 125-143. <https://doi.org/10.1177/10283153241266966>

This multiple case study analysis investigates the culturally engaging nature of a US campus for international students using the Culturally Engaging Campus Environments (CECE) model. Semi-structured interviews and professional development workshop observations were conducted with six faculty and administrative leaders who work closely with international students with the aim of answering the overarching question: how do university faculty and student/academic affairs professionals working with international students perceive the institutional support systems for international students through the lens of the Culturally Engaging Campus Environments conceptual model? Salient findings indicated that change is most needed in the areas of opportunities for meaningful cross-cultural engagement, culturally validating environments, proactive philosophies, and availability of holistic support in within the study's campus context. Practical and theoretical implications are discussed in light of the CECE model.

Asim, S., Dercon, S., Casley, R. G., & Harris, D. (2024). **Does Effective School Leadership Improve Student Progression and Test Scores? Evidence from a Field Experiment in Malawi** (CSAE Working Paper Series N° 2024-05). Consulté à l'adresse Centre for the Study of African Economies, University of Oxford website: <https://econpapers.repec.org/paper/csawpaper/2024-05.htm>

Evidence from high-income countries suggests that the quality of school leadership has measurable impacts on teacher behaviors and student learning achievement. However, there is a lack of rigorous evidence in low-income contexts, particularly in Sub-Saharan Africa. This study tests the impact on student progression and test scores of a two-year, multi-phase intervention to strengthen leadership skills for head teachers, deputy head teachers, and sub-district education officials. The intervention consists of two phases of classroom training along with follow-up visits, implemented over two years. It focuses on skills related to making more efficient use of resources; motivating and incentivizing teachers to improve performance; and curating a culture in which students and teachers are all motivated to strengthen learning. A randomized controlled trial was conducted in 1,198 schools in all districts of Malawi, providing evidence of the impact of the intervention at scale. The findings show that the intervention improved student test scores by 0.1 standard deviations, equivalent to around eight weeks of additional learning, as well as improving progression rates. The outcomes were achieved primarily as a result of improvements in the provision of remedial classes.

Boissart, M., Bayle, I., & Appelshaeuser, M. (2024). **La réingénierie de la formation infirmière, une transition identitaire pour les formateurs ?** *Éducation Permanente*, 241(4), 58-69. <https://doi.org/10.3917/edpe.241.0058>

Boutrais, M. (2025). **L'exercice du métier de conseiller principal d'éducation en contexte de crise sanitaire Covid 19.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ow>

Lors du confinement du printemps 2020, en France, aucune circulaire ministérielle ne mentionne les conseillers principaux d'éducation (CPE) qui ont pourtant exercé leur métier à distance et contribué à la « continuité pédagogique ». Cet article présente une partie des résultats d'une recherche menée à distance, entre avril et septembre 2020, sur les pratiques professionnelles des CPE au cours de ce premier confinement. L'analyse des entretiens montre comment les CPE ont adapté leurs pratiques professionnelles, et insiste sur l'accompagnement des élèves qui a pris, au cours de cette période, le pas sur d'autres fonctions de surveillance et administratives. Notre étude met l'accent sur la manière dont les CPE ont vécu cette période de confinement, sur le plan professionnel, et précise les capacités d'adaptation, en période de crise sanitaire, redéfinissant temporairement, les relations de travail et les liens entre les CPE et les élèves, les parents d'élèves et les enseignants.

Cardoso, J. C. C., & Felouzis, G. (2024). **School principals as key actors in the implementation of educational policies: perspectives from the Integral Education Program (PEI) in São Paulo State, Brazil.** *L'éducation en débats: analyse comparée*, 14(2), 215-233. <https://doi.org/10.51186/journals/ed.2024.14-2.e1750>

The article analyzes the role of school principals in implementing the Integral Education Program (PEI) in São Paulo (Brazil). The primary assumption was that school principals have a fundamental role in implementing educational policies locally, as they are positioned as mediators of the interests of the public education system and the community where they work. Interviews and on-site observation were carried out in four PEI schools in the State of São Paulo. We analyzed the role of school principals in the adherence process of teachers, students, and families to the program. The data demonstrated that school principals' strong adherence to the policy was decisive for its implementation locally. The principals led the other school actors to vote in favor of the program, acting as sense-makers.

Connac, S., Zwang, A., & Barniaudy, C. (2025). **Mener des entretiens de recherche en éducation et en formation.** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/13-education>

Les entretiens de recherche, régulièrement utilisés en sciences humaines et sociales, permettent de collecter l'avis des personnes suivies par les recherches, dans une logique de compréhension de leurs vécus, leurs expériences et leurs logiques profondes. Les chercheurs expérimentés comme néophytes trouveront dans ce livre une présentation des méthodologies de l'entretien dans toute leur diversité et leur richesse. Chaque chapitre comporte des exemples évoquant concrètement l'appareillage de collecte des données issues d'entretiens, mais situe également les visées de la méthodologie, la posture et les dispositions qui font partie des engagements nécessaires du chercheur, des modalités d'entrée en relation et en dialogue avec les acteurs-sujets, ainsi que de l'analyse des données qui en découlent. C'est la force indéniable de cet ouvrage que d'outiller rigoureusement le chercheur tout en l'invitant à problématiser les limites de la recherche, des savoirs, concepts et méthodologies qui la sous-tendent, les valeurs aussi.

Corbett, S., Johnston, K., & Bezuidenhout, A. (2025). **Further education workforce wellbeing: Did Covid actually change anything?** *Educational Management Administration & Leadership*, 53(1), 182-194. <https://doi.org/10.1177/17411432231153290>

This paper considers wellbeing in the context of those working in the further education (FE) sector in England and how this has been affected by the Covid pandemic. There

has been a growth of research into the impact of the pandemic on the workforce in the higher education sector and some considerations for schools. However, research that examines the FE sector's workforce, an education sector which is often considered under-resourced, can be lacking. Our empirical research seeks to begin to address this gap and provide a unique contribution through the replication of a pre-pandemic national FE workforce wellbeing study commissioned by the Education and Training Foundation. The current study uses the same scale framework as the 2019 study to assess the wellbeing of FE sector employees. The results from 347 responses show that the pandemic had a negative impact on the wellbeing of employees, but employees drew upon their resilience to cope with increasing demands in the sector.

Demeester, A. (2024). **Typologie des méthodes mixtes de recherche**. *Semaine Data-SHS*. Présenté à Aix-en-Provence, France. Consulté à l'adresse <https://hal.science/hal-04870881>

Enthoven, S., Dupriez, V., & März, V. (2024). **Où et comment les enseignants continuent-ils à apprendre leur métier? Postures et trajectoires au sein d'un « paysage d'apprentissage professionnel »**. *Revue française de pédagogie*, 223(2), 129-148. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-129>

Even, U., & BenDavid-Hadar, I. (2025). **Teachers' perceptions of their school principal's leadership style and improvement in their students' performance in specialized schools for students with conduct disorders**. *Management in Education*, 39(1), 5-18. <https://doi.org/10.1177/08920206211054654>

We examined the relationship between the school principal's leadership style, as perceived by the school teachers, and improvement in the performance of students with special education needs enrolled in specialized schools for students with conduct disorders. Our motivation originates in the increasing trend in their share within the general population and the premise that this unique population may respond differently to school principal leadership style. Datasets on students' previous performance, students' background characteristics, teacher profiles, and school features were collected. In addition, a questionnaire on teachers' perceptions of their school principal's leadership style was distributed. Datasets were collected from 92 teachers who worked in special education needs public schools that specialized in conduct disorders. Using STATA software, we measured multilevel fixed-effects models. We found that the more the school principal is perceived as a transformational leader, the higher the students' performance. Additionally, secondary school advantaged students (i.e. having a high level of previous performance, high socioeconomic strata), who are taught by more educated teachers, exhibit higher performance compared with their counterparts. Based on our finding, we recommend that policy makers would consider assigning transformational leaders to low-performing schools. In addition, policy makers may want to allocate extra learning resources and to provide access to learning services to support the disadvantaged students' learning process.

Eyal, O., Wahrman, H., Vexler, Y. A., & Schifter, R. (2025). **"I'm trying to help": How do mentors affect principals' person-organization fit during organizational socialization?** *Educational Management Administration & Leadership*, 53(1), 25-46. <https://doi.org/10.1177/17411432231152349>

Addressing early career school leader attrition and turnover, education systems assign mentors to ease novice principals' socialization, but results are varied and many mechanisms of this variance are still unexplained. To fill gaps in the literature, different mentor profiles were typified. Fifty-six mentor and mentee interviews were thematically analyzed and socialization outcomes were appraised by comparing increase in person-organization compatibility or congruence. Literature alluded to leadership in education systems as fraught with conflicting loyalties and, accordingly, this study found organization-loyal mentors who tried to promote conformity, person-loyal mentors who tried to prioritize mentee needs, and balanced mentors who achieved skill development and emotional support by being active listeners, prioritizing confidentiality, and guiding reflective contemplation. Socialization tactics, fit, and self-determination theories were linked to explain the different mentors' effects, recommend improvements, and reflect back on the theories themselves. In the context of mentoring principals in Israel, it is implied that needs-supplies fit and demands-abilities fit must both be effected for supplementary fit to increase. It is also implied that radically institutionalized or individualized tactics were ineffective, as only the balanced mentors seemed able to foster principals who can become more autonomous and motivated to persevere and succeed in their work.

Farges, G., & Martinache, I. (2025). **Enseignants : le grand déclassement?** (p. 112). Consulté à l'adresse <https://shs.hal.science/halshs-04878472>

L'enseignement fait l'objet d'une forte perte d'attractivité, comme le suggèrent la baisse continue des candidatures aux concours de recrutement et la hausse tendancielle des démissions. Le temps où ces métiers étaient investis comme un sacerdoce semble révolu. Cet ouvrage propose d'explorer les différents facteurs et effets de cette érosion des corps enseignants, qui n'est pas propre à la France. Il invite ainsi à prêter attention non seulement aux rémunérations, mais aussi aux politiques de recrutement et de gestion des carrières enseignantes, aux transformations des conditions d'entrée dans le métier comme de son exercice quotidien, au sentiment de valorisation sociale ainsi qu'aux attitudes politiques. Sans perdre de vue que le milieu enseignant est touché par des évolutions sociales qui traversent également d'autres groupes professionnels.

Faris, L. (2025). **The only way is not to be Essex: A reflective piece from a serving head teacher in England regarding stereotypes relating to Essex accents and the impact this has on motivation to become a head teacher.** *Management in Education*, 39(1), 49-51. <https://doi.org/10.1177/08920206221147621>

Feuillet, P. (2024). **Les parcours de reconversion professionnelle vers les métiers enseignants.** *Éducation & formations*, 107(2), 91-119. <https://doi.org/10.3917/edfo.107.0091>

Garry-Bruneau, M., & Poiroux, L. (2024). **Universitarisation des sciences infirmières et transformations identitaires des formateurs.** *Éducation Permanente*, 241(4), 91-102. <https://doi.org/10.3917/edpe.241.0091>

GPE KIX. (2024). **Teacher Professional Development: A research synthesis** (p. 68). Consulté à l'adresse International Development Research Centre website: <https://www.gpekix.org/sites/default/files/2024-12/KIX%20TPD%20Synthesis%20Report%20EN%20Final.pdf>

Lambert, S. (2025). **The practical application on middle leaders of performing coaching interventions on others.** *Management in Education*, 39(1), 19-24. <https://doi.org/10.1177/08920206221104626>

The role of middle leaders in bringing about improvement in schools is well documented in the UK and abroad, with the ever-present demand for raising standards and achievement. At the same time, the benefits to individuals from receiving coaching or mentoring is also well documented. However, little is known about the benefit to those providing coaching. This article outlines some initial findings emerging from the first stage of a study exploring the benefits to middle leaders in secondary schools in England in their ability to recognise emotions having provided some coaching interventions to others. All participants were asked to complete an online emotional recognition test. After which a subset of the participants provided coaching to a member of staff from within the school for one academic term. After which participants resat the emotional recognition test. Most participants saw their ability to recognise emotions improve as a result of providing the coaching interventions. This is particularly important given existing literature that suggests due to the demands of the role, middle leaders have a deficit in their ability to recognise emotions, leading to a negative impact on those with whom they work.

Lee, D. H. L. (2025). **When social hierarchy meets hierarchical school culture: Implications for Chinese Hong Kong school leaders.** *Educational Management Administration & Leadership*, 53(1), 158-181. <https://doi.org/10.1177/17411432231158299>

This article provides school leaders with insights into within and beyond-school influences on school collaborative culture. The study examines how social demographics, and school culture prevalent in different school bandings, influence school capacities (principalleadership; shared and supportive leadership; shared values and vision; and collaborative learning). A structural equation model is constructed from 10 Hong Kong schools' survey data to trace the path influences of the study variables. The results show that hierarchical cultures tend to prevail in lower banding schools, affecting school collaborative culture negatively. In contrast, rule-seeking cultures have a positive influence on individuals with humbler childhood family upbringing. Likewise at the individual level, unlike most risk-takers found to negatively influence school collaborative culture, English childhood home language speakers' risk-taking values do not have a significant influence on such school capacities. Nevertheless, rule-seeking and risk-taking teachers are as likely to be recruited in schools regardless of school banding. The results have global significance on how broader social hierarchy embeds in leadership relations differentiated by school banding, with an impact on school collaborative culture. School leaders may consider leveraging leadership relations and professional development to promote school cultures that enhance collaboration at different levels of the organizational hierarchy.

Levrier, G. (2025, janvier 5). **Quand les chercheurs trichent: l'exemple des « phrases torturées ».** Consulté 12 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/quand-les-chercheurs-trichent-lexemple-des-phrases-torturees-242516>

Remplacer un mot par un synonyme pour copier un article sans se faire démasquer par un logiciel anti-plagiat : que nous dit ce type de fraude du fonctionnement du monde de la recherche ?

Maheshwari, G., Gonzalez-Tamayo, L. A., & Olarewaju, A. D. (2025). **An exploratory study on barriers and enablers for women leaders in higher education institutions in Mexico.** *Educational Management Administration & Leadership*, 53(1), 141-157. <https://doi.org/10.1177/17411432231153295>

Mexico, the second-largest economy in Latin America after Brazil, has a gender gap index score of 76.4% in 2022 compared to 75.7% in 2021 and is ranked 31 out of 146 countries for 2022. Mexico has become one of the world's leaders in gender-political equality, which shows that the gender ceiling is cracking, and it is yet to see if gender parity is achieved in other sectors as well. The women's leadership topic has been widely researched in many countries, but with this changing dimension in the political sector, it is important to know if any changes are happening in the education sector as well. This exploratory research aims to identify what motivates women to take up leadership roles and whether they still experience barriers in higher education institutions (HEIs). This study was conducted with 22 women participants from Mexico's HEIs. The study used a qualitative narrative research design to understand what enablers and barriers are experienced by Mexican female academics. The study identified four key barriers and four enablers that affected women's career and leadership development. Gaining a deeper understanding of the barriers and enablers that affect women's career and leadership development can be used to investigate how culturally appropriate developmental relationships can create ways to overcome the barriers they experience. Further, the study's implications can support human resource development initiatives.

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>

Dans le but de mieux répondre aux besoins et attentes des usagers ou des bénéficiaires, les partenariats et le travail en interprofessionnalité se développent. Cette orientation contribue au décloisonnement des spécialités d'expertises par la collaboration de différents professionnels. Fruit du travail d'une équipe interdisciplinaire de douze chercheurs, l'ouvrage éclaire, au travers de six expériences de recherche, les enjeux et les conditions actuelles des partenariats, depuis le niveau des politiques publiques jusqu'à celui du vécu des acteurs dans les métiers de l'éducation, de la médiation et de la santé. À partir des formes de collaboration établies dans ces partenariats, l'analyse approfondit les processus de développement de l'interprofessionnalité, ainsi que les effets de celle-ci sur l'intraprofessionnalité des partenaires. Cet ouvrage s'adresse aux professionnels des métiers de l'humain qui mettent en œuvre des partenariats intermétiers, aux formateurs qui interviennent auprès des — futurs — acteurs d'un même champ professionnel et aux chercheurs dont les places d'intermédiaire dans les recherches collaboratives interrogent leur propre professionnalité.

Napoli, J. (2024). **Le rôle des directions d'établissement dans la mise en œuvre de la collaboration entre éducateurs/trices et enseignant-es dans l'enseignement prioritaire à Genève.** *L'éducation en débats: analyse comparée*, 14(2), 253-268. <https://doi.org/10.51186/journals/ed.2024.14-2.e1752>

This article analyzes the role of school principals in implementing collaboration between teachers and educators in the Priority Education Network (REP) schools in Geneva, Switzerland. Drawing on the sociology of organizations and the work of Mintzberg (2006), the study investigates the challenges of coordinating professionals with differing cultural backgrounds. The methodology is based on 35 semi-structured interviews with principals,

teachers and educators in seven REP primary schools. The results show that collaboration is hampered by distinct professional cultures and that mediation by school principals is complicated by dual hierarchical systems. However, some headteachers succeed in establishing fruitful collaborations when they strengthen communication, clarify the roles and responsibilities of each, and promote a mutual understanding of objectives and working methods. In other words, principals who adopt a position of neutrality and effective mediation facilitate harmonious and effective collaboration between teachers and educators. Thus, applying Mintzberg's (2006) coordination mechanisms makes it possible not only to identify the challenges, but also to discern the conditions necessary for successful implementation of interprofessional collaboration in the Geneva REP.

Nguyen, D., See, B. H., Brown, C., & Kokotsaki, D. (2024). **Leadership for teacher retention: exploring the evidence base on why and how to support teacher autonomy, development, and voice.** *Oxford Review of Education*, 0(0), 1-21. <https://doi.org/10.1080/03054985.2024.2432635>

Teacher retention has been a persistent challenge globally. School leadership plays a central role in retaining teachers. Drawing on a major review of 355 research outputs, this article develops and discusses an international empirical evidence base specifically on the potential effects and leadership practices of promoting teacher professional autonomy, development, and voice in relation to teacher retention. The evidence suggests that promotion of teacher autonomy, development and voice is likely to interactively enhance teacher well-being, commitment, and retention. It categorically highlights five domains of salient leadership practices to promote these teacher outcomes. The article discusses some gaps in the evidence base and proposes directions for future research to inform policy and practice on leadership for teacher retention.

O'Brien, K. E., Mann, K. J., & Woody, B. A. (2025). **Mentor-Protégé Matching Regarding Communication Relates to Career Attitudes.** *Journal of Career Development*, 52(1), 3-20. <https://doi.org/10.1177/08948453241298651>

In this study, we investigate the role of matching communication (i.e., relational messages received) in mentoring outcomes (mentor and protégé career attitudes). Specifically, we used data from a sample of 145 matched mentor-protégé dyads in a response surface analysis to show that matched relational messaging generally relates to mentors (and less consistently, protégés) reporting enhanced career satisfaction and career commitment. Furthermore, our findings are consistent with previous research showing that when relational messages (i.e., intimacy) or self-disclosure are matched at high or low (i.e., more extreme) levels, the mentor and protégé have the best outcomes. Additionally, beneficial mentor outcomes were maximized when levels of seriousness were matched at a moderate level. These results suggest that both levels of relational messaging, as well as the degree to which mentors and protégé match on these constructs influences mentoring outcomes. Study limitations, future directions for research, and implications for career development are discussed.

Pinzón, J. H., Sanchez, G. M., de Lara Machado, W., & de Oliveira, M. Z. (2024). **Relationships between postgraduate student mental health and the resources and demands inherent to academic work.** *Tertiary Education and Management*, 30(3), 165-185. <https://doi.org/10.1007/s11233-024-09141-6>

The ability to manage demands and resources particular to the postgraduate experience influences both the individual's performance and mental health, and, when it is limited or absent, might lead to extreme situations, such as suicide attempts. The present study sought support on the job demands-resources to explain the relationship between suicidal attempts, depression, anxiety and stress symptoms, job characteristics, work overload, success perception, family-work enrichment, demographic and study environment variables among postgraduate students. A total of 1.619 master and doctoral students, aged between 20 and 58 years ($M = 29.7$, $SD = 5.8$), answered an online survey. Descriptive data analyses evidenced that 85.1% of the sample affirmed that productivity levels affect their mental health, and 9.2% attempted suicide (38.9% after postgraduation initiation). Regression analyses predicted the variation in the levels of a combined index of depression, anxiety, and stress symptoms (DASS) in 30% ($F(7, 1406) = 86.6$ $p > 0.001$). The network analysis indicated positive relationships between work context and overload; academic success contribute to achieving personal and career goals (Meta) and family-work enrichment; productivity levels and DASS, and this with suicide attempt. Negative associations emerged between productivity levels and student-advisor relationship, and this with work context. These findings point to individual and contextual variables that can lead to mental illness and suicide risk in postgraduate students.

Prati, L. (2025, janvier 9). **De la vocation à l'abandon : les chiffres derrière la crise du métier d'enseignant**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/les-decodeurs/article/2025/01/09/de-la-vocation-a-l-abandon-les-chiffres-derriere-la-crise-du-metier-d-enseignant_6489005_4355770.html

Le nombre de candidats aux concours de recrutement des enseignants ne cesse de chuter depuis les années 1990, tandis que les départs volontaires augmentent.

Terzidis, A., & Hendriks, M.-F. (2024). **The Blue Artery: un projet innovant et créatif en formation des enseignants du secondaire – ou quand les rives du Rhône servent de milieu didactique**. *Swiss Journal of Educational Research*, 46(3), 167-183. <https://doi.org/10.24452/sjer.46.3.3>

An innovative, interdisciplinary training programme for future secondary school teachers was designed around a cultural project on the development of the Rhône in Valais (Switzerland). It resulted in the design of an interdisciplinary artistic and educational itinerant device in which teaching and learning are seen as « creators », focusing on creativity and citizenship. Here we examine the strengths and limitations of this innovative approach to teacher training and the transformation of teaching practices in the Human Sciences.

UNICEF. (2024). **Teachers for All: Comprendre le déploiement des enseignants du primaire à Madagascar: Étude de cas qualitative** (p. 57). Consulté à l'adresse UNICEF website: <https://www.unicef.org/innocenti/media/10111/file/UNICEF-Innocenti-Teachers-for-All-Madagascar-2024-FR.pdf>

Vors, O. (2024). **Intérêts des données qualitatives dans les multi méthodes: Piste de réflexion pour appréhender la viabilité de la classe**. *Semaine Data-SHS*. Présenté à Aix-en-Provence, France. Consulté à l'adresse <https://hal.science/hal-04870890>

Wilkinson, J., & Male, T. (2025). **Perceptions of women senior leaders in the UK Higher Education during the COVID-19 pandemic.** *Educational Management Administration & Leadership*, 53(1), 123-140. <https://doi.org/10.1177/17411432221150079>

Studies suggest the COVID-19 pandemic disproportionately impacted women. Related research and literature suggest leadership approaches commonly associated with women are more effective during crises, a notion that we sought to explore in this study. This investigation explored how senior women leaders in the UK Higher Education exhibited leadership during the pandemic, whether their approaches had changed during this time and the impact leading during this period had on them. The research used semi-structured interviews with six women senior leaders to uncover insights into their lived experiences. Findings show while their fundamental leadership styles did not change, all participants exhibited situational approaches with higher levels of distributed leadership than pre-pandemic. In several instances, their perception was this was based on gendered differences in their leadership approaches, probably developed because of their socialisation as women. The pressures on participants during the pandemic had a significant personal toll, with this period being articulated as the most difficult in their careers. Peer-to-peer networks functioned as critical support mechanisms for these women leaders. The greatest emergent stressor, however, was government policy changes unrelated to COVID-19 which participants considered would have greater long-term impact and served to destabilise higher education at an already difficult time.

Numérique et éducation

Abboud, M., & Emprin, F. (2024). **Classroom simulators: a new training approach to investigate teachers' professional knowledge and support its development.** *Proceedings of the Twenty-Sixth ICMI Study. Advances in Geometry Education*. Présenté à Reims, France. Consulté à l'adresse <https://hal.science/hal-04813187>

This paper offers an empirical study for supporting teachers' educators. It presents a new form of professional learning based on the use of a classroom simulator in training courses. Among the various research questions that this training approach makes it possible to tackle, we choose to focus in this paper on the way in which teachers' beliefs and geometry knowledge can be revealed by means of simulation.

Ackerman, T. A., & Luecht, R. M. (2024). **Still Interested in Multidimensional Item Response Theory Modeling? Here Are Some Thoughts on How to Make It Work in Practice.** *Educational Measurement: Issues and Practice*, 43(4), 93-100. <https://doi.org/10.1111/emip.12645>

African Union Commission (AUC), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF), & United Nations Office of the Special Adviser on Africa (OSAA). (2024). **Education and Learning in Crisis-affected Areas** (p. 17). Consulté à l'adresse United Nations website: https://www.un.org/osaa/sites/www.un.org.osaa/files/documents/2024/publications/ads2024_policybrief3.pdf

Agostinelli, A. V., & Albert, L. R. (2025). **University Leaders' Perspectives on International Student Support: An Evaluation Using the Culturally Engaging Campus Environments**

Model. *Journal of Studies in International Education*, 29(1), 125-143.
<https://doi.org/10.1177/10283153241266966>

This multiple case study analysis investigates the culturally engaging nature of a US campus for international students using the Culturally Engaging Campus Environments (CECE) model. Semi-structured interviews and professional development workshop observations were conducted with six faculty and administrative leaders who work closely with international students with the aim of answering the overarching question: how do university faculty and student/academic affairs professionals working with international students perceive the institutional support systems for international students through the lens of the Culturally Engaging Campus Environments conceptual model? Salient findings indicated that change is most needed in the areas of opportunities for meaningful cross-cultural engagement, culturally validating environments, proactive philosophies, and availability of holistic support in within the study's campus context. Practical and theoretical implications are discussed in light of the CECE model.

Aguirre-Muñoz, Z., Pando, M., & Pantoya, M. (2024). **Developing Emergent Bilinguals' Science and Engineering Disciplinary Literacy with Targeted Language and Developmental Scaffolds.** *The Elementary School Journal*, 125(2), 177-210.
<https://doi.org/10.1086/732764>

In this qualitative, descriptive case study, we examine how elementary emergent bilinguals (EBs) use disciplinary language as they engage in integrated science and engineering instruction. Instruction incorporated language and developmental scaffolds corresponding to EBs' language and content learning needs. Oral production of EB kindergarten to second-grade triads was analyzed to assess disciplinary literacy relevant to science inquiry and the engineering design process (EDP). Results demonstrate EBs' use of disciplinary language shifted from paraphrasing ideas to "build on" others' ideas and to challenge ideas or reason about evidence in ways that approximated science and engineering disciplinary communication norms. The scaffolds incorporated into the integrated science and engineering units allowed early EBs to successfully engage in disciplinary discourse practices leveraging their full semiotic resources. These results indicate young EBs can reason about evidence and engineering design constraints when provided instructional activities and scaffolds designed to address their language and developmental needs.

Alasuutari, H., D'Angelo, S., & Niaz, L. (2024). **Pathways to Inclusion and Equity : Disability Inclusion in Education - Inclusive Education Approach Paper** (p. 84). Consulté à l'adresse Word Bank website: <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099120224164032400/P1775501b437210b1192fa1a44228402297>
Pathways to Inclusion and Equity : Disability Inclusion in Education - Inclusive Education Approach Paper (English)

Albores, M. J., & Baguio, J. (2024). **Classroom Interactive Problems of Students and Coping Mechanisms of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 154-165. <https://doi.org/10.9734/ajess/2024/v50i81515>

This study was conducted to determine the relationship between the classroom interactive problems of students and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City. This employed universal sampling, the non-experimental quantitative research design utilizing the correlational method, the respondents of the study were 132 teachers in public elementary school teachers. The

statistical tools were the mean, Pearson Product Moment Coefficient Correlation (Pearson r) and regression analysis. The classroom interactive problems of students in terms of family problems, examination stress, financial difficulties and relationship difficulties is high and oftentimes manifested by the students. The coping mechanisms of teachers in terms of talk positively, exercises, eat nutritious foods, adequate sleep, meditation, family interaction, massage, learn to say "no", are moderate and sometimes manifested by the teachers. However, there is a significant relationship between the degree of classroom interactive problems among students and coping mechanisms of teachers. Moreover, the domains of classroom interactive problems of students significantly influenced teachers' coping mechanisms. It is recommended that schools implement comprehensive training programs and support systems. These programs may enhance teachers' classroom management strategies and students' social-emotional learning competencies. By fostering a positive and supportive environment, both teachers and students can effectively navigate classroom dynamics and contribute to a conducive learning atmosphere.

Alega, G. P., & Baguio, J. B. (2024). **Revealing Convenient Learning Practices and Professional Growth of Public Elementary School Teachers.** *Asian Journal of Education and Social Studies*, 50(12), 210-219. <https://doi.org/10.9734/ajess/2024/v50i121689>

This study described the revealing of convenient learning practices and professional growth of public elementary school teachers in Paquibato District, Division of Davao City. A non-experimental quantitative research design was used, employing a correlational method. The study involved 136 public elementary school teachers as respondents, selected through universal sampling. Data analysis included the use of mean, Pearson r , and regression analysis. The findings revealed that the degree to which teachers revealed convenient learning practices was moderate, as indicated by a mean score of 3.31, suggesting these practices were sometimes manifested. In contrast, the level of professional growth among teachers was high, with a mean score of 3.45, indicating that it was oftentimes demonstrated. Statistical analysis showed a significant relationship between the revealing of convenient learning practices and professional growth, with a p -value of 0.000. Additionally, the analysis found that the domains of convenient learning practices significantly influenced teachers' professional growth, as evidenced by an overall p -value of 0.000. Based on the findings, public school teachers may benefit from attending targeted conferences and training programs organized by the Department of Education (DepEd). These programs may focus on evidence-based teaching strategies, classroom management, and technology integration. Additionally, mentorship programs, peer collaborations, and workshops may help enhance teacher effectiveness. Regular assessments may track progress, provide feedback, and foster school-family partnerships to support student achievement.

Alison, T. J. C., & Baguio, J. B. (2024). **Strategies for Emerging Instructional Materials and Interpersonal Field of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 376-385. <https://doi.org/10.9734/ajess/2024/v50i111662>

This study explored the strategies for utilizing emerging instructional materials and the interpersonal field of teachers in public elementary schools in Bangoy District, Division of Davao City. A non-experimental quantitative research design, employing the correlational method, was used. The respondents consisted of 132 public elementary school teachers selected through universal sampling. Data analysis included the use of mean, Pearson r , and regression analysis. The findings revealed that the strategies for

utilizing emerging instructional materials were often demonstrated by the teachers. Similarly, their interpersonal field was frequently evident. A significant relationship was found between the strategies for emerging instructional materials and the interpersonal field of teachers in public elementary schools. Furthermore, it was shown that the domains of strategies for emerging instructional materials significantly influenced the teachers' interpersonal field. It is recommended that schools provide continuous professional development programs to enhance teachers' skills in utilizing emerging instructional materials effectively. Additionally, initiatives to strengthen teachers' interpersonal field may be prioritized to foster a collaborative and supportive learning environment.

Alméras, Y., Gaubert-Macon, C., Chesneaux, J.-M., Kedadouche, Z., & Montreuil, V. (2024). **La préparation aux formations et aux métiers du numérique et de l'informatique au lycée** [Report]. Consulté à l'adresse <https://www.education.gouv.fr/media/198618/download>

Les constats sont contrastés sur ces enseignements créés selon des logiques différentes et des évolutions sont nécessaires pour aboutir un système cohérent de formation. Le rapport formule douze recommandations ayant pour but de favoriser l'orientation des élèves – filles et garçons – dans ces parcours, d'assurer un vivier enseignant aux compétences reconnues en informatique, d'améliorer le pilotage des enseignements d'informatique dans les académies et de renforcer leur qualité.

Almerol, J., & Baguio, J. (2024). **Resourceful Solidarity and Classroom Liability of Language Teachers in Public Secondary Schools**. *Asian Journal of Education and Social Studies*, 50(8), 529-537. <https://doi.org/10.9734/ajess/2024/v50i81549>

This study examined the relationship between resourceful solidarity and classroom obligations among public secondary school language teachers in Manay District, Davao Oriental, Philippines. Utilizing a correlational research design, data were collected from all 131 language teachers in the district. Mean, Pearson r , and regression analysis were employed to analyze the data. Results indicated high levels of resourceful solidarity and moderate levels of classroom obligations among teachers. A significant positive relationship was found between these two variables, with specific dimensions of resourceful solidarity influencing classroom obligations. Based on these findings, it is recommended that school administrators provide ongoing professional development to enhance teachers' collaborative capacity and implement supportive systems to strengthen their classroom practices.

Aloizou, V., Linardatou, S., Boloudakis, M., & Retalis, S. (2025). **Integrating a movement-based learning platform as core curriculum tool in kindergarten classrooms**. *British Journal of Educational Technology*, 56(1), 339-365. <https://doi.org/10.1111/bjet.13511>

Incorporating immersive technologies in education has become increasingly popular due to their ability to facilitate active learning and engage students in the acquisition of concepts and skills. One form of immersive technology includes educational games that incorporate movement interaction, allowing children to engage with in-game elements by either immersing their own image within the game environment or by controlling an avatar using their hand and body gestures. Nonetheless, successfully incorporating these technologies into classrooms with sizable student populations presents a challenge, necessitating the implementation of a well-considered design approach. This paper introduces a systematic learning design approach facilitating the integration of a

movement-based learning platform as a core curriculum tool in multimodal learning stations within authentic Kindergarten classroom settings. The design approach was evaluated in a case study involving three kindergarten teachers and 49 students conducted over a full school year. Progress data were gathered utilizing a combination of quantitative and qualitative evaluation tools. Analysis of the data suggests that integrating multimodal learning activities led to improvements in overall academic performance, particularly in critical mathematical skills compared to pre-test scores. Teachers expressed a positive attitude towards the integration of movement-based games using the learning design approach, finding it to be beneficial and effective for student learning. The study emphasizes the importance of purposeful design in creating immersive learning experiences and underscores the significance of utilizing multiple representations to enhance student motivation and engagement. The proposed systematic learning design approach has the potential to be applied to a broad range of grade levels, academic subjects and educational contexts to facilitate the integration of immersive technologies. Practitioner notes What is already known about this topic? Immersive technologies are becoming popular in education. Immersive technologies have been shown to enhance skills and enable the collection of multimodal data to better understand learning processes. The movement-based learning games fall under the category of immersive technologies that merge real and virtual worlds. Designing effective immersive learning experiences for these new technology-enhanced learning environments remains a question. What this paper adds A proposed systematic learning design approach that demonstrates the way that movement-based learning games can be used seamlessly as core curriculum tool in authentic kindergarten settings for an entire school year. Ways to engage effectively a large classroom of 20 or more students with movement-based learning games. Findings regarding the impact of the movement-based games on student engagement, academic achievement, cognitive development and social-emotional growth. Teachers' perceptions and attitudes towards executing movement-based learning experiences in their classrooms using the proposed systematic learning design approach. Implications for practice and/or policy In-service kindergarten and primary school teachers can adopt the proposed systematic learning design approach to integrate immersive technologies into the curriculum. This ensures that these technologies are used consistently throughout the school year, providing continuous and engaging learning experiences. School district administrators can use the proposed approach to develop training programs for pre-service and in-service kindergarten and primary school teachers, focusing on understanding the immersive technology, managing large classrooms and integrating the games into daily lesson plans. School administrators can implement the proposed systematic learning design approach to establish robust systems for monitoring and assessing the impact of immersive technologies on student engagement, academic achievement, cognitive development and social-emotional growth. Special education in-service teachers can leverage the flexibility of the movement-based learning games to design personalized learning experiences for their students with special needs. This involves adjusting the difficulty level, pace and type of interaction to meet individual requirements. Special education administrators can promote the use of the proposed approach to foster an inclusive learning environment where all students, regardless of their abilities, can participate and benefit from the immersive technologies.

Altamura, L., Vargas, C., & Salmerón, L. (2025). **Do New Forms of Reading Pay Off? A Meta-Analysis on the Relationship Between Leisure Digital Reading Habits and Text**

Comprehension. *Review of Educational Research*, 95(1), 53-88.
<https://doi.org/10.3102/00346543231216463>

Previous research has evidenced a strong positive relationship between leisure print reading habits and reading comprehension across the lifespan. The rapid evolution of new forms of leisure digital reading could modify such a relationship. This meta-analysis extends previous research by analyzing the relationship between leisure digital reading habits and reading comprehension. We analyzed 40 effect sizes using multilevel analysis. Data involved 469,564 participants from studies published between 2000 and 2022. The average effect size reflects a small significant effect on reading comprehension ($r = .055$), which contrasts with the medium size effects found in the literature related to print reading habits and comprehension. This relationship is significantly moderated by the reader's educational stage. At early stages (primary and middle school) negative relationships are observed between leisure digital reading and text comprehension, while at later stages (high school and university) the relationship turns positive. We highlight the different contributions that reading modalities and technological contexts have on our reading comprehension, especially across the lifespan. In sum, leisure digital reading does not seem to pay off in terms of reading comprehension, at least, as much as traditional print reading does.

Alvar, G. L., & Baguio, J. B. (2024). **Classroom Structure Schemes of Teachers and Language Communication Difficulties of Students in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 572-579.
<https://doi.org/10.9734/ajess/2024/v50i81556>

This study investigated the relationship between teachers' classroom structure schemes and secondary students' language communication difficulties in Cluster 13, Division of Davao City. A correlational design was employed to analyze data from 147 public secondary school teachers using universal sampling. Results indicated a significant positive correlation between teachers' classroom structure schemes and students' language communication difficulties, with the latter being frequently manifested. The study further revealed that specific domains of classroom structure significantly influenced students' language communication challenges. To mitigate language communication difficulties, schools should prioritize enhancing classroom structure by establishing clear expectations, promoting accountability, and optimizing resource allocation. Teacher professional development should focus on simplifying instructional materials and incorporating students' native dialects to foster effective communication. These strategies can contribute to improved student outcomes and overall language proficiency.

Alvarez, D. (2024). **L'auto-positionnement des enseignants débutants pour repérer des besoins en formation. Une enquête dans l'académie de Toulouse.** *8ème colloque du gEvaPP " Les instruments et les dispositifs d'évaluation des pratiques professionnelles et leurs effets "*. Présenté à Bruxelles- Université Libre de Bruxelles (ULB), Belgium. Consulté à l'adresse <https://hal.science/hal-04830620>

119 part-time trainees and 179 full-time trainees from the Toulouse Midi-Pyrénées academy responded to an online survey at the start of their 2021/2022 academic year. During this period, they teach responsibility in a establishment of the academy and follow, in parallel, professional training at INSPE. This questionnaire, nourished by certain contributions from clinical didactics, invites respondents to self-position themselves on each of the skills that professors, librarians and principal advisors · education must be

mastered in order to exercise their profession. This skills framework is published, in France, in the official bulletin of July 25, 2013. For this, the requested trainees had to estimate their level between 0 (I do not think I have the basics of the skills) and 4 (I think I will be able to demonstrate my ability to use this skill). National education considers that satisfactory mastery for a beginning teacher must be at level 2 (I think I have mastered the basics of this skill sufficiently to act independently). Through the main results, this second communication of the symposium will present the gaps between the expectations of the institution and the self-positioning of trainee teachers. It will also highlight certain disparities between different skills. These findings are likely to identify more or less urgent training needs.

Amangoua, H. L. (2024). **Contribution à l'analyse d'un projet d'éducation à l'entrepreneuriat social et solidaire: des intentions aux effets dans une université ivoirienne** (Phdthesis, Université de Limoges). Consulté à l'adresse <https://theses.hal.science/tel-04886766>

La Côte d'Ivoire a vu apparaître ces dernières années un discours de sensibilisation des jeunes à l'entrepreneuriat, porté par les politiques publiques et vulgarisé de diverses manières. Cette recherche analyse, sur une durée de quatre ans, la mise en place d'un projet d'éducation à l'entrepreneuriat social et solidaire dans une université ivoirienne et ses effets sur les étudiants participants. Conduite par une démarche ethnographique qui met au centre la parole des acteurs et analyse leurs parcours biographiques, la thèse met en évidence le caractère novateur mais aussi quelques manquements du projet, n'ayant pas permis sa pérennisation: elle pointe les quiproquos qui expliquent cet inaboutissement, mais qui peuvent être dépassés par des redéfinitions de rôles et des relais institutionnels. En ce qui concerne les étudiants, la caractérisation de leurs transitions identitaires au fil du projet révèle des socialisations familiales et sociales favorables à la prise d'initiative entrepreneuriale, auxquelles s'ajoutent des facteurs individuels mais aussi collectifs émanant de la dynamique des groupes constitués pour le projet. À l'issue du projet, les effets sur leur devenir sont objectivés selon différentes amplitudes, allant d'un simple effet sensibilisateur à des formes d'expertise entrepreneuriale. Ces résultats, produits à l'échelle des individus, éclairent plus largement le contexte social et formatif ivoirien: il ressort de notre analyse que la pratique de l'entrepreneuriat social et solidaire s'inscrit dans des savoirs socioculturels qui gagneraient à être exhumés, reconnus et valorisés pour la construction de dispositifs de formation pérennes et adaptés. La thèse débouche sur des pistes favorables à une ingénierie de l'éducation à l'entrepreneuriat qui participe à cette valorisation des « déjà-là » individuel et collectif.

Amé, P., & Le Faou, Y. (2024). **L'interprofessionnalité dans les formations en santé, ou comment décroisonner les savoirs.** *Éducation Permanente*, 241(4), 35-43. <https://doi.org/10.3917/edpe.241.0035>

Andersen, C. M., Brandt, J., Christensen, J. H., Frohn, L. M., Geels, C., Hener, T., ... Skipper, L. (2024). **Air Pollution and Cognition in Children: Evidence from National Tests in Denmark** (CESifo Working Paper Series N° 11434). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11434.htm>

This paper examines the effects of daily outdoor air pollution variation on student test scores. Using Danish register data for all elementary and lower secondary students, we link home addresses to a 1 km x 1 km pollution grid to measure test day and lifetime

pollution exposure. An increase in fine particles (PM2.5) from a very clean to an average day reduces math scores by 1.8% and reading by 0.9% of a standard deviation. Even at low pollution levels, student performance is harmed, especially in math. We find no evidence of heterogeneity by health, socio-economic status, or lifetime exposure.

Andrabi, T., Bau, N., Das, J., & Khwaja, A. I. (2025). **Heterogeneity in School Value Added and the Private Premium.** *American Economic Review*, 115(1), 147-182. <https://doi.org/10.1257/aer.20221422>

We estimate and validate test score-based measures of school quality (school value added, or SVA) in Pakistan. We document substantial variation in SVA within villages and within the public and private sectors, leading to a wide range of possible estimates of the private premium. We also show that parents value SVA. Heterogeneity in parental demand for quality helps explain both the evolution of the market over time and cross-market variation in school quality. The supply side responds to parental demand for quality in the private sector, but there is no evidence it does so in the public sector.

André, G., & Westerveen, L. (s. d.). **Contrasting approaches to educational equality: An intersectional perspective on educational policies in Belgium.** *Journal of Education Policy*, 0(0), 1-19. <https://doi.org/10.1080/02680939.2024.2435354>

Since the beginning of the 20th century, fostering equal educational opportunities has been one of the driving forces of the development of education policies in many European countries. While at first this mainly comprised the fight against socio-economic inequality, over time other types of inequality in education have been challenged. This paper uses an intersectional lens to cast light on the representations of complex inequalities in educational policies in the two main educational systems in Belgium. Our analysis demonstrates that both the Flemish and Francophone education policies in Belgium have adopted a fragmented and deficit-based approach to inequalities and pay limited attention to complex and intersectional inequalities. Yet, we also observe a trend towards diverging approaches to equality in the two main Belgian education systems. While in Francophone policy we find an evolution towards the recognition of the role of the school system in creating structural and accumulative inequalities, in Flemish policy we detect an opposite trend towards a reinforcement of the deficit-centered approach. By connecting these policy trends to the political context, we show how the case of Belgium can provide a new perspective on policy discourses around educational (in)equality in the European context.

Andro, G. (2024). **« Mise en contexte » scolaire et « contextualisation » historique : une lecture épistémologique du cas français.** *Revue française de pédagogie*, 223(2), 41-54. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-41>

Arold, B. W., Woessmann, L., & Zierow, L. (2024). **Can Schools Change Religious Attitudes? Evidence from German State Reforms of Compulsory Religious Education** [CAGE Online Working Paper Series]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: <https://econpapers.repec.org/paper/cgewacage/732.htm>

We study whether compulsory religious education in schools affects students' religiosity as adults. We exploit the staggered termination of compulsory religious education across German states in models with state and cohort fixed effects. Using three different datasets, we find that abolishing compulsory religious education significantly reduced religiosity of affected students in adulthood. It also reduced the

religious actions of personal prayer, church-going, and church membership. Beyond religious attitudes, the reform led to higher labor-market participation and earnings. The reform did not affect ethical and political values or non-religious school outcomes.

Asim, S., Dercon, S., Casley, R. G., & Harris, D. (2024). **Does Effective School Leadership Improve Student Progression and Test Scores? Evidence from a Field Experiment in Malawi** (CSAE Working Paper Series N° 2024-05). Consulté à l'adresse Centre for the Study of African Economies, University of Oxford website: <https://econpapers.repec.org/paper/csawpaper/2024-05.htm>

Evidence from high-income countries suggests that the quality of school leadership has measurable impacts on teacher behaviors and student learning achievement. However, there is a lack of rigorous evidence in low-income contexts, particularly in Sub-Saharan Africa. This study tests the impact on student progression and test scores of a two-year, multi-phase intervention to strengthen leadership skills for head teachers, deputy head teachers, and sub-district education officials. The intervention consists of two phases of classroom training along with follow-up visits, implemented over two years. It focuses on skills related to making more efficient use of resources; motivating and incentivizing teachers to improve performance; and curating a culture in which students and teachers are all motivated to strengthen learning. A randomized controlled trial was conducted in 1,198 schools in all districts of Malawi, providing evidence of the impact of the intervention at scale. The findings show that the intervention improved student test scores by 0.1 standard deviations, equivalent to around eight weeks of additional learning, as well as improving progression rates. The outcomes were achieved primarily as a result of improvements in the provision of remedial classes.

Aucejo, E. M., Perry, S., & Zafar, B. (2024). **Assessing the costs of balancing college and work activities: The gig economy meets online education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdps/dp2052.htm>

Balancing the demands of work and schooling is a challenging task for an increasing number of students who have to pay their way through college and for workers who intend to upgrade their skills. However, flexible learning and working environments could play an important role in easing many frictions associated with performing both activities simultaneously. Using detailed (work and study effort) data - from a partnership between Arizona State University and Uber that allows eligible drivers to enroll in online college courses for free - we analyze how labor supply and study efforts respond to changes in labor market conditions and college activities/tasks. Our findings indicate that a 10% increase in average weekly online college activities reduces weekly time spent on the Uber platform by about 1%, indicating a low « short run » opportunity cost of studying when working. We also show that study time is not particularly sensitive to changes in labor market conditions, where a 10% increase in average weekly pay reduces study hours by only 2%. Consistent with these results, we find that workers take advantage of their flexible schedules by changing their usual working hours when their college courses are more demanding. We do not find adverse effects of work hours on academic performance in this context, or of study hours on workplace performance (as measured by driver ratings or tips). Finally, the (elicited) value assigned to flexible working and educational formats is high among the students in our sample, who view online education as an important vehicle for increasing expected future income. Overall, this study underscores that combining flexible working and learning formats could constitute

a suitable path for many (low-SES) students who work to afford an increasingly expensive college education and for workers aiming to improve their skill set.

Avcı, S., Özgenel, M., & Avcu, A. (2024). **The importance of family participation in homework: understanding the relationship between student homework behaviors and academic achievement by school level.** *Social Psychology of Education, 28*(1), 6. <https://doi.org/10.1007/s11218-024-09964-6>

The purpose of this study was to examine in detail the relationship between perceived parental involvement in homework (content-oriented and autonomy-oriented forms of involvement) and students' homework behavior (homework time, homework time management, and amount of homework completed). The study also looked at how the relationships between these variables change between middle school and high school. The study was conducted on 528 middle and high school students in grades 5–12. The relationships between the variables used in the study were structured using a theoretical model and tested using the structural equation model method. The results of the study show that parental involvement in homework has a positive relationship with students' homework behaviour. In particular, time management skills have the strongest relationship with parental involvement among the three homework behaviors. However, while there was no direct relationship between parental involvement and overall academic achievement, parental involvement in homework showed a positive relationship with academic achievement through homework completion and time management. At the secondary school level, there is a positive relationship between students' homework time, homework completion and time management skills and academic achievement. Students' homework completion stood out as the variable with the strongest relationship with academic achievement. These findings suggest that parental involvement in the homework process, especially at the secondary school level, can help students to manage their homework more effectively and be more successful academically.

Avdeev, S. (2025). **Balancing Study and Work: Heterogeneous Impact of the Bologna Reform on the Labour Market.** *Oxford Bulletin of Economics and Statistics, 87*(1), 252-286. <https://doi.org/10.1111/obes.12607>

The Bologna reform, the largest European education reform, was implemented in Russia in 2011. The reform shortened the duration of some undergraduate programmes by 1 year and compressed their curricula. Using a difference-in-differences design, I find that the reform had no short- or medium-term adverse effects on employment. However, I find that null average effects on wages mask considerable heterogeneity. I find that female students with high relative returns worked less during their studies, invested in their human capital, and secured stable wages. In contrast, male students with low relative returns underinvested in human capital and experienced a decline in wages.

Ayala-Hurtado, E. (2025). **The Expectational Liminality of Insecure College Graduates.** *Sociology of Education, 98*(1), 27-43. <https://doi.org/10.1177/00380407241296851>

Graduating from college is widely associated with social and personal advancement, yet many young graduates are not experiencing these benefits. Drawing on 127 interviews with college graduates in the United States and Spain who face employment precarity or economic instability, this study asks: How do these graduates understand their social positions and worth? How does the institution of higher education shape these understandings? The data demonstrate that respondents in both countries largely

describe themselves as stalled or stuck. I argue that these are perceptions of “expectational liminality” stemming from the disjuncture between respondents' expectations and their experiences as college graduates. In addition, I show how three narratives describing the professional/financial success, life course progression, and internal transformation expected of graduates shape respondents' sense of expectational liminality. I discuss the effects of higher education on graduates' self-perceptions in uncertain contexts and the relevance of expectational liminality to other contexts where there are disjunctures between expectations and reality.

Badolato, G. L., & Baguio, J. B. (2024). **Appealing Classroom Organization and Building Community Teaching of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 94-101.
<https://doi.org/10.9734/ajess/2024/v50i111637>

This study examined the relationship between appealing classroom organization and building community teaching among public elementary school teachers in Manay District, Davao Oriental, Philippines. A non-experimental quantitative research design using a correlational method was employed. A total of 135 teachers were surveyed using universal sampling. Data were analyzed using mean, Pearson-r correlation, and regression analysis. The findings revealed that teachers often manifested appealing classroom organization in terms of vision, sensitivity, needs, and risk-taking. However, they sometimes demonstrated building community teaching practices such as supportive, instructive, preventive, and responsive approaches. A significant positive correlation was found between appealing classroom organization and building community teaching. Furthermore, the domains of appealing classroom organization significantly influenced building community teaching practices. Based on these findings, it is recommended that public school teachers participate in DepEd-sponsored conferences and trainings to enhance their professional capabilities. This can contribute to improved teaching practices, better support for learners, and ultimately, higher academic achievement.

Baguelin, O. (2024). **La montée des embauches en CDD court en France depuis 2000 : Un réexamen sectoriel.** *Travail et emploi*, 173174175(2-3-4), 21-44. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-21>

Balfroid, L., & Draelants, H. (2024). **Les « héritiers » d'aujourd'hui : Une mise à l'épreuve empirique du concept soixante ans après Les Héritiers.** *Les Cahiers de Recherche du Girsef*, (134), 1-43. Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/article/view/86233>

Ce cahier poursuit deux objectifs complémentaires. Le premier vise à définir la notion d'héritiers, popularisée en sociologie de l'éducation par l'ouvrage éponyme de Bourdieu et Passeron, pour aboutir à un concept opératoire. Fort de celui-ci, le second objectif de cet article est d'interroger ce que deviennent les héritiers dans les contextes socioculturels et scolaires contemporains. L'évolution du paradigme de la culture classique au cours des dernières décennies suggère en effet que les héritiers actuels se différencient de leurs prédécesseurs. Pour saisir la manière dont évolue leur rapport à la scolarité et à la culture, leurs attitudes scolaires et pratiques culturelles nous présenterons les résultats d'une enquête par questionnaire menée auprès d'étudiants de l'UCLouvain. Mots clés : Héritiers, capital culturel, université, reproduction sociale, transformation des inégalités This paper is intended to serve two complementary purposes. The first is to define the notion of inheritors, popularised in the sociology of

education by Bourdieu and Passeron's work of the same name, in order to arrive at an operational concept. With this in mind, the second aim of this article is to examine the situation of inheritors in contemporary socio-cultural and educational contexts. The evolution of the paradigm of classical culture in recent decades suggests that today's inheritors are different from their predecessors. In order to understand how their relationship with schooling and culture has changed, as well as their attitudes and practices at school, we will present the results of a questionnaire survey conducted among students at UCLouvain. Keywords: Inheritors, cultural capital, university, social reproduction, transformation of inequalities

Balssa, F. (2024). **Facile à Lire et à Comprendre (FALC) et école inclusive: Questionnements et applications des règles FALC en école élémentaire** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04807443>

Les règles européennes Facile à Lire et à Comprendre ou FALC ont pour objectif de rendre l'information accessible à tous (Inclusion Europe, 2009). En Allemagne (Bock et al., 2017) ou en Suède (Engblom, 2019) le FALC est notamment utilisé pour l'apprentissage de la langue ou pour aider les enfants en difficulté de compréhension ou de lecture. En France, les règles du FALC sont surtout utilisées dans le domaine du handicap mental et peinent à dépasser ces frontières. Cependant, elles pourraient être intéressantes pour adapter les textes aux élèves ayant une faible maîtrise de la langue afin de les aider à comprendre un texte (Mazeau et Loty, 2020). Cette réflexion s'inscrit dans le contexte d'école inclusive en France qui garantit « l'inclusion scolaire de tous les enfants, sans aucune distinction. » (J.O 8 juillet 2013, article L. 111-1) et dont l'objectif est d'offrir à la fois une intégration physique, sociale et pédagogique aux élèves (Thomazet, 2008). Cependant, les enseignants peuvent se retrouver en difficulté : manque de ressources adaptées, charge supplémentaire de travail et manque de formation (Lavoie et al., 2013). Le FALC pourrait donc être un moyen pertinent pour aider les enseignants en école élémentaire française afin de favoriser l'inclusion des élèves à besoins spécifiques. Plusieurs problématiques émergent alors : Le FALC est-il connu et utilisé par les enseignants en école élémentaire ? Peut-il s'adapter à des problématiques d'enseignement en France ? Comment favoriser l'usage du FALC par les enseignants ? Au regard de la littérature, les objectifs de cette thèse sont donc les suivants : 1. S'interroger sur la place du Facile à Lire et Comprendre dans l'éducation. 2. Co-construire une méthode d'application du FALC avec les enseignants. 3. Évaluer l'apport des règles FALC pour une école inclusive. 4. Accompagner l'intégration du FALC dans les pratiques professionnelles des enseignants. Pour y répondre, nous avons réalisé une enquête préliminaire par questionnaire (Balssa et Lespinet, 2022) complétée par des entretiens. L'analyse des résultats nous a permis de créer des personas illustrant une pluralité d'enseignants confrontés à des situations variées, mais aussi d'identifier des facteurs pouvant impacter l'acceptabilité du FALC. Nous avons donc défini un modèle d'acceptabilité, a priori, du FALC par les enseignants (Balssa et Lespinet, 2023). Dérivé de l'UTAUT-2 (Venkatesh et al., 2012), il permet de s'interroger sur les freins et les leviers à prendre en compte pour concevoir une solution en FALC. Basé sur l'intention d'usage, c'est un support pour adapter le FALC et préparer le terrain à son usage, mais il ne garantit pas son acceptation en situation réelle ni son adoption à long terme (Bobillier Chaumon, 2016). Sur un principe de Recherche-Action-Formation (Gay et Prud'homme, 2011), deux enseignantes volontaires ont expérimenté le FALC en classe. L'objectif était de co-construire avec elles un projet de recherche autour du FALC, qui soit adapté à leur pédagogie et aux besoins de leurs élèves afin d'évaluer l'apport des règles du FALC

en contexte scolaire. L'analyse des données recueillies se base sur les évaluations réalisées par l'enseignante, sur son expérience mais aussi sur les retours des élèves (Balssa et al., 2023b; Balssa et al., 2024). Ce travail a mis en lumière l'intérêt du FALC pour offrir aux élèves en difficulté une aide à la lecture, à la compréhension et plus largement à l'inclusion. Il souligne aussi la nécessité de moduler le FALC pour qu'il puisse s'adapter au contexte scolaire. La dernière partie de la thèse nous a permis de développer la première version d'une plateforme afin d'accompagner les enseignants dans l'usage du FALC. Elle s'articule autour de vidéos de formation, d'un guide pour l'usage des règles et d'un outil d'aide à la traduction en FALC afin d'adapter le FALC aux besoins pédagogiques.

Baquido, M. B., & Baguio, J. B. (2024). **Contemplative Pedagogy and Interpersonal Trust of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(10), 344-351. <https://doi.org/10.9734/ajess/2024/v50i101624>

This study was conducted to determine the level of contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. This employed universal sampling, using the non-experimental quantitative research design utilizing the correlational method. The respondents of the study were 131 public elementary school teachers. Data were analyzed using the mean, Pearson Product Moment Coefficient Correlation (Pearson r), and regression analysis. The interpersonal trust among public elementary school teachers in terms of respect, competence, personal regard, and integrity was oftentimes manifested. The contemplative pedagogy of public elementary school teachers in terms of academics, ability, and class was manifested oftentimes. There was a statistically significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers. Moreover, the domains of contemplative pedagogy significantly influence interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. This result may serve as the basis of school heads showing good and effective school heads to enhanced by the teacher mostly on the part of lowest features which are being sure of themself in class situation and thinking of their ability is sufficient to cope with school work.

Barbier, P., Le Goff, J.-M., & Landour, J. (2024). **Des mères face à la « continuité pédagogique » en France et en Suisse au printemps 2020**. *Revue française de pédagogie*, 223(2), 115-128. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-115>

Barnes, R. K., Kilpatrick, S., Fischer, S., & Mekonnen, G. T. (2024). **Higher education in rural Australia: How age and community factors influence access and participation**. *International Review of Education*, 70(6), 935-956. <https://doi.org/10.1007/s11159-024-10081-x>

Rural, regional and remote (RRR) students are less likely to participate in higher education and tend to be older than their city counterparts. Individual and family factors influencing RRR students' higher education access and participation are well researched. However, little is known about community factors supporting access and participation, particularly for older students. Results of a survey of 3,180 Australian undergraduate students from RRR communities show how age affects the home community factors that influence enrolment. Findings support the importance of teachers, families and friends with regard to the aspirations of young people, while employers and universities are neglected

potential sources of information and support for participation for older people. Better understanding of the age variation in the RRR student cohort is needed to design and implement policy and programmes that engage and support students aged 30 plus. A multipronged approach involving partnerships between communities, schools, employers, industries and universities to raise awareness about university options is required to encourage higher education participation, particularly for older students.

Baroraho, T., Heimsoth, E., Islam, F., Mohammed, R., & Szabo, G. (2024). **Global girlhood report 2024 : Fragile futures girls' rights, child marriage and fragility**. Consulté à l'adresse https://resourcecentre.savethechildren.net/pdf/STC_Global_girlhood_report_2024-4th-pp.pdf/

Alors que les États fragiles peinent à fournir des services essentiels comme les soins de santé, l'éducation et la protection, en particulier des filles, les conflits, le changement climatique et l'instabilité économique accroissent leur vulnérabilité au mariage précoce et aux violations de leurs droits. S'appuyant sur de nouvelles données, ce rapport annuel centré sur les adolescentes met l'accent sur les liens entre fragilité, mariage d'enfants et droits des filles, révélant comment les crises exacerbent leurs vulnérabilités existantes.

Barrow, L., Komisarow, S., & Sartain, L. (2024). **Are Friends of Schools the Enemies of Equity? The Interplay of School Funding Policies and External Fundraising** (Working Paper N° 24-24). Consulté à l'adresse Federal Reserve Bank of Cleveland website: <https://econpapers.repec.org/paper/fipfedcwq/99061.htm>

School districts across the US have adopted funding policies designed to distribute resources more equitably across schools. Concurrently, schools are increasing external fundraising efforts to supplement district budget allocations. We document both funding policies and fundraising efforts in Chicago Public Schools. We find that adoption of a weighted-student funding policy reallocated more dollars to schools with high shares of students eligible for free/reduced-price lunch, creating a policy-induced per-pupil expenditure gap. Further, almost all schools raised external funds over the study period, with most dollars raised concentrated in schools serving relatively affluent populations. We estimate that external fundraising offset the policy-induced per-pupil expenditure gap between schools enrolling the lowest and highest shares of FRL-eligible students by 23-35 percent.

Bartel-Radic, A., & Cucchi, A. (2025a). **How Do Students Develop Intercultural Competence During International Mobility?** *International Journal of Intercultural Relations*, 105, 102132. Consulté à l'adresse <https://hal.science/hal-04851689>

Developing students' intercultural competence is a key objective of international mobility programs in higher education. While it is widely accepted that studying abroad enhances students' competencies, little is known about the specific conditions and contexts that promote the development of intercultural competence during these experiences. This study draws on survey data from 499 students across five cohorts from a French higher education institution between 2017 and 2021. The analysis includes three distinct measures of intercultural competence and learning, along with a wide range of variables related to the mobility context, processes, personality traits and students' previous international experiences. The data were analyzed using an exploratory partial least squares structural equations model (PLS-SEM). The findings suggest that personality traits such as empathy, attributional complexity, and metacognition, positively influence the development of intercultural competence during international mobility. Additionally,

encountering difficulties or conflicts positively impacts intercultural competence when students successfully manage to cope with them and overcome negative emotions. Furthermore, perceived learning from the international experience plays a central and mediating role in explaining both intercultural knowledge and ethnorelativism.

Bartel-Radic, A., & Cucchi, A. (2025b). **How Do Students Develop Intercultural Competence During International Mobility?** *International Journal of Intercultural Relations*. <https://doi.org/10.1016/j.ijintrel.2024.102132>

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Bazine, N., & Freour, L. (2025). **School-to-Work Transition: How Digital Educational Context Promotes Career Satisfaction Through a Motivational Mechanism.** *Journal of Career Development*, 52(1), 75-94. <https://doi.org/10.1177/08948453241304337>

The use of technology for educational purposes has become widespread with the advent of the fourth industrial revolution (Dal santo et al., 2022). Drawing from Masdonati's et al. (2022) model, the current research aims to show that the digital educational context can allow for decent education and play a tremendous role in the success of the school-to-work-transition. The study develops a model exploring how digital educational context is related to motivation to learn, proactive skill development during university studies, and career satisfaction once employed. We tested our hypotheses with a three-wave panel study composed of 297 individuals via a structural equation modeling analysis involving a sequential mediation. The results support our hypotheses and emphasize the importance of digital educational context for a better school-to-work-transition through motivation to learn and proactive skill development. The study provides practical implications which are discussed.

Beard, K. S., Shortt, M., & Xie, K. (2025). **The Emergence and Escalation of Online Racial Discrimination in Digital Spaces: A Systematic Review.** *Review of Educational Research*, 95(1), 89-122. <https://doi.org/10.3102/00346543231217459>

COVID-19 required educators and students to rapidly move to online learning. Simultaneously, while navigating the pandemic in lockdown, citizens were exposed to the brutal murder of George Floyd. The increased exposure to online activity and discrimination generated a hyperawareness of the potential link between the two. Our interest was to examine that linkage as we considered the prevalence and escalation of

online racial discrimination (ORD) as a student phenomenon. Filtering for adolescent and young adult students, this systematic review ultimately employed 21 articles. Our results reflect that ORD as defined, changed over time, as did the ways it manifested. Importantly, the impacts of ORD on student learning and well-being were revealed. This review further indicates that the expansion of online instruction created a complex intersection between online social interactions and academic outcomes ripe for vigilance. Our work adds to the ORD literature while informing future education researchers, educators, and stakeholders of its harmful impacts.

Beaurepaire, P.-Y. (2024, novembre 10). **Enseigner les Lumières aujourd'hui : comment l'histoire éclaire les jeunes citoyens**. Consulté 8 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/enseigner-les-lumieres-aujourd'hui-comment-l-histoire-eclaire-les-jeunes-citoyens-240523>

Les Lumières sont une référence incontournable des discours publics dès qu'il s'agit d'évoquer les valeurs de la République, ce qui fait peser de nombreux enjeux sur leur enseignement.

Belkin, L., Lander, V., & McCormack, M. (2025). **Impossible visibilities of Black and Global Majority staff at an ethnically diverse English university**. *International Journal of Qualitative Studies in Education*, 38(1), 111-126. <https://doi.org/10.1080/09518398.2024.2348812>

This qualitative study explores how Black and Global Majority faculty at an English university with an ethnically diverse student population perceive race and racism on campus. Informed by a theoretical framework drawing on Critical Race theory (CRT), CRT methodology and critical whiteness studies, we adopt counter-narrative story telling as a method of analysis. This research foregrounds BGM faculty's everyday experiences of racism in their professional lives and the "normalization" of racism in this setting. Through the construction of composite counter-stories (CCS) the experiences convey how BGM staff are simultaneously "othered" and "unseen". This complex duality of hypervisibility and invisibility reveals subtle and insidious undercurrents of racism that frame the participants' lived realities and ways everyday racism is enacted at institutional and individual levels. Although instances of "overt" racism are rare, these counter-narratives highlight ways institutional racism is perpetuated through white supremacist social and bureaucratic norms.

Bembenuddy, H., Kitsantas, A., DiBenedetto, M. K., Wigfield, A., Greene, J. A., Usher, E. L., ... Chen, P. P. (2024). **Harnessing Motivation, Self-Efficacy, and Self-Regulation: Dale H. Schunk's Enduring Influence**. *Educational Psychology Review*, 36(4), 139. <https://doi.org/10.1007/s10648-024-09969-9>

This tribute celebrates the unwavering dedication and contributions of Dale H. Schunk to educational psychology. His research has fundamentally transformed how school-based practitioners support student learning. By pioneering effective teaching strategies and interventions, he has called educators to create dynamic learning environments that cultivate students' self-efficacy beliefs and self-regulated learning. Beyond his scholarly achievements, Schunk's commitment to mentoring students and faculty alike has impacted the academic community. His profound influence continues to reshape the landscape of educational psychology, igniting ongoing research and driving innovation to enhance teaching and learning practices among learners. This tribute is a testament to Schunk's enduring legacy and profound impact on educational psychology.

Benet Rivière, J. (2024). **Une image de boîtes de foin et de caoutchouc. Pour en finir avec les idées reçues sur l'enseignement agricole français.** *Pour. La revue du Groupe Ruralités, Éducation et Politiques*, 2024/2-3(249-250), 49-55. <https://doi.org/10.3917/pour.249.0049>
Cet article explore les idées reçues et la méconnaissance généralisée entourant l'enseignement agricole en France. Souvent considéré comme marginal et exclusivement rural, cet enseignement se révèle bien plus diversifié. Il accueille une majorité d'élèves issus de milieux non agricoles et propose des formations variées allant des services aux personnes à l'agroalimentaire et aux métiers du paysage. L'article met en lumière les transformations socio-historiques de cette institution, son rôle dans la remobilisation scolaire, et son ouverture aux espaces urbains. Loin de se limiter à former les enfants d'agriculteurs, l'enseignement agricole joue un rôle clé dans la diversification des parcours professionnels et dans l'accompagnement des jeunes vers des carrières en lien avec la nature, les services à la personne et l'aménagement paysager. En soulignant l'importance de dépasser les idées reçues, cet article appelle à une meilleure intégration de cette thématique dans la recherche en sociologie de l'éducation.

Benissa, H., & Tissier-Raffin, M. (2024, décembre 22). **Les étudiants internationaux en France : entre politique d'attractivité et instrumentalisation politique.** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/les-etudiants-internationaux-en-france-entre-politique-dattractivite-et-instrumentalisation-politique-245586>

Ambitieuses sur le papier, les politiques d'attractivité de la France en matière d'enseignement supérieur se heurtent à des paradoxes qui nuisent à l'accueil des étudiants internationaux.

Bennett, C., Westrupp, E. M., Bennetts, S. K., Love, J., Hackworth, N. J., Berthelsen, D., & Nicholson, J. M. (2025). **An early parenting intervention focused on enriched parent-child interactions improves effortful control in the early years of school.** *Child Development*, 96(1), 355-374. <https://doi.org/10.1111/cdev.14166>

This study examined long-term mediating effects of the smalltalk parenting intervention on children's effortful control at school age (7.5 years; 2016–2018). In 2010–2012, parents (96% female) of toddlers (N = 1201; aged 12–36 months; 52% female) were randomly assigned to either: standard playgroup, smalltalk playgroup (group-only), or smalltalk playgroup with additional home coaching (smalltalk plus). Multi-informant data indicated that smalltalk plus had unique indirect effects on children's effortful control, through parents' capacity to 'maintain and extend' children's focus during joint interactions. Possible mediating pathways via parent verbal responsiveness, home learning activities, and descriptive language use were not supported. When parents received a structured playgroup program with additional home coaching, sustainable benefits were evident in children's self-regulation, assessed in the early school years.

Bennett, Cathryn, & Wigham, C. R. (2024). **Designing tasks for learner engagement, agency and reflection in intercultural virtual exchange.** Consulté à l'adresse <https://hal.science/hal-04851014>

Implementing virtual exchanges into schools has long been called for by researchers in telecollaboration/virtual exchange. While research has clarified task design and task sequences (O'Dowd and Ware, 2009), learner engagement in online learning environments is a relatively new area of research. Given the rise of technology in

language education, there is a critical need to understand how students show engagement when learning online and equally how teachers can promote this in their virtual classroom. Analysis from an Intercultural Virtual Exchange (IVE) with preservice Dutch and French students was conducted to investigate students' engagement, agency and reflection over three task types. Findings have been converted into IVE task design tips for future teachers/teacher-trainers.

Bennett, R. E. (2024). **Personalizing Assessment: Dream or Nightmare?** *Educational Measurement: Issues and Practice*, 43(4), 119-125. <https://doi.org/10.1111/emip.12652>

Over our field's 100-year-plus history, standardization has been a central assumption in test theory and practice. The concept's justification turns on leveling the playing field by presenting all examinees with putatively equivalent experiences. Until relatively recently, our field has accepted that justification almost without question. In this article, I present a case for standardization's antithesis, personalization. Interestingly, personalized assessment has important precedents within the measurement community. As intriguing are some of the divergent ways in which personalization might be realized in practice. Those ways, however, suggest a host of serious issues. Despite those issues, both moral obligation and survival imperative counsel persistence in trying to personalize assessment.

Bernardi, F., & Valdés, M. T. (2025). **Month of Birth, Early Academic Achievement, and Parental Expectations of University Completion: A New Test on Sticky Expectations.** *Sociology of Education*, 98(1), 44-61. <https://doi.org/10.1177/00380407241300306>

Previous studies have shown that educational expectations of individuals with high socioeconomic status (SES) are relatively unaffected by low academic performance, a phenomenon called "sticky expectations." However, this result might be biased by endogeneity and reverse causality between academic achievement and educational expectations. Using data from the Trends in International Mathematics and Science Study from 11 countries with a strict school-entry rule and building on the well-established finding that children born in the months before the school-entry cutoff underperform at school, we use birth month as an instrument to identify the causal effect of early academic achievement on parents' expectations of university completion by parental education. Our findings based on the instrumental variable (IV) regression show that the moderation of social origin in the relationship between children's performance and parental expectations is moderately overestimated in cross-sectional data. Nonetheless, the stickiness of high-SES parental expectations is confirmed in the IV model, proving that parental expectations are less affected by children's early achievement when the parents are highly educated.

Billi, S. (2024). **Le temps énoncé chez les élèves en Education Physique et Sportive. Essai de définition.** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04876918>

Cette thèse qui s'inscrit dans le paradigme de l'énonciation ambitionne un essai de définition du temps au prisme de l'expérience d'élèves lors de leçons d'EPS. De façon plus précise, elle s'attache à caractériser le temps vécu, ressenti, interprété par des élèves, c'est-à-dire le temps énoncé. Pour y parvenir et en référence au Programme de Recherche Empirique et Technologique du Cours d'action (Theureau, 2015), nous avons reconstruit les cours d'expérience de six lycéens en musculation et de trois lycéens en ultimate à partir des traces audiovisuelles des comportements et communications in situ, et de verbalisations obtenues lors d'entretiens d'autoconfrontation. À un premier niveau

d'analyse, le recours à la littéralisation d'une triade (l'Actualité potentielle, le Référentiel et le Représentamen) nous a permis de pointer des régularités dans le contenu des temps énoncés chez les élèves. Ces résultats mettent en avant que le temps énoncé se dévoile à partir d'un processus individuel et collectif d'appropriation du soi, d'autrui, du matériel. À un second niveau, l'analyse des suites des différents temps énoncés a été représentée graphiquement pour chaque leçon en musculation et en ultimate. Les résultats révèlent des épisodes de bascule entre des temps énoncés et la prégnance de certains temps énoncés au cours de la leçon. Au final, ces différents résultats aboutissent à un essai de définition du temps énoncé vu comme un processus dynamique relativement indépendant du temps objectif et traduisant une manière d'être au monde. Sur cette base, c'est la conception du temps dans l'activité humaine qui est revisitée, offrant de nouvelles perspectives professionnelles en EPS en termes de démarches énoncées d'enseignement.

Boissart, M., Bayle, I., & Appelshaeuser, M. (2024). **La réingénierie de la formation infirmière, une transition identitaire pour les formateurs ?** *Éducation Permanente*, 241(4), 58-69. <https://doi.org/10.3917/edpe.241.0058>

Bordes, E. (2025, janvier 13). **L'université, un service public sous pression budgétaire.** Consulté le 15 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/luniversite-un-service-public-sous-pression-budgetaire-246693>

Alors que la démographie étudiante reste à un haut niveau, les universités doivent faire face à des contraintes budgétaires, de plus en plus fortes, qui se répercutent sur chercheurs et étudiants.

Bortolotti, S., & Loviglio, A. (2024). **The Impact of a Peer-to-Peer Mentoring Program on University Choices and Performance** (IZA Discussion Paper N° 17417). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17417.htm>

We study the impact of a personalized mentoring program on university enrollment choices and academic outcomes. Conducting a randomized controlled trial among 337 high school students, we find that the program significantly influences students' decisions. The likelihood of choosing a field aligned with their mentor increases by 14 to 22 percentage points, depending on the sample and specification, representing a 25% to 45% increase from the baseline. Notably, the program also shifts preferences towards STEM/Economics fields, potentially enhancing prospective wages by 3.1- 3.7%. Using administrative data, we confirm the validity of survey-based evidence and show that the intervention does not negatively impact university performance, even though treated students enroll in more competitive fields.

Boubaker, M. B. (2024). **“On ne peut rester neutre dans un train en marche”.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dj>

À partir d'un récit d'analyse de pratiques sur l'intégration des questions antiracistes et antisexistes dans mes classes en lycée, je souhaite analyser les apports comme des limites de cette praxis (Freire, 1967) dans une institution scolaire qui invisibilise les rapports de genre, de race et de classe pour toutes, élèves comme personnels. Le titre de mon article rappelle notre impossible neutralité enseignante. Nous ne pouvons pas nous croire neutres dans une institution (figurée par le train en marche) qui reproduit elle-même des

dominations systémiques. Je pars de l'hypothèse que pour révolutionner son enseignement, il faut basculer - car une révolution est d'abord au sens étymologique un point de bascule - dans ses pratiques comme dans son positionnement. Un processus révolutionnaire est avant tout un acte d'empouvoirement, dans le sens de la conscientização théorisée par Paulo Freire, et une pédagogie véritablement antiraciste et antisexiste a pour objectif également de redonner le pouvoir aux élèves. Mais comment basculer vers ces pédagogies concrètement ? Dans un premier temps, je m'intéresserai à la façon d'introduire le désordre (Fanon, 1961) dans sa classe et questionner sa pédagogie. Ensuite, je mettrai en évidence que l'action individuelle dans le cadre de sa classe ne suffit pas, et qu'il faut adopter la figure de la rabat-joie féministe (Ahmed, 2024) dans toute l'institution scolaire. Enfin, j'explorerai des pratiques collectives porteuses d'espoir.

Boutrais, M. (2025). **L'exercice du métier de conseiller principal d'éducation en contexte de crise sanitaire Covid 19**. *Recherches en éducation*, (57). <https://doi.org/10.4000/131ow>

Lors du confinement du printemps 2020, en France, aucune circulaire ministérielle ne mentionne les conseillers principaux d'éducation (CPE) qui ont pourtant exercé leur métier à distance et contribué à la « continuité pédagogique ». Cet article présente une partie des résultats d'une recherche menée à distance, entre avril et septembre 2020, sur les pratiques professionnelles des CPE au cours de ce premier confinement. L'analyse des entretiens montre comment les CPE ont adapté leurs pratiques professionnelles, et insiste sur l'accompagnement des élèves qui a pris, au cours de cette période, le pas sur d'autres fonctions de surveillance et administratives. Notre étude met l'accent sur la manière dont les CPE ont vécu cette période de confinement, sur le plan professionnel, et précise les capacités d'adaptation, en période de crise sanitaire, redéfinissant temporairement, les relations de travail et les liens entre les CPE et les élèves, les parents d'élèves et les enseignants.

Bragat, M. M., & Baguio, J. B. (2024). **Classroom Manager Communication Abilities and Social Interaction Skills of Language Teachers in Public Secondary Schools**. *Asian Journal of Education and Social Studies*, 50(11), 397-405. <https://doi.org/10.9734/ajess/2024/v50i111664>

The aim of this study was to examine the relationship between the classroom management communication abilities and social interaction skills of language teachers in public secondary schools in Arakan North District, Division of Cotabato. The study employed a descriptive correlation method. The respondents were language teachers from public elementary schools, who assessed their own communication and social interaction skills through a questionnaire administered by the researcher. Universal sampling was used to select the participants. The data collected were categorized, analyzed, and interpreted using statistical tools, including the mean and Pearson's r correlation. The findings revealed that the level of classroom management communication abilities among the teachers is high, and these abilities are oftentimes demonstrated in their teaching practices. Similarly, social interaction skills were also rated high and oftentimes exhibited by the teachers. Additionally, a significant relationship was found between classroom management communication abilities and social interaction skills, leading to the rejection of the null hypothesis. Based on these results, it is recommended that teachers continue to enhance their communication and social interaction skills to foster a better work environment for themselves and their colleagues.

The study's findings may serve as a source of motivation for teachers to remain engaged in their professional duties and maintain dignity and effectiveness in their roles. Moreover, the results can guide teachers in adapting to the changing dynamics of the school environment. Finally, this study provides a foundation for future research, offering insights into how these variables can be further explored in broader contexts.

Brennan, R. L. (2024). **Current Psychometric Models and Some Uses of Technology in Educational Testing.** *Educational Measurement: Issues and Practice*, 43(4), 88-92. <https://doi.org/10.1111/emip.12644>

This paper addresses some issues concerning the use of current psychometric models for current (and possibly future) technology-based educational testing (as well as most licensure and certification testing). The intent here is to provide a relatively simple overview that addresses important issues, with little explicit intent to argue strenuously for or against the particular uses of technology discussed here.

Briggs, D. C. (2024). **The Past, Present, and Future of Large-Scale Assessment Consortia.** *Educational Measurement: Issues and Practice*, 43(4), 62-72. <https://doi.org/10.1111/emip.12634>

This article provides a history of the two large-scale assessment consortia that were funded in 2010 as part of the Race to the Top Competition, the Partnership for the Assessment of Readiness for College and Career (PARCC), and the Smarter-Balanced Assessment Consortium (SBAC). I compare the goals the consortia were funded to meet between 2011 and 2015 with the assessment systems PARCC and SBAC were able to deliver. Two notable accomplishments of both consortia were the development of high-quality summative assessments that were carefully designed to be accessible to all test-takers. I describe factors that led many states to withdraw from consortia membership between 2011 and 2015, and which led to the effective dissolution of PARCC. I discuss lessons learned from serving on the PARCC and SBAC technical advisory committees, and make a case for the value proposition of assessment consortia in the future.

Browman, A. S., & Miele, D. B. (2024). **Are low-ability students mentally represented as low-SES, academically incapable, and undeserving of support?** *Journal of Social Issues*, 80(4), 1289-1314. <https://doi.org/10.1111/josi.12649>

In seven studies, this research demonstrates that both the general public and educators may hold culturally-shared, class stereotype-laden mental representations that they reflexively use both to subjectively identify particular students as being high or low in academic ability, and determine who should receive educational support. Using procedures designed to capture people's mental images of others, we first observed that both the general public and aspiring educators mentally represent low-ability students as qualitatively and quantitatively distinct from high-ability students. Furthermore, the representations of low (vs. high) ability students captured from the public and aspiring educators were more likely to be associated with negative class-based academic stereotypes by separate samples of the public and educators, such that a student who "looks" low in ability was also more likely to be labeled as being low-SES, and having poorer academic motivation and work ethic. As a result, the low (vs. high) ability student was more likely to be denied college admissions or scholarship support by members of the American public and to be exposed to unsupportive instructional practices by teachers. Implications for our understanding of teacher biases are discussed.

Brown, C. P., McKenzie, L. C., Reyes, P., DeMatthews, D. E., & Woulfin, S. L. (2024). **A Case Study of How Principals in Texas Conceptualize and Support the School Readiness of Children Entering Their Schools.** *The Elementary School Journal*, 125(2), 294-321. <https://doi.org/10.1086/732784>

Elementary school principals play a key role in leading school personnel to provide prekindergartners and kindergartners with the support needed to ensure their short- and long-term school success. Yet, few studies examine how principals conceptualize what it means for children to be ready for school and how principals support students as they progress through school. In this case study, we examine how a sample of elementary school principals in Texas (N = 14) conceptualized school readiness and their role in supporting prekindergarten and/or kindergarten students' progress through school. We found these principals framed school readiness as a moment at school entry from which they, as instructional leaders, sought to build early learning experiences with their teachers to support students' success. We use such findings to consider how to expand and support principals' understandings of school readiness beyond the deficit-based neoliberal logic that prioritizes children thriving in a competitive learning landscape.

Brugière, C., & Maurines, L. (2024). **La créativité dans l'enseignement et l'apprentissage des sciences et des technologies (Dossier).** *RDST*, (29). Consulté à l'adresse <https://catalogue-editions.ens-lyon.fr/FR/livre/?GCOI=29021100757140>

RDST, n°29/2024. la créativité est un construit complexe pouvant être saisi selon différentes approches (cognitive, socio-psychologique, etc). Il est désormais attendu des enseignants, y compris de sciences, de favoriser son développement chez leurs élèves. Différentes dimensions de la créativité sont alors envisagées et articulées avec différents cadres d'analyse.

Buisson-Fenet, H. (2024a). **Reprendre la main : les PIAL, une tentative pour maîtriser la réussite de l'école inclusive.** *L'éducation en débats : analyse comparée*, 14(2), 198. <https://doi.org/10.51186/journals/ed.2024.14-2.e1749>

Dans le champ de l'inclusion scolaire «à la française» des élèves en situation de handicap, l'innovation récente des Pôles inclusifs d'accompagnement localisés consiste à structurer l'accompagnement de ces élèves selon une organisation conçue à l'échelon d'un territoire regroupant plusieurs niveaux d'enseignement, et permettant de sécuriser la continuité des parcours de l'école primaire au lycée. À partir d'une enquête qualitative, cette contribution vise à analyser les modalités selon lesquelles ces PIAL se sont déclinés dans l'académie de Lyon. Sur la base d'une analyse documentaire, de l'observation d'une série de réunions de lancement et d'une quinzaine d'entretiens, elle montre que les PIAL se sont d'abord traduits par une focalisation sur la rationalisation des services des Accompagnantes des élèves en situation de handicap (AESH), un personnel non-enseignant de statut précaire, dont la notification est hors de contrôle de l'Éducation nationale. La géométrie variable du dispositif rend alors possible un assez large répertoire de modalités de gestion de ce personnel, ce qui se solde par des fonctionnements de PIAL parfois fort différents d'une circonscription scolaire à l'autre. Au-delà de ce «repli gestionnaire» (Laforgue, 2005), l'étude montre que le PIAL est révélateur d'une politique institutionnelle (Knoepfel, et al., 2015) qui restitue à l'État scolaire certaines de ses capacités affaiblies par la départementalisation de l'action publique sur le handicap

Buisson-Fenet, H. (2024b). **Reprendre la main. Les PIAL, une tentative pour maîtriser la réussite de l'école inclusive.** *L'éducation en débats: analyse comparée*, 14(2), 198-214. <https://doi.org/10.51186/journals/ed.2024.14-2.e1749>

In the field of "French-style" school inclusion for pupils with disabilities, the recent innovation of the Pôles inclusifs d'accompagnement localisés (PIALs) involves structuring support for these pupils on a territory-wide basis. Based on a qualitative survey, this contribution aims to analyze the ways in which these PIALs have been implemented in the Lyon education district. On the basis of a documentary analysis, observation of a series of launch meetings and around fifteen interviews, it shows that the PIALs have initially resulted in a focus on rationalizing the working hours of the Accompagnantes des élèves en situation de handicap (AESH), a non-teaching staff with insecure status, whose recruitment is beyond the control of the Éducation Nationale. The variable geometry of the system allows for a wide range of management methods for these staff, resulting in PIALs operating in very different ways from one school district to another. Beyond this "managerial reduction" (Laforgue, 2005), the study shows that the PIAL is indicative of a policy through organization (Knoepfel, et al., 2015) that restores to the education state some of its capacities weakened by the departmentalization of public action on disability.

Buisson-Fenet, H., Fontanieu, V., & Marx, L. (2024). **Que sont devenus les élèves issus des dispositifs Ulis et Segpa ? : Un éclairage sur deux volets de la « difficulté scolaire » à travers Génération 2017.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale: quel(s) impact(s) sur l'insertion ? - Tome 3: Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 7-22). <https://doi.org/10.4000/12u2t>

Burstein, O., Sabag, M., Kurtzman, L., & Geva, R. (2025). **The role of focused attention in learning from early childhood to late adolescence: Implications of neonatal brainstem compromise following preterm birth.** *Child Development*, 96(1), 269-285. <https://doi.org/10.1111/cdev.14167>

This comprehensive longitudinal study explored for the first time the interrelations between neonatal brainstem abnormalities, focused attention (FA), and learning—following a preterm cohort (N = 175; 46.3% female; predominantly White) from birth (2003–2006) to 17 years. The findings indicated that FA during early childhood was associated with language outcomes in toddlerhood (n = 131) and academic and attention self-report indices in late adolescence (n = 44). Pilot assessments indicated that FA at 17 years (n = 25) was also associated with concurrent academic and attention functioning. Structural equation modeling analyses revealed that neonatal brainstem functioning, manifested in auditory brainstem response patterns, was associated with early-life FA competence, which affected learning development. Implications underscore the essential role of early brainstem function and FA in shaping childhood learning trajectories.

Buzan, J., & Sheehy-Skeffington, J. (2024). **Barriers in the Transition From School to Work: How Student Financial Adversity Predicts Deprioritizing Jobs With the Best Long-Term Career Progression.** *Journal of Social Issues*, 80(4), 1460-1483. <https://doi.org/10.1111/josi.12658>

Despite education's potential to reshape societal inequalities, recent gains in broadening university access across the socioeconomic spectrum have not translated

into parallel gains in the transition from school to work. This work applies a socioecological approach to understanding this pattern, considering the role of job factors and individual financial background in shaping undergraduate student job choices and perceived career prospects. In two discrete choice experiments (n = 800) UK undergraduate students chose between pairs of job descriptions varying primarily along two dimensions: immediate versus delayed benefits (e.g., starting salary vs. salary progression), and concrete versus abstract benefits (e.g., salary vs. values fit). The findings suggest that career choice may be shaped by socioeconomic constraints above and beyond individual preferences for meaningful work, while the relationship between financial strain and career pessimism is mediated by inequalities in perceived control over life outcomes and personal connections to the job.

Caceres-Reebs, D., & Jelic, L. (2024). **Digital media in vocational education and training: good practice examples from Latin America and Germany**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16100

Cette publication vise à diffuser des exemples de bonnes pratiques issues du monde entier utilisant des outils numériques dans l'enseignement et la formation techniques et professionnels (EFTP) dans différents contextes et continents (pays d'Amérique latine et Allemagne). Les initiatives comprennent des solutions telles que des plateformes, la réalité virtuelle, des applications d'apprentissage pour smartphones et couvrent un large éventail de domaines professionnels et de compétences. Les exemples montrent comment l'utilisation des technologies numériques améliore les compétences professionnelles de manière flexible en termes de temps et de lieu, fournit une représentation plus précise de la réalité d'un métier et développe des compétences dans un contexte protégé.

Café pédagogique. (2024a, décembre 18). « **Les Nouveaux venus** » : immersion dans une classe d'UPE2A. Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/18/les-nouveaux-venus-immersion-dans-une-classe-dupe2a/>

Le dispositif UPE2A est destiné à accueillir les élèves allophones nouvellement arrivés sur le territoire français pour leur permettre d'acquérir une maîtrise suffisante de la langue française et faciliter leur inclusion dans une classe ordinaire. Leurs parcours de vie, parfois traumatisants, sont divers, leurs nationalités différentes, certain.es n'ont jamais connu l'école, mais tous et toutes « ont en commun d'avoir dû quitter leur pays, leurs amis, une partie de leur famille, leur langue ». Dans Les Nouveaux venus la bédéaste Aurélie Castex nous invite à découvrir le quotidien d'une de ces classes, où l'a accueillie Sophie Delègue, enseignante à Paris dans le 19^e arrondissement. Toutes deux répondent aux questions du Café pédagogique et évoquent cette année d'immersion partagée, riche en découvertes et en échanges...

Café pédagogique. (2024b, décembre 19). **Patrick Rayou : focus sur l'autonomie réelle des élèves**. Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/19/patrick-rayou-focus-sur-lautonomie-reelle-des-eleves/>

Sociologue, professeur en sciences de l'Éducation à Paris 8, Patrick Rayou s'intéresse à la fois à la professionnalisation des enseignants et aux inégalités devant les apprentissages. Il publie un important ouvrage, L'autonomie des élèves, injonctions, pratiques, inégalités, qui sonne comme une synthèse de son travail universitaire, construit

en collaboration avec de nombreuses rencontres avec différents champs de recherches et d'enquêtes de terrain. Sa lecture sera utile aux formateurs, aux cadres et aux enseignants.

Café pédagogique. (2024c, décembre 20). **L'École face à l'échec scolaire des plus pauvres**. Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/20/lecole-face-a-lechec-scolaire-des-plus-pauvres/>

Apprendre des scolarités abimées, voilà le défi que proposent de relever les auteurices de cette publication des éditions Quart Monde, coordonnée par Régis Félix, ancien professeur et principal de collège,

Café pédagogique. (2025a, janvier 7). **Intelligence artificielle et développement durable : un enjeu éducatif**. Consulté 8 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/07/intelligence-artificielle-et-developpement-durable-un-enjeu-educatif-2/>

« En tant qu'enseignants, nous jouons un rôle clé pour transmettre ces enjeux à nos élèves et les guider vers des solutions durables. L'objectif est de les sensibiliser non seulement

Café pédagogique. (2025b, janvier 13). **Racisme : « Sous la menace du stigmata, les individus peuvent perdre confiance en eux et moins bien réussir »**. Consulté 15 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/13/lhistorienne-carole-reynaud-paligot-sous-la-menace-du-stigmata-les-individus-peuvent-perdre-confiance-en-eux-et-moins-bien-reussir/>

« Comment devient-on raciste ? » est une bande dessinée qui mêle témoignage, réflexion personnelle et scientifique. « J'ai peur pour mes enfants ? » écrit l'illustrateur Ismaël Meziane qui partage sa colère et ses peurs. Il s'est associé à Carole Reynaud-Paligot, historienne et Évelyne Heyer, anthropologue généticienne pour proposer un ouvrage didactique sur le racisme. « On parle assez peu de phénomènes bien connus en psychologie sociale comme la « prophétie auto-réalisatrice », et pourtant c'est essentiel dans le domaine du racisme et du sexisme. Sous la menace du stigmata, les individus peuvent perdre confiance en eux et moins bien réussir, ce sont des phénomènes essentiels dont il faut prendre conscience dans le domaine de l'éducation » explique Carole Reynaud-Paligot. La bande dessinée propose d'identifier, de comprendre le racisme pour en déjouer les mécanismes. L'historienne répond aux questions du Café pédagogique.

Café pédagogique. (2025c, janvier 15). **Marchandisation, dérégulation et privatisation : l'enseignement supérieur en péril**. Consulté 15 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/15/marchandisation-deregulation-et-privatisation-lenseignement-superieur-en-peril/>

Parcoursup, c'est parti ! Dans cette tribune, Mathis d'Aquino analyse la privatisation de l'enseignement supérieur et la stratégie des écoles privées dans lesquelles est désormais inscrit près d'1 étudiant sur 3.

Cahon, J. (2025). **Le mal-vivre à l'école : une longue histoire ?** *Recherches en éducation*, (57). <https://doi.org/10.4000/1310q>

Si le mal-être créé par l'évaluation et la sélection est aujourd'hui de plus en plus exprimé par des élèves français, conjointement à la publication de données inquiétantes relatives à la santé mentale des jeunes (dégradée depuis la pandémie de covid-19), cet article propose une mise en perspective historique du mal-vivre des élèves dans les établissements scolaires afin d'en saisir les continuités, les ruptures et les enjeux, au travers d'une certaine réalité de la vie scolaire et dans les débats éducatifs. Ces questions sont ainsi étudiées des années 1830 (soit à partir de la naissance d'une « École d'État » et des progrès de la scolarisation) aux années 1970-1980 (qui correspondent à la fin de la massification du collège et au début de celle du lycée). Pour cela, ce travail s'appuie sur l'analyse d'une dizaine de récits littéraires ou de vie (autobiographies, souvenirs, etc.) confrontés aux sources archivistiques institutionnelles (en particulier du ministère de l'Instruction publique puis de l'Éducation nationale) relatives à la vie scolaire.

Camara, W. (2024). **Admission Testing in Higher Education: Changing Landscape and Outcomes from Test-Optional Policies.** *Educational Measurement: Issues and Practice*, 43(4), 104-111. <https://doi.org/10.1111/emip.12651>

Access to admission tests was greatly restricted during the COVID-19 pandemic resulting in widespread adoption of test-optional policies by colleges and universities. Many institutions adopted such policies on an interim or trial basis, as many others signaled the change would be long term. Several Ivy League institutions and selective public flagship universities have returned to requiring test scores from all applicants citing their own research indicating diversity and ensuring academic success of applicants can be best served by inclusion of test scores in the admissions process. This paper reviews recent research on the impact of test-optional policies on score-sending behaviors of applicants and differential outcomes in college and score sending. Ultimately, test-optional policies are neither the panacea for diversity that proponents suggested nor do they result in a decay of academic outcomes that opponents forecast, but they do have consequences, which colleges will need to weigh going forward.

Camusson, C. (2023). **Conception et usage par les enseignants des supports de classe, entre contraintes et ressources. Les pratiques des maîtres de cours moyen en histoire et étude de la langue : quels potentiels effets inégalitaires ?** (Phdthesis, Université Paris 8 - Vincennes-Saint-Denis). Consulté à l'adresse <https://theses.hal.science/tel-04716331>

En France, l'enseignant est libre de choisir et de concevoir ses supports d'enseignement. Il sélectionne une ou plusieurs ressources qu'il décide parfois de modifier. Ensuite, en classe, le support peut être utilisé par le professeur de nombreuses manières. Par conséquent, les supports et leur appropriation (l'instrumentalisation enseignante) sont multiples. Cette thèse entend permettre une meilleure compréhension de l'activité instrumentale des professeurs tout en s'intéressant à ce qui pourrait lors de cette activité conduire à alimenter ou réduire des inégalités scolaires. L'analyse des réponses à un questionnaire auquel ont participé 511 maîtres de cours moyen ainsi que l'étude de leurs supports de cours (en histoire et en orthographe) montrent que deux-tiers d'entre eux transforment les ressources en agissant davantage sur la forme que sur le fond. Cette appropriation a alors des répercussions sur les caractéristiques internes des supports, elles diminuent la complexité sémiotique et langagière (ce qui facilite le traitement du contenu par tous les élèves) tout en, par la même occasion, diminuant l'exigence. L'enquête de terrain (16 séances observées et 14 entretiens d'enseignants) précise les logiques et surtout les contraintes sous-jacentes à la genèse des supports et étudie la mise en œuvre de ces outils en classe. Nous identifions qu'un type de support, plus que

les autres, encourage le maître à l'utiliser de manière à ce que tous les élèves de la classe soient actifs et mobilisés sur des activités exigeantes pour apprendre. Cependant celui-ci est rare car très peu élaboré par les concepteurs de ressources. Enfin, notre méthodologie à la fois quantitative et qualitative révèle que l'instrumentalisation enseignante varie principalement selon la discipline, le contexte social et matériel de l'école, les formations, le sexe du professeur et selon la pression que le temps exerce sur le travail.

Canedo, D. D., & Baguio, J. B. (2024). **Career Progression and Classroom Facility Adeptness of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(12), 184-193. <https://doi.org/10.9734/ajess/2024/v50i121685>

This study aimed to explore the career progression and classroom facility adeptness of teachers in public elementary schools in the Sta. Maria District, Division of Davao Occidental. In this context, career progression refers to the development of teachers' professional skills, while classroom facility adeptness pertains to how teachers utilize available resources to enhance student learning. A non-experimental quantitative research design was employed, using correlational methods to examine the relationship between career progression and classroom facility adeptness. Additionally, regression analysis was used to determine the significant influence of the domains of career progression on teachers' classroom adeptness. The study involved 135 public elementary school teachers, selected using universal sampling. Data were analyzed using mean scores, Pearson's r , and regression analysis. The results revealed that career progression was often reflected in teachers' commitment to excellence, honesty and integrity, respect for others, compassion, and social responsibility. Classroom facility adeptness, on the other hand, was sometimes manifested in terms of collaboration, decision-making, resource utilization, and communication. A significant relationship was found between career progression and classroom facility adeptness, with a Pearson r -value of 0.988 and a p -value of 0.00, indicating a strong correlation between the two variables. Additionally, the regression analysis revealed that classroom facility adeptness significantly influenced the domains of career progression. The regression results indicated the following relationships between career progression and classroom facility adeptness: commitment to excellence ($B = -0.075$, $t = -0.503$, $p = 0.000$), honesty and integrity ($B = 0.014$, $t = 0.125$, $p = 0.000$), respect for others ($B = -0.218$, $t = -1.807$, $p = 0.000$), compassion ($B = -0.074$, $t = -0.502$, $p = 0.000$), and social responsibility ($B = 0.015$, $t = 0.126$, $p = 0.000$). Based on the findings, it is recommended that public school teachers engage in professional development programs, such as conferences and training sessions offered by the Department of Education (DepEd), to improve their skills and enhance their capacity to better support student learning and academic success.

Cardoso, J. C. C., & Felouzis, G. (2024). **School principals as key actors in the implementation of educational policies: perspectives from the Integral Education Program (PEI) in São Paulo State, Brazil.** *L'éducation en débats: analyse comparée*, 14(2), 215-233. <https://doi.org/10.51186/journals/ed.2024.14-2.e1750>

The article analyzes the role of school principals in implementing the Integral Education Program (PEI) in São Paulo (Brazil). The primary assumption was that school principals have a fundamental role in implementing educational policies locally, as they are positioned as mediators of the interests of the public education system and the community where they work. Interviews and on-site observation were carried out in four PEI schools in the State of São Paulo. We analyzed the role of school principals in the

adherence process of teachers, students, and families to the program. The data demonstrated that school principals' strong adherence to the policy was decisive for its implementation locally. The principals led the other school actors to vote in favor of the program, acting as sense-makers.

Caribbean, U. I.-I. institute for higher education in L. A. and the, HARDEN-WOLFSON, E., & UNESCO IESALC - International institute for higher education in Latin America and the Caribbean. (2024). **Reaching for the right to higher education: evidence from 15 countries.** Consulté à l'adresse

<https://unesdoc.unesco.org/ark:/48223/pf0000392154?posInSet=14&queryId=N-ea02a9f1-b03d-4138-abff-d9f77f908628>

Ce rapport met en lumière les inégalités persistantes dans l'enseignement supérieur à travers le monde, en mettant l'accent sur les défis auxquels sont confrontés les groupes marginalisés, notamment les peuples autochtones, les personnes en situation de handicap et les personnes issues de milieux à faible revenu. En défendant l'enseignement supérieur en tant que droit fondamental, le rapport utilise un cadre de justice sociale pour synthétiser les conclusions de quinze études de cas nationales qui explorent les politiques efficaces visant à améliorer l'accès et à promouvoir l'équité dans les systèmes éducatifs.

Cariou, D., & Coutant, M. (2024). **Contextualisation et critique des documents en classe d'histoire.** *Revue française de pédagogie*, 223(2), 101-112. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-101>

Carré, E., & Lardellier, P. (2025, janvier 5). **L'IA dans l'enseignement supérieur : les leçons de Platon et du mythe de Theuth.** Consulté 15 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/ia-dans-lenseignement-superieur-les-lecons-de-platon-et-du-mythe-de-theuth-244894>

Entre mythe et science, craintes ancestrales et promesses technologiques, les questions autour de l'intelligence artificielle font écho à des débats millénaires sur notre rapport aux outils cognitifs.

Cart, B., Toutin, M.-H., & Lercari, L. (2024). **Avant la réforme de la formation en alternance, comment les jeunes profitent-ils de ces dispositifs dans l'enseignement supérieur ?** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 67-82). <https://doi.org/10.4000/12u2x>

Casanova, R., Roelens, C., & Connac, S. (Éd.). (2024). **Figures inspirantes pour une socialisation démocratique dans et par l'éducation.** *Éducation et Socialisation. Les Cahiers Du CERFEE*, (74), n.p. Consulté à l'adresse <https://journals.openedition.org/edso/29365>

Ce dossier cherche à contribuer au complexe champ de réflexion sur la conversion du projet démocratique en pratiques éducatives en s'emparant plus spécifiquement des théoricien.ne.s et de praticien.ne.s que l'on peut à bon droit identifier comme des « figures inspirantes pour une socialisation démocratique dans et par l'éducation ». Il s'agit ainsi en premier lieu de comprendre en quoi chaque figure étudiée, sa personne, son œuvre, ses positions, ses concepts et ses écrits sont aujourd'hui encore inspirants ou en quoi ils ont été inspirants de pensées et pratiques visant à une socialisation

démocratique dans et par l'éducation. Mais, avec et au-delà de la personne. Il s'agit également de penser les concepts, les idées, les épistémologies, les méthodologies que ces mêmes figures ont développées.

Castaneda Valle, R. (2024). **The triangle of lifelong learning: Strategies, motivation, and self-belief**. *PISA in Focus*, 128, 1-10. <https://doi.org/10.1787/45ec682f-en>

Cavaglia, C., Macmillan, L., Maragkou, K., Murphy, R., & Wyness, G. (2024). **The mismatch earnings penalty** [CVER Research Paper]. Consulté à l'adresse Centre for Vocational Education Research website: <https://econpapers.repec.org/paper/cepcverdp/041.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.

CEREQ. (2025). **Bilan Programme 2024>2025 du Céreq** (p. 144). Consulté à l'adresse CEREQ website: <https://www.cereq.fr/bilan-programme-du-Cereq>

Le Bilan Programme du Céreq est le document annuel de l'établissement rassemblant l'ensemble des travaux et études en cours, achevés ou à venir. Chacun de ces projets s'inscrit dans l'un des trois axes des Orientations à moyen terme.

Cerna, M. G. B. D., & Baguio, J. B. (2024). **Classroom Structure Strategies of Teachers and Language Communication Hitches of Students in Public Secondary Schools**. *Asian Journal of Education and Social Studies*, 50(8), 198-205. <https://doi.org/10.9734/ajess/2024/v50i81520>

This study described the classroom structure strategies employed by teachers and the language communication challenges faced by public secondary school students in Kidapawan District, Division of Kidapawan City, Philippines. The study utilized a non-experimental quantitative research design with a correlational method. The respondents included 147 teachers and students from public secondary schools, selected using universal sampling. Data analysis involved mean, Pearson's r, and regression analysis. The findings revealed that teachers frequently implemented classroom structure strategies in areas such as setting expectations, accountability, simplicity, preparation, and building rapport. Additionally, the study found that public secondary school students often encountered language communication challenges related to dialects, speech, word choice, and grammar. A significant relationship was identified between teachers' classroom structure strategies and students' language communication difficulties. Furthermore, the study suggests that various domains of classroom structure strategies significantly influence students' language communication issues. Based on these findings, the study recommends that educators engage in targeted professional development programs to enhance their classroom management skills and instructional strategies. These programs should focus on improving language proficiency and communication among students.

Chaaban, Y., Sawalhi, R., & Lundberg, A. (2025). **Middle leaders' sensemaking of their leadership practices in response to educational disruption: A Q-methodology study.** *Educational Management Administration & Leadership*, 53(1), 65-82. <https://doi.org/10.1177/17411432231152357>

Middle leaders were required to navigate the complexities of educational disruption and respond to internal and external demands throughout the pandemic. This shifting educational context necessitated a sensemaking process to better understand and act on the issues which gave rise to ambiguities in their school environment. This study investigated the sensemaking processes employed by 27 middle leaders from 20 government schools in Qatar, at a time when COVID-related restrictions had been lifted and face-to-face learning had resumed. To collect and analyze data, Q-methodology was applied. A 34-statement Q-sample was developed based on a proposed conceptual framework of sensemaking during times of disruption which included three dimensions: intrapersonal, relational, and institutional. Q-factor analysis revealed two significantly different viewpoints regarding how participants enacted certain practices in response to educational disruption. These were (1) sensemaking as a relational endeavor and (2) sensemaking as an agentic endeavor. The two viewpoints differed in sources of sensemaking and its mechanisms. Sensemaking offered a useful theoretical construct as it revealed middle leaders' perceptions and enactments, and their struggles in maintaining a balance between structure and agency. The study has implications for middle leadership policy and practices in times of educational disruption and beyond, with its distinctive methodological and contextual contributions.

Chaker, R., Hajj-Hassan, M., & Ozanne, S. (2024). **The Effects of Online Continuing Education for Healthcare Professionals: A Systematic Scoping Review.** *Open Education Studies*, 6(1). <https://doi.org/10.1515/edu-2022-0226>

Abstract Continuing education offers healthcare professionals the opportunity to adapt to the many changes in society and to improve their skills and knowledge to provide optimal care for patients. As technology evolves, healthcare workers can benefit from virtual peer-to-peer and mentor interactions with digital technology as a platform for continuing professional development (CPD). Nevertheless, healthcare professionals' experiences in CPD in online learning settings have not been tackled clearly. The aim of our systematic scoping review is to investigate the effects of distance and hybrid learning settings in continuing education on learning outcomes and perceptions among healthcare professionals. A quantitative literature search was conducted following the preferred reporting items for systematic reviews and meta-analyses scoping research, allowing data collection of healthcare study scores from previous articles tackling the subject. A total of 17 articles met the inclusion criteria and were reviewed. We identified four main categories of learning outcomes: knowledge acquisition, skills and performance, participants' attitudes toward training, satisfaction, confidence, and self-efficacy. This systematic scoping review highlights that continuing distance education improves health professional learning outcomes. Continuing education in online learning setting allow more learning accessibility for healthcare professionals, as it was found to be a solution for temporal and physical constraints.

Chamoun-Nicolas, H., Rabadán Pérez, F., & Ramirez Muñoz, M. V. (2024). **Teaching Tools to Enhance Student Engagement in Higher Education.** *Multidisciplinary Journal of School Education*, 13(2 (26)), 351-372. <https://doi.org/10.35765/mjse.2024.1326/17>

Objectives of the research: This project aims to identify the most effective tools for increasing student engagement. Research methods: An ad hoc questionnaire to measure the engagement capacity of teaching tools, principal component analysis (PCA), and machine learning forward regression. Structure of the article: Introduction, methodology and results (sampling, PCA, forward regression), discussion, and conclusions. Research findings: Active interaction and modular organization promote student engagement. A student's inability to respond to questions about improving a subject often indicates a lack of interest. Engagement increases when previous teaching experiences have not incorporated interactive tools. Pre-class homework assignments enhance interest and make courses more practical. Tools that facilitate teacher-student interaction improve engagement, regardless of whether the teaching style is based on the teacher's practical experience or a student-centered approach. Conclusions and recommendations: This research identifies several factors that significantly influence student engagement, including a modular structure, active classroom participation, pre- and post-class assignments, content quality, teaching style, and interaction through discussion platforms.

Charalampopoulou, C., Carminatti, N., & Carnus, M.-F. (2024). **Le sujet-enseignant au coeur de l'hybridation lors de la " domiciliarisation " des situations d'enseignement/apprentissage en période de pandémie.** *Les Dossiers des sciences de l'éducation*, 50, 85-103. Consulté à l'adresse <https://hal.science/hal-04851804>

L'article vise à éclairer le processus d'hybridation dans le domaine de l'éducation au prisme de la didactique clinique dans un contexte de « domiciliarisation » de l'enseignement/apprentissage. Il donne à voir les formes que l'hybridation a pu prendre dans la pratique enseignante pendant la pandémie de la COVID-19 et propose un modèle permettant d'étudier les situations hybrides d'enseignement/apprentissage. La partie empirique de l'article est alimentée par des données recueillies lors de la mise en œuvre de deux ingénieries hybrides didactiques cliniques coopératives (IH2DC) dans le secondaire et le supérieur. Des questionnements surgissent quant à l'importance du temps de travail asynchrone réalisé à domicile et de sa gestion.

Chen, T., Ding, W., Yang, Q., Chen, Y., Li, W., & Xie, R. (2024). **Longitudinal reciprocal relations between general basic psychological need satisfaction, social support, and academic engagement among Chinese adolescents.** *Social Psychology of Education*, 28(1), 12. <https://doi.org/10.1007/s11218-024-09978-0>

Prior studies showed that general basic psychological need satisfaction or social support affected academic engagement. However, it remains unknown how the mutual reinforcement between the perception of internal needs and external support influences adolescents' academic engagement, as well as whether academic engagement can shape psychological resources and a positive environment. This study aims to examine the bidirectional longitudinal relations between general basic psychological need satisfaction, social support, and academic engagement among Chinese adolescents. A total of 1,214 high school students (Mage = 15.46 years, SDage = 0.71) completed questionnaires at three time points with a six-month interval. Results revealed bidirectional relations between general basic psychological need satisfaction and social support with academic engagement, as well as between general basic psychological need satisfaction and social support themselves. Additionally, general basic psychological need satisfaction and social support mutually reinforced each other, indirectly predicting academic engagement; academic engagement predicted general basic

psychological need satisfaction through social support and mediated the relation between social support and general basic psychological need satisfaction. This study revealed that the perception of internal needs and external support mutually promoted academic engagement which also shaped the perception of internal needs and external support. It is important to shape these two resources while considering the role of academic engagement in developing resources.

Chen, W.-Y. (2025). **What motivates teachers to lead? Examining the effects of perceived role expectations and role identities on teacher leadership behaviour.** *Educational Management Administration & Leadership*, 53(1), 83-101. <https://doi.org/10.1177/17411432231163020>

The development of teacher leadership is closely intertwined with the transformation of teacher roles. However, few studies have investigated how this concept, first developed in North America, is affected by teachers' role identities (RIs) in an Asian context. To this end, this study aimed to examine the effects of teachers' perceived role expectations (PREs) and RIs on their leadership behaviour. The sage teacher, professional teacher and labourer teacher framework was used for analysis, and 498 junior high school teachers in Taiwan participated in a survey. Structural equation modelling and bootstrap analysis were employed to analyse the data. The results showed that teachers' PREs as professional and sage teachers were more significant than for labourer teachers. Their RIs also presented the same pattern. Moreover, although teacher leadership is closely related to the development of teacher professionalism, of the three types of teacher roles, only the PRE and RI of the sage teacher can significantly motivate teachers to lead in direct and indirect ways.

Chen, Y.-W., & Lawless, B. (2025). **"I felt too involved in something that I didn't know how to deal with": navigating emotional labor as "immigrant" women in U.S. Academia.** *International Journal of Qualitative Studies in Education*, 38(1), 127-140. <https://doi.org/10.1080/09518398.2024.2365183>

Considering that women, people of color, and minoritized faculty are expected to provide disproportionate emotional labor, this study focuses on how "immigrant" women faculty navigate emotional labor in U.S. academia. Based on interviews with 28 "immigrant" women across nationality, race/ethnicity, rank, and discipline, this study examines how they navigate emotional labor particularly through the Trump administration and the ongoing COVID-19 pandemic. Guided by a process of critical thematic analysis, we identify three overlapping themes: (a) conditional citizenship as emotional labor; (b) neoliberal multiculturalism, emotional labor, and gaslighting; and (c) material consequences of emotional labor. We argue the unwritten yet expected disproportionate emotional labor that "immigrant" women experience as gaslighted multicultural subjects reflects gendered and racialized xenophobia in U.S. academia, especially on the backs of women with non-immigrant visas, women of color, Muslim women, and women whose voices are always-already in question. We end with practical implications.

Chimène, L. (2024). **L'orientation professionnelle sous le prisme du développement durable : focus sur les éco-délégués.** *L'orientation scolaire et professionnelle*, 53(4), 591-621. <https://doi.org/10.4000/12y6s>

Sous la bannière de l'éducation au développement durable, les systèmes éducatifs sont invités à former des personnes citoyennes conscientes et responsables mais aussi

professionnelles de demain. Ce deuxième objectif témoigne d'une nouvelle mission attribuée à l'École et à l'orientation, celle de contribuer aux choix d'une carrière compatible avec les objectifs du développement durable. Pour y parvenir, l'Éducation nationale a notamment prescrit la mise en place d'une fonction d'éco-délégué·e qui permet aux élèves d'être à l'initiative d'actions et de promouvoir le développement durable dans leur établissement. À partir d'une recherche par questionnaire complété par 1 725 élèves du secondaire en Bourgogne Franche-Comté, cet article propose d'évaluer la place accordée au développement durable par les personnes éco-déléguées, particulièrement exposées et actives dans cette « éducation à ». En s'appuyant sur des analyses bivariées et sur un modèle de régression logistique, l'étude révèle que les personnes éco-déléguées seraient plus enclines que leurs camarades à choisir un emploi compatible avec le développement durable. Cependant, cette tendance s'expliquerait davantage par des caractéristiques individuelles et une pratique familiale que par le statut d'éco-délégué·e, ce qui questionne notamment la mise en œuvre et les effets de cette « éducation à ».

Cizek, G. J. (2024). **You Win Some, You Lose Some**. *Educational Measurement: Issues and Practice*, 43(4), 126-136. <https://doi.org/10.1111/emip.12643>

In a 1993 EM:IP article, I made six predictions related to measurement policy issues for the approaching millenium. In this article, I evaluate the accuracy of those predictions (Spoiler: I was only modestly accurate) and I proffer a mix of seven contemporary predictions, recommendations, and aspirations regarding assessment generally, NCME as an association, and specific psychometric practices.

Colenbrander, D., von Hagen, A., Kohnen, S., Wegener, S., Ko, K., Beyersmann, E., ... Castles, A. (2024). **The Effects of Morphological Instruction on Literacy Outcomes for Children in English-Speaking Countries: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, 36(4), 119. <https://doi.org/10.1007/s10648-024-09953-3>

In this pre-registered meta-analysis, we investigated the effectiveness of morphology instruction on literacy outcomes for primary school children in English-speaking countries. We were interested in overall reading and spelling outcomes, but we also looked separately at results for trained and untrained words in order to determine whether there was evidence of transfer to untrained words. Further, we were interested in whether results transferred beyond the word level to reading comprehension outcomes. Our screening process revealed 28 eligible studies, which contributed 177 effect sizes to the analyses. Robust variance estimation methods were used to account for dependence between effect sizes. Overall, effect sizes on reading and spelling outcomes were small to moderate. Effect sizes were larger for trained words than untrained words. There was evidence of transfer to untrained words for spelling outcomes, but not for reading outcomes. There was also no clear evidence of effects on reading comprehension outcomes. In general, the evidence was characterised by large amounts of heterogeneity and imprecision, which was reflective of the wide variety within and between studies in terms of intervention content, outcome measures, intervention dosage and type of control group. We discuss the limitations of the current literature and make recommendations for future research and practice in the field of morphology instruction. (207 words – max 250).

Colombi, D. (2024, décembre 28). **Les nouvelles formes d'exploitation au travail sont invisibilisées**. Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website:

<https://www.alternatives-economiques.fr/denis-colombi-nouvelles-formes-dexploitation-travail-invisi/00113118>

En s'intéressant à ceux et celles dont le travail est invisibilisé, le sociologue Denis Colombi met en lumière les nouvelles formes d'exploitation qui passent par un brouillage accentué entre vie privée et vie professionnelle.

Commission européenne. Direction générale éducation, jeunesse. (2024). **Rapport de suivi de l'éducation et de la formation 2024: France**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/9637e78f-acc7-11ef-acb1-01aa75ed71a1/language-en>

Commission Suisse pour l'UNESCO. (2024). **Droit à l'éducation : combattre les inégalités en relevant les défis de la privatisation, de la digitalisation et des situations de crise**. *L'éducation en débats : analyse comparée*, 14(2), 306-331. <https://doi.org/10.51186/journals/ed.2024.14-2.e1757>

The Geneva Dialogue on the Right to Education was held on 18 and 19 June 2024 and organized in partnership with UNESCO, the University of Geneva, the Office of the United Nations High Commissioner for Human Rights (OHCHR), and the REGARD network. The rich sessions provided an opportunity to examine the trends, challenges, and opportunities related to equitable access to quality education. Discussions focused on the impact of privatization, digitalization, and crises on the right to education, as well as the effectiveness of human rights mechanisms in addressing these 21st-century challenges. This paper summarizes the main discussions and makes recommendations for the future.

Connac, S., Zwang, A., & Barniaudy, C. (2025). **Mener des entretiens de recherche en éducation et en formation**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/13-education>

Les entretiens de recherche, régulièrement utilisés en sciences humaines et sociales, permettent de collecter l'avis des personnes suivies par les recherches, dans une logique de compréhension de leurs vécus, leurs expériences et leurs logiques profondes. Les chercheurs expérimentés comme néophytes trouveront dans ce livre une présentation des méthodologies de l'entretien dans toute leur diversité et leur richesse. Chaque chapitre comporte des exemples évoquant concrètement l'appareillage de collecte des données issues d'entretiens, mais situe également les visées de la méthodologie, la posture et les dispositions qui font partie des engagements nécessaires du chercheur, des modalités d'entrée en relation et en dialogue avec les acteurs-sujets, ainsi que de l'analyse des données qui en découlent. C'est la force indéniable de cet ouvrage que d'outiller rigoureusement le chercheur tout en l'invitant à problématiser les limites de la recherche, des savoirs, concepts et méthodologies qui la sous-tendent, les valeurs aussi.

Corbett, S., Johnston, K., & Bezuidenhout, A. (2025). **Further education workforce wellbeing: Did Covid actually change anything?** *Educational Management Administration & Leadership*, 53(1), 182-194. <https://doi.org/10.1177/17411432231153290>

This paper considers wellbeing in the context of those working in the further education (FE) sector in England and how this has been affected by the Covid pandemic. There has been a growth of research into the impact of the pandemic on the workforce in the higher education sector and some considerations for schools. However, research that examines the FE sector's workforce, an education sector which is often considered

under-resourced, can be lacking. Our empirical research seeks to begin to address this gap and provide a unique contribution through the replication of a pre-pandemic national FE workforce wellbeing study commissioned by the Education and Training Foundation. The current study uses the same scale framework as the 2019 study to assess the wellbeing of FE sector employees. The results from 347 responses show that the pandemic had a negative impact on the wellbeing of employees, but employees drew upon their resilience to cope with increasing demands in the sector.

Cour des comptes. (2024a). **L'accès aux études de santé** (p. 149). Consulté à l'adresse Cour des comptes website: <https://www.vie-publique.fr/files/rapport/pdf/296615.pdf>

| Rapport réalisé à la demande de la Commission des affaires sociales du Sénat qui souhaitait une évaluation de la réforme des études de médecine qui a créé les nouveaux parcours d'accès spécifique santé (PASS) et les licences accès santé (LAS). Pour la Cour des comptes, la réforme de l'accès aux études de santé est entachée de défauts de conception qui ont rendu difficile sa mise en œuvre. Si les modalités de détermination des effectifs à former en vue de répondre aux besoins de santé ont évolué et permis une augmentation globale des admis, cette augmentation ne peut pas suffire à garantir la réponse aux besoins. Selon la Cour, le bilan de la réforme est mitigé, au vu notamment de l'échec de la diversification des profils.

Cour des comptes. (2024b). **Premier bilan du pass Culture**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4022> [Report]. Consulté à l'adresse Cour des comptes (France) website: https://www.ccomptes.fr/sites/default/files/2024-12/20241217-Premier-bilan-pass-Culture_0.pdf

Le pass Culture constitue une politique prioritaire du ministère de la culture depuis 2017. Après des phases d'expérimentations dans plusieurs départements, le pass Culture a été généralisé en 2021 à tous les jeunes de 18 ans sur l'ensemble du territoire français, puis étendu en 2022, aux jeunes âgés de 15 à 17 ans. Il permet de bénéficier d'un crédit individuel afin d'accéder à des activités ou à des biens culturels et artistiques. Le ministère de l'éducation nationale et de la jeunesse a également créé une part collective sous forme d'un crédit alloué à chaque classe au prorata du nombre d'élèves dès la classe de 6ème. Ce rapport, se concentrant essentiellement sur la part dite « individuelle » du pass Culture, analyse la manière dont les jeunes utilisateurs se sont saisis de ce nouvel outil et établit un premier bilan des résultats, eu égard aux objectifs larges et ambitieux qui furent formulés au lancement de ce dispositif. Une montée en charge rapide et inégale Le pass Culture poursuit des objectifs ambitieux à savoir : favoriser l'accès à la culture en autonomie, encourager la diversité des pratiques, proposer des offres attractives et concourir à ce qu'elles soient présentées de manière personnalisée et localisée aux utilisateurs. Sur le plan quantitatif, l'ambition d'universalité est en passe d'être réalisée avec 84% des jeunes de 18 ans révolus qui utilisent le pass Culture, à fin août 2024. Au total, ce sont 4,2 millions de jeunes qui se sont inscrits sur l'application pass Culture depuis 2019. Cependant, 16 % des bénéficiaires potentiels, correspondant aux publics les moins familiers des pratiques culturelles, n'ont pas adhéré au dispositif. En ajoutant les 9 % des jeunes qui ont téléchargé l'application du pass sans pour autant l'utiliser, au total, 25 % des jeunes n'ont pas bénéficié du pass. Et les 75 % de jeunes qui ont utilisé leur pass n'ont pas dépensé la totalité de leur enveloppe de 300 €, mais en moyenne un peu plus de 250 €. En outre, parmi les jeunes issus des classes populaires, c'est-à-dire dont les parents sont peu ou pas diplômés et exercent une profession

d'ouvrier ou d'employé, seuls 68 % ont activé leur pass. L'objectif d'inscrire un nombre maximum de jeunes a ainsi jusqu'à présent prévalu sur l'objectif de démocratisation de l'accès à l'offre culturelle. De même, l'objectif quantitatif (maximiser le nombre de jeunes bénéficiaires) a prévalu sur le souci de qualité des offres, dont le nombre pléthorique de 36 000 montre l'absence de sélectivité. Cette absence de contrôle a conduit au financement de 16 M€ depuis le lancement du dispositif d'activités d'escape games : à la suite de ce constat par la Cour, leur déréférencement a été demandé par le ministère de la culture. Un effet difficilement mesurable d'intensification des pratiques culturelles établies, dont la diversification demeure limitée. Depuis la généralisation du dispositif, les livres représentent entre 42 et 55 % des montants dépensés chaque trimestre. Les jeunes utilisent également le pass Culture pour réserver des places de cinéma et de concerts. En revanche, seulement 7 % des jeunes ont réservé en moyenne au moins une fois un spectacle vivant autre que musical (théâtre, danse, cirque, etc.) via l'application. Les grands opérateurs publics du spectacle vivant semblent réticents à s'ouvrir au public détenteur du pass Culture. Seuls 55 % des musées y sont inscrits. De plus, l'organisme en charge de ce pass, la société pass Culture, n'étant pas mandaté pour s'assurer de la qualité des offres proposées, la part individuelle du pass offre une liberté totale à l'utilisateur dans le choix de ses pratiques. Les outils de recommandations éditorialisés ou algorithmiques développés par la société ont eu peu d'effet puisque 90 % des réservations ont été réalisées à partir d'une première consultation du moteur de recherche, et non à partir des propositions poussées par l'application. Dès lors, le principal impact du pass Culture observé sur les premières cohortes se traduit plutôt par une intensification des pratiques culturelles déjà bien établies chez les jeunes. La médiation faiblement développée au sein de l'application ne permet pas de contrecarrer les inégalités structurelles préexistantes à l'accès à la culture. Un sondage commandé par la Cour et par l'Inspection générale des affaires culturelles a également mis en évidence la difficulté de pérenniser les nouvelles pratiques culturelles suscitées par le pass. En effet, une fois les crédits du pass Culture consommés ou expirés, les utilisateurs ne sont plus que 38 % à poursuivre les activités découvertes et 37 % à fréquenter les lieux fréquentés grâce à l'application. Afin de pouvoir mieux évaluer l'évolution des pratiques des jeunes avant et après l'utilisation du pass Culture, le ministère de la culture et la société pass Culture dans leurs réponses aux observations de la Cour, s'engagent à rendre obligatoire, d'ici à la fin de 2024, pour pouvoir bénéficier du pass, le questionnaire sur les pratiques culturelles initiales. Un dispositif de guichet à maîtriser. Sur le plan budgétaire, le pass Culture s'apparente à une dépense de guichet difficilement maîtrisable. Il était supposé au départ se financer grâce à des recettes importantes issues du secteur privé. Pourtant, hormis la contribution des fournisseurs d'offres au financement de la plateforme (4% du volume d'affaires global entre 2019 et mi-2024), il est financé par l'État. La dépense budgétaire pour la part individuelle du pass Culture s'établissait à 93 M€ en 2021 et est prévue à hauteur de 244 M€ en 2024. A cette dépense s'ajoutent les 80 M€ (prévisions 2024) de la part collective, financée par le ministère de l'éducation nationale. Dans un contexte de finances publiques dégradées, plusieurs pistes d'économies sont envisageables, parmi lesquelles : la réduction du montant du crédit alloué aux jeunes de 18 ans (actuellement 300€ par bénéficiaire) ou le ciblage des bénéficiaires selon des critères sociaux ou territoriaux. Une gouvernance à réformer. La gouvernance du pass Culture est à revoir en profondeur. La transformation de la société pass Culture en opérateur de l'État, recommandée par la Cour dans son rapport de juillet 2023 sur la genèse du pass Culture, a été annoncée par le ministère de la culture pour 2025. À terme, l'internalisation des activités et agents de la société pass Culture au sein

du ministère de la culture permettra un meilleur pilotage du dispositif, ainsi qu'une meilleure information du Parlement et des citoyens grâce aux documents budgétaires annexés à la loi de finances. Enfin, et en toute hypothèse, il n'apparaît pas opportun d'envisager de nouveaux axes de développement des missions du pass Culture dont le dispositif doit être consolidé et amélioré. Lire la synthèse du rapport.

Coutable, N., Adam, C., & Plaud, C. (2024). **L'éco-socialisation ou les origines du développement d'aspirations professionnelles écologiques chez les élèves-ingénieurs.**

L'orientation scolaire et professionnelle, 53(4), 653-687. <https://doi.org/10.4000/12y6t>

S'inscrivant dans la socialisation professionnelle des élèves-ingénieurs, cette recherche étudie le développement de leurs aspirations professionnelles écologiques. Vingt entretiens biographiques, réalisés auprès d'élèves-ingénieurs et de jeunes diplômés de deux écoles d'ingénieurs françaises, font l'objet d'une analyse thématique. Les résultats montrent que les dimensions socio-écologiques tiennent généralement une place marginale dans les curricula prescrits. Parallèlement, un processus d'« éco-socialisation », hors des enseignements, participe au développement d'aspirations professionnelles écologiques. Trois facteurs sont identifiés pour que les étudiants développent de telles aspirations : la rencontre avec des discours d'« entrepreneurs de causes », la présence de « passeurs » dans leur cercle proche et la légitimité des enjeux socio-écologiques au sein des groupes de pairs. L'éco-socialisation se déroule au sein des écoles d'ingénieurs et entre donc en interaction avec leurs curricula. C'est alors au croisement de paramètres individuels et collectifs, situationnels et organisationnels, que peut se comprendre le développement de ces aspirations et leurs influences sur les parcours scolaires et professionnels.

Covarrubias, R. (2024). **On Being Accepted: Interrogating How University Cultural Scripts Shape Personal and Political Facets of Belonging.** *Educational Psychology Review*, 36(4), 136. <https://doi.org/10.1007/s10648-024-09970-2>

Belonging is personal and political. As a fundamental human need, belonging is about self-acceptance and about feeling “accepted” by others. And yet, this process of acceptance is inextricably tied to structures of power that work to include and exclude. Structures of whiteness within higher education systems, for example, relegate low-income, first-generation-to-college students of color to the margins and undermine their capacity and desire to belong. This makes the task of developing institutional practices that foster belonging complex. Such a task prompts important questions about what “acceptance” looks like. For example, in what ways can practices of acceptance attend to existing power structures? Under what conditions can acceptance occur so as not to solely expect students to assimilate or to silence important parts of themselves? How can practices of acceptance recognize the diverse belonging needs of marginalized students and the politics surrounding those needs? To answer these questions, I utilize frameworks that reveal the paradoxes of belonging—the push and pull of being accepted in spaces that marginalize the self. Specifically, drawing from a place-belongingness and politics of belonging framework, I first provide a foundation for understanding the personal and political components of belonging for marginalized students. I then review harmful institutional practices of “acceptance” and discuss more transformative practices that sustain students' cultural identities. Illuminating the personal and political facets of what it means to be accepted provides a pathway for reimagining who can, wants, and gets to belong.

Coyne, M. D., Oldham, A., Gage, N. A., Burns, D., Leonard, K., Gillis, M., ... White, J. (2024). **The Effects of Comprehensive and Coordinated Tier 1 Classroom Reading Instruction Implemented within a Multi-Tiered System of Support (MTSS) Framework as Part of a State Reading Initiative.** *The Elementary School Journal*, 125(2), 347-366. <https://doi.org/10.1086/733042>

Classroom reading instruction is the foundation of Multi-Tiered Systems of Support in Reading (MTSS-R) and the focus of many state reading reforms, initiatives, and policies. The purpose of this study was to evaluate whether comprehensive and coordinated Tier 1 core reading instruction was associated with higher early reading outcomes of students in grade K-3 in four elementary schools across four different school districts that were selected to participate in a state MTSS-R initiative. We used a quasi-experimental successive cohort design that compared student early reading outcomes after one and two years of implementation of comprehensive and coordinated Tier 1 classroom reading instruction to student outcomes during a baseline year during which schools implemented business-as-usual classroom reading instruction. We found that students experienced statistically significantly higher early reading outcomes on a composite measure of early reading outcomes after one year of implementation and larger effects after the second year of implementation.

Creel, S. C. (2025). **Connecting the tots: Strong looking-pointing correlations in preschoolers' word learning and implications for continuity in language development.** *Child Development*, 96(1), 87-103. <https://doi.org/10.1111/cdev.14157>

How does one assess developmental change when the measures themselves change with development? Most developmental studies of word learning use either looking (infants) or pointing (preschoolers and older). With little empirical evidence of the relationship between the two measures, developmental change is difficult to assess. This paper analyzes 914 pointing, looking children (451 female, varied ethnicities, 2.5–6.5 years, dates: 2009–2019) in 36 word- or sound-learning experiments with two-alternative test trials. Looking proportions and pointing accuracy correlated strongly ($r = .7$). Counter to the “looks first” hypothesis, looks were not sensitive to incipient knowledge that pointing missed: when pointing is at chance, looking proportions are also. Results suggest one possible path forward for assessing continuous developmental change. Methodological best practices are discussed.

Croizet, J.-C., & Millet, M. (2024). **How preschool education perpetuates social inequality: An ethnographic study of the practical conditions of symbolic violence.** *Journal of Social Issues*, 80(4), 1345-1378. <https://doi.org/10.1111/josi.12654>

This article presents an ethnographic study conducted in French pre-kindergarten and kindergarten classrooms, investigating how education establishes and reinforces relations of sociocultural dominance. Building on Bourdieu and Passeron's concept of symbolic violence, we seek to uncover the mechanisms through which school socialization encourages the acceptance of the hierarchies it generates. The data suggest that this persuasion relies on set of interrelated processes: Schools organize the unequal profitability of family cultural practices and knowledge, obscure the realities of learning, and foster a meritocratic myth that naturalizes these inequalities. Moreover, children actively participate in their own subordination without realizing it. By documenting these processes, the study provides critical insights into how everyday schooling practices not only perpetuate social inequalities but also shape early on the

idea that students form of themselves as both students and individuals and intensify concerns about self-worth.

Cruz, D. A. B., Campomanes, E. S. A., Belleno, E. E. L., & Alipio, M. (2024). **Academic Stress Measurement and Management of Radiologic Technology Students.** *Asian Journal of Education and Social Studies*, 50(4), 38-53. <https://doi.org/10.9734/AJESS/2024/v50i41309>
Academic stress among Radiologic Technology students in Iligan City, Philippines, significantly impacts their well-being and academic success. This research aims to measure and address this stress by developing tailored stress management activities. The study utilizes an exploratory sequential mixed-methods design, combining qualitative and quantitative approaches. Qualitative interviews with Radiologic Technology students identify the key stressors, including academic demands, interpersonal conflicts, and societal expectations. Based on the qualitative findings, a stress management program is developed, that incorporates self-awareness, self-care, and goal setting. Stress levels are measured using questionnaires before and after participating in stress management activities. Participants include second-, third-, and fourth-year Radiologic Technology students who have completed at least one semester in the Radiologic Technology program. Sampling methods include simple random and purposive sampling. Thematic analysis identifies coping mechanisms such as binge eating, exercise, and entertainment. Quantitative analysis shows a significant decrease in stress levels post-intervention, highlighting the effectiveness of stress management activities. Students express positive feedback, acknowledging the benefits of the stress management workshop. This study contributes to understanding academic stress among Radiologic Technology students and highlights the importance of tailored stress management strategies. It emphasizes the significance of self-awareness, self-care, and goal-setting, and emphasizes the need for targeted interventions.

Cruz, J. B. D., & Baguio, J. B. (2024). **Exploring the Predictors of Successful Learning Action Cell Practices of Special Education Teachers.** *Asian Journal of Education and Social Studies*, 50(10), 352-361. <https://doi.org/10.9734/ajess/2024/v50i101625>

Learning Action Cells (LACs) have emerged as a powerful tool for fostering professional development among educators. By creating collaborative learning communities, LACs empower teachers to share knowledge, reflect on practice, and implement innovative strategies. This study aimed to explore the factors influencing the effective implementation of LACs among Elementary Special Education (SPED) teachers in Davao City. Specifically, the study investigated the extent of LAC session practices and the level of self-efficacy of SPED teachers. A regression analysis was employed to examine the relationship between these variables. The findings revealed a significant positive correlation between LAC session practices and teachers' self-efficacy. SPED teachers demonstrated strong performance in various aspects of LAC implementation, including contextualization, process adherence, and content delivery. Similarly, they exhibited high levels of self-efficacy in classroom management, student engagement, instructional practices, and commitment. These results underscore the effectiveness of LACs in enhancing the professional capabilities of SPED teachers and ultimately improving student outcomes. The study recommends the continued implementation of LACs, with a focus on integrating 21st-century skills and assigning specific roles to team members to maximize their expertise. Future research could explore the long-term impact of LACs on teacher retention, student achievement, and overall school improvement.

Cui, Z. (2024). **Introduction to the Special Section on the Past, Present, and Future of Educational Measurement.** *Educational Measurement: Issues and Practice*, 43(4), 38-39. <https://doi.org/10.1111/emip.12660>

Cuny, G. (2024). **Le choix des autres : construction et appropriation de l'orientation de jeunes femmes scolarisées en Bac Pro accompagnement, soin, service à la personne** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://theses.hal.science/tel-04870316>

Alors que la plupart des orientations dans la voie professionnelle en France sont des orientations contraintes, le Bac Pro ASSP semble faire figure d'exception. Cette filière attire de nombreux candidats et l'intégralité des élèves dont nous avons étudié le parcours dans cette recherche l'a choisie en tant que premier vœu en fin de 3ème. Lors des entretiens menés avec les élèves, ces dernières revendiquent un rapport vocationnel à cette orientation, expliquant qu'elles ont toujours aimé s'occuper des autres dans la sphère domestique et qu'elles ont développé par ce biais des dispositions à la fois techniques et morales propices au travail de soin. En menant des observations en classe et sur les lieux de stage et des d'entretiens avec des élèves (entretiens répétés à différents moments de leur scolarité), mais aussi des enseignants et des personnels administratifs, nous avons cherché à analyser comment cette orientation qui est marquée par de forts déterminismes sociaux peut néanmoins être appropriée par les élèves et quel rôle jouent l'institution scolaire et ses acteurs dans cette appropriation. La thèse étant réalisée en sociologie des relations formation/emploi et en sociologie visuelle et filmique, elle est complétée par un film documentaire et d'une réflexion sur l'apport des images dans les recherches en sciences humaines et sociales.

Da Ronch, M., & Mili, I. (2024). **Savoirs professionnels de l'enseignant et Situations de Recherche pour la Classe dans un dispositif de formation des enseignants du primaire.** *Actes de la COPIRELEM 2024*. Présenté à Bonneuil sur Marne, France. Consulté à l'adresse <https://hal.science/hal-04601848>

Dans cet article nous présentons nos réflexions sur la conception, l'implémentation et la mise en œuvre d'un dispositif proposé à des étudiants en formation initiale à l'enseignement primaire dans une Haute École Pédagogique de Suisse romande (HEP-VS). Ce dispositif vise à faire évoluer les conceptions et les pratiques des étudiants sur l'activité mathématique en résolution de problèmes. Il est né de besoins relevés dans des recherches récentes qui pointent à la fois des carences aussi bien au niveau curriculaire (Da Ronch, Gardes et Mili, 2023 ; Mili, Da Ronch et Gardes, 2025) que dans les conceptions et les pratiques des étudiants primo-entrants en formation à l'enseignement primaire sur l'activité mathématique en contexte de résolution de problèmes (Da Ronch et Mili, 2024). Ce dispositif, basé sur une stratégie par homologie (Houdement et Kuzniak, 1996), s'appuie sur des situations de formation issues des Situations de Recherche pour la Classe (Grenier et Payan, 2003). À cette occasion, des savoirs professionnels relatifs aux savoirs à enseigner d'ordre mathématique et aux savoirs pour enseigner d'ordre didactique feront l'objet d'un point d'attention particulier afin de contribuer, en plus des dispositifs de formation préexistants, au développement professionnel des futurs enseignants du primaire.

Dai, X., & Feng, H. (2025). **Redefining Intercultural Competence Using the Delphi Method.** *Journal of Studies in International Education*, 29(1), 144-162. <https://doi.org/10.1177/10283153241266967>

This study employs the Delphi method to ascertain intercultural scholars' current consensus on a definition, specific components, and key evaluation criteria of intercultural competence. Sixty-eight leading intercultural scholars from Euro-American and East-Asian countries participated in this study. The results are largely congruent with the previous study, nonetheless some new elements emerge from this study. Based on the findings, intercultural competence is redefined and a multicultural model is proposed.

Dardick, W. R., & Harring, J. R. (2025). **A Novel Numerical Method for Solving Unknown Statistical Quantities in Multivariate Regression Models.** *Journal of Educational and Behavioral Statistics*, 50(1), 102-127. <https://doi.org/10.3102/10769986241240083>

Simulation studies are the basic tools of quantitative methodologists used to obtain empirical solutions to statistical problems that may be impossible to derive through direct mathematical computations. The successful execution of many simulation studies relies on the accurate generation of correlated multivariate data that adhere to a particular model with known parameter values. In this article, we use a kernel inspired by path tracing rules to algebraically solve unknown causal effects in the context of a multivariate general linear model. The algebraic solution is the basis of the mathematical extension, which integrates a model solver. Examples are used to illustrate a range of applications, where information regarding parameter values and predictor correlations can be partially specified. Code for examples is provided.

Darnon, C., Sommet, N., Normand, A., & Manstead, A. S. R. (2024). **Selection and the economic value of education: A barrier to reducing the SES achievement gap?** *Journal of Social Issues*, 80(4), 1238-1261. <https://doi.org/10.1111/josi.12646>

Due to the role that schools play in determining the status of the future occupations of their children (i.e., the selection function of education), high socioeconomic status (SES) parents may not always be supportive of interventions that would reduce the SES achievement gap. In four experiments, we measured the support of parents (Ntotal = 1966) for implementing an equalizing (and, in Experiments 2 and 3, an inequality-maintaining) intervention. In Experiments 1 and 2, a negative association between subjective SES and support for the equalizing intervention was found when the selection function was made salient, an effect that was also observed in Experiment 4 but only for Right-leaning participants. In Experiment 3, where the salience of selection was held constant, we found a negative association between subjective SES and support for the equalizing intervention, but not the inequality-maintaining intervention.

Davier, M. V., Kennedy, A. M., Reynolds, K. A., Fishbein, B., Khorramdel, L., Aldrich, C. E. A., ... Von Davier, M. (2024). **TIMSS 2023 International results in mathematics and science.** Consulté à l'adresse <https://timss2023.org/results/>

Organisée par l'IEA (International Association for the Evaluation of Educational Achievement), TIMSS (Trends in Mathematics and Science Study) est une étude comparative mesurant tous les quatre ans le niveau des connaissances scolaires des élèves en mathématiques et en sciences à la fin de la quatrième année de scolarité obligatoire (CM1 pour la France) et en huitième année (quatrième pour la France). Les évaluations TIMSS sont menées selon des cadres d'évaluation pour les mathématiques et les sciences qui ont été mis à jour à chaque évaluation, au cours des 28 années d'existence de TIMSS. Les cadres sont organisés autour de deux dimensions : une dimension de contenus spécifiant l'objet à évaluer et une dimension cognitive spécifiant

les processus de réflexion à évaluer lorsque les élèves s'engagent dans le contenu. En 2023, 61 pays ont participé à l'étude qui concerne la quatrième année et 45 à concernant la huitième année. Ce rapport présente les résultats cette enquête.

Davies, R. B., & Specht, L. S. (2025). **Brexit and foreign students in gravity**. *Review of International Economics*, 33(1), 290-333. <https://doi.org/10.1111/roie.12750>

This paper examines the impact of Brexit on international student migration. In a structural gravity model, we estimate student migration between 69 countries for counterfactual scenarios in which the United Kingdom leaves the European Union one year before the referendum. This exercise reveals a decrease in exchange students studying in the UK of around 3.8% to 4.9%. While the number of non-EU students to the UK rises, a drop in EU student numbers drives this result. Similarly, 30% to 38% fewer UK students choose to study abroad. The estimated changes in international student stocks show that most other member countries lose international students and non-EU countries host more than without Brexit. Our findings provide evidence that there may be hidden costs to Brexit affecting global student exchanges that we have yet to see.

Dawes, M., Malamut, S. T., Guess, H., & Lohrbach, E. (2024). **Teachers' Attitudes Toward Bullying and Intervention Responses: A Systematic and Meta-analytic Review**. *Educational Psychology Review*, 36(4), 122. <https://doi.org/10.1007/s10648-024-09951-5>

Teachers are key to antibullying efforts, and their attitudes toward bullying can influence their intervention responses. There has been a proliferation of this type of research but thus far no review has been performed to coalesce the evidence. Following PRISMA and Cochrane guidelines, we performed a systematic and meta-analytic review. A total of 3990 titles and abstracts identified across 7 databases (PsycINFO, Education Source, ERIC via EBSCOhost, ERIC via ProQuest, Web of Science, ProQuest Dissertations and Theses, Google Scholar) were screened against inclusion and exclusion criteria. After screening, 27 studies were included in the systematic review, 25 of which were included in meta-analyses. The association between antibullying attitudes and intervention responses differed depending on whether (1) measures assessed retrospective reports of intervention responses (i.e., how often teachers used that response) versus intervention intentions (i.e., likelihood they would intervene in hypothetical scenarios) and (2) the specific type of intervention response. Results indicate that teachers' antibullying attitudes were positively related to some responses (disciplining/punishing bullying, victim support, involving parents, involving peer bystanders), negatively related to some responses (advocating avoidance, encouraging independent coping), and unrelated to others (advocating assertion, enlisting other adults, separating students). Results also indicate a positive overall association between antibullying attitudes and intervention likelihood. No moderation by form of bullying was found. Implications for preservice training and in-service teachers' professional development to target bullying attitudes are discussed.

De Khovrine, N. (2023). **Évaluer autrement avec le numérique : coévaluation instrumentée pour la production d'écrit en français langue première au cycle 4 du collège français** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse <https://theses.hal.science/tel-04860619>

Face à l'hétérogénéité des classes au collège, l'École française incite ses enseignants à pratiquer la différenciation pédagogique, mais cette approche se limite souvent à des dispositifs d'individualisation des apprentissages, susceptibles de conforter, malgré les

efforts, une baisse du sentiment d'efficacité chez les élèves, notamment lors des évaluations. Or, selon le paradigme du collectif apprenant, les pédagogies coopératives permettent d'envisager une modalité selon laquelle apprenants et enseignants participent conjointement au processus évaluatif, à travers ce qu'il convient d'appeler la coévaluation. Une telle modalité évaluative est toutefois difficilement envisageable sans recourir à des outils numériques. La présente recherche collaborative par méthodes mixtes vise à mesurer les effets d'un dispositif pédagogique numérique de coévaluation sur les apprentissages de collégiens en maîtrise de la langue et production d'écrit en français langue première et sur leur sentiment d'efficacité personnelle. Conçu selon un détournement d'usage du logiciel libre Moodle Atelier, ce dispositif a été expérimenté à 9 reprises en 2021-2022 avec 80 élèves issus de 4 classes de cycle 4 (5e, 4e, 3e), dans 3 collèges différents, dans les académies de Paris et Montpellier. Un algorithme rend compte de la performance de chaque élève, comme scripteur et comme évaluateur, selon l'approche par compétences. Le sentiment d'efficacité personnelle des élèves participants est mesuré avant et après chaque itération du protocole quasi-expérimental, tandis que des données qualitatives issues de l'observation directe et indirecte sont recueillies pour éclairer la genèse instrumentale de ce dispositif de coévaluation médiatisée. Les résultats indiquent une augmentation significative du sentiment d'efficacité personnelle des élèves participants, ainsi que de leurs performances comme scripteurs et comme évaluateurs. Un nombre substantiel de conflits instrumentaux se sont toutefois manifestés, accompagnés de phénomènes de régulation dans la plupart des cas : une typologie est proposée pour analyser ces dynamiques de conflictualité/régulation et éclairer les usages.

Dekker, T. J. (2024). **Generic skills development in European liberal arts and sciences programs: a student perspective.** *Tertiary Education and Management*, 30(3), 187-203. <https://doi.org/10.1007/s11233-024-09142-5>

European advocates of Liberal Arts and Sciences education often claim that this educational model is highly effective at teaching students a range of generic, transferable, or 21st-century skills, which are thought to be vital for success in the labour market of the future. However, there is little empirical research into whether and how these programs do so. This paper examines how European Liberal Arts and Sciences students experience how their programs teach them generic skills. It is based on a significant number of interviews with students from a range of programs across Europe. It concludes that a multidisciplinary curriculum with significant freedom of choice, active student-centred pedagogy with open assessment, and an emphasis on academic community are experienced as key features that foster the development of generic skills. This finding both confirms and expands the current theoretical understanding of generic skills acquisition, as well as yielding several suggestions for how other programs might teach these skills better.

Delalande, J., & Bedoin, D. (2024). **Interroger la forme scolaire à partir de pratiques et de dispositifs pédagogiques actuels : dossier.** *REE : Recherches en éducation*, (56), 2-105. Consulté à l'adresse <https://journals.openedition.org/ree/12812>

Delarue, M.-C., Heidmann, L., & Raffy, G. (2024). **Apprentissages hétérogènes : comment les élèves progressent au collège ? : Une étude psychométrique de l'évolution des compétences des élèves.** *Éducation & formations*, 107(2), 7-34. <https://doi.org/10.3917/edfo.107.0007>

Demazel, L., & Perreau, C. (2024). **Queer de récréation**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131df>

C'est à travers 12 ateliers que des élèves de 6e d'un collège d'Évry-Courcouronnes questionnent les rapports sociaux inégaux provoqués dans/par leur cour de récréation. Les premiers ateliers ont été consacrés au rapport personnel que les élèves entretiennent avec la cour, par l'élaboration de cartes sensibles recensant leurs parcours, leurs ressentis et leur perception de cet espace (matières, objets) ; ainsi qu'aux interactions par un travail mené sur les insultes et discriminations, et une réflexion sur la non-mixité. Une « Queertographie » géante sur le mur de la classe fut l'aboutissement de cette réflexion et la base de travail pour la conception et la réalisation d'un aménagement pensé et fabriqué par et pour les élèves : un espace calme et inclusif avec des poufs, sur une zone qui leur était auparavant interdite. Un projet empouffoirant !

Dème, E. hadj B., Licette, L., & Failler, P. (2024). **Between sea and school: The impact of social reproduction on educational opportunities for young fishermen in Senegal**. *International Review of Education*, 70(6), 957-977. <https://doi.org/10.1007/s11159-024-10068-8>

The aim of this article is to present the issue of social reproduction and the persistence of identity among young fishermen in Senegal. The authors conducted field surveys among young fishermen at various locations on the Senegalese coast. Field surveys were conducted with 700 young fishermen aged between 15 and 24 years. This provided important qualitative and quantitative information on the intergenerational transmission of the fishing trade, on motivations for practising fishing, on changes linked to the trade, and on possible professional alternatives. The results showed that Senegalese artisanal fishermen have a mostly negative perception of their trade, due to the dangerous nature of the activity, an ongoing crisis in the sector, and the very precarious social conditions of Senegalese coastal communities. Most remained in the fishing business for two reasons: lack of professional alternatives, and a high level of social reproduction. The persistence of the fisherman's identity in Senegal limits the education of young people from fishing families and restricts their access to other jobs outside fishing. Over 50% of the young fishermen surveyed had never attended school and over 70% had not completed elementary education. Most had their own boat by the age of 28. The social vulnerability of Senegal's fishing communities compromises the ability of the Government of Senegal to achieve Sustainable Development Goal 4 (SDG 4), which is to ensure quality education for all. The article concludes with recommendations for reducing the social vulnerability of young fishermen and developing professional alternatives.

Demeester, A. (2024). **Typologie des méthodes mixtes de recherche**. *Semaine Data-SHS*. Présenté à Aix-en-Provence, France. Consulté à l'adresse <https://hal.science/hal-04870881>

Demogeot, N. (2025). **Retrait, refus, phobie scolaire : du mal-être au « désarrimage scolaire »**. *Recherches en éducation*, (57). <https://doi.org/10.4000/131os>

Nous présentons ici quelques réflexions relatives au mal-être à l'école, en abordant les phénomènes de « retrait, refus ou phobie scolaire », problématiques en augmentation depuis une dizaine d'années, ravivées par le contexte sanitaire du Covid 19 et pour lesquelles les psychologues de l'Éducation nationale sont fréquemment sollicités. Dès lors, il s'agit de rendre compte de la souffrance de ces élèves, parfois totalement déscolarisés, et d'interroger les modalités de fonctionnement de l'école actuelle afin de

tenter de comprendre le « désarrimage » scolaire de ces jeunes. Nous proposons de centrer nos réflexions autour de trois axes : le premier renvoie aux référents théoriques qui concernent la peur de l'école et la question de la phobie scolaire. Le deuxième axe invite à revenir sur la place centrale de la relation pédagogique et la qualité du lien enseignant-élève comme possibilité de réarrimage. Enfin, nous mentionnons dans une troisième partie d'autres modalités d'accompagnement de ces jeunes désarrimés et les perspectives de recherche à explorer dans une visée préventive.

Dempsey & Dalrymple. (2025). **Gaps in Information Literacy Preparedness Between Students at Community Colleges and Four-Year Institutions.** *Community College Journal of Research and Practice*, 49(1), 25-43. <https://doi.org/10.1080/10668926.2023.2256253>
Using cross-institutional survey data from 407 first-year college students, differences in information literacy preparation and academic library experiences between community college students and students at four-year institutions are examined. Results show that first-year community college students are more likely to be novice library users, having had fewer interactions with their high school library or librarian before coming to college. By the end of their first year of college, students at four-year institutions are more likely to be familiar with the concepts of ACRL's Framework for Information Literacy for Higher Education (2016), suggesting that greater emphasis needs to be given to these concepts at community colleges so that their students are on equal footing with their peers at four-year institutions. Implications for community college faculty are presented, as well as recommendations for greater integration of discipline-specific, scaffolded information literacy instruction throughout community college programs of study.

Derla, H. M. C., & Baguio, J. B. (2024). **Self-Awareness Learning in Relation to Educational Development of Students in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 146-154. <https://doi.org/10.9734/ajess/2024/v50i111642>
This study examined the relationship between self-awareness learning and the educational development of students in public elementary schools in the Panabo District, Division of Davao Del Norte. A non-experimental quantitative research design with a correlational method was employed, with 133 student respondents selected through universal sampling. Data analysis included the use of mean, Pearson's r, and regression analysis. Findings indicated that students sometimes manifested self-awareness, and their educational development was similarly moderate. Results showed a significant relationship between self-awareness learning and students' educational development, with specific domains of self-awareness significantly influencing educational outcomes. These findings suggest that enhancing self-awareness can be a valuable tool in educational practices. Teachers may benefit from attending seminars and professional development programs offered by DepEd to strengthen their instructional strategies. By building teaching capacity, educators can foster an environment that promotes students' self-awareness and supports comprehensive educational development.

Diaconu-Gherasim, L. R., Elliot, A. J., Zancu, A. S., Brumariu, L. E., Măirean, C., Opariuc-Dan, C., & Crumpei-Tanasă, I. (2024). **A Meta-Analysis of the Relations Between Achievement Goals and Internalizing Problems.** *Educational Psychology Review*, 36(4), 109. <https://doi.org/10.1007/s10648-024-09943-5>

This systematic meta-analytic review investigated the relations between achievement goals and internalizing symptoms and disorders, namely, anxiety and depression. The number of samples for each focal relationship ranged from 3 to 36. The results indicated

significant effect sizes for the relations between mastery-approach goals and anxiety ($r = -.10$) and depression ($r = -.18$), as well as performance-avoidance goals and anxiety ($r = .25$) and depression ($r = .16$). A significant effect size was also found for the relation between performance-approach goals and anxiety ($r = .15$), and a non-significant effect size was observed for the relation between performance-approach goals and depression ($r = .05$). Mastery-avoidance goals were not significantly related to either anxiety ($r = .08$) or depression ($r = -.13$). Several moderators representing the conceptualization of achievement goals (e.g., theoretical model), sample characteristics (e.g., education level), and methodology- and publication-based characteristics (e.g., year of publication) were significant, and suggested avenues for future research. These findings herein have implications for intervention programs that could focus on reducing the links between achievement goals and internalizing problems.

Dias, R., Buseyne, S., & Haadad, Y. (2024). **ESNsurvey XV Edition : Making quality mobility a reality for all**. Consulté à l'adresse https://www.esn.org/sites/default/files/news/xv-esnsurvey_final-report.pdf

La 15e édition de ce rapport ESNsurvey présente les résultats d'une enquête menée auprès de près de 23 000 étudiants (en mobilité temporaire, en cursus complet à l'étranger ou non-mobiles). Elle examine le parcours des étudiants (la préparation, le soutien institutionnel, les préoccupations financières et la reconnaissance des crédits après la mobilité), ainsi que des priorités clés d'Erasmus: inclusion, durabilité, engagement civique et numérisation. Cruciale dans le contexte de l'évaluation à mi-parcours et des débats sur l'avenir d'Erasmus après 2028, cette enquête aligne ses résultats sur les thèmes de la Charte Erasmus pour l'enseignement supérieur et les politiques actuelles. Elle propose des recommandations basées sur des données probantes pour améliorer l'accessibilité et la qualité de la mobilité étudiante.

Diédhiou, S. B. M., Thi, D. T. D., Robichaud, A., & Diouf, M. K. D. (2024). **Le savoir-évaluer des enseignants formés à l'étranger face aux exigences de l'approche démocratisante de la réussite au Québec : une adhésion négociée entre renoncement à des cadrages de l'évaluation maîtrisés et ouverture à des repères d'évaluation peu maîtrisés**. *e-JIREF*, 10(3), 77-93. <https://doi.org/10.48782/e-jiref-10-3-77>

La présente contribution s'inscrit dans notre programmation de recherche sur le transfert interculturel du savoir-évaluer des enseignants formés à l'étranger (EFE), au Québec. Empruntant à la sociologie interactionniste un modèle de reconnaissance de la qualité de « membre », nous avons étudié la reconstruction du savoir-évaluer et de l'identité au travail (Sainsaulieu, 1977) à partir d'entretiens individuels à orientation biographique (Eb), combinés à une série d'entretiens collectifs de coanalyse (Ec) avec six EFE qui s'intègrent dans les écoles au Québec. Considérant les interactions sociales avec leurs partenaires de travail comme des terrains d'investigation, à la fois réflexifs et, sans doute, originaux pour l'apprentissage des conventions partagées concernant l'évaluation, nos résultats mettent en relief des compromis au cœur des processus d'adhésion des EFE à l'approche démocratisante de la réussite. L'analyse fine de ces compromis montre que l'acquisition par les EFE d'une qualité de « membre » de leur écologie professionnelle est façonnée par des renoncements à des repères connus et maîtrisés de l'évaluation pour embrasser dans un élan d'ouverture et de développement professionnel une perspective compréhensive de l'évaluation.

Doulin-Dimopoulos, B. (2024). **S'approprier son expérience de genre dans son lycée alternatif public quand on a vécu des violences de genre.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dg>

Lors de notre recherche socio-ethnographique (2017-2021), nous avons constaté qu'une part importante des jeunes participant·e·s à notre recherche arrivaient dans lycées alternatifs publics du fait de discriminations et de violences sexistes et sexuelles dans leur ancien établissement ordinaire. Les observations et les entretiens ont permis d'ouvrir une nouvelle piste de réflexion d'une part sur l'expérience des corps assignés femmes ou identifiés comme LGBT+ dans les parcours de formation. Et d'autre part, sur leurs stratégies de résistance et de subversion face aux violences de genre rencontrées – en particulier leur recours aux établissements alternatifs. Les lycéen·ne·s semblent trouver dans les lycées alternatifs des espaces subversifs où iels peuvent (se)transformer et transformer leur environnement scolaire à travers une éducation féministe ou Queer, mais c'est sans compter sur les rappels à l'ordre.

Doussot, S., & Fink, N. (2024). **La contextualisation en histoire : une étude didactique sur les rapports entre épistémologie scolaire et épistémologie de référence.** *Revue française de pédagogie*, 223(2), 9-26. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-9>

Doussot, S., & Gomes, L. (2024). **Cadrage historiographique et transposition du travail d'enquête : une négociation entre des didacticiens et un enseignant d'histoire.** *Revue française de pédagogie*, 223(2), 69-85. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-69>

Doyle, L., & Easterbrook, M. J. (2024). **Biased career choices? It depends what you believe: Trainee teachers' aversions to working in low-income schools are moderated by beliefs about inequality, meritocracy, and growth mindsets.** *Journal of Social Issues*, 80(4), 1262-1288. <https://doi.org/10.1111/josi.12648>

Schools serving diverse and low-income communities tend to have disproportionately high numbers of low-quality or inexperienced teachers, thereby creating an inequality of access to high-quality teaching. Across two pre-registered experiments and one exploratory survey (Ntotal = 956), we investigated the factors associated with trainee teachers' bias in school choices, and the role of teacher education in mitigating this issue. In Studies 1 and 3, trainee teachers demonstrated a preference for working in a school with average (vs. diverse/low-income) demographics, even though all other aspects of the school were equal. These disparities were most pronounced when trainees more strongly believed that (a) educational inequality can be attributed to external factors; (b) intelligence is fixed, and (c) schooling is truly meritocratic. Study 2 revealed that levels of equity-related input during initial teacher education vary hugely, but that, where implemented, it may better prepare trainees for the challenges associated with teaching in diverse and low-income communities. Finally, Study 3 revealed tentative evidence to suggest that a brief intervention that challenges teachers to think beyond the internal causes of inequality could reduce some of these troubling disparities.

Dufour, C., Esteban, L., Marteau, B., & Ramuzat, L. (2025). **Évaluer l'effet des réformes socio-fiscales concernant les étudiants selon le niveau de vie de leurs parents** (N° 19; p. 68). Consulté à l'adresse DREES website: <https://drees.solidarites->

sante.gouv.fr/publications-communique-de-presse/drees-methodes/250115_DM_extension-modele-ines

Dumas, D., & Kaufman, J. C. (2024). **Evaluation is Creation: Self and Social Judgments of Creativity Across the Four-C Model.** *Educational Psychology Review*, 36(4), 107. <https://doi.org/10.1007/s10648-024-09947-1>

Who should evaluate the originality and task-appropriateness of a given idea has been a perennial debate among psychologists of creativity. Here, we argue that the most relevant evaluator of a given idea depends crucially on the level of expertise of the person who generated it. To build this argument, we draw on two complimentary theoretical perspectives. The model of domain learning (MDL) suggests that, for novices in a domain, creativity is by-necessity self-referenced, but as expertise develops, more socially referenced creativity is possible. Relatedly, the four-C model posits four forms of creativity that fall along a continuum of social impact: mini-c, little-c, Pro-c, and Big-C. We show that the MDL implies a learning trajectory that connects the four Cs because, as socially referenced creativity develops, greater societal impact becomes available to a creator. Then, we describe four sources of evaluations that become relevant as an individual learns: judgments from the creators themselves, their local community, consumers of the idea, and finally, critics in the domain. We suggest that creators' judgments are of essential importance for mini-c, community judgments are paramount for little-c, Pro-c requires either positive evaluations from consumers or critics, and Big-C requires both consumers and critics to evaluate an idea positively for an extended time. We identify key insights and imperatives for the field: aligning our measures (both human and AI scored) with the most relevant evaluations of ideas to support the reliability and validity of our measurements, using evaluations as feedback for learners to support the development of creative metacognition, and the importance of considering domain differences when evaluating ideas.

Dupray, A. (2024). **Les séjours à l'étranger en cours d'études : une portée sur l'insertion qui dépend de ses caractéristiques.** In T. Couppié, D. Épiphané, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 113-128). <https://doi.org/10.4000/12u30>

Dupray, A., & Moullet, S. (2024). **Bacheliers professionnels et poursuite d'études : du « bon » usage du temps dans la transition vers l'emploi.** In T. Couppié, D. Épiphané, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 35-48). <https://doi.org/10.4000/12u2v>

Duroy, H., François, L., & Soidet, I. (2024). **Crise climatique et orientation des étudiant es : place de la sensibilisation, de l'éco-anxiété et de l'incertitude face à l'avenir.** *L'orientation scolaire et professionnelle*, 53(4), 623-652. <https://doi.org/10.4000/12y6w>

Malgré les enjeux sociétaux attachés aux changements climatiques, notamment pour les jeunes générations particulièrement exposées, peu d'études se sont intéressées à la manière dont cette situation d'incertitude majeure face à l'avenir pouvait influencer leur choix d'orientation. C'est l'objectif de la recherche présentée. Menée en France, par questionnaire, auprès de 165 étudiant·es, elle prend en compte trois variables : le degré de sensibilisation aux enjeux environnementaux, le niveau d'éco-anxiété perçue ainsi

que le sentiment d'incertitude face à l'avenir. L'analyse descriptive permet de découvrir un échantillon plus sensibilisé qu'engagé, déclarant toutefois, pour moitié, avoir tenu compte des enjeux écologiques dans leur choix d'orientation. Les analyses inférentielles confirment que la prise en compte du changement climatique dans le choix de carrière ou la manière d'exercer son métier varie selon les variables étudiées. Les résultats sont discutés sur le plan scientifique et des pratiques, au regard notamment du concept de carrière éthique.

Duru-Bellat, M. (2024, décembre 27). **Derrière le mal-être des adolescentes, la découverte de la domination de genre**. Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/derriere-mal-etre-adolescentes-decouverte-de-domination-de-genr/00113016>
Plusieurs rapports sortis ces derniers temps, en particulier celui de la Direction de la recherche, des études, de l'évaluation et des statistiques (Drees) Cf. Etudes et résultats

Edler, K., Hoegler Dennis, S., Wang, L., Valentino, K., Davies, P. T., & Cummings, E. M. (2025). **Family-level profiles of parental reactions to emotions: Longitudinal associations with multi-informant reports of adolescent internalizing and externalizing symptoms**. *Child Development*, 96(1), 21-35. <https://doi.org/10.1111/cdev.14154>

Longitudinal study of associations between family-level emotion socialization and adolescent adjustment is limited. When American children (53.5% girls) were in second grade (N = 213; Mage = 7.98; data collected 2002–2003), mothers and fathers (79.8% of mothers and 74.2% of fathers were White) reported on their reactions to children's emotions; in seventh, eighth, and ninth grade (Mage = 13.03, 14.17, 15.29, respectively; data collected 2007–2010), adolescents, mothers, and fathers reported on adolescent internalizing and externalizing symptoms. Four family-level profiles of reactions were identified. Profile differences emerged, suggesting that the emotion dismissing profile was longitudinally associated with elevated adolescent internalizing and externalizing symptoms and that fathering may especially foster child adjustment for families in a divergence profile.

Edwards, D. B., Moschetti, M. C., & Caravaca, A. (2025). **Post-colonial contexts, the state, and education reform: a framework for understanding the ethos of privatization**. *International Journal of Qualitative Studies in Education*, 38(1), 58-75. <https://doi.org/10.1080/09518398.2024.2348798>

The central argument of this article is that post-colonial states operate—and have always operated, due to their roots in colonialism and capitalism—according to an “ethos of privatization,” through which state agents derive private benefit from positions ostensibly responsible for providing public services. The article offers a framework for understanding the ethos of privatization as central to state behavior that is based on insights from literatures in four areas: global education policy, political economy, world systems theory, and post-colonial studies. The article demonstrates the theoretical and methodological value of this framework for producing critical public policy knowledge by applying it to the case of educational privatization in Honduras. The article concludes with a discussion of the benefits of this framework, particularly vis-à-vis more established approaches rooted in the policy sociology literature.

Eigbiremolen, G. O., & Orji, A. (2024). **Credit constraints in higher education attendance: Longitudinal evidence from Ethiopia.** *African Development Review*, 36(4), 555-567. <https://doi.org/10.1111/1467-8268.12781>

In this paper, we examine the relationship between household wealth and higher education enrolment, with a focus on the evidence surrounding credit constraints in postsecondary education. Using unique longitudinal data that link household wealth and measures of cognitive ability at age 12 to higher education attendance at age 19–22, we differentiate short-term credit constraints from long-term credit constraints and test the relative importance of short- and long-term credit constraints in schooling decisions. We find that short- and long-term credit constraints determine the relationship between household wealth and higher education attendance. There is a need to complement short-term policies with long-term interventions that empower households to continue to invest in human capital development over the child's life cycle, which will crystallize in higher cognitive ability and readiness for higher education.

El Hage, S. (2025). **Un cadre d'analyse didactique de l'autonomie des élèves et de son développement par les enseignants en classe de physique.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131p0>

Cet article est issu de ma note de synthèse en vue de l'obtention de l'habilitation à diriger des recherches (HDR) en sciences de l'éducation et de la formation intitulée Un cadre d'analyse didactique de l'autonomie des élèves et de son développement par les enseignants en classe de physique. Elle a été présentée en novembre 2023 à l'université de Reims Champagne-Ardenne. Ce cadre d'analyse a été développé en réponse au contexte institutionnel évoquant l'autonomie sans qu'une ou des définitio...

El Youssefi, S., Ben Filali, I., & El Hammoumi, M. M. (2024). **Teaching for a sustainable future: Implementing education for sustainability in a Moroccan high school.** *International Review of Education*, 70(6), 979-1008. <https://doi.org/10.1007/s11159-024-10082-w>

This article shares the first author's experiences at a high school in Fez, Morocco, while implementing education for sustainable development (ESD) in the curriculum. In this action research project, the researcher aimed to embed ESD in the current school curriculum and evaluate whether the strategies and methods used affected the students' attitudes and behaviour towards the environment. A mixed-methods approach was used to collect data. A questionnaire was administered to 60 high school students aged between 16 and 18 immediately after the ESD training. In-depth interviews were then conducted with 44 respondents who completed the questionnaire. The results of the study suggest that formal education, class activities and extracurricular activities can contribute to reshaping students' attitudes and behaviour towards the environment, reflecting not only academic but also personal and social growth. The findings reveal that there are multiple effective ways to embed ESD in a high school curriculum. The study also provides a pedagogical framework for teachers aiming to integrate ESD into their curriculum. While the research involved a limited sample, it could serve as a background for future studies to investigate a larger population.

Elerian, M., Papanastasiou, E. C., & Solomou, E. A. (2024). **International Mindedness in Emerging Contexts of International Schooling. Cyprus, A Case Study.** *British Journal of Educational Studies*, 72(6), 783-804. <https://doi.org/10.1080/00071005.2024.2311717>

International Mindedness (IM) has become an underpinning philosophy of the International Baccalaureate and schools which adopt its programmes. However, the

concept of IM is relevant to any school that offers international education given its potential and importance to drive the school's mindset and mission. The international school market has grown significantly in terms of the number of schools and their diversity. Increasing in popularity are schools that follow the British-based International General Certificate of Secondary Education (IGCSE) and A-level programmes. Moreover, the dgreatest expansion of international schools is now occurring in local markets, in which students are no longer predominantly expatriates but come from the host countries. This study explores the concept of international mindedness in six international schools in Cyprus. Based on data collected from headteachers and teachers, we argue that international mindedness is applicable in various contexts of international schooling and that factors other than the curriculum can affect its development within a school.

Eljerrari, M., & Eladlouni, W. (2024). **Les activités intégrées des écoles marocaines : socle de l'éducation citoyenne.** *African Scientific Journal*, 3(27), 0895-0910. <https://doi.org/10.5281/zenodo.14590423>

The aim of this article is to explore the degree to which learners are involved in the integrated civic activities organised by their schools and to focus on their roles in developing the skills, attitudes and abilities that enable them to be actively involved in social life. To collect the data, the study is based on a quantitative analysis based on an online questionnaire and a qualitative analysis of official documents, reports and surveys carried out around the theme in question. The sample is made up of 60 teachers working in the public and private sectors in the province of Sidi Slimane. The results show that 46% of teachers say that learners always participate in said activities and 31% say that sometimes. In addition, they ensure that these activities allow learners to develop civic values (62%) that should be taught from an early age (54%). They also specify that several skills can be developed through the above-mentioned activities such as civic skills (38.5%), communicative skills (27%), cultural skills (26%), cognitive skills (7.7%). Finally, taking into account the results achieved, it is recommended that public or private schools should encourage learners to participate actively in integrated activities in view of their role in the development of civic, cultural and communicative competences and education in universal human values

Enthoven, S., Dupriez, V., & März, V. (2024). **Où et comment les enseignants continuent-ils à apprendre leur métier? Postures et trajectoires au sein d'un « paysage d'apprentissage professionnel ».** *Revue française de pédagogie*, 223(2), 129-148. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-129>

ESCWA. (2024). **Education in the Arab region: closing gaps to ensure that no child is left behind** (N° 2; p. 8). Consulté à l'adresse ESCWA website: <https://www.unescwa.org/sites/default/files/pubs/pdf/education-arab-region-closing-gaps-no-child-left-behind-english.pdf>

Espinola, A. F., Gallot, F., Lavoipierre, C., & Ménard, M. (2024). **Genre et sexualités dans les établissements scolaires: une révolution féministe en cours?** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dl>

« Une question "chaude" », c'est ainsi que l'historien Yves Verneuil (2023) intitule son histoire de l'éducation sexuelle à l'école en France depuis le début du XXe siècle. À partir d'un ample corpus d'archives, il revient sur la manière dont cet enseignement a fait

l'objet de controverses voire de polémiques dont les enjeux se trouvent reconfigurés dans le temps allant de l'hygiénisme au Sida, entre autres. Il monte que les vifs débats suscités se rapportent généralement à la perversion à la...

Essel, H. B., Vlachopoulos, D., Nunoo-Mensah, H., & Amankwa, J. O. (2025). **Exploring the impact of VoiceBots on multimedia programming education among Ghanaian university students.** *British Journal of Educational Technology*, 56(1), 276-295. <https://doi.org/10.1111/bjet.13504>

Conversational user interfaces (CUI), including voice interfaces, which allow users to converse with computers via voice, are gaining wide popularity. VoiceBots allow users to receive a response in real-time, regardless of the communication device. VoiceBots have been explored in fields such as customer service to automate repetitive queries and help reduce redundant tasks; however, they have not been widely applied in the classroom. This study aimed to explore the effects of VoiceBot implementation on student learning. A pre-test–post-test design was implemented with 65 participating undergraduate students in multimedia programming who were randomly allocated to scenarios representing a 2 × 2 design (experimental and control cohorts). Data were collected using an academic achievement test and semi-structured interviews, which allowed for a more in-depth analysis of the students' experiences with the VoiceBot. The results showed that how the VoiceBot was applied positively influenced student learning in the experimental cohort. Moreover, the focus group data demonstrated that the VoiceBot can be a valuable assistant for students and could be easily replicated in other courses. To the best of our knowledge, this study was the first to use VoiceBot to engage undergraduate students in Ghana, thus contributing to the growing literature stream on the development of VoiceBots to improve student learning experiences. This study elucidates the design process using a zero-coding technique, which is considered a suitable approach for educational institutions with limited resources. Practitioner notes

What is already known about this topic Conversational user interfaces (CUIs), including voice interfaces, have gained popularity and are used to interact with computers through natural language. VoiceBots have been utilised in various fields such as customer service to automate tasks and reduce redundancy. Instant messaging systems such as WhatsApp and Telegram have been used for communication in educational contexts. Advances in artificial intelligence (AI) and natural language processing (NLP) have led to significant improvements in voice-enabled CUIs (VoiceBots). Existing studies indicate that chatbots affect students' motivation, learning experiences, and achievements; however, research on using VoiceBots for learning improvement is limited. What this paper adds A VoiceBot was introduced as an assistant to facilitate learning in a multimedia programming course. The study used an experimental design with an experimental cohort using a WhatsApp group platform equipped with a zero-coding VoiceBot and a control cohort without the bot. The study found that students interacting with VoiceBot demonstrated better learning achievement than the control group. The study also provides clear suggestions on integrating VoiceBots into educational institutions. Implications for practice and/or policy The study's findings suggest that VoiceBots can play a significant role in improving student learning achievements, especially in subjects such as multimedia programming. Educational institutions could establish learning design and technology centres with subject matter experts to integrate VoiceBots effectively into the learning process. Instructors must possess adequate technological proficiency to engage students with VoiceBots and targeted in-service training may be necessary. Future research can explore VoiceBot use across various

academic domains and levels of education, analyse the impact of usage patterns on learning outcomes, and assess its long-term effects on student engagement and motivation.

Éthier, M.-A., & Lefrançois, D. (2024). **Des pratiques de contextualisation : des indices d'heuristiques de la pensée historique sont-ils perceptibles dans des travaux d'historiens patentés ? Une étude de cas à partir d'articles québécois récents.** *Revue française de pédagogie*, 223(2), 55-68. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-55>

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2024). **Study on the feasibility of a quality assurance and recognition system.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/05aa047a-bdc5-11ef-91ed-01aa75ed71a1>

Ce rapport vise à évaluer l'état de mise en œuvre de la recommandation du Parlement européen et du Conseil du 15 février 2006 relative à la poursuite de la coopération européenne en matière d'assurance qualité dans l'enseignement supérieur, qui encourageait les États membres à adopter un ensemble de principes clés pour la coopération en matière d'assurance qualité. À la suite de cette évaluation, le rapport présente une proposition sur la manière dont la coopération en matière d'assurance qualité au sein de l'Union européenne pourrait être encore renforcée afin de soutenir une coopération transnationale accrue dans l'enseignement supérieur dans le cadre de l'Espace européen de l'éducation et examine les options pour le développement d'un système européen d'assurance qualité et de reconnaissance.

European Commission Joint research centre, Karpinski, Z., Pietro, G. D., & European Commission. Joint research centre. (2024). **Teaching mathematics for success: a data-driven review and analysis of best practices.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/78294a2b-bdca-11ef-91ed-01aa75ed71a1>

L'enquête PISA 2022 montre qu'une proportion relativement importante d'élèves de l'Union Européenne ont des résultats insuffisants en mathématiques. Afin d'identifier des programmes efficaces pour améliorer les compétences des élèves en mathématiques, le rapport synthétise la littérature sur le sujet. Les données de PISA 2022 sont utilisées pour étudier l'impact des ressources numériques sur les résultats des tests de mathématiques. L'efficacité des tutorats a été mise en évidence ainsi que les programmes d'enseignement destinés aux élèves ayant des difficultés d'apprentissage. Par ailleurs, le rapport remet en question le rôle des technologies numériques dans l'amélioration des performances des élèves en mathématiques. Toutefois, les estimations empiriques suggèrent que les élèves obtiennent de meilleurs résultats quand les enseignants ont suivi une formation professionnelle dans le domaine de l'intégration des ressources numériques dans l'enseignement des mathématiques.

Evain, F. (2024). **Taille des classes du premier degré : une huitième année de baisse consécutive dans les écoles publiques.** *Note d'Information*, (25.01), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/taille-des-classes-du-premier-degre-une-huitieme-annee-de-baisse-consecutive-dans-les-ecoles-416171>

À la rentrée 2024, la taille des classes du premier degré continue de diminuer dans les écoles publiques, que ce soit au niveau préélémentaire ou élémentaire.

Even, U., & BenDavid-Hadar, I. (2025). **Teachers' perceptions of their school principal's leadership style and improvement in their students' performance in specialized schools for students with conduct disorders.** *Management in Education*, 39(1), 5-18. <https://doi.org/10.1177/08920206211054654>

We examined the relationship between the school principal's leadership style, as perceived by the school teachers, and improvement in the performance of students with special education needs enrolled in specialized schools for students with conduct disorders. Our motivation originates in the increasing trend in their share within the general population and the premise that this unique population may respond differently to school principal leadership style. Datasets on students' previous performance, students' background characteristics, teacher profiles, and school features were collected. In addition, a questionnaire on teachers' perceptions of their school principal's leadership style was distributed. Datasets were collected from 92 teachers who worked in special education needs public schools that specialized in conduct disorders. Using STATA software, we measured multilevel fixed-effects models. We found that the more the school principal is perceived as a transformational leader, the higher the students' performance. Additionally, secondary school advantaged students (i.e. having a high level of previous performance, high socioeconomic strata), who are taught by more educated teachers, exhibit higher performance compared with their counterparts. Based on our finding, we recommend that policy makers would consider assigning transformational leaders to low-performing schools. In addition, policy makers may want to allocate extra learning resources and to provide access to learning services to support the disadvantaged students' learning process.

Eyal, O., Wahrman, H., Vexler, Y. A., & Schifter, R. (2025). **"I'm trying to help": How do mentors affect principals' person-organization fit during organizational socialization?** *Educational Management Administration & Leadership*, 53(1), 25-46. <https://doi.org/10.1177/17411432231152349>

Addressing early career school leader attrition and turnover, education systems assign mentors to ease novice principals' socialization, but results are varied and many mechanisms of this variance are still unexplained. To fill gaps in the literature, different mentor profiles were typified. Fifty-six mentor and mentee interviews were thematically analyzed and socialization outcomes were appraised by comparing increase in person-organization compatibility or congruence. Literature alluded to leadership in education systems as fraught with conflicting loyalties and, accordingly, this study found organization-loyal mentors who tried to promote conformity, person-loyal mentors who tried to prioritize mentee needs, and balanced mentors who achieved skill development and emotional support by being active listeners, prioritizing confidentiality, and guiding reflective contemplation. Socialization tactics, fit, and self-determination theories were linked to explain the different mentors' effects, recommend improvements, and reflect back on the theories themselves. In the context of mentoring principals in Israel, it is implied that needs-supplies fit and demands-abilities fit must both be effected for supplementary fit to increase. It is also implied that radically institutionalized or individualized tactics were ineffective, as only the balanced mentors seemed able to foster principals who can become more autonomous and motivated to persevere and succeed in their work.

Ezeamuzie, N. O., & Ezeamuzie, M. N. (2025). **Multidimensional Framing of Environments Beyond Blocks and Texts in K–12 Programming**. *Review of Educational Research*, 95(1), 123-153. <https://doi.org/10.3102/00346543231216958>

Computer programming provides a framework for interdisciplinary learning in sciences, arts and languages. However, increasing integration of programming in K–12 shows that the block-based and text-based dichotomy of programming environments does not reflect the spectrum of their affordance. Hence, educators are confronted with a fundamental hurdle of matching programming environments with learners' cognitive abilities and learning objectives. This study addresses this challenge by analyzing 111 articles evaluating the affordances of programming environments to identify both structural and theoretical models to support educators' choice of programming environments. The following dimensions of programming environments were identified: connectivity mode, interface natural language, language inheritance, age appropriateness, cost of environment, output interface, input interface, and project types. For each of these dimensions, the synthesis of the literature ranged from examining its nature and effect on learning programming to the implications of choosing an environment and the critical gaps that future studies should address. The findings offer instructors useful parameters to compare and assess programming environments' suitability and alignment with learning objectives.

Fabre, M. (2024). **Contextualisation et problématisation : du langage à l'histoire**. *Revue française de pédagogie*, 223(2), 27-39. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-27>

Fabre, R. (2024). « **Aujourd'hui ma mère m'a dit que j'étais habillée comme un garçon** ». *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dc>

Cet article naît de la controverse autour du mouvement du #14Septembre, lancée par des collégiennes et lycéennes sur les réseaux socio-numériques, par lequel elles dénonçaient les restrictions vestimentaires sexistes de leurs établissements. L'analyse proposée est celle des stratégies de résistances à ces restrictions vestimentaires, les normes que ces résistances engagent, ainsi que leurs conditions de possibilité. L'enquête ethnographique a été réalisée dans un ensemble scolaire privé parisien, mais mon enquête s'est concentrée sur les collégien·nes. Au travers de cette ethnographie, on entrevoit l'émergence d'un ordre de genre concurrent à l'ordre de genre hégémonique, par des pratiques du genre différentes s'incarnant dans la parure (les vêtements, la coiffure, le maquillage) des adolescentes, prenant appui sur leurs ressources en termes de classe (la bourgeoisie) et de race (la blancheur). Il s'agira alors de conduire une analyse intersectionnelle de leurs pratiques vestimentaires, à l'aune du contexte scolaire, de leur position de fille et de leurs revendications féministes.

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

Le bien-être scolaire connaît aujourd'hui un regain d'intérêt auprès des politiques publiques. Inscrit dans les recommandations de l'OCDE pour les compétences de 2030 et la circulaire de rentrée de l'année 2022, ce sujet devient un enjeu phare pour les acteurs de l'éducation. De plus, conformément aux recommandations de l'UNESCO et de l'OCDE, les programmes éducatifs incitent dès la maternelle à l'acquisition des compétences transversales qui visent à permettre aux enfants de connaître, faire, être et vivre ensemble. Au coeur de ces préoccupations, cette thèse vise à explorer, décrire

et analyser comment soutenir les expériences à caractère eudémoniques, c'est-à-dire à l'accomplissement personnel, en contexte scolaire. Les travaux ciblent spécifiquement l'apprentissage de l'autorégulation des comportements des élèves de 9 à 11 ans au cours d'activités individuelles de classe, connue pour être essentielle à leur réussite scolaire et sociale. Bien qu'il existe des supports scolaires visant l'autonomisation des élèves, ils ne sont généralement pas numériques. Or, de nombreux travaux dans le domaine des Interactions Humain-Machine (IHM) ont mis en évidence le potentiel motivationnel et développemental de systèmes interactifs utilisés par des enfants dès lors que leur conception est de qualité. C'est pourquoi cette thèse, ancrée dans une démarche de conception centrée utilisateurs, aborde le design d'une interface tangible, le TanISe, destinée à soutenir l'apprentissage de l'autorégulation des activités scolaire en quatre étapes. La première consiste à présenter les prémisses de la conception d'une interface tangible en (1) identifiant les besoins des enseignantes et des élèves dans un contexte d'activité individuelle et en (2) exploitant les approches expérientielle et instrumentale pour répondre aux besoins identifiés, c'est-à-dire soutenir l'autorégulation des élèves. Ensuite, la partie 2 développe le processus de conception du TanISe, intégrant des caractéristiques eudémoniques. La partie suivante décrit la conception d'un questionnaire permettant de mesurer les expériences eudémoniques des élèves au cours des activités scolaires. Enfin, ce projet de thèse se termine sur l'évaluation de l'utilité du dispositif pédagogique TanISe conduite au sein de trois classes de CM1/CM2. L'approche théorique et méthodologique utilisée dans ce projet s'appuie sur une démarche multidisciplinaire tirant parti des connaissances des Sciences de l'Education et de la Formation, de la psychologie Ergonomie et du développement de l'enfant, ainsi que des connaissances de l'Interaction Humain-Machine.

Fan, T., Hui, L., Luo, L., & de Bruin, A. B. H. (2024). **Improving the Use of Retrieval Practice for Both Easy and Difficult Materials: The Effect of an Instructional Intervention.** *Educational Psychology Review*, 36(4), 115. <https://doi.org/10.1007/s10648-024-09945-3>

Recent research has suggested that students prefer restudying over retrieval practice when learning difficult materials, despite the latter being a more effective learning strategy. The current study investigated whether an instructional intervention can improve the use of retrieval practice for both easy and difficult materials. In Experiment 1, after initial learning of each item, participants rated their perceived mental effort (PME) and judgment of learning (JOL) for each item. Then, participants chose whether to restudy or take retrieval practice for that item. The results showed that participants chose to take retrieval practice less frequently for difficult items compared to easy ones. Furthermore, participants' ratings of PME and JOL sequentially mediated the relationship between item difficulty and their learning strategy choices. Specifically, difficult items resulted in higher levels of PME, which in turn led to lower JOL, ultimately reducing the likelihood of choosing retrieval practice. In Experiment 2, half of the participants received an instructional intervention, which revealed that while students prefer restudying for difficult items, retrieval practice benefits both easy and difficult items in long-term retention. The remaining half did not receive such intervention and were designated as the control group. The results indicated that, compared to the control group, students who received the intervention increased the odds of choosing retrieval practice for both types of materials after the intervention. The findings of this study suggest that students can be supported to use retrieval practice regardless of item difficulty.

Farges, G., & Martinache, I. (2025). **Enseignants : le grand déclassement?** (p. 112). Consulté à l'adresse <https://shs.hal.science/halshs-04878472>

L'enseignement fait l'objet d'une forte perte d'attractivité, comme le suggèrent la baisse continue des candidatures aux concours de recrutement et la hausse tendancielle des démissions. Le temps où ces métiers étaient investis comme un sacerdoce semble révolu. Cet ouvrage propose d'explorer les différents facteurs et effets de cette érosion des corps enseignants, qui n'est pas propre à la France. Il invite ainsi à prêter attention non seulement aux rémunérations, mais aussi aux politiques de recrutement et de gestion des carrières enseignantes, aux transformations des conditions d'entrée dans le métier comme de son exercice quotidien, au sentiment de valorisation sociale ainsi qu'aux attitudes politiques. Sans perdre de vue que le milieu enseignant est touché par des évolutions sociales qui traversent également d'autres groupes professionnels.

Faris, L. (2025). **The only way is not to be Essex: A reflective piece from a serving head teacher in England regarding stereotypes relating to Essex accents and the impact this has on motivation to become a head teacher.** *Management in Education*, 39(1), 49-51. <https://doi.org/10.1177/08920206221147621>

Feldmann, H. (2025). **Economic freedom and the quality of education.** *Kyklos*, 78(1), 86-110. <https://doi.org/10.1111/kykl.12412>

This paper finds robust evidence that economic freedom improves the quality of education. This is probably mainly because economic freedom incentivizes parents to invest in high-quality education for their children and helps them to do so. It also incentivizes and helps both governments and private providers to deliver high-quality education. The paper uses two different indicators of educational quality: PISA scores and the World Bank's harmonized test scores. The magnitudes of the estimated effects of economic freedom on both indicators are substantial. They are even larger once the indirect impact of economic freedom via GDP per capita and, to a lesser extent, once the indirect impact via government education expenditure is taken into account. The paper uses data on up to 49 countries for PISA scores and up to 137 countries for World Bank scores. It accounts for the endogeneity of economic freedom and controls for all major determinants of educational quality.

Félix, R. (Éd.). (2024). **Apprendre des scolarités abîmées.** Consulté à l'adresse <https://www.editionsbdl.com/produit/apprendre-des-scolarites-abimees/>

Plutôt que de réformer l'école, faisons d'elle un enjeu de société, l'affaire de tous. L'école est trop souvent réfléchi à partir de ceux qui y ont parfaitement réussi, en oubliant les autres. Les auteurs de ce livre ont choisi une démarche inverse en écoutant le vécu de personnes en situation de grande pauvreté et leurs propositions pour l'école. Toutes racontent comment le dénuement peut aussi se manifester dans la dépossession de sa scolarité et des moyens de réussir à l'école. De ces expériences douloureuses, il n'est tiré aucune recette qui permettrait de remédier en surface à telle ou telle insuffisance de l'institution. Émergent plutôt les bases d'un projet d'école étroitement associé à un projet de société : une école qui n'oublie personne pour une société qui n'oublie personne, c'est la clé

Felouzis, G., & Revaz, S. (2024). **Éditorial. Réguler la mise en œuvre des politiques éducatives. Acteurs/trices, instruments et stratégies.** *L'éducation en débats : analyse comparée*, 14(2), 180-197. <https://doi.org/10.51186/journals/ed.2024.14-2.e1748>

Ferreira, J., Sandholtz, W. A., & Sandholtz, W. (2024). **Sibling Spillovers and Free Schooling** (CESifo Working Paper Series N° 11436). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11436.htm>

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

Feuillet, P. (2024). **Les parcours de reconversion professionnelle vers les métiers enseignants.** *Éducation & formations*, 107(2), 91-119. <https://doi.org/10.3917/edfo.107.0091>

Fink, N., & Honoré, É. (2024). **La contextualisation comme catégorie d'analyse de la construction de savoirs en classe d'histoire : exemple de deux expérimentations au primaire.** *Revue française de pédagogie*, 223(2), 87-100. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-87>

Fitzgerald, K. G., & Tipton, E. (2025). **Using Extant Data to Improve Estimation of the Standardized Mean Difference.** *Journal of Educational and Behavioral Statistics*, 50(1), 128-148. <https://doi.org/10.3102/10769986241238478>

This article presents methods for using extant data to improve the properties of estimators of the standardized mean difference (SMD) effect size. Because samples recruited into education research studies are often more homogeneous than the populations of policy interest, the variation in educational outcomes can be smaller in these samples than is reflective of the true variation in the population. This affects effect size estimation since the sample standard deviation is used in the denominator of the SMD. We propose leveraging extant data on sample variance estimates from multiple studies, made available via clearinghouse databases such as the What Works Clearinghouse, to standardize a mean difference. This allows effect sizes to be benchmarked across a common and broad population, thus enabling better comparability across studies and interventions. We derive the new estimators of the population variance and the corresponding SMD, which pool sample variances from multiple studies using both an analysis of variance and a meta-analytic framework. We demonstrate the properties of these estimators via analytic and simulation results and offer recommendations for when these estimators are appropriate in practice.

Fong, C. J., Adelugba, S. F., Garza, M., Pinto, G. L., Gonzales, C., Zarei, P., & Rozek, C. S. (2024). **A Scoping Review of the Associations Between Sense of Belonging and Academic Outcomes in Postsecondary Education.** *Educational Psychology Review*, 36(4), 138. <https://doi.org/10.1007/s10648-024-09974-y>

Given the theorized importance of college belonging for academic success, we conducted a scoping review of studies examining relationships between sense of belonging and academic achievement and persistence for postsecondary students. In

our scoping review, we included 69 reports (78 unique samples) published between 2003 and 2023. We observed an unexpected level of heterogeneity among the associations between belonging and academic outcomes (GPA, persistence, and intent to persist); most associations were positive but small with several small, negative associations. Across a few studies, there was a pattern of larger associations between belonging and academic achievement for marginalized college students, such as racially/ethnically minoritized students (compared to students in the racial majority) or women (compared to men) in historically exclusionary settings such as STEM disciplines. We identified gaps in the literature reflecting underreporting of student identities, including but not limited to gender identity, sexual identity, social class, religious identity, disability status, and first-generation status, in sample characteristics and a lack of attention to contextual factors, such as the type of institution (e.g., predominantly White institutions, community colleges, minority-serving institutions). In all, our findings provide an updated mapping of the literature, pointing to a much-needed refinement for how individual and institutional factors may moderate the associations between belonging and academic outcomes in postsecondary settings.

Fong, C. J., Fathi, Z., Adelugba, S. F., García, A. J., Garza, M., & Pinto, G. L. (2024). **Belongingness moderates student mindsets' influence among first-generation, community college students of color.** *Social Psychology of Education, 28*(1), 9. <https://doi.org/10.1007/s11218-024-10007-3>

Recent insights have underscored the role of context in cultivating intelligence mindsets' influence on students' academic outcomes. Psychological affordances of the social context may encourage an adaptive perspective (i.e., growth mindset). Expanding this novel area of investigation, we examined how students' sense of belonging, as an affordance of the college context, moderates the association between mindset beliefs and academic outcomes. Using secondary data from the 2018 Community College Survey of Student Engagement, we focused on students often deemed at-promise and historically underrepresented in postsecondary education in the U.S.—a sample of 2,043 first-generation Students of Color who enrolled in their first year at one of 129 community colleges. Controlling for several sociodemographic covariates, we used fixed effects regression to identify the extent to which belonging moderated the positive association between growth mindset and college GPA; for students experiencing greater belonging, the association between growth mindset and grades was stronger than for students experiencing lower belonging. This study highlights the concomitance and synergy of students' sense of belonging and mindset beliefs as situative levers for equitable outcomes in college.

Foster, M. E., Caemmerer, J. M., Hennessy, B., Smith, S. A., López, L. M., & Spencer, T. D. (2024). **Predictors of Kindergarten Science Achievement and Its Growth Across Elementary School for Multilingual and English Monolingual Learners.** *The Elementary School Journal, 125*(2), 233-260. <https://doi.org/10.1086/732691>

Using the Early Childhood Longitudinal Study Kindergarten Cohort (2010–2011), this study is the first to investigate predictors of kindergarten science achievement and growth across elementary school—English language proficiency (ELP), executive functioning, math and reading achievement, parent-engaged science and math activities, and classroom science content coverage—separately for multilinguals (n = 1,023) and English monolinguals (n = 12,329). Multigroup latent growth curve models indicate initial differences in science are largely explained by the group of predictors, multilinguals learn

science more rapidly in early elementary school than English monolinguals, and science scores are not meaningfully different between the fifth-grade groups. Among other notable results, ELP predicts science growth for both groups and math achievement predicts science growth for multilinguals only; reading achievement only predicts growth for English monolinguals. The findings from this study strongly challenge the prevailing belief that being multilingual in the United States leads to poor achievement.

Fracheboud, O., Hull, J., & Magni, G. (2024). **Déconstruire les stéréotypes de genre au sein de sa classe : étude sur l'influence des enseignant·es dans les classes primaires de Genève.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dh>

Dans une société où les inégalités structurelles entre les sexes persistent, un changement serait envisageable si l'institution scolaire s'investissait activement dans des initiatives visant à promouvoir l'égalité des sexes. Dans la lutte contre les stéréotypes de genre à l'école primaire l'enseignant·e joue un rôle central, mais est-ce qu'elle ou il détient une réelle marge de manœuvre pour les contrer au sein de sa classe ? Cette recherche a pour objectif de comprendre si le changement des représentations des élèves par un enseignement à l'égalité des sexes relève d'une utopie ou si les enseignant·es détiennent un impact réel sur les représentations des futures générations. À cette fin, le dispositif mis en place vise à comparer une classe d'élèves de 2Ph (5-6 ans) avec une classe d'élèves de 8Ph (11-12 ans), afin d'estimer la marge de manœuvre de l'enseignant·e au début de l'école obligatoire en Suisse, jusqu'au terme du cursus primaire. Par « marge de manœuvre », nous entendons la possibilité d'action des enseignant·es visant à amener les élèves vers une évolution dans leurs représentations. Nous montrerons que l'école peut faire bouger les élèves dans leur socialisation primaire, malgré la socialisation qu'ils/elles peuvent acquérir hors de l'école.

François, C., Rodriguez-Fornells, A., Cerda-Company, X., Agut, T., & Bosch, L. (2025). **Impact of late to moderate preterm birth on minimal pair word-learning.** *Child Development*, 96(1), 203-216. <https://doi.org/10.1111/cdev.14160>

Little is known about language development after late-to-moderate premature birth, the most significant part of prematurity worldwide. We examined minimal-pair word-learning skills in 18 eighteen-month-old healthy full-term (mean gestational age [GA] at birth = 39.6 weeks; 7 males; 100% Caucasian) and 18 healthy late-to-moderate preterm infants (mean GA at birth 33.7 weeks; 11 males; 100% Caucasian). Data were collected in the local urban area of Barcelona city from May 2015 to August 2016. Toddlers first associated two pseudo-words, forming a minimal pair based on a voice onset time distinction of the initial consonant, with two unfamiliar objects during a habituation phase. A visual choice test assessed their recognition of the two novel word-object associations and some familiar word-object pairs. While full-terms successfully mapped the similar sounding pair of novel words ($d = 1.57$), preterms could not ($d = 0.17$). These results suggest that late to moderate preterm birth can hinder basic associative learning mechanisms relying on fine temporal speech features.

Fremer, J. (2024). **Measurement Reflections.** *Educational Measurement: Issues and Practice*, 43(4), 101-103. <https://doi.org/10.1111/emip.12654>

Fretwell, N., & Barker, J. (2025). **'It's a tiger instinct – that's my baby!': affective practices of care in parents' educational activism.** *British Journal of Sociology of Education*, 46(1), 19-33. <https://doi.org/10.1080/01425692.2024.2409277>

This article presents findings from a qualitative study exploring parents' struggles over their children's education. Drawing on affective practice theory (Wetherell 2012) and feminist care ethics (Fisher and Tronto 1990), we offer insights into the affective practices of care driving parents' educational activism. We detail how parents' activism is rooted in both powerful feelings of parental responsibility and wider, more altruistic concerns. We argue that parents' activism disrupts the binary between altruism and self-interest, indicating instead they can be mutually constitutive of collective action; a complex form of affective practice we designate altruistic self-interest. Our analysis suggests parental activism can be a force for progressive educational change in which care for intimates and care for others coincide, but also that educational authorities might adopt a more care-full approach when making key decisions affecting children, families and communities.

Fridlin, M. (2024a). **Mon Master 2024 : Les propositions d'admission en master**. *Note Flash du SIES*, (33), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/mon-master-2024-les-propositions-d-admission-en-master-98200>
À l'issue de la campagne 2024, 71 % des candidats ont reçu au moins une proposition d'admission sur Mon Master et 60 % en ont accepté une.

Fridlin, M. (2024b). **Parcours et réussite en master à l'université : les résultats de la session 2023**. *Note Flash du SIES*, (33), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-master-l-universite-les-resultats-de-la-session-2023-98154>

Trois quarts des étudiants inscrits pour la première fois en 1ère année de master en 2020 ont obtenu leur diplôme en deux ou trois ans, près de deux tiers d'entre eux l'ont eu en deux ans.

Fu, D., Qin, C., Luo, Z., Li, Y., Yu, X., & Ye, Z. (2025). **Using Regularized Methods to Validate Q-Matrix in Cognitive Diagnostic Assessment**. *Journal of Educational and Behavioral Statistics*, 50(1), 149-179. <https://doi.org/10.3102/10769986241240084>

One of the central components of cognitive diagnostic assessment is the Q-matrix, which is an essential loading indicator matrix and is typically constructed by subject matter experts. Nonetheless, to a large extent, the construction of Q-matrix remains a subjective process and might lead to misspecifications. Many researchers have recognized the importance of estimating or validating the Q-matrix, but most of them focus on the conditions of relatively large sample sizes. This article aims to explore Q-matrix validation possibilities under small sample conditions and uses regularized methods to validate the Q-matrix based on the compensatory reparametrized unified model and generalized deterministic inputs, noisy "and" gate models. Simulation studies were conducted to evaluate the viability of the modified least absolute shrinkage and selection operator (Lasso) and modified smoothly clipped absolute deviation (SCAD) methods, comparing them with existing methods. Results show that the modified Lasso and the modified SCAD methods outperform the stepwise, Hull, and MLR-B methods in general, especially under the conditions of small sample sizes. While good recovery in all small sample size conditions is not guaranteed, the modified methods demonstrate advantages across various item quality conditions. Also, a real data set is analyzed to illustrate the application of the modified methods.

Fukushima, K., Uchida, N., & Okada, K. (2025). **Modeling Partial Knowledge in Multiple-Choice Cognitive Diagnostic Assessment**. *Journal of Educational and Behavioral Statistics*, 50(1), 5-43. <https://doi.org/10.3102/10769986241245707>

Diagnostic tests are typically administered in a multiple-choice (MC) format due to their advantages of objectivity and time efficiency. The MC-deterministic input, noisy "and" gate (DINA) family of models, a representative class of cognitive diagnostic models for MC items, efficiently and parsimoniously estimates the mastery profiles of examinees. However, the existing models often overestimate the latent traits of examinees when they respond with partial knowledge, which is often observed in educational assessment. Therefore, the novel models of the MC-DINA family that can appropriately handle such responses were developed in this study. Unlike the existing models, the proposed models placed no restrictions on the Q-vector, which represents attribute specifications. Simulation and empirical studies verified that the proposed approach could resolve the overestimation problem.

G7 Education Working Group. (2024). **Report of the G7 on Education: insights on education policies to valorize everyone's talents, and foster innovative education and new competencies for the future** (p. 45). Consulté à l'adresse G7 Italia website: <https://www.g7italy.it/wp-content/uploads/Report-of-the-G7-on-Education.pdf>

Gadille, M., Vincent, C., Rémon, J., Impedovo, M. A., Corvasce, C., Privas-Bréauté, V., & Feuilladiéu, S. (2024). **Une recherche-action participative à l'épreuve des communautés de pratiques en éducation A participatory action-research at stake in communities of practice in education**. *Recherche et Formation*, (99). Consulté à l'adresse <https://hal.science/hal-04875431>

Cet article traite des interactions dans la construction de savoirs au sein d'une recherche-action participative pour l'appropriation d'une technologie numérique en éducation. Cette co-construction est étudiée à travers l'action professionnelle individuelle et collective comme mode légitime de connaissance et de professionnalité. Les savoirs produits sont mixtes car issus de formations « sur le tas » à la frontière de ces deux communautés, en amont de formations formelles. Ils reposent sur un partage de connaissances technologiques, pédagogiques et didactiques issues de la pratique interdisciplinaire dans et entre les deux communautés.

Galfout, S. M., Schwingrouber, J., & Colson, S. (2024). **Infirmier en pratique avancée : un leadership en expansion**. *Éducation Permanente*, 241(4), 115-121. <https://doi.org/10.3917/edpe.241.0115>

Gampo-An, N. T., & Baguio, J. B. (2024). **Transdisciplinary Teaching and Social Responsiveness of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(11), 326-334. <https://doi.org/10.9734/ajess/2024/v50i111657>

This study explored the transdisciplinary teaching practices and social responsiveness of teachers in public elementary schools in the Bunawan District, Division of Davao City. It employed a non-experimental quantitative research design, utilizing a correlational method. The sample comprised 132 teachers from public elementary schools, selected through universal sampling. Data analysis was performed using mean, Pearson r, and regression analysis. The findings indicated that teachers exhibited high level of transdisciplinary teaching practices in areas such as project-based learning, standards of learning, instructional practices, and assessment of learning. Similarly, teachers

demonstrated a high level of social responsiveness, particularly regarding students' ethnic backgrounds, their role as educators, sensitivity to language, and an inclusive curriculum. The study revealed a significant relationship between transdisciplinary teaching and social responsiveness. Additionally, it was found that various domains of transdisciplinary teaching significantly influenced the social responsiveness of teachers in these schools. Based on these findings, it is recommended that public school teachers may participate in seminars and professional development programs organized by the Department of Education (DepEd) to enhance their instructional skills. These initiatives may focus on fostering professional growth, enriching teaching practices, and promoting rigorous education opportunities that support the academic success of all learners.

Garcia-Castro, G., Avila-Varela, D. S., Castillejo, I., & Sebastian-Galles, N. (2025). **Cognate beginnings to bilingual lexical acquisition.** *Child Development*, 96(1), 286-300. <https://doi.org/10.1111/cdev.14170>

Recent studies suggest that cognateness boosts bilingual lexical acquisition. This study proposes an account in which language co-activation accelerates accumulation of word-learning instances across languages. This account predicts a larger cognate facilitation for words in the lower-exposure language than in the higher-exposure language, as the former receive co-activation from their translations more frequently. Bayesian Item Response Theory was used to model acquisition trajectories for 604 Catalan-Spanish translations from a dataset of 366 12–32 month-old bilinguals ($M = 22.23$ months, 175 female, mainly White, collected 2020–2022). Results show a larger cognate facilitation for words in the lower-exposure language ($d = .276$), than for words in the higher-exposure language ($d = .022$), supporting a language exposure-moderated account for the effect of cognateness on lexical acquisition.

Gardes, M.-L., & Yvain-Prébiski, S. (2024). **Interroger l'enseignement de l'activité de recherche et de modélisation mathématique : pourquoi et comment ? Exemple de deux dispositifs de formation à l'Université.** Consulté à l'adresse <https://hal.science/hal-04847230>

This article describes the design and content of two training programmes aimed at examining the teaching of a mathematical problem-solving activity from an epistemological and didactic point of view. The first focuses on the mathematical modelling activity and the second on the mathematical research activity. These training programmes are backed up by research into the didactics of mathematics, rooted in epistemological studies that examine the nature, emergence, evolution and current state of the practices of researchers linked to a mathematical activity (modelling or research). Three guiding ideas underpin these training programmes: putting students in the position of researchers, providing students with tools for identifying and analysing students' mathematical activity, and analysing teaching methods that enable students to engage in mathematical activity (modelling or research).

Garganta, S., Pinto, M. F., & Zentner, J. (2024). **Do Longer School Days Improve Learning? The Case of the Dominican Republic.** *IDB Publications*. <https://doi.org/10.18235/0013303>

This paper examines the possible impact of a longer school day on student learning. We specifically analyze the Jornada Escolar Extendida program (JEE), which significantly increased the school-day length of public schools in the Dominican Republic from 4 to 8 hours, and exploit its gradual implementation over time and by geographical area. For this purpose, we apply an event study approach using national tests scores data for

secondary students during the 2010-2019 period, which is matched with the administrative data of the JEE implementation at the school level. Although we find a relatively low and not so stable pattern of the JEE impact on secondary students tests scores, the evidence suggests that the program generated relevant changes on learning gender gaps. In particular and consistent with the previous literature, the program seems to have favored girls learning in the low-stakes evaluation and improved boys relative scores in the high-stakes exams. However, we do not find such a clear heterogeneity impact between subjects where girls or boys have a typical relative learning advantage.

Garry-Bruneau, M., & Poiroux, L. (2024). **Universitarisation des sciences infirmières et transformations identitaires des formateurs.** *Éducation Permanente*, 241(4), 91-102. <https://doi.org/10.3917/edpe.241.0091>

Gilbert, J. B., Miratrix, L. W., Joshi, M., & Domingue, B. W. (2025). **Disentangling Person-Dependent and Item-Dependent Causal Effects: Applications of Item Response Theory to the Estimation of Treatment Effect Heterogeneity.** *Journal of Educational and Behavioral Statistics*, 50(1), 72-101. <https://doi.org/10.3102/10769986241240085>

Analyzing heterogeneous treatment effects (HTEs) plays a crucial role in understanding the impacts of educational interventions. A standard practice for HTE analysis is to examine interactions between treatment status and preintervention participant characteristics, such as pretest scores, to identify how different groups respond to treatment. This study demonstrates that the identical patterns of HTE on test score outcomes can emerge either from variation in treatment effects due to a preintervention participant characteristic or from correlations between treatment effects and item easiness parameters. We demonstrate analytically and through simulation that these two scenarios cannot be distinguished if analysis is based on summary scores alone. We then describe a novel approach that identifies the relevant data-generating process by leveraging item-level data. We apply our approach to a randomized trial of a reading intervention in second grade and show that any apparent HTE by pretest ability is driven by the correlation between treatment effect size and item easiness. Our results highlight the potential of employing measurement principles in causal analysis, beyond their common use in test construction.

Ginzburg, J., Fornoni, L., Aguera, P. E., Pierre, C., Caclin, A., & Moulin, A. (2025). **Development of auditory cognition in 5- to 10-year-old children: Focus on speech-in-babble-noise perception.** *Child Development*, 96(1), 407-425. <https://doi.org/10.1111/cdev.14178>

Speech-in-noise perception is consistently reported to be impaired in learning disorders, which stresses the importance of documenting its developmental course in young children. In this cross-sectional study, ninety children (41 females, 5.5–11.6 years old) and nineteen normal-hearing adults (15 females, 20–30 years old) were tested with a newly developed closed-set speech perception in babble-noise test, combining two levels of phonological difficulty and two noise levels. Results showed that speech-in-babble-noise perception takes a definite maturation step around 7 years of age ($d = 1.17$, grade effect) and is not mature at 10 years of age when compared to young adults ($d = 0.94$, group effect). Developmental trajectories of both accuracy and response times were evaluated, with influences of psycholinguistic factors, to foster the development of adequate screening tests.

Girard, F., & Le Faou, Y. (2024). **Nouvelle gouvernance des instituts de formation paramédicaux à l'heure du partenariat universitaire.** *Éducation Permanente*, 241(4), 70-79. <https://doi.org/10.3917/edpe.241.0070>

Glazerman, S., Campuzano, L., & Murray, N. (2025). **Education Experiments in Latin America: Empirical Evidence to Guide Evaluation Design.** *Evaluation Review*, 49(1), 115-146. <https://doi.org/10.1177/0193841X241241354>

Randomized experiments involving education interventions are typically implemented as cluster randomized trials, with schools serving as clusters. To design such a study, it is critical to understand the degree to which learning outcomes vary between versus within clusters (schools), specifically the intraclass correlation coefficient. It is also helpful to anticipate the benefits, in terms of statistical power, of collecting household data, testing students at baseline, or relying on administrative data on previous cohorts from the same school. We use data from multiple cluster-randomized trials in four Latin American countries to provide information on the intraclass correlations in early grade literacy outcomes. We also describe the proportion of variance explained by different types of covariates. These parameters will help future researchers conduct statistical power analysis, estimate the required sample size, and determine the necessity of collecting different types of baseline data such as child assessments, administrative data at the school level, or household surveys.

Global Education Monitoring Report Team. (2024). **Rapport mondial de suivi de l'éducation 2024, rapport sur l'égalité des genres: la technologie à ses conditions: égalité des genres et inclusion.** <https://doi.org/10.54676/TTUK2761>

Global education monitoring report team. (2024). **Rapport mondial de suivi de l'éducation 2024, rapport sur l'égalité des genres: la technologie à ses conditions: égalité des genres et inclusion.** Consulté à l'adresse <https://www.unesco.org/gem-report/fr/2024genderreport>

Le rapport alerte sur le fait que, bien que les technologies numériques puissent améliorer l'enseignement et l'apprentissage, elles présentent également des risques importants (possibilités de violation de la vie privée, de cyberharcèlement, moindre concentration en classe). Il met particulièrement en évidence la manière dont les réseaux sociaux renforcent les stéréotypes de genre, engendrant des répercussions néfastes sur le bien-être, l'apprentissage et les choix de carrière des filles qui souffrent davantage que les garçons de cyberharcèlement et sont confrontées à des stéréotypes qui les détournent de l'étude des STEM (sciences, technologie, ingénierie, mathématiques), des disciplines considérées comme étant réservées aux hommes.

Global Education Monitoring Report Team & Association for the Development of Education in Africa. (2024). **Pleins feux sur l'achèvement de l'éducation de base et apprentissages fondamentaux : Mauritanie.** <https://doi.org/10.54676/ZHJE4523>

Go, H. L. (2025). **La fabrique des écoliers, ou l'enfance enfermée.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131or>

Succédant aux tentatives asilaires du début du XIXe siècle, la forme scolaire telle qu'elle se matérialise dans l'appareil scolaire républicain à la fin du XIXe siècle a permis d'enrégimenter une partie de la population : l'enfance fut ainsi soumise à des geôliers praticiens d'une orthopédie sociale. Les promesses de la forme scolaire de socialisation

et d'éducation de l'enfance s'avèrent être, dans sa construction historique, une tromperie. Le confinement scolaire est ainsi un bornage de l'être, une mise à sa place de l'élève. Le monde n'entre pas dans la classe qui reste désespérément vide. Que fait-on alors dans la salle de classe, si l'on ne doit y faire que ce que l'on fait ? Pour Hannah Arendt, l'institution scolaire est censée s'intercaler entre la famille et le monde pour faire transition car l'institution scolaire relève de la sphère prépolitique et l'on ne peut prétendre y forger, en agissant sur les nouveaux venus, un projet de transformation politique : les enfants ne peuvent ni ne doivent prendre part au monde. La forme scolaire classique est donc le premier acte d'une entreprise d'aliénation qui dépossède chacun de sa propre existence par des institutions d'enfermement. L'idée républicaine est liée à un modèle éducatif qui pense le gouvernement des enfants comme une fabrique de la passivité consentante et consensuelle. Ouverte en 1934 sur la colline du Pioulier à Vence, l'École Freinet est quant à elle un conservatoire pour l'enfance. Mais cette école n'est donc ni un espace clos « protégé des bruits extérieurs », ni un espace seulement intermédiaire où le monde n'entrerait que « représenté ». Elle constitue une alternative au mal-vivre qui pèse sur les écoliers.

Gogescu, F. (2025). **Meritocracy seen through the eyes of its champions: a comparative study of educational elites.** *British Journal of Sociology of Education*, 46(1), 34-53. <https://doi.org/10.1080/01425692.2024.2418097>

This paper explores the way in which elite students from Germany and Romania understand the role of talent, effort, and structural factors in shaping educational success and failure. The image of a successful student aligns with the requirements of the selection processes, with Romanian students emphasising effort, and German students projecting an image of effortless achievement. Although most students acknowledged structural inequalities played into the selection processes, they did not seem to doubt the intelligence and skills of those who were selected to the most prestigious tracks and streams. By exploring the way in which students at prestigious universities talk about success and failure, this paper captures some ways in which they resist reproducing meritocratic discourses, and other ways in which they perpetuate the myth of meritocracy.

Gong, X., Xu, W., Yu, S., Ma, J., & Qiao, A. (2025). **Enhancing computational thinking and spatial reasoning skills in gamification programming learning: A comparative study of tangible, block and paper-and-pencil tools.** *British Journal of Educational Technology*, 56(1), 80-102. <https://doi.org/10.1111/bjet.13482>

Tangible programming tools have become a mainstream teaching aid in gamification programming learning (GPL) due to their interactivity and ability to enhance novice learners' computational thinking and spatial reasoning skills. However, comparing the relative efficacy of different programming tools that simultaneously support these skills was not adequately explored. This study designed and evaluated three programming tools: the tangible programming tool (TPG), which uses real touchable objects; the block programming tool (BPG), which employs virtual programming blocks and 3D game scenarios; and the paper-and-pencil programming tool (PPG), which uses paper and pen to draw. The study involved 112 seventh-grade students from three natural classes: Class A (TPG, n1=37), Class B (BPG, n2=38), and Class C (PPG, n3=37). These students completed four gamification programming tasks and CT skills, spatial reasoning skills, enjoyment, cognitive load and GPL task list measurements. The results indicated that the tangible programming tool led to lower cognitive load, significant improvement in spatial

reasoning skills and better abstraction and problem decomposition skills. The block programming tool provided a more enjoyable experience and facilitated students' algorithm design and efficiency. The paper-and-pencil programming tool was found to be less effective in improving spatial reasoning skills. This study's findings can help programming educators cultivate students' thinking skills and improve their learning experience by effectively selecting the most appropriate programming tools.

GPE KIX. (2024a). **Gender Equality in and through Education: A Research Synthesis**. Consulté à l'adresse GPE KIX website: <https://www.gpekix.org/knowledge-repository/gender-equality-and-through-education-research-synthesis>

GPE KIX. (2024b). **Policy and Practice Insights on Effective Strategies to Promote Gender Equality in and through Education** (p. 10). Consulté à l'adresse GPE KIX ; IDRC.CRDI website: <https://www.gpekix.org/knowledge-repository/policy-and-practice-insights-effective-strategies-promote-gender-equality-and>

GPE KIX. (2024c). **Teacher Professional Development: A research synthesis** (p. 68). Consulté à l'adresse International Development Research Centre website: <https://www.gpekix.org/sites/default/files/2024-12/KIX%20TPD%20Synthesis%20Report%20EN%20Final.pdf>

Grapin, N., & Vantourout, M. (2025). **Questionnaire : formation des enseignants à l'évaluation des connaissances des élèves**. Consulté à l'adresse <https://hal.science/hal-04863176>

Le questionnaire est structuré en 5 parties : -la présentation du répondant (sexe, âge, ancienneté, etc.) ; -la conception que l'enseignant a de l'évaluation : le rôle qu'il lui attribue, les compétences qu'il juge nécessaires pour évaluer, les difficultés ressenties, etc. (7 questions) ; -ses besoins de formation (3 questions) ; -les contenus relatifs à l'évaluation qui ont été abordés lors de sa formation initiale et continue (9 questions) ; -ses connaissances sur des notions spécifiques à l'évaluation : approche par compétences, validité et fidélité, docimologie, qualification (14 questions).

Greene, J. A., & Robinson, K. A. (2024). **Bold, Humble, Collaborative, and Virtuous: The Future of Theory Development in Educational Psychology**. *Educational Psychology Review*, 36(4), 132. <https://doi.org/10.1007/s10648-024-09971-1>

Throughout 2023 and 2024, we served as co-guest editors of a topical collection in *Educational Psychology Review* on The Past, Present, and Future of Theory Development in Educational Psychology. In this topical collection, authors of prominent theories in the field were invited to reflect upon how they generated, developed, and iterated their ideas, as well as what the future might hold for their theories. Our hope was these articles could serve as examples of how theory building happens, normalizations of the often difficult and circuitous paths theories can take from initial observations to formalizations, and inspirations to others to begin their own theory development journey. In this reflection on the topical collection, we present themes that emerged as we curated the articles, including themes we anticipated (e.g., the many different ways theories can be generated) as well as ones we did not (e.g., the mix of boldness and intellectual humility theory generation requires). Also, we examine the epistemic virtues our authors used to evaluate their theories, such as practicality, as well as the virtues that were less commonly mentioned, such as internal consistency. Finally, we identify future directions for theory

development in educational psychology, including the need to improve the climate for theory development in the field, particularly in terms of creating structures that incentivize and reward natural history work.

Grønli, K. M., Walgermo, B. R., McTigue, E. M., & Uppstad, P. H. (2024). **Teachers' Feedback on Oral Reading: A Critical Review of its Effects and the use of Theory in Research.** *Educational Psychology Review*, 36(4), 121. <https://doi.org/10.1007/s10648-024-09957-z>
Teachers' feedback is critical for student learning, particularly during oral reading, where it supports skill development and fosters students' agency and reader identity. However, research has yet to provide clear recommendations for effective classroom feedback. This critical-constructive review aims to achieve two objectives: to present evidence of effective feedback strategies for reading development and to explore the theoretical foundations of feedback in oral reading. The review analyzes twenty-four empirical studies (1995–2022) on effects of teachers' feedback in K–5 settings. Findings reveal significant variability in effective feedback types and content, making clear-cut generalizations challenging and emphasizing the need for a nuanced understanding of feedback's influence on fluency, motivation and engagement. While many studies utilized theoretical frameworks, their limited diversity constrains our understanding of students' emotional, cognitive, and behavioral responses to feedback, highlighting a gap in research that often prioritizes reading processes over the role of feedback. This study discusses the potential for integrating feedback and reading development theories to better align interventions with contemporary understandings. By adopting a more comprehensive approach, we can inform teaching strategies that support reading development and redefine how we assist young readers. Additionally, the study offers an example and approach for aligning theory across the different phases of performing empirical research, with implications that extend beyond the current review.

Guez, S., Fernagu, S., & Viazzi, C. (2025). **Processus de problématisation et mobilisation de la forme « problème » dans les pédagogies des écoles d'ingénieurs : une analyse de cas par les capacités.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ox>
Les méthodes de pédagogie active désignent un ensemble de démarches pédagogiques qui cherchent à mettre les apprenants en situation d'être acteurs de leurs apprentissages. Pour cela, elles s'appuient dans leurs modalités de mise en œuvre sur l'expérience des apprenants et encouragent l'implication par l'investigation, la participation, la réflexion critique, l'appropriation par le faire et la collaboration dans les processus d'apprentissage. Dans ce texte, nous allons rendre compte d'une recherche portant sur l'une de ces méthodes, celle de la forme problème. Nous verrons que la mise en capacité à résoudre des problèmes n'est pas un allant de soi, et que cet objectif ne peut être atteint que s'il s'accompagne d'une autre mise en capacité, celle à problématiser. La mise en capacité à problématiser des apprenants est, en ce sens, un véritable enjeu d'une pédagogie de la forme problème, et il convient d'en analyser les conditions de déploiement. Notre recherche rend compte d'une partie de celles-ci grâce à l'analyse du vécu d'un groupe de 22 étudiants en première année de cycle préparatoire d'une école d'ingénieurs. Nous verrons, en mobilisant le cadre théorique des capacités, que ces mises en capacité ne peuvent être analysées uniquement à partir des dispositions des apprenants ou des méthodes pédagogiques mises en œuvre, mais convoquent également une analyse des opportunités offertes par les environnements de formation proposés.

Guille, M., & Skalli, A. (2024). **Les filles réussissent-elles mieux que les garçons leur première année d'études supérieures?** *Éducation & formations*, 107(2), 35-67. <https://doi.org/10.3917/edfo.107.0035>

Ha, C., Zhang, Q., & Roehrig, A. D. (2024). **Early adolescents' motivational regulation and academic achievement: using multi-level modeling analysis based on self-determination theory.** *Social Psychology of Education*, 28(1), 10. <https://doi.org/10.1007/s11218-024-10013-5>

This study examined how students' motivational regulation affects their academic performance based on the self-determination theory (SDT). The research involved data analysis from over 7,056 sixth-grade students in 446 South Korean elementary schools. We applied a stepwise multi-level modeling (MLM) approach to assess the influence of five self-determined motivational regulation impacts (i.e., amotivation, external regulation, introjected regulation, identified regulation, and intrinsic regulation) on students' literacy and math achievements. Additionally, we considered environmental differences among schools, including the type of school (i.e., public or private) and locations (i.e., urban, suburban, or rural). The study highlights the importance of fostering perceived identified regulation to enhance academic achievement in elementary students. The findings indicate that students tend to show higher academic achievement when they recognize the value of their learning experiences and that their complex motivational regulation patterns can be more thoroughly understood by considering cultural and environmental factors.

Hajj-Hassan, M., Chaker, R., & Cederqvist, A.-M. (2024). **Environmental Education: A Systematic Review on the Use of Digital Tools for Fostering Sustainability Awareness.** *Sustainability*, 16(9), 3733. <https://doi.org/10.3390/su16093733>

Recently, sustainable development practices have increased attention as climate change and environmental impacts have increased. Interventions to encourage sustainability awareness are developing, so fostering them through education is crucial. Evidence-based studies conducted in this field have suggested the use of different digital tools to promote environmental learning gains and to foster better sustainability awareness among students. Following the PRISMA method, we found 21 articles published between 2013 and 2023 showing an interest in the use of digital tools in environmental education to foster sustainability awareness among learners. Findings indicate that virtual reality tools and climate change topics are the most trending in this research area. Further, the results show a positive impact of the use of digital tools on students' concern for the sustainability of the planet.

Halabi, R. (2025). **The challenges for Arab lecturer in Hebrew academic institutions, and how his presence impacts the Arab students.** *International Journal of Qualitative Studies in Education*, 38(1), 20-30. <https://doi.org/10.1080/09518398.2024.2348791>

This study addresses the status and conduct of the Arab lecturer in Jewish-Hebrew academia in Israel, and how this impacts Arab students. The study is conducted through the self-research of a case study, in light of my having served as an Arab lecturer in Hebrew academia for more than two decades. The case study is based on my students' written reports submitted over the past three years, from two different courses. The findings indicate that an Arab lecturer who is proud of being an Arab and is confident in himself can increase the self-confidence of Arab students, encouraging them to speak and participate in class. One main factor that enhances Arab students is legitimizing the

use of the Arab language in lessons, enabling them to participate and speak in Arabic. Combined, this leads to the legitimization of the Arab students' identity, enabling them to sound their voice.

Hall, G. J., Putzeys, S., Kratochwill, T. R., & Levin, J. R. (2024). **Discovering Internal Validity Threats and Operational Concerns in Single-Case Experimental Designs Through Directed Acyclic Graphs.** *Educational Psychology Review*, 36(4), 128. <https://doi.org/10.1007/s10648-024-09962-2>

Single-case experimental designs (SCEDs) have a long history in clinical and educational disciplines. One underdeveloped area in advancing SCED design and analysis is understanding the process of how internal validity threats and operational concerns are avoided or mitigated. Two strategies to ameliorate such issues in SCED involve replication and randomization. Although replication and randomization are indispensable tools in improving the internal validity of SCEDs, little attention has been paid to (a) why this is the case; or (b) the ways in which these design features are not immune from internal validity threats and operational concerns. In the current paper, we describe the use of directed acyclic graphs (DAGs) to better understand, discover, and mitigate internal validity threats and operational concerns in SCEDs. DAGs are a tool for visualizing causal relations among variables and can help researchers identify both causal and noncausal relations among their variables according to specific algorithms. We introduce the use of DAGs in SCEDs to prompt applied researchers to conceptualize internal validity threats and operational concerns, even when an SCED includes replication and randomization in the design structure. We discuss the general principles of causal inference in conventional "group" designs and in SCEDs, the unique factors impacting SCEDs, and how DAGs can be incorporated into SCEDs. We also discuss the limitations of DAGs applied to SCEDs, as well as future directions for this area of work.

Hansen, J., & Kristensen, N. (2024). **The bottom 20 percent: early career paths of youth with low grade point average.** *The Scandinavian Journal of Economics*, 126(4), 810-839. <https://doi.org/10.1111/sjoe.12562>

Across nations, large proportions of younger birth cohorts obtain no professional qualifications. Using rich administrative data from Denmark and a semi-structural dynamic approach, we analyze different policies targeted towards young people who leave grade 9 with a grade point average in the bottom quintile. We find that preparatory courses, offered to students who are unable to commence a qualifying degree, have no positive impact on future labor market outcomes. Further, unobserved heterogeneity is more important for this group than are cognitive skills. Our results show that education is a good option for many, but not for all.

Harris, D. J. (2024). **AI: Can You Help Address This Issue?** *Educational Measurement: Issues and Practice*, 43(4), 9-12. <https://doi.org/10.1111/emip.12655>

Harris, D. J., Welch, C. J., & Dunbar, S. B. (2024). **In the beginning, there was an item....** *Educational Measurement: Issues and Practice*, 43(4), 40-45. <https://doi.org/10.1111/emip.12647>

Harris, K. R. (2024). **The Self-Regulated Strategy Development Instructional Model: Efficacious Theoretical Integration, Scaling Up, Challenges, and Future Research.** *Educational Psychology Review*, 36(4), 104. <https://doi.org/10.1007/s10648-024-09921-x>

In this article, I provide the first publication thoroughly detailing how the theoretical foundation for the self-regulated strategy development (SRSD) instructional model was developed. I explain the development of the theoretical base for the SRSD model of instruction and the initial focus on writing instruction. I detail the reasoning and research that provided the base for the theory underlying the SRSD model of instruction. The theoretical base relies, in part, on both theoretical integration and triangulation; I define and provide examples of each process. I address the role of multiple theories, early studies, and iterations that led to the current SRSD instructional model. The tenets of the theoretical base, theoretical principle, and four initial and foundational research questions for the SRSD instructional model are detailed. Research regarding the four initial research questions is summarized, demonstrating the tenets and theoretical principle behind the SRSD model of instruction are valid and meaningful. A sizeable body of research across multiple countries indicates moderate to large effect sizes across many outcomes of SRSD instruction in writing and other complex learning areas. Finally, I address both directions for future research and significant challenges in scaling up SRSD instruction, including paradigm wars and other barriers.

Haut Conseil de la Famille, de l'Enfance et de l'Âge. (2024). **La restauration scolaire : un enjeu majeur de politique publique** (p. 195). Consulté à l'adresse Haut Conseil de la Famille, de l'Enfance et de l'Âge website: <https://www.vie-publique.fr/rapport/296369-la-restauration-scolaire-un-enjeu-majeur-de-politique-publique>

| En France, chaque année, plus d'un milliard de repas sont servis à la cantine aux élèves tous niveaux confondus. Cela représente un coût annuel d'environ 12 milliards d'euros (Md€) réparti à part égale entre les collectivités locales (les communes pour le premier degré, les départements pour les collèges et les régions pour les lycées) et les familles. Les disparités territoriales sont importantes en matière de fréquentation de la cantine et de reste à charge pour les familles. Les enjeux soulevés par les politiques de restauration scolaire sont multiples (éducation à l'alimentation, enjeu de santé publique, lutte contre la pauvreté et précarité des enfants et contre les inégalités scolaires, enjeux écologiques notamment). Et pourtant, qu'il s'agisse du 1er ou du 2nd degré, ces politiques ne font pas l'objet d'évaluations régulières au niveau national. Le rapport dresse un tableau complet des enjeux associés à la restauration scolaire, ainsi que des différents modes de gestion possibles de ce service et du contexte juridique qui encadre cette offre. Il décrit la fréquentation de la restauration scolaire dans le 1er et le 2nd degré, en examinant séparément les collèges et les lycées. Il présente des éléments relatifs au coût des repas, à la dépense publique consacrée à la restauration scolaire et au reste à charge pour les familles, et fait un état des lieux des pratiques de tarification observées sur le territoire. Si la compétence en matière de restauration scolaire relève des collectivités locales, des dispositions nationales d'ordre incitatif contribuent également au financement de la restauration scolaire. Le dispositif « cantine à 1 € » ainsi que la prestation d'aide à la restauration scolaire (Pars) en Outre-mer font l'objet d'une attention particulière. Enfin le rapport décline les différents freins non financiers qui entravent le droit effectif à la restauration scolaire et pointe les sources de discriminations en matière de restauration scolaire, dans la continuité des travaux menés par le Défenseur des droits.

Hédacq, P. (2023). **Co-élaborer des savoirs pour une ingénierie de formation : de la référentialisation à l'émancipation. Le cas d'une Recherche-Intervention conduite dans le champ de la santé** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04835101>

Cette thèse, inscrite dans la discipline des sciences de l'Éducation et de la formation, s'intéresse au processus de co élaboration des savoirs entre le monde académique et le monde professionnel. Elle étudie la mise en œuvre d'une Recherche-Intervention (R-I) contractualisée avec la commission du médicament et des dispositifs médicaux stériles (CoMÉDiMS) du Centre hospitalier universitaire de Toulouse. La démarche de Recherche-Intervention proposée à la CoMÉDiMS entretient un lien particulier avec les pratiques professionnelles (qu'elle cherche à améliorer et à comprendre) tout en soutenant la participation des acteurs au processus d'élaboration des savoirs permettant un changement. Elle s'appuie sur un espace nommé le tiers-espace socio-scientifique (TESS) favorisant l'articulation de la recherche et de l'action. La commande de la R-I poursuit un double objectif : praxéologique en accompagnant la CoMÉDiMS dans une ingénierie de formation en lien avec la sécurisation de la prise en charge médicamenteuse du patient, et heuristique, en produisant des savoirs sur le TESS. La thèse s'attache à décrire et comprendre le processus de co-élaboration des savoirs dans ce contexte de recherche participative et met à l'épreuve que la co-élaboration des savoirs est de nature à favoriser une dynamique émancipatrice des acteurs. L'émancipation est étudiée dans sa dimension individuelle, collective, sociale et politique. Pour co-élaborer les dispositifs de formation, la démarche de référentialisation a été mobilisée. La référentialisation est une démarche d'enquête qui permet l'identification des référents, critères et indicateurs définissant dans notre situation les dispositifs de formation. La référentialisation a été utilisée comme un opérateur de la co-élaboration des savoirs au sein du TESS en mettant en interaction les savoirs des experts (de la CoMÉDiMS), les savoirs d'action (des professionnels de santé) et les savoirs scientifiques du chercheur. À partir d'une méthodologie qualitative, la thèse présente les résultats de l'accompagnement de deux groupes de travail responsables de la conception d'un dispositif de formation pour les nouveaux-arrivants et de l'amélioration de la procédure de rangement des armoires à pharmacie. Les résultats de l'analyse des entretiens semi-directifs et des interactions lors des focus groups proposent une modélisation du processus de co-élaboration des savoirs au sein du TESS de la Recherche-Intervention. La R-I permet de repenser les liens science-société par la participation des acteurs à la co-élaboration des savoirs qu'elle soutient. Elle accompagne par un processus d'émancipation les acteurs à « penser et agir » autrement dans le monde qui les entoure en reliant au sein d'un seul et même espace les visées de « connaître » et « d'agir ».

Her, C. L. (2024). **Décrire et comprendre l'activité des cellules d'animation pédagogique zonales au Sénégal : entre prescriptions institutionnelles et perceptions du dispositif par les enseignants à Dakar et en Casamance** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04836952>

L'objet de ce travail est de décrire et de comprendre l'organisation de la collaboration entre enseignants à des fins de professionnalisation en contexte sénégalais. L'étude des prescriptions et des pratiques réelles permet de repérer plusieurs tendances. La perte de sens peut se traduire par les différentes visées évolutives des enseignants qui modifient l'organisation et le choix des thématiques abordées dans les échanges. La discontinuité entre le prescrit et le réel peut expliquer le manque de diversité des thématiques et l'absentéisme de certains enseignants. Des tensions et des contradictions sont observées à propos de l'engagement des acteurs et l'utilisation des outils informatiques et didactiques. Les initiatives personnelles d'enseignants montrent une volonté de continuer à collaborer à travers les cellules d'animation pédagogique zonales. Les discours

institutionnels mettent en avant les réussites liées à l'intégration des outils informatiques dans le dispositif, en particulier en Casamance, alors que les postures d'acteurs en pratique, diffèrent selon les cas. Ils s'ajustent en fonction de la dynamique collective et individuelle du système, dans une approche descendante, ascendante ou itérative. Ainsi, la collaboration entre enseignants dans un cadre de travail est présentée comme une des voies de professionnalisation possibles.

Hjuler, T. F., Lee, D., & Ghetti, S. (2025). **Remembering history: Autobiographical memory for the COVID-19 pandemic lockdowns, psychological adjustment, and their relation over time.** *Child Development*, 96(1), 55-70. <https://doi.org/10.1111/cdev.14131>

This longitudinal study examined age- and gender-related differences in autobiographical memory about the COVID-19 pandemic lockdowns and whether the content of these memories predicted psychological adjustment over time. A sample of 247 students (Mage = 11.94, range 8–16 years, 51.4% female, 85.4% White) was recruited from public and private schools in Denmark and assessed three times from June 2020 to June 2021. The findings showed that memories weakened over time in detail and emotional valence. Additionally, psychological well-being decreased over time, with adolescent females faring the worst. Critically, memories including higher levels of negative affect and factual information about COVID-19 and the lockdown predicted worse psychological well-being over time, underscoring aspects of autobiographical memory that might help attenuate the negative consequences of the lockdown.

Ho, A. D. (2024). **Measurement Must Be Qualitative, then Quantitative, then Qualitative Again.** *Educational Measurement: Issues and Practice*, 43(4), 137-145. <https://doi.org/10.1111/emip.12662>

Educational measurement is a social science that requires both qualitative and quantitative competencies. Qualitative competencies in educational measurement include developing and applying theories of learning, designing instruments, and identifying the social, cultural, historical, and political contexts of measurement. Quantitative competencies include statistical inference, computational fluency, and psychometric modeling. I review 12 commentaries authored by past presidents of the National Council on Measurement in Education (NCME) published in a special issue prompting them to reflect on the past, present, and future of educational measurement. I explain how a perspective on both qualitative and quantitative competencies yields common themes across the commentaries. These include the appeal and challenge of personalization, the necessity of contextualization, and the value of communication and collaboration. I conclude that elevation of both qualitative and quantitative competencies underlying educational measurement provides a clearer sense of how NCME can advance its mission, "to advance theory and applications of educational measurement to benefit society."

Hoang, C. H., & Richardson, P. (2024). **The balance of demands and resources: How Vietnamese scholars navigate the complexities of local knowledge production.** *Tertiary Education and Management*, 30(3), 221-236. <https://doi.org/10.1007/s11233-024-09144-3>

Universities across the globe constantly urge their academics to engage in research activities. The government in Vietnam and the country's universities have recently encouraged academics to conduct original research. However, the impact and effectiveness of the central government's policies on Vietnamese researchers has not been fully examined. Given the influence of research policies and employment

conditions on researchers' productivity, this study investigated the way Vietnamese social science researchers positioned themselves in relation to these research policies and how they negotiated ways in which to conduct research within research institutes and universities. Using positioning concepts as an analytical tool, this study explored the discursive identities of ten Vietnamese scholars as revealed from semi-structured interviews. Findings indicate how, despite limited income, resources, and support from their institutions, mid- and early-career researchers negotiated to be productive in research while senior researchers found ways in which to make their research more influential and beneficial in relation to the policy-making processes. A better understanding of how Vietnamese scholars are positioned by policy demands and how they searched out scarce resources provides a useful perspective for governments and institutions from Vietnam, as well as other developing countries seeking to support their research scholars.

Hordósy, R., Yasdiman, M. B., & Lee, G. C.-Y. (2025). **What does a sociologist do? Norwegian, English, and Hungarian university students' possible future selves.** *British Journal of Sociology of Education*, 46(1), 132-150. <https://doi.org/10.1080/01425692.2024.2431274>

This paper explores how sociology undergraduate and postgraduate students understand and discuss their possible (sociological) futures in three national contexts of Norway, England, and Hungary. Using an international comparative design based on a total of 38 semi-structured interviews from the three case-study countries, it explores first, current university students' perceptions of roles and activities, goals and outputs, as well as organisational settings one needs to work in to be considered a sociologist. Second, drawing on the possible selves model outlined by Markus and Nurius and further conceptualised by Harrison this paper explores students' allusions to probable, like-to-be, and like-to-avoid selves, providing a brief window into their imagined sociological futures. Students' perceptions of their future sociological selves and the influence of role models in shaping their sociological identities reveal intricate decision-making processes, undertaken while navigating their sociological futures.

Hu, Y., Wouters, P., van der Schaaf, M., & Kester, L. (2025). **Timing of information presentation matters: Effects on secondary school students' cognition, motivation and emotion in game-based learning.** *British Journal of Educational Technology*, 56(1), 318-338. <https://doi.org/10.1111/bjet.13510>

Learning with games requires two types of information, namely domain-specific information and game-specific information. Presenting these two types of information together with gameplay may pose a heavy demand on cognitive resources. This study investigates how timing of information presentation affects cognition (ie, mental effort and performance), motivation (ie, achievement goals) and emotion (ie, achievement emotions). Participants were secondary school students (N = 145). Participants participated in a 2 × 2 factorial experiment with two factors—timing of domain-specific information presentation and timing of game-specific information presentation, either before or during gameplay. We measured mental effort, chemistry knowledge, time on task, achievement goals and achievement emotions. Multiple regression and robust regression revealed that presenting domain-specific information before gameplay promoted higher approach goals, higher avoidance goals and more enjoyment than presenting it during gameplay. There was no difference between presenting game-specific information before gameplay and during gameplay except for performance-

avoidance goals. We conclude that timing of information presentation affects motivational and emotional processes and outcomes and that students feel more motivated and enjoyed when domain-specific information is presented before learning than during learning. Educators may change the timing of domain-specific information presentation accordingly. Practitioner notes What is already known about this topic Well-designed game-based learning can increase learning. Game-based learning needs effective instructional design features. What this paper adds One instructional design feature, timing of information presentation, affects motivation and emotion in game-based learning. Students feel more motivated and enjoyed when domain-specific information is presented before learning than during learning. This study is one of the first to focus on cognitive, motivational and emotional processes and outcomes, and their interconnections. Implications for practice and policy Educators would do well to present domain-specific information before learning than during learning. Researchers on instructional design features should attend to all cognitive, motivational and emotional processes and outcomes instead of just one or two.

Huang, D., Mittelmeier, J., & Ploner, J. (2025). **Comparing the Learning Ecologies of International Students in Internationalisation Abroad and at a Distance**. *Journal of Studies in International Education*, 29(1), 3-23. <https://doi.org/10.1177/10283153241262460>

This study explores and compares the experiences of international students studying through internationalisation abroad (IA) and at a distance (IaD) at a UK university through the lens of Ecological Systems Model. In doing so, we propose a revised Ecological Systems Model, integrating the co-existing but fluid and liminal virtual/physical and home/host dimensions. Thirty-two interviews were conducted with international students who studied either: 1) in-person, 2) online in their own country, or 3) first online and then in-person. Our findings identified that the perceived learning environments of IA and IaD students were not distinct from one another, yet the differences in their learning ecologies impacted their experiences significantly. Compared with geographically mobile students, international distance learners experienced a discrete process of internationalisation with limited intercultural learning. Our findings suggest our revised Ecological Systems Model provides a stronger conceptual framework for the digital era of international higher education.

Hwang, I., Park, Y., & Choe, C. (2024). **Formation professionnelle et inadéquation des qualifications: l'exemple de la République de Corée**. *Revue Internationale Du Travail*, 163(4), 693-714. <https://doi.org/10.1111/ilrf.12337>

Résumé Les auteurs examinent l'impact de la formation professionnelle sur l'inadéquation des qualifications - un sujet peu étudié - dans le contexte de la République de Corée, où cette inadéquation est forte. Ils utilisent des données administratives sur la formation professionnelle (2016-2019) et un modèle à effets fixes pour analyser les déterminants des taux d'emploi spécifiques (dans le métier ciblé ou les métiers connexes) au lieu de se cantonner au taux d'emploi total. Ils constatent que le nombre d'heures de formation a un impact positif plus grand sur les taux d'emploi spécifiques que sur le taux d'emploi total, tandis que l'inverse est vrai s'agissant des caractéristiques individuelles.

IDRC-CRDI : Centre de recherches pour le développement international. (s. d.). **Scaling the Impact of Gender-responsive Education Models** [GPE KIX Brief]. Consulté à l'adresse

<https://www.gpekix.org/knowledge-repository/scaling-impact-gender-responsive-education-models>

Ilyas, M. (2024). **Unveiling the education paradox: Conflict, pandemic and schooling in Kashmir.** *International Review of Education*, 70(6), 869-891. <https://doi.org/10.1007/s11159-024-10077-7>

This article explores the diverse challenges encountered by the school education system in Kashmir, a region marked by armed conflict and the unparalleled disruptions induced by the COVID-19 pandemic. The author examines how these dual lockdowns, one political and the other viral, have profoundly impacted school education in Kashmir. A region known for violent instability, Kashmir has seen generations of students grapple with the closure of schools, intermittent curfews and a pervasive sense of insecurity. COVID-19 added a new layer of complexity to an already fragile educational landscape. Lockdowns, social distancing measures and the transition to online learning exacerbated the challenges already faced by Kashmiri students and educators. Employing descriptive qualitative research methods, the study presented here investigated the magnitude of disruption in school education, delving into the psychological impact on students, the adaptability of educators, and the accessibility of online learning tools within the dual lockdown scenario. The study adopted a multifaceted approach to assess the varied effects of both armed conflict and COVID-19 on education, encompassing dimensions such as security concerns, academic stress, teaching methodologies and students' overall well-being. The findings underline the necessity for policy discourse to address the unique challenges faced by stakeholders amid the double lockdown caused by armed conflict and COVID-19.

Innocenti Global Office of Research and Foresight. (2024). **Improving Education in Africa: Insights from research across 33 countries.** Consulté à l'adresse UNICEF Innocenti - Global Office of Research and Foresight website: <https://www.unicef.org/innocenti/reports/improving-education-africa>
Inform, invest, implement: Research insights from 33 countries

Islar, D., Hefti, C., Schönberger, J., & Sticca, F. (2024). **Sprachbildung im Kindergartenalltag – Entwicklung des Instruments EULE zur Einschätzung des erwerbsunterstützenden Lehrpersonenhandelns.** *Swiss Journal of Educational Research*, 46(3), 138-152. <https://doi.org/10.24452/sjer.46.3.1>

In the EmTiK intervention study, children's oral text abilities and the scaffolding quality of their teachers were examined in 65 classrooms. This article presents the instrument « Erwerbsunterstützendes Lehrpersonenhandeln » (EULE). The construct consists of four facets: framing and control, adaptation, stimulation, and linguistic means. These facets were assessed using video recordings, combining a holistic basic rating with a criterion-guided additional rating. Empirical testing revealed sufficient inter-rater reliability, scalar measurement invariance across the three measurement occasions, and high internal consistency. EULE thus proves to be a reliable instrument for assessing the quality of scaffolding in oral text abilities.

Iuga, I. A., & David, O. A. (2024). **Emotion Regulation and Academic Burnout Among Youth: a Quantitative Meta-analysis.** *Educational Psychology Review*, 36(4), 106. <https://doi.org/10.1007/s10648-024-09930-w>

Emotion regulation (ER) represents an important factor in youth's academic wellbeing even in contexts that are not characterized by outstanding levels of academic stress. Effective ER not only enhances learning and, consequentially, improves youths' academic achievement, but can also serve as a protective factor against academic burnout. The relationship between ER and academic burnout is complex and varies across studies. This meta-analysis examines the connection between ER strategies and student burnout, considering a series of influencing factors. Data analysis involved a random effects meta-analytic approach, assessing heterogeneity and employing multiple methods to address publication bias, along with meta-regression for continuous moderating variables (quality, female percentage and mean age) and subgroup analyses for categorical moderating variables (sample grade level). According to our findings, adaptive ER strategies are negatively associated with overall burnout scores, whereas ER difficulties are positively associated with burnout and its dimensions, comprising emotional exhaustion, cynicism, and lack of efficacy. These results suggest the nuanced role of ER in psychopathology and well-being. We also identified moderating factors such as mean age, grade level and gender composition of the sample in shaping these associations. This study highlights the need for the expansion of the body of literature concerning ER and academic burnout, that would allow for particularized analyses, along with context-specific ER research and consistent measurement approaches in understanding academic burnout. Despite methodological limitations, our findings contribute to a deeper understanding of ER's intricate relationship with student burnout, guiding future research in this field.

Jacob, E., & Magnani, F. (2024). **Former à l'interdisciplinarité via l'intégration du design à la gestion de projet.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(2). Consulté à l'adresse <https://hal.science/hal-04859771>

Interdisciplinarity is the subject of much scientific and theoretical interest. Although it is often advocated by institutional players, successful examples are rare in the literature. This article presents the results of a 3-year study on a model for interdisciplinary training in project management and design at an engineering school. The aim of the model presented, reinforced by the triangulation of feedback from students, participating teachers and teachers in charge of the approach, is to highlight the contributions and limitations of the training put in place. The limits and prospects will enable us to transfer the approach implemented to other establishments, or to inspire similar approaches.

Jacquemart, J., Clercq, M. D., & Galand, B. (2024). **Développement et validation d'un protocole d'observation des pratiques enseignantes dans l'enseignement supérieur.** *e-JIREF*, 10(3), 95-129. <https://doi.org/10.48782/e-jiref-10-3-95>

Dans le contexte de l'enseignement supérieur, les études d'observation des pratiques enseignantes sont rares. Disposer d'un protocole d'observation et d'un instrument de mesure valide et fiable pour décrire ces pratiques permettrait des avancées significatives. L'objectif de cette étude est de développer un protocole d'observation systématique et d'éprouver ses qualités psychométriques. Suite à un processus de validation extensif, les analyses de données collectées auprès d'un échantillon de 96 enseignants issus de six universités belges, montrent une fiabilité inter-juges, une cohérence interne et une fidélité test-retest très satisfaisantes de l'outil d'observation Just Teach tout en identifiant huit dimensions des pratiques enseignantes. Les analyses descriptives indiquent également que les pratiques des dimensions cadre soutenant et

gestion de l'attention sont assez fréquentes, alors que les pratiques des dimensions questionnement réflexif et critique et cadre menaçant sont rares.

James-Brabham, E., von Bastian, C. C., Brough, C., & Blakey, E. (2025). **Do home mathematical activities relate to early mathematical skills? A systematic review and meta-analysis.** *Child Development*, 96(1), 451-468. <https://doi.org/10.1111/cdev.14162>
Children's foundational mathematical skills are critical for future academic attainment. While home mathematical activities (HMAs) have been proposed to support these skills, the extent to which engaging in them supports mathematical skills remains unclear. This preregistered systematic review and multilevel meta-analysis identified 351 effect sizes from 72 samples in 20 countries, exploring the relation between frequency of HMAs and mathematical skills in children aged 7 years and under (Mage = 61 months). A small significant positive relation was found ($r = .13$), moderated by risk of bias, with larger effects associated with a higher risk of bias. Specific ways the field can move forward are discussed to better understand the role of the home mathematical environment in early mathematics.

Janke, S. (2024). **Dynamic or Static Goal Regulation: Implications of Weak and Strong Bonds Between Autonomous/Controlled Reasons and Aims for Achievement Goal Striving.** *Educational Psychology Review*, 36(4), 130. <https://doi.org/10.1007/s10648-024-09968-w>

Achievement goals have been key concepts for describing what motivates individuals in educational contexts. While achievement goals have often merely been conceptualized in terms of aspired end-states (aims of goal striving), contemporary research has proposed a more holistic perspective synthesizing these aims alongside autonomous versus controlled reasons derived from Self-Determination Theory into so-called achievement goal complexes. How these aims and reasons align is a matter of further discussion. An overview of empirical studies on goal complexes as well as associations between achievement goals and overarching goal systems reveals that aims differ in whether they show strong communality (static goal regulation) or rather high situational fluctuation regarding underlying reasons (dynamic goal regulation). Particularly, mastery aims show primarily strong bounds with autonomous reasons, whereas performance aims are more ambiguously aligned with underlying reasons. This has implications for the development of an overarching theory as well as for educational practice aiming to foster certain goals and goal complexes. Potential avenues for future research such as further investigations into goal valence, a broader set of aims, the impact of culture, and goal development are discussed.

Jaunay, L.-B., Pelaccia, T., & Triby, E. (2024). **Enraciner la formation dans l'expérience des soignants et des soignés: Les germes d'une transformation.** *Éducation Permanente*, 241(4), 22-34. <https://doi.org/10.3917/edpe.241.0022>

Jauregi-Ondarra, K. (2024). **Exploring high-and low-immersion virtual reality.** Consulté à l'adresse <https://hal.science/hal-04850873>

Virtual reality (VR) is emerging as a significant tool in education, particularly in language learning. This study investigates the potential of VR-mediated virtual exchange (VE) programs by comparing high-and low-immersion VR environments in foreign language (FL) education. In this study undergraduate students participated in intercultural tasks that integrated language practice with cultural exploration within a virtual world. Two

tasks were conducted in a high-immersion format, and two in a low-immersion format. Through a qualitative analysis, this paper examines VR's impact on fostering engagement, developing intercultural competence, and creating meaningful collaborative experiences. The study also explores the differential effects of high-and low-immersion VR experiences. Practical implications are discussed, focusing on VE projects, classroom integration, and teacher training programmes. The findings suggest that while VR offers promising opportunities to enhance VE projects, careful consideration of task design, technical challenges, and accessibility is crucial for its successful implementation.

Jeppsson, L., & Norrgren, L. (2025). **Can mothers' time preferences predict their children's educational outcomes?** *The Scandinavian Journal of Economics*, 127(1), 149-177. <https://doi.org/10.1111/sjoe.12568>

This paper studies parents' time preferences and adolescents' future educational outcomes. We combine time preference data on adolescents and mothers, measured in 1966 and 1968, with register data on education and labor outcomes up to 2015. Results show that children of patient mothers have higher grades, are more likely to be enrolled in academic elementary school tracks, and are more likely to attain post-secondary education. However, the mother's time preferences are not significantly associated with the adolescent's choice of upper secondary school program or completion. The unique Swedish data also allow us to shed some light on potential mechanisms.

Jipa-Muşat, I. (2025). **Firm–education–industry association linkages: Driving the territorial embeddedness of business services multinational corporations in Romania?** *European Urban and Regional Studies*, 32(1), 91-111. <https://doi.org/10.1177/09697764241261855>

This study examines the nature and implications of linkages between multinational corporations and local institutions across peripheral regions. Analysing the development of outsourced and offshored business services in Romania, the study highlights the role of firm–education–industry association linkages in driving the territorial embeddedness of multinational corporations into host country regions. Firm–education–industry association linkages facilitated changes in higher education curricula to supply firm-specific skills, the development of advanced technical and management skills, and a programme of state policies privileging foreign capital. While this industrial and institutional transformation facilitated Romania's move up the value chain into more advanced business services, it simultaneously drove forms of corporate capture and dependency, reproducing a flexible, co-opted workplace labour regime.

Johnson, C. D., Lee, S. Y., Diamant, R., & Robinson, K. A. (2024). **Charting the Murky Waters of Motivational Climate Measurement: Past Approaches and Future Directions.** *Educational Psychology Review*, 36(4), 123. <https://doi.org/10.1007/s10648-024-09959-x>

Research on classroom motivational climates and microclimates—students' shared and idiosyncratic perceptions of motivational classroom features—demonstrates their importance for fostering adaptive motivational and achievement-related outcomes. However, a lack of coherent theoretical guidance about the nature of students' classroom climate perceptions has yielded numerous conceptualizations and measurement approaches for these processes. Further, although existing theories and conceptualizations vary in the specific motivational climate features they propose, considerable conceptual overlap exists among them. Working toward conceptual clarity, theoretical integration, and guidance for measurement, we performed a

systematic review to identify prominent measurement trends in motivational climate research. Results revealed teacher autonomy support and classroom goal structures as the most frequently measured classroom climate qualities. We observed a wide variety of validity evidence for the measures; in particular, a low incidence of studies assessed the factor structure and considered the multilevel nature of climate data, with most treating climate perceptions as student-level phenomena. In addition to providing a much-needed guide of existing measurement practices, this systematic review lays a foundation for the continued theoretical advancement of motivational climate. We call for more rigorous reporting of validity evidence, rationales for measure selection, and the underlying assumptions guiding measure selection when conducting classroom climate research, as well as focused development of instruments targeting less-frequently measured climate constructs.

Jorrat, J. R., Boado, M., & Espinoza, V. (2025). **Trends in intergenerational class mobility and education in Argentina, Chile, and Uruguay, over common birth cohorts.** *International Sociology*, 40(1), 82-107. <https://doi.org/10.1177/02685809241281075>

We compare intergenerational class mobility trends in Argentina, Chile, and Uruguay, exploring the effects of education over birth cohorts. After presenting descriptive measures of absolute mobility, we use log-linear models to study relative mobility and the mediating role of education. Then, we examine trends in intergenerational class mobility linked to educational levels over cohorts. Finally, counterfactual simulations show the net effects of education on mobility. Results show that intergenerational class mobility across cohorts occurred only for men in Argentina and Chile. Inequality trends in educational opportunities were only present for women. Class returns to education occurred among men in Chile and Uruguay, and women in Argentina. Social fluidity under the mediating effects of education did not show a clear pattern. The claim that educational expansion created more opportunities for intergenerational mobility does not find support in our data.

Juan, F. M. D., & Baguio, J. B. (2024). **Social-emotional Domain in Relation to Didactic Teaching Development of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(12), 200-209. <https://doi.org/10.9734/ajess/2024/v50i121688>

This study described the socio-emotional domain in relation to didactic teaching development of teachers in public elementary schools in Paquibato District, Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were 136 teachers in public elementary schools using universal sampling. The data analysis utilized the mean, Pearson r and regression analysis. The findings disclosed that the degree of socio-emotional domain of teachers was sometimes manifested. Moreover, the level of didactic teaching development of teachers was sometimes manifested by the teachers. It was found that there was a significant relationship between the socio-emotional domain in relation to didactic teaching development. It was revealed further that the domains of socio-emotional domains significantly influence didactic teaching development. Based on the findings, public school teachers may develop the socio-emotional competencies that they can use to connect with students on a deeper level, understanding each student's needs, motivations, and challenges. This understanding enables teachers to tailor their didactic approaches, adapting lessons to meet diverse learning styles and fostering an environment where all students feel supported and valued. Socio-emotional

development may enhance teachers' didactic abilities and also create a nurturing, inclusive classroom that empowers both teachers and students to thrive.

Juliette, J. (2024). **L'inclusion des personnes trans' par la procédure du prénom d'usage.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dd>

Progressivement mise en place dans les établissements d'enseignement supérieur, la procédure du prénom d'usage est un outil d'inclusion pour les étudiants et étudiantes trans'. Elle permet l'utilisation d'un prénom différent de celui à l'état civil sur divers documents. L'article vise à comprendre en quoi la procédure, transmise par les directions de manière purement administrative et sans formation sur les enjeux trans', mène à la (re)connaissance des besoins d'identification des étudiants et étudiantes trans' dans leurs établissements. Les résultats sont issus d'une enquête qualitative, composée d'entretiens semi-directifs effectués auprès des corps politique, administratif et étudiantin de quatre établissements d'enseignement supérieur français (deux universités et deux écoles). En réponse à la faible définition politique de la procédure et à l'absence de formation au sujet des transidentités, le personnel administratif méconnaît les besoins liés aux transitions et les moyens techniques disponibles de genre pour répondre aux demandes étudiantines. Ces limites de la procédure obligent les étudiants et étudiantes à expliquer leur demande liée au genre auprès d'une multitude de personnes au sein des établissements.

Juma, J. J., Nyaga, M., & Ndwiga, Z. N. (2025). **Strategic planning in secondary schools in Rangwe sub-county, Kenya: Influence on student learning outcomes.** *Management in Education*, 39(1), 25-31. <https://doi.org/10.1177/08920206221104635>

This paper reports on the extent of policy implementation on strategic planning in secondary schools in Kenya. To achieve the aim of the study, all the 41 sary schools in Rangwe sub-county were included. The targeted respondents were school principals and deputy principals. A purposive sampling method was used to select the respondents from each school. A principal questionnaire (PQ) and a document analysis checklist were used for data collection. The data collected was analysed using descriptive and inferential statistics. The study affirms that strategic planning has not been fully embraced in Kenya. This study, therefore, amplifies the need for policies implementation as stipulated and within a time frame to realize their effectiveness in different cultural backgrounds.

Kaire, S., & Somerville, M. (2025). **Learning through creative practices in the Anthropocene: young climate activists in urban spaces.** *International Journal of Qualitative Studies in Education*, 38(1), 141-161. <https://doi.org/10.1080/09518398.2024.2365187>

This paper explores the personal experiences of Sandra Kaire as a postdoctoral researcher who worked with Margaret Somerville in relation to methodological approaches. The ideas were initially developed in consultation when Sandra worked together with Margaret at Western Sydney University, Australia. The paper explores Sandra's personal commitments and intimate engagement with young climate activists, and the development of visual, place-based and posthuman methodological approaches in relation to Sandra's postdoctoral research with young climate activists in three European counties. It includes photographs of their activist environments, observations, and transcripts of in-depth interviews. The paper reveals the significance of climate activism experiences of young people to their educational concerns, and the

relationships of the locations of their activism to experiences of becoming more than itself by adding new ways of thinking about human and more-than-human relation.

Kalyaniwala, C., Nissen, E., & Révauger, G. (2024). **Emerging perspectives on digital spaces in teaching and learning English**. <https://doi.org/10.4000/12m34>

Thematic issue

Kang, C., Jo, H., Han, S. W., & Weis, L. (2025). **Shattering monolithic myths: gender gaps in STEM major selection across Asian American ethnic subgroups**. *British Journal of Sociology of Education*, 46(1), 54-74. <https://doi.org/10.1080/01425692.2024.2418404>

Investigations into fostering gender parity in STEM have proliferated, yet the specific situation of Asian American women has been largely overlooked. Harnessing data from the High School Longitudinal Study of 2009 (HSLs:09), the analysis scrutinizes gender disparities in STEM major selections within distinct Asian American ethnic cohorts, accentuating the pivotal role of math self-efficacy. Pronounced gender disparities were discerned among Vietnamese/Thai and Filipino constituencies, as contrasting with their Chinese, Indian/Sri Lankan, and Japanese/Korean counterparts. For Vietnamese/Thai females, the disparity is partly attributable to diminished math self-efficacy, a dynamic not seen in Filipino disparities. These findings necessitate targeted interventions that foster female interest in STEM, while underscoring the imperative of ethnic specificity. It is paramount that strategies bolster the math confidence of Vietnamese/Thai females, thereby mitigating the deleterious effects of stereotypical expectations and ensuring equitable participation and outcomes.

Karamarkovich, S., Lee, H. R., & Rutherford, T. (2024). **It's Not Quite Linear for All: Examining Changes in Mathematics Expectancies and Values across Two Years in Elementary School**. *The Elementary School Journal*, 125(2), 261-293. <https://doi.org/10.1086/732866>

Motivation is known to fluctuate, often declining, over time. Research on how motivation changes across school years is ubiquitous, yet little research examines changes in motivation within one school year. In this study, we model how third- through fifth-grade students' mathematics motivation (i.e., expectancies and values) changes over two years using six time points (beginning, middle, and end of school years). We compared a model forcing a linear trend to an unstructured model allowing for trends in motivation to take any shape. On average, mathematics expectancy and value both decreased linearly over the two years; however, the unstructured model for expectancy displayed better fit and showed more variation, with motivation often peaking at the beginning of the school year and dipping lowest in the middle. This mid-year dip offers insights into contextual forces that may influence student motivation and provides information that can be used in structuring motivation-supporting interventions.

Karlson, K. B., & Landersø, R. (2025). **The making and unmaking of opportunity: educational mobility in 20th-century Denmark**. *The Scandinavian Journal of Economics*, 127(1), 178-212. <https://doi.org/10.1111/sjoe.12567>

We examine trends in intergenerational educational mobility throughout the 20th century in Denmark. We demonstrate that major reforms in compulsory schooling substantially increased not only the levels of education but also intergenerational mobility in education for children born in the 1940s through to the 1960s. However, even as college education has expanded significantly for children born in the 1970s and 1980s,

educational mobility has been declining. We empirically test different mechanisms that could account for this decline in educational mobility.

Kawarabayashi, A. (2025). **Pour une écriture de la vie. La méthode seikatsu-tsuzurikata au Japon contre une politique éducative oppressive.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ov>

En 1872, un décret sur l'éducation fut porteur d'une volonté de faire du Japon un État moderne. Les écoles furent nationalisées et l'école devint obligatoire. Mais sous cette ère Meiji, et encore après, le quotidien des enfants du peuple était marqué par la pauvreté économique et culturelle. Dans leur famille, ils pouvaient être durement traités, et à l'école également. Le mal-vivre de ces enfants a été révélé par des instituteurs qui leur ont offert la possibilité d'exprimer leur existence réelle. Cette contribution vise à présenter, dans un tel contexte de dureté à l'égard des enfants, une pédagogie appelée seikatsu-tsuzurikata (« écriture de la vie quotidienne ») élaborée au Japon, notamment par l'instituteur Sasaoka Tadayoshi (1897-1937). Pour lui, le caractère sauvage des enfants était trop rapidement éliminé, éradiqué par l'école publique. Pourtant, ce sont des enfants « sauvages » comme ceux-ci qu'il fallait éduquer. Ce faisant, il allait à contre-courant des pratiques habituelles et il a fini par être chassé de l'éducation publique à cause de ses positions idéologiques.

Killian, T., Peters, H. C., Chan, C. D., & Attia, M. (2025). **Intersections of queer, gender, and religious socialization: a critical collaborative autoethnography.** *International Journal of Qualitative Studies in Education*, 38(1), 31-57. <https://doi.org/10.1080/09518398.2024.2348797>

As four queer counseling and counselor education scholars, we used critical collaborative autoethnography to examine socialization influences on our queer, gender, and religious identities. Analysis revealed four themes describing social-cultural socialization's influence on identity negotiation processes: social-cultural/environmental influences; navigating inequalities, power relations, and structures; personal/internal development; and action-oriented change. Findings inform counseling, psychology, PK-12 and higher education, and an interdisciplinary understanding of intersectional identity development for queer persons in theologically conservative and gendered contexts and warrant further investigation of intersectional identity development for queer persons navigating dominant gendered, racist, and religious contexts.

Kim, E.-L., Gentile, D. A., & Linder, J. R. (2024). **Social media use and academic outcomes: the mediating role of grit.** *Social Psychology of Education*, 28(1), 4. <https://doi.org/10.1007/s11218-024-09973-5>

The present study examined the associations among social media use and academic self-efficacy, academic procrastination, and academic achievement. Grit was proposed as the potential mediator between social media use and different academic variables. Two samples of undergraduate students recruited from two different universities in the U.S. (Study 1 N=118 and Study 2 N=385) completed a set of questionnaires. Results demonstrated that more social media use was not directly related to academic procrastination or academic self-efficacy; however, grit fully mediated the relation between social media use and academic procrastination/academic self-efficacy. Social media use was not significantly associated with academic achievement (measured by GPA) when academic self-efficacy, procrastination, and grit were taken into account. Results suggest that individual differences in academic beliefs, attitudes,

and behaviors may explain the association between social media use and academic outcomes.

Kim, Y.-S. G., Yang, D., & Hwang, J. (2024). **Are Mathematics and Writing Skills Related? Evidence from Meta-Analysis.** *Educational Psychology Review*, 36(4), 125. <https://doi.org/10.1007/s10648-024-09960-4>

Writing and mathematics are essential in academic achievement. In the present study, we investigated whether writing skills and mathematics skills are related and if so, whether their relation is moderated by participants' grade level (a proxy for developmental phase), subskills of mathematics and writing skills, and assessment characteristics (normed and standardized nature of mathematics and writing tasks, and reliability of mathematics and writing measures), using a meta-analysis. A total of 211 studies ($k = 564$, $N = 1,207,983$) met inclusion criteria. Overall, mathematics and writing were moderately related ($r = .48$). The overall magnitude of their relation differed as a function of grade level such that the relation was stronger for students in primary grade levels compared to those in university and above. When explored by higher order and lower order writing and mathematics skills and grade levels, lower order writing and mathematics (.59) and higher order writing and mathematics (.48) had substantial relations in primary grades, whereas higher order writing and mathematics were weakly related in adulthood (.25). The relation also differed by the reliability of mathematics tasks such that the magnitude was stronger for mathematics tasks with higher reliability. For writing, the relation was stronger for writing tasks that were normed and standardized compared to those that were not. These results confirm not only a mathematics–writing relation but also factors that influence this relation. Future work is warranted to investigate mechanisms of the relation and potential practical implications.

Kisler, R. (2025). **Cultural heritage education and militarization: a case-study of the Castel National Heritage Site in Israel.** *British Journal of Sociology of Education*, 46(1), 94-112. <https://doi.org/10.1080/01425692.2024.2428679>

Taking the Castel National Heritage site in Israel as an empirical case study, this paper explores how experiential pedagogies at cultural heritage sites can facilitate militarization processes. The 1948 War is a pivotal moment in Israel's history and collective memory. The war has been commemorated in the Israeli landscape for decades, notably at the Castel National Heritage Site. This article provides a critical analysis of the educational strategies at the Castel site, using a multi-method ethnographic approach. Three main results are presented. First, the memorialization of the Castel battle has shifted, from a commemoration-oriented heritage site to an experiential-educational heritage site. Second, cultural heritage is used to evoke emotions among learners that, in turn, facilitate militaristic values. Third, the Castel site contributes to characterizing Israeli society as upholding prominent ethical standards in the context of a 'just war' against a continual existential threat.

Kittle, J. M., Amendum, S. J., & Budde, C. M. (2024). **What Does Research Say About the Science of Reading for K-5 Multilingual Learners? A Systematic Review of Systematic Reviews.** *Educational Psychology Review*, 36(4), 108. <https://doi.org/10.1007/s10648-024-09942-6>

The science of reading (SOR) refers to the sum of what we know about how people learn to read based on empirical studies across multiple disciplines. The purpose of this review was to identify research evidence to inform the SOR for multilingual learners (MLs). We

reviewed 30 systematic reviews related to reading and reading instruction for MLs conducted primarily in K-5 U.S. classrooms. Results identified four broad clusters of components related to English reading comprehension as well as instructional practices and programs effective in addressing each component. Clusters included oral language, phonological awareness, decoding and oral reading fluency, and reading comprehension. Notably, oral language and reading skills in both MLs' first language and in English were essential components of the SOR for MLs. Implications for theory and research as well as policy, curriculum, and instruction are provided.

Klingenberg, S., Bosse, R., Mayer, R. E., & Makransky, G. (2024). **Does Embodiment in Virtual Reality Boost Learning Transfer? Testing an Immersion-Interactivity Framework.** *Educational Psychology Review*, 36(4), 116. <https://doi.org/10.1007/s10648-024-09956-0>

This study investigates the role of embodiment when learning a technical procedure in immersive virtual reality (VR) by introducing a framework based on immersion and interactivity. The goal is to determine how increasing the levels of immersion and interactivity affect learning experiences and outcomes. In a 2 × 2 factorial design, 177 high school students were assigned to one of four experimental conditions, varying levels of immersion (learning in immersive virtual reality wearing a head-mounted display (VR) vs. learning via a computer screen (PC)) and interactivity (directly manipulating objects using controllers/mouse and keyboard (congruent) vs. indirectly manipulating objects with a laser pointer to select a course of action (incidental)). The main outcome measure was a transfer task in which students were required to perform the task they had learned in the virtual environment using concrete objects in real life. Results demonstrated that students in the VR conditions experienced significantly higher levels of presence, agency, location, body ownership, and embodied learning compared to participants in the PC conditions. Additionally, students' performance during the virtual lesson predicted their real-life transfer test. However, there were no significant effects of immersion or interactivity on any of the transfer measures. The results suggest that high immersion in VR can increase self-reported measures of presence, agency, location, body ownership, and embodied learning among students. However, increased embodiment—manipulated by adding immersion and congruent manipulation of objects did not improve transfer.

Knobé, S., Benoit, A., & Pichot, L. (2024). **Les diplômés en STAPS au regard des autres diplômés de l'enseignement supérieur : quelques singularités remarquables, des études à l'emploi.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 49-65). <https://doi.org/10.4000/12u2w>

Kong, B., Li, Z., Ratner, S., Hemberg, E., & Haque, S. (2024). **Artificial intelligence for education in Bangladesh: Insights from the first small-scale artificial intelligence needs assessment and training for primary education teachers.** Consulté à l'adresse <https://www.adb.org/sites/default/files/publication/1017476/sdwp-101-artificial-intelligence-education-bangladesh.pdf>

Ce rapport vise à fournir des lignes directrices et une feuille de route pour les éducateurs et décideurs au Bangladesh qui souhaitent intégrer les technologies d'intelligence artificielle (IA) dans l'éducation. L'évaluation des besoins en IA et les initiatives de formation montrent un fort intérêt des enseignants bangladais de l'enseignement

primaire pour intégrer ces outils d'IA, perçus comme utiles pour planifier les cours, créer des évaluations et personnaliser l'enseignement. Cependant, exploiter pleinement le potentiel de l'IA nécessite des infrastructures solides, des contenus adaptés au contexte local, des formations pratiques et un soutien communautaire. Le rapport recommande ainsi d'investir dans des infrastructures numériques fiables, de proposer des outils en langue bangla et d'impliquer la communauté afin de renforcer la confiance des différents acteurs éducatifs en l'IA.

Kornig, C., Recotillet, I., & Saccomanno, B. (2024). **Comprendre le recours aux contrats courts dans l'hôtellerie-restauration: Une approche par les configurations organisationnelles**. *Travail et emploi*, 173174175(2-3-4), 101-124. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-101>

Kraemer-McCaffery, T., Mas, G., & Van Baalen, P. (2024). **Centres for Teaching and Learning at LERU Universities in an age of digital education**. Consulté à l'adresse https://www.leru.org/files/LERU-paper_Centres-for-teaching-and-learning-at-LERU-universities_Digital-education.pdf

La Ligue européenne des universités de recherche met en ligne une étude, issue d'une enquête menée auprès de dix-sept universités européennes, sur les modalités d'organisation et les fonctions des centres de soutien à l'enseignement et à l'apprentissage dans le contexte du numérique. Il analyse la grande diversité des modèles organisationnels de ces centres au sein des universités et des facultés, selon leur contexte institutionnel. L'étude identifie trois grands modèles d'organisations : centralisé, hybride et décentralisé. Les auteurs formulent un ensemble de bonnes pratiques et de recommandations pour les institutions d'enseignement supérieur. [repéré sur MUSE]

Kubota, M., & Rothman, J. (2025). **Modeling individual differences in vocabulary development: A large-scale study on Japanese heritage speakers**. *Child Development*, 96(1), 325-340. <https://doi.org/10.1111/cdev.14168>

This study examines when the vocabulary knowledge of Japanese heritage speakers (HSs; N = 427, Mage = 9.96, female = 213) begins to diverge from monolingual counterparts (N = 136, Mage = 6.69, female = 65) and what factors explain individual differences in HS development. Vocabulary of HSs began to diverge from 5.61 years and this difference lasted until they were young adults. We also administered a fit-for-purpose questionnaire in 2021–2023 and identified six experiential latent factors: Holiday, School, Community, Proficiency, Literacy, and Home. Structural modeling indicates that Holiday predicted vocabulary scores, while Holiday and Literacy predicted Proficiency. Our findings highlight the importance of immersion experiences and literacy engagement for heritage language development.

Kumps, A., Temperman, G., Glineur, C., & De Lièvre, B. (2024). **Que nous apprennent les réponses des élèves à deux tâches de recherche d'information en ligne ?** *e-JIREF*, 10(3), 49-75. <https://doi.org/10.48782/e-jiref-10-3-49>

L'objectif de cette recherche a une portée diagnostique quant à l'enseignement de la recherche d'information en ligne. Elle présente les principaux résultats d'une analyse qualitative d'un échantillon de 1138 erreurs écrites, formulées par 260 élèves de 8 à 13 ans, dans le cadre de deux tâches de recherche d'information en ligne. Dans un second temps, une comparaison des erreurs en fonction du type de tâche réalisée ainsi que de l'âge des sujets est proposée. Cette analyse de contenu est réalisée sur la base de la

typologie des erreurs d'Astolfi ainsi que sur les recherches empiriques mettant en avant les difficultés des élèves lors de cette activité. Nos résultats indiquent que les erreurs des élèves portent de manière plus prédominante sur des difficultés propres au contenu. En termes de perspectives, cette analyse des erreurs permet de formuler des pistes d'aides didactiques selon les différents temps de l'apprentissage.

Lambert, S. (2025). **The practical application on middle leaders of performing coaching interventions on others.** *Management in Education*, 39(1), 19-24. <https://doi.org/10.1177/08920206221104626>

The role of middle leaders in bringing about improvement in schools is well documented in the UK and abroad, with the ever-present demand for raising standards and achievement. At the same time, the benefits to individuals from receiving coaching or mentoring is also well documented. However, little is known about the benefit to those providing coaching. This article outlines some initial findings emerging from the first stage of a study exploring the benefits to middle leaders in secondary schools in England in their ability to recognise emotions having provided some coaching interventions to others. All participants were asked to complete an online emotional recognition test. After which a subset of the participants provided coaching to a member of staff from within the school for one academic term. After which participants resat the emotional recognition test. Most participants saw their ability to recognise emotions improve as a result of providing the coaching interventions. This is particularly important given existing literature that suggests due to the demands of the role, middle leaders have a deficit in their ability to recognise emotions, leading to a negative impact on those with whom they work.

Lambolez, M. (2024). **Le rôle des enseignants de français dans l'éducation sentimentale de leurs élèves : étude de cas de la séquence de 4ème « Dire l'amour ».** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131de>

Cet article questionne la place des discours enseignants, au sein du cours de français de classe de 4ème (13 ans), dans l'éducation sentimentale de leurs élèves. Il se base sur un travail de terrain effectué dans trois collèges publics, aux différences sociales marquées, situés dans une métropole française et sa banlieue, ainsi que sur des entretiens. Les élèves de quatrième ont suivi une séquence intitulée « Dire l'amour » conformément au programme du Ministère de l'Éducation nationale. L'étude révèle que cette séquence devient l'occasion pour les enseignants d'aborder le sujet des relations amoureuses, dans et hors de la littérature, et d'interagir avec les élèves à ce sujet. Les enseignants, en tant que figures d'autorité, participent à l'incorporation de normes relatives à l'amour et au couple. Pour certaines enseignantes, le cours devient une opportunité de relayer des discours de prévention contre le sexisme et les violences auprès des adolescents.

Lane, M. (2024a). **Algorithm and Eve: How AI will impact women at work** (p. 1-8). Consulté à l'adresse OCDE website: https://www.oecd.org/en/publications/algorithm-and-eve_a1603510-en.html

In a recent study, female workers were 20 percentage points less likely to say they had used ChatGPT than male workers in the same occupation. While ChatGPT is just one AI tool in a rapidly-evolving market, the finding raises questions about how women's and men's experiences of AI at work could differ. This is the question this policy brief aims to address, drawing from the OECD working paper "Who will be the workers most affected by AI?". The policy brief explores the gender composition of occupations highly exposed

to AI and assesses women's access to AI-related employment opportunities and to productivity-enhancing AI tools. It concludes with a set of policy options that policymakers could pursue to ensure that women and men alike can benefit from AI at work.

Lane, M. (2024b). **Who will be the workers most affected by AI?: A closer look at the impact of AI on women, low-skilled workers and other groups** (OECD Artificial Intelligence Papers N° 26). <https://doi.org/10.1787/14dc6f89-en>

Lange, A. M. C., Stapley, E., Merrick, H., & Hayes, D. (2024). **Supporting Children Transitioning to Secondary School: A Qualitative Investigation into Families' Experiences of a Novel Online Intervention**. *British Journal of Educational Studies*, 72(6), 721-741. <https://doi.org/10.1080/00071005.2024.2336505>

Supporting children to successfully transition from primary to secondary school is of utmost importance for several reasons, including to prevent future emotional and behavioural problems. Level Up is a novel, UK-based intervention consisting of five online group sessions, straddling the summer holidays, and providing at-risk children and their parents/carers with skills to manage their behaviour, emotions, and relationships to support their transition to secondary school. A prior evaluation of Level Up reported a need to better describe the mechanisms of change. This study therefore evaluated the experiences of children and their parents/carers regarding the facilitators and barriers to engagement and change, and the perceived impact. Fourteen children and 17 parents/carers were interviewed. Identified barriers and facilitators were: (1) Having a safe, supportive, and fun space, (2) Learning through connection, (3) A family approach, (4) Problematic group dynamics, and (5) Connecting through video calls. Perceived impact was described as: (1) Empowering children, (2) Supporting children socially, (3) Supporting parents and carers in their parenting role, and (4) Supporting a successful transition to secondary school. Another theme (5) describes some families' experiences of limited impact. These findings can be used to better understand how to support children in their school transition.

Laurin, K., Engstrom, H. R., & Huang, M. (2024). **What will my life be like when I am 25? How do children's social class contexts predict their imagined and actual futures?** *Journal of Social Issues*, 80(4), 1433-1459. <https://doi.org/10.1111/josi.12650>

Children use school as a way to imagine and strive toward their futures. We analyzed thousands of essays written by children in Britain in the late 1960s about what their lives would be like as adults. We used a bottom-up approach to explore naturally occurring topics in these essays and tested how these topics varied with children's social class context and their adult outcomes. Higher education was the most prevalent topic in these children's essays; children whose fathers—and maternal grandfathers—had higher-status occupations were especially likely to write about this, as well as about interests in teaching, medicine, and the military. Children in lower class contexts were especially likely to write about making money, but also about family and daily responsibilities. We further found that—controlling for family background—children who wrote more about higher education and less about money-making tended to achieve education, status, and income.

Le Bouler, S., Lenesley, P., & Perrochon, A. (2024). **L'intégration universitaire des formations en santé: Quelles transformations pour quels enjeux?** *Éducation Permanente*, 241(4), 11-21. <https://doi.org/10.3917/edpe.241.0011>

Le Foll, E. (2024). **Why we need Open Science and Open Education to bridge the corpus research–practice gap.** In *Corpora for Language Learning: Bridging the Research-Practice Divide* (p. 142-156). <https://doi.org/10.4324/9781003413301-11/need-open->
In this chapter, I argue that Open Science and Open Education practices are critical to addressing the much-discussed “gap” between applied corpus linguistic research and language learning and teaching practice. In particular, I focus on practical ways to facilitate the accessibility and sustainability of research findings and dissemination projects. Amongst other examples, I draw on my experience of leading a project in which pre-service English teachers co-created the Open Educational Resource (OER): “Creating Corpus-Informed Materials for the English as a Foreign Language Classroom: A step-by-step guide for teachers using online resources” (Le Foll, 2021; <https://elenlefol.pressbooks.com>).

Le Guen Coat, L. (2024). **Comment (re)penser l'accompagnement éducatif et social en andragogie ?** Consulté à l'adresse Université paris 8 website: <https://hal.science/hal-04838971>

The term « adult training » appeared around 1960. We then spoke of at « social question' » to refer to the training and skills development of adults during employment. The « Delors law » dated July 1971 then included the mention of « the learning adult who needs specific pedagogy », in a way we would call it today « life-long learning ». At the end of 2023, there are 122 682 training organizations identified by the Ministry of Labor, Full Employment and Integration. Among the organizations specializing in training of social and medico-social sector, there is the Educational and Social Support's training, abbreviated « AES ». Initiated in 2016 and fully reformed in 2021, this training has been created to support various profiles, often far from employment or struggling with social and professional difficulties, towards the aim of getting a diploma at the border of care and education. It will train professionals to work with vulnerable populations in the field of old age (geriatrics), disability, child protection, and extreme precariousness. Since 2021 I have worked as a 'teacher trainer' with learners in this particular sector. An experiment punctuated by several observations, assessments and readjustments, which today give rise to several questions about teaching practices in adult training, carrying so-called « specific » problematic situations. This Master Thesis therefore aims to propose a current thinking of teaching practices with « supported support » workers through action research (direct observation, concrete in-situ data) in addition to exploratory and semi-directive interviews with teachers, trainers and social workers professionals, as well as former AES learners. This research work spanning three consecutive years of involvement also has the purpose to question the andragogy notion associated with that of education within - and in the fringe of - the academic framework. Then opening the opportunity to think again the question of support and teaching practices in the broadest sense with adults in qualifying trainings.

Le Her, C. (2023). **La perception des enseignants de l'intérêt de l'utilisation des technologies informatisées dans les communautés d'apprentissage professionnelles (CAP) en Afrique francophone. Le cas des Cellules d'animation pédagogiques et culturelles (CAPC) au Sénégal.** *Médiations et médiatisations - Revue internationale sur le*

numérique en éducation et communication, (14), 46-66.
<https://doi.org/10.52358/mm.vi14.309>

Depuis les Indépendances, il existe ce qu'on appelle les Cellules d'animation pédagogiques et culturelles (CAPC) au Sénégal. Pouvant être assimilés à des communautés d'apprentissage professionnelles (CAP) ou plus généralement des communautés de pratiques (CoP), ces groupes d'enseignants titulaires ou contractuels d'une ou plusieurs écoles élémentaires de proximité se rejoignent en dehors des temps de classe pour échanger sur leurs pratiques d'enseignement-apprentissages, leurs difficultés et leurs réussites. Depuis 2017, le ministère de l'Éducation nationale du Sénégal et ses partenaires internationaux ont souhaité redynamiser les CAPC de la région de Casamance avec notamment l'intégration des technologies informatisées (TI) appelées communément le numérique. Le Projet d'amélioration de l'éducation de base en Casamance (PAEBCA) a permis de doter les CAPC de tablettes numériques et de vidéoprojecteurs pour filmer l'enseignant en situation de classe (Diop et Wallet, 2017). À partir d'une grille d'observation, ils analysent ensuite le film projeté pour tenter d'améliorer la démarche pédagogique et les pratiques de classe. Dans le cadre d'une recherche doctorale en cours, nous tenterons d'apporter des éléments de réponse à la question : comment l'utilisation des technologies informatisées est-elle perçue par les enseignants au sein des CAPC au Sénégal ? Les premiers résultats des entretiens semi-directifs réalisés auprès de 21 enseignants en Casamance montrent une pratique variée d'outils et une volonté institutionnelle d'intégrer les technologies dans la formation continue des enseignants. Les discours montrent également une volonté des enseignants de remédier aux difficultés d'utilisation, notamment à travers les échanges virtuels à distance synchrones et asynchrones qu'on appelle ici application mobile multiplateforme (AMM). Néanmoins, nous avons observé un manque de réflexivité autour des questions d'instrumentation des pratiques pour une véritable intégration des technologies dans les communautés.

Le Nevé, S. (2025, janvier 15). **Parcoursup : ces spécialités qui décuplent les chances d'admission des bacheliers.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/15/parcoursup-ces-specialites-qui-decuplent-les-chances-d-admission-des-bacheliers_6499046_4401467.html

« Le Monde » et le site SupTracker publient un bilan sur l'influence des enseignements de spécialité créés par la réforme du lycée sur les propositions d'admission dans l'enseignement supérieur, alors que débute, mercredi 15 janvier, la période des vœux d'inscription. Panacher disciplines scientifiques et littéraires ou artistiques ne se révèle pas un pari gagnant, à l'inverse du duo maths - physique-chimie.

Leckey, S., Gonzales, C., Selmecky, D., & Ghetti, S. (2025). **Toddlers' visual exploration during decisions predicts uncertainty monitoring 1 year later.** *Child Development*, 96(1), 312-324. <https://doi.org/10.1111/cdev.14174>

The longitudinal relation between toddlers' behaviors in uncertain situations (e.g., information seeking, hesitation) and preschoolers' uncertainty monitoring was investigated (between 2014 and 2019 in Northern California; Time 1: N = 183, M = 28.99 months, 53% female, 67.8% White; Time 2: N = 159, M = 41.64 months, 52.2% female). Eye movements and response latencies were recorded as children identified a target from two partially occluded (Time 1) or degraded (Time 2) images. Confidence ratings for identifications were collected at Time 2. At Time 1, gaze transitions between response options, but not response latencies and mental state language, predicted Time 2

uncertainty monitoring. Overall, these findings provide the first direct evidence of connections between toddlers' uncertainty behaviors and preschoolers' uncertainty monitoring.

Lee, D. H. L. (2025). **When social hierarchy meets hierarchical school culture: Implications for Chinese Hong Kong school leaders.** *Educational Management Administration & Leadership*, 53(1), 158-181. <https://doi.org/10.1177/17411432231158299>

This article provides school leaders with insights into within and beyond-school influences on school collaborative culture. The study examines how social demographics, and school culture prevalent in different school bandings, influence school capacities (principal leadership; shared and supportive leadership; shared values and vision; and collaborative learning). A structural equation model is constructed from 10 Hong Kong schools' survey data to trace the path influences of the study variables. The results show that hierarchical cultures tend to prevail in lower banding schools, affecting school collaborative culture negatively. In contrast, rule-seeking cultures have a positive influence on individuals with humbler childhood family upbringing. Likewise at the individual level, unlike most risk-takers found to negatively influence school collaborative culture, English childhood home language speakers' risk-taking values do not have a significant influence on such school capacities. Nevertheless, rule-seeking and risk-taking teachers are as likely to be recruited in schools regardless of school banding. The results have global significance on how broader social hierarchy embeds in leadership relations differentiated by school banding, with an impact on school collaborative culture. School leaders may consider leveraging leadership relations and professional development to promote school cultures that enhance collaboration at different levels of the organizational hierarchy.

Lee, H., Fosco, G. M., & Feinberg, M. E. (2025). **Family functioning and child internalizing and externalizing problems: A 16-wave longitudinal study during the COVID-19 pandemic.** *Child Development*, 96(1), 426-440. <https://doi.org/10.1111/cdev.14179>

This study explored young children's mental health trajectories during the pandemic (May 2020 to April 2021) as well as associations with family functioning (i.e., cohesion, conflict, chaos, and routines) using data reported by 204 parents (children Mage 5.49; 45% girls, 90% White). Children's internalizing problems decreased early on with the onset of the pandemic, but then leveled off, while no change in externalizing problems was found. Family conflict and chaos were significantly associated with internalizing and externalizing problems at the within- and between-family level, when examined independently. When family-level factors were evaluated simultaneously, family conflict emerged as a robust risk factor. Intervention efforts, specifically for families experiencing increased conflict, may help support the mental health needs of children.

Lee, S.-M., & Kim, S.-Y. (2025). **Preservice teachers' learning by design through space construction in the metaverse.** *British Journal of Educational Technology*, 56(1), 208-230. <https://doi.org/10.1111/bjet.13493>

Teachers who know what, how and why to teach are essential for successful student learning. However, many preservice teachers (PSTs) lack teaching experience and the ability to integrate theory and practice. To help bridge this gap, this study employed a learning-by-design project approach in which 22 Korean PSTs developed lesson plans for middle school English classes, constructed virtual classrooms in the metaverse based on their English lesson plans, and conducted microteaching in the virtual classrooms. The

study used a qualitative research method and focused on an emic perspective with multiple data sets, including the PSTs' reflection papers and post-interviews as primary data, and their lesson plans, virtual classrooms and recordings of microteaching as secondary data. The results showed that the project supported learning by design, and that it also helped PSTs understand learners and learning, redefine the teacher's role as a designer and facilitator, connect theories to practice and improve their teaching skills. The findings can be used as a reference for future teacher training. Practitioner notes What is already known about this topic Teachers' content, pedagogical and technological knowledge and skills are essential attributes for effective performance. Preservice teachers (PSTs) have difficulty transferring their knowledge to real classrooms because their knowledge often focuses on the 'know-what' of teaching, but not on the 'know-how'. Microteaching in virtual environments helps PSTs connect knowledge and practice and prepare for real classroom situations. What this paper adds The study applied a learning-by-design approach to preservice teachers' microteaching to help them connect their pedagogical knowledge to classroom practice. The study focused on describing how the PSTs' virtual classroom design influenced the way they planned and implemented their microteaching. Implications for practice and/or policy Teacher educators can incorporate the design-based approach into their teacher training modules to help teachers understand learner needs when planning and implementing English lessons. Teachers can develop technological literacy and positive attitudes about using technology in their classrooms.

Lee, T. T. (2025). **The texture of parental experiences with online learning: the interplay of norms, relationships, and emotions.** *British Journal of Sociology of Education*, 46(1), 75-93. <https://doi.org/10.1080/01425692.2024.2426143>

This article reports findings from a mixed-method study investigating parents' perspectives and experiences in navigating their children's online learning during the COVID-19 pandemic. The study involved surveys of parents (n = 775) and interviews (n = 32) conducted in eight primary schools in Hong Kong. Statistical analyses revealed that parents' perceptions of online learning (PPOL) were positively affected by their self-efficacy in providing online learning support, their expectations for parent-teacher communication, and their satisfaction with schools' support. Conversely, increased levels of parental engagement and stress, and the need for regular school updates negatively affected PPOL. Qualitative findings showed that parents' perspectives were influenced by experiences tied to their normative role expectations and their perceptions of teachers and schools, which subsequently shaped their emotional responses to online learning. These findings offer nuanced insights for developing policies and practices aimed at better supporting parents' engagement in the digital era.

Lee, W.-C., & Kim, S. Y. (2024). **Comparative Analysis of Psychometric Frameworks and Properties of Scores from Autogenerated Test Forms.** *Educational Measurement: Issues and Practice*, 43(4), 13-23. <https://doi.org/10.1111/emip.12648>

This paper explores the psychometric properties of scores derived from autogenerated test forms by introducing three conceptual frameworks: Alternate Test Forms, Randomly Parallel Forms, and Approximately Parallel Forms. Each framework provides a distinct perspective on score comparability, definitions of true score and standard error of measurement (SEM), and the necessity of equating. Through a simulation study, we illustrate how these frameworks compare in terms of true scores and SEMs, while also assessing the impact of equating on score comparability across varying levels of form

variability. Ultimately, this study seeks to lay the groundwork for implementing scoring practices in large-scale standardized assessments that use autogenerated forms.

Lemaire, É., Loiseau, C., Jounin, É., & Grandperrin, N. (2024a). **Insertion des lycéens professionnels et étudiants de niveau CAP à BTS six mois après leur sortie d'études en 2023**. *Note d'Information*, (24.52), 1-4. <https://doi.org/10.48464/ni-24-52>

Parmi les lycéens professionnels et étudiants de niveau CAP à BTS, inscrits en dernière année d'un cycle d'études en 2022-2023 dans un établissement public ou privé sous contrat, 54 % sont toujours en formation l'année suivante.

Lemaire, É., Loiseau, C., Jounin, É., & Grandperrin, N. (2024b). **Insertion professionnelle des apprentis de niveau CAP à BTS six mois après leur sortie d'études en 2023**. *Note d'Information*, (24.53), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/insertion-professionnelle-des-apprentis-de-niveau-cap-bts-six-mois-apres-leur-sortie-d-etudes-en-416030>

Parmi les apprentis inscrits en dernière année d'une formation de niveau CAP à BTS en 2022-2023, 38 % sont encore en études l'année scolaire suivante, pour l'essentiel à nouveau dans le cadre d'une formation en apprentissage.

Lemente, M. D. B., & Baguio, J. B. (2024). **Classroom-based Learning of Teachers in Relation to Curriculum Procedure of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(12), 261-269. <https://doi.org/10.9734/ajess/2024/v50i121694>

This study aimed to examine the relationship between classroom-based learning and curriculum procedures of teachers in public elementary schools in the Caraga District, Division of Davao Oriental. A non-experimental quantitative research design was utilized, employing the correlational method, which examines the relationship between two variables. The study involved 139 teachers selected through universal sampling, meaning all teachers in the population were considered for inclusion. Data were analyzed using the Mean and Pearson Product-Moment Correlation Coefficient (Pearson r). The results indicated that both classroom-based learning and curriculum procedures were at a moderate level. A significant relationship was found between the two variables. These findings suggest that integrating classroom-based learning can enhance curriculum procedures by providing teachers with the flexibility to adjust lesson pacing, methods, and content based on student needs. Classroom-based learning also encourages teachers to adopt a reflective approach to curriculum design and promotes collaboration among educators, which can improve teaching practices and student outcomes.

Lemistre, P., & Saccomanno, B. (2024). **Les bacheliers technologiques en gestion : évolutions des publics et des parcours dans le système éducatif et à l'insertion**. In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 23-33). <https://doi.org/10.4000/12u2u>

Levrier, G. (2025, janvier 5). **Quand les chercheurs trichent : l'exemple des « phrases torturées »**. Consulté 12 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/quand-les-chercheurs-trichent-lexemple-des-phrases-torturees-242516>

Remplacer un mot par un synonyme pour copier un article sans se faire démasquer par un logiciel anti-plagiat : que nous dit ce type de fraude du fonctionnement du monde de la recherche ?

Levy-Friedman, B., & Kogut, T. (2025). **Doing more than expected: The role of the recipient's neediness in children's perception of their relative prosociality.** *Child Development*, 96(1), 441-450. <https://doi.org/10.1111/cdev.14171>

This study examined children's self-assessment of their prosociality, relative to average peers, in situations where the recipient is described as "needy" versus "not needy" (at a school of average socioeconomic level in south Israel; N = 158; aged 6–12 years; 51% males, December–May 2021). The results show that older children exhibited the better-than-average (BTA) effect by seeing themselves as more generous than peers. In contrast, younger children displayed the worse-than-average effect by expecting peers to be more generous than themselves. However, both effects were attenuated ($\eta^2 = .16$) when the recipient was described as "needy," leading to higher expectations of sharing from oneself and others. This implies that besides children's motivational tendency to self-evaluate as BTA, they also base their evaluations on actual environmental cues.

Li, H. (2025). **The Smaller You in a Bigger World: The Relationship Between Foreign Experiences and Intellectual Humility.** *Journal of Studies in International Education*, 29(1), 82-99. <https://doi.org/10.1177/10283153241289651>

As the world is becoming a more connected and interdependent place, a fast growing literature has examined the effects of foreign experiences on cognitive and psychological outcomes. The current research seeks to explore the relationship between living abroad and intellectual humility. To this end, we conducted four methodologically diverse studies (N = 643) using multiple populations and complementary measures of intellectual humility. In Study 1, we provided correlational evidence that students with international living experience manifested greater intellectual humility than peers lacking such background. Study 2 conceptually replicated the results of Study 1 by using a different measure of intellectual humility and a more diverse population. In Study 3, we found that individuals with international living experiences reported elevated intellectual humility compared to those who had plans to live abroad but had not yet done so. Study 4 adopted an experimental approach and provided evidence for the causal role of foreign experiences in influencing intellectual humility. Moreover, the results showed that the breadth, rather than the duration, of foreign experiences was predictive of greater intellectual humility. Taken together, these findings suggest that foreign experiences can impact the modest personality and meta-cognitive ability in individuals engaging internationally as sojourners.

Li, L., & Lunkenheimer, E. (2025). **Dynamic self-regulation and coregulation of respiratory sinus arrhythmia in mother–child and father–child interactions: Moderating effects of proximal and distal stressors.** *Child Development*, 96(1), 71-86. <https://doi.org/10.1111/cdev.14153>

This study examined how proximal and distal familial stressors influenced the real-time, dynamic individual and dyadic regulation of respiratory sinus arrhythmia (RSA) in mother–preschooler and father–preschooler interactions in at-risk families (N = 94, Mage = 3.03 years, 47% males, 77% White, 20% Latinx, data collected 2013–2017). Proximal stressors were operationalized as changing task demands (baseline, challenge, recovery) across

a dyadic puzzle task. Distal stressors were measured as parent-reported stressful life events. Multilevel models revealed that greater proximal and distal stressors were related to weaker dynamic self-regulation of RSA in mothers, fathers, and children, and more discordant mother–child and father–child coregulation of RSA. Findings affirm that stress is transmitted across levels and persons to compromise real-time regulatory functioning in early, developmentally formative caregiver–child interactions.

Li, Y., Wang, X., Chen, J., Lee, J. C.-K., Yan, Z., & Li, J.-B. (2024). **The Intervention Effects on Teacher Well-being: A Three-Level Meta-Analysis**. *Educational Psychology Review*, 36(4), 129. <https://doi.org/10.1007/s10648-024-09966-y>

This meta-analytical review aims to investigate the overall effect of comprehensive interventions on teacher well-being and the factors that moderate the effect by synthesizing empirical evidence. A total number of 176 effect sizes from 44 studies were included in this study. The results reported the mean effect size of intervention on teacher well-being was significant ($g = 0.35$). The study quality ($F = 5.38$, $p < .01$), intervention type ($F = 3.03$, $p < .05$), and intervention duration ($F = 2.80$, $p < .05$) were identified as the statistically significant moderators for the overall effect. The further multiple moderator model reported a significant outcome ($F = 2.91$, $p < .01$). This study is the first attempt to synthesize the impact of the intervention on teacher well-being using a three-level model. Conceptual, methodological, and practical implications were provided and particular guidelines for professionals and education policy makers to better promote teacher wellness were also presented.

Liang, Z., Ga, R., Bai, H., Zhao, Q., Wang, G., Lai, Q., ... Zhou, Z. (2025). **Teaching expectancy improves video-based learning: Evidence from eye-movement synchronization**. *British Journal of Educational Technology*, 56(1), 231-249. <https://doi.org/10.1111/bjet.13496>

Video-based learning (VBL) is popular, yet students tend to learn video material passively. Instilling teaching expectancy is a strategy to promote active processing by learners, but it is unclear how effective it will be in improving VBL. This study examined the role of teaching expectancy on VBL by comparing the learning outcomes and metacognitive monitoring of 94 learners with different expectancies (teaching, test or no expectancy). Results showed that the teaching expectancy group had better learning outcomes and no significant difference in the metacognitive monitoring of three groups. We further explored the visual behaviour patterns of learners with different expectancies by using the indicator of eye-movement synchronization. It was found that synchronization was significantly lower in both the teaching and test expectancy groups than in the no expectancy group, and the test expectancy group was significantly lower than the teaching expectancy group. This result suggests that both teaching and test expectancy enhance the active processing of VBL. However, by sliding window analysis, we found that the teaching expectancy group used a flexible and planned attention allocation. Our findings confirmed the effectiveness of teaching expectancy in VBL. Also, this study provided evidence for the applicability of eye-tracking techniques to assess VBL. Practitioner notes What is already known about this topic Video-based learning has become a popular way, yet students tend to learn video material passively. When students learn with teaching expectancy, they are more likely to engage in deep processing, which has been proven in static multimedia learning. Individuals show high eye-movement synchronization when watching the same video, and this synchronization may be reduced when they engage in top-down processing. What this paper adds

Teaching expectancy improves learning performance in Video-based learning. Teaching expectancy enhances active cognitive processing in Video-based learning. During the video viewing, learners with teaching expectancy not only followed the instructor's explanations but also engaged in active top-down processing, demonstrating flexible and planned attention allocation. Implications for practice and/or policy Utilizing teaching as an intention can serve as an effective learning strategy for Video-based learning. The use of eye-movement intersubject correlation to analyse visual behaviour patterns provides a new way to explore how people learn from dynamic multimedia materials.

Lin, H.-C., Huang, H., Tsai, C.-K., & Chang, S.-C. (2025). **Improving the quality of communicating with dementia patients: A virtual reality-based simulated communication approach.** *British Journal of Educational Technology*, 56(1), 167-189. <https://doi.org/10.1111/bjet.13497>

Dementia patients may have language barriers and decreased comprehension ability. Their family caregivers can feel frustrated when communicating with them. Poor communication hinders family caregivers from obtaining accurate health information about patients, and may also increase their emotional burden, affecting patient care quality. The present study developed a virtual reality-based simulated communication training (VRST) system and applied it to a training course for family caregivers of dementia patients. It allowed family caregivers to simulate real-world situations in a VR environment, experience the daily communication barriers and stress with dementia patients, and apply their acquired knowledge and skills to solve related problems. This study used a randomised control experimental design with mixed analysis methods. A total of 63 family caregivers were recruited and randomly divided into the experimental group (N = 32) learning with the VRST system to interact with virtual dementia patients and practice communication skills, and the control group (N = 31) using the traditional role-playing method for practice. Quantitative data were analysed to determine participants' knowledge of dementia care, attitudes, communication confidence and skills. In addition, the qualitative method was used to analyse the participants' discussion records. The results showed that by using the VRST approach, participants significantly improved their knowledge of dementia care, attitudes, communication confidence and communication skills compared to the control group. In addition, participants reported that through the real-time feedback of the VRST system, they could recognise their previous incorrect communication approach. As a result, they adjusted their communication strategies and increased their self-confidence. Practitioner notes What is already known about this topic Situational simulation helps learners improve their communication skills in a safe environment. Virtual reality (VR) creates a realistic, highly interactive learning environment, allowing users to be deeply immersed in the learning experience. What this paper adds This study proposed a VR-based simulated communication training (VRST) approach; moreover, seven dementia cases of different degrees of severity were designed in the VR system to enable family members to experience possible challenges of taking care of dementia patients they might encounter in their daily lives. Each case in the VRST system has its unique symptoms and communication barriers. The learner in the story plays a caregiver, experiencing and solving the problems and challenges posed by the system. The experimental results show that the proposed method improves learners' knowledge, attitudes, communication confidence, and communication skills related to dementia care. Implications for practice and/or policy Utilising VR training can amplify awareness and secure enhanced

social support for dementia-related challenges. Using VRCT, as governments and institutions recognise the effectiveness of VR training, they will provide more resources and promote its widespread application.

Lin, Y.-N., Hsia, L.-H., & Hwang, G.-J. (2025). **Developing students' creative problem-solving strategies in the context of blended sports education.** *British Journal of Educational Technology*, 56(1), 190-207. <https://doi.org/10.1111/bjet.13495>

To win in sports competitions, in addition to excellent sports skills, coping strategies in the face of various competition situations are also critical for success. Therefore, cultivating students' diverse, creative and flexible tactical application abilities is an important educational goal in sports training. However, in the online component of blended training in sports, conventional instructional approaches are teacher-centred and hardly ever adopt the consolidated approaches to creative problem solving used in other fields. This results in limited opportunities for students to discover the problems and apply their creative thinking tendencies for problem solving. Hence, the present study proposed applying a consolidated creative problem-solving approach in the online phase of blended training initiatives in order to cultivate students' higher-order thinking skills. To verify the effectiveness of this approach, a convenience grouping-based quasi-experiment design was adopted. A 10-week teaching experiment was conducted in a billiards training course. A total of 79 students were recruited in this study; they were divided into one CPS-BL group with 41 students and one conventional blended learning (C-BL) group with 38 students. The results showed that the CPS-BL approach could significantly enhance students' billiards striking strategies, creative thinking tendencies and problem-solving skills. Practitioner notes What is already known about this topic In many sports, like billiards, physical skills are generally not enough; higher-order thinking skills are also needed to succeed. Blended learning in these sports generally entails teacher-centred approaches in the online component and practice in the f2f component. This provides students with limited opportunities to develop their creative problem-solving skills. There are consolidated methods to develop students' strategic skills though creative problem solving, but these are seldom applied in sports. What this paper adds The application of a creative problem-solving approach to physical education is proposed. An experiment was conducted in a university billiards course to evaluate the impacts of the proposed approach. The approach enhanced students' billiards striking strategies, problem-solving skills and creative thinking. Implications for practice and/or policy of creative problem-solving-based blended learning has great potential for promoting students' problem-solving skills and creative thinking. Implications for practice and/or policy Creative problem solving-based blended learning has great potential for promoting students' problem-solving skills and creative thinking. The findings of this study provide a reference for future endeavours in designing blended physical learning.

Liu, C., Cuddy, M. M., He, Q., Ouyang, W., & Artman, C. (2024). **Using Process Data to Evaluate the Impact of Shortening Allotted Case Time in a Simulation-Based Assessment.** *Educational Measurement: Issues and Practice*, 43(4), 24-32. <https://doi.org/10.1111/emip.12656>

The Computer-based Case Simulations (CCS) component of the United States Medical Licensing Examination (USMLE) Step 3 was developed to assess the decision-making and patient-management skills of physicians. Process data can provide deep insights into examinees' behavioral processes related to completing the CCS assessment task. In this paper, we utilized process data to evaluate the impact of shortening allotted time limit

by rescoring the CCS cases based on process data extracted at various timestamps that represented different percentages of the original allotted case time. It was found that examinees' performance as well as the correlation between original and newly generated scores both tended to decrease as the timestamp condition became stricter. The impact of shortening allotted time limit was found marginally associated with case difficulties, but strongly dependent on the case time intensity under the original time setting.

Liu, L., Huang, Y., Liu, X., & Zhang, L. (2024). **Why do teachers intervene? understanding the relationship between subjective norms and teachers' intervention in real-life bullying incidents.** *Social Psychology of Education*, 28(1), 8. <https://doi.org/10.1007/s11218-024-09965-5>

This empirical study examined how subjective norms (SNs) and perceived severity affected teachers' intention to intervene and their intervention behaviors in real-life bullying incidents in primary and secondary schools. A total of 362 teachers who witnessed or were told about bullying incidents participated in this study by completing related questionnaires. Results showed that (a) SNs were positively related to teachers' intervention, and intention to intervene partially mediated the association between SNs and teachers' intervention behaviors in bullying incidents; (b) The mediation effects were moderated by perceived severity, meaning that SNs predicted teachers' intention to intervene positively and significantly only at a low level of perceived severity. These results suggested that higher subjective norms may be more conducive to promoting teachers' intervention in less severe incidents of bullying or increasing the intervention behavior of teachers who do not perceive bullying to be a serious problem. Therefore, future anti-bullying program should focus on improving teachers' anti-bullying norms and scientific perceptions of bullying through regular teacher training and integrating anti-bullying rules and policies into the school climate.

Liu, M.-H., Chang, T.-T., & Chung, M.-L. (2024). **Does open classroom climate uniformly benefit students' civic outcomes? The moderating role of students' perceptions of teacher-student relationships.** *Social Psychology of Education*, 28(1), 3. <https://doi.org/10.1007/s11218-024-09975-3>

Although an open classroom climate for discussion has been demonstrated to benefit students' civic outcomes, individual differences in its effectiveness have not been fully investigated. In this study, we hypothesized that the positive effects of an open classroom climate for discussion would be moderated by positive teacher-student relationships. Based on Taiwanese data (N=3953, Mage=14.11, 52% male) compiled by the International Civic and Citizenship Education Study in 2016, this study examined how an open classroom climate for discussion and teacher-student relationships jointly predicted students' civic knowledge and expected electoral participation. The results of multi-level modeling reveal a cross-level interaction effect between an open classroom climate for discussion (as the classroom-level predictor) and students' perception of teacher-student relationships (as the student-level moderator). Specifically, students who had less positive relationships with their teachers benefited more from an open classroom climate for discussions in terms of civic outcomes compared to those who had more positive relationships with their teachers. These findings have important implications for citizenship education.

Luzy, C., & Messi, E. (2024). **Dépenses de recherche et développement expérimental en France - Résultats détaillés pour 2022 et premières estimations pour 2023.** *Note d'Information du SIES*, (24.07), 1-8. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/depenses-de-recherche-et-developpement-experimental-en-france-resultats-detailles-pour-2022-et-98159>

En 2022, la dépense intérieure de recherche et développement expérimental (DIRD) s'établit à 58,9 milliards d'euros (Md €), en hausse de 2,6 % en volume par rapport à 2021.

Ly, V., & Vella-Brodrick, D. A. (2024). **Effects of School-led Greenspace Interventions on Mental, Physical and Social Wellbeing in Children and Adolescents: A Systematic Review.** *Educational Psychology Review*, 36(4), 133. <https://doi.org/10.1007/s10648-024-09963-1>
Promoting children's and adolescents' mental, physical, and social wellbeing is highly important to help them learn, create social connections, and stay healthy. Nature has the potential to restore cognition, reduce stress and mental fatigue, and improve wellbeing, all factors that are conducive to learning. There is growing interest in understanding the effects of nature on the wellbeing of children and adolescents, particularly in the school context. This paper presents a PRISMA-guided systematic review of the literature examining the effects of school-led nature interventions on the mental, physical, and social wellbeing of school children and adolescents aged 5 to 19 years. Examples of school-led nature interventions include outdoor learning, walks in nature and green schoolyards. Experimental and quasi-experimental studies employing quantitative measures were selected, yielding 19 studies from 17 papers. Included studies were rated as being of high (n = 6) and moderate quality (n = 13). The results provide some evidence that nature exposure in the school context can improve the wellbeing of children and adolescents, particularly their positive affect, physical activity, and social relationships/interactions. The wellbeing effects of school-led nature interventions were also examined according to age and gender, with results indicating a gender effect, but inconclusive findings for age. Findings from this review support the integration of nature in schools to enhance the mental, physical and social wellbeing of children and adolescents.

Lyiscott, J. J., Smith, P. A., Neal-Stanley, A. M., Harris Garad, B., Caraballo, L., Hoskins, J., ... Wallace, D. (2025). **In spirit and in truth: (re)searching Christianity and racial liberation in education.** *International Journal of Qualitative Studies in Education*, 38(1), 94-110. <https://doi.org/10.1080/09518398.2024.2348801>

As educational justice scholarship addressing racial oppression continues to name the role of the spirit, there is a need for Black and Brown Christian educators and researchers to locate ourselves as grounded in the epistemologies and pedagogies of Christ as our spiritual home. This paper brings together eight Black and Brown Christian educators and researchers to grapple with what it means to be Christians committed to racial justice in education against the backdrop of centuries of religious corruption. Through collaborative autoethnography, we turn to our spiritual and religious lives situated within our racialized identities to challenge the disciplinary and material boundaries of what critical qualitative research counts as "knowing." In doing this, we give ourselves, and all educators and researchers, permission to make evident the unseen forces that shape our ways of being in research and teaching.

Ma, J., Liu, Q., Yu, S., Liu, J., Li, X., & Wang, C. (2025). **What factors influence scientific concept learning? A study based on the fuzzy-set qualitative comparative analysis.** *British Journal of Educational Technology*, 56(1), 250-275. <https://doi.org/10.1111/bjet.13499>

This research employs the fuzzy-set qualitative comparative analysis (fsQCA) method to investigate the configurations of multiple factors influencing scientific concept learning, including augmented reality (AR) technology, the concept map (CM) strategy and individual differences (eg, prior knowledge, experience and attitudes). A quasi-experiment was conducted with 194 seventh-grade students divided into four groups: AR and CM (N = 52), AR and non-CM (N = 51), non-AR and CM (N = 40), non-AR and non-CM (N = 51). These students participated in a science lesson on 'The structure of peach blossom'. This study represents students' science learning outcomes by measuring their academic performance and cognitive load. The fsQCA results reveal that: (1) factors influencing students' academic performance and cognitive load are interdependent, and a single factor cannot constitute a necessary condition for learning outcomes; (2) multiple pathways can lead to the same learning outcome, challenging the notion of a singular best path derived from traditional analysis methods; (3) the configurations of good and poor learning outcomes exhibit asymmetry. For example, high prior knowledge exists in both configurations leading to good and poor learning outcomes, depending on how other conditions are combined. Practitioner notes What is already known about this topic Augmented reality proves to be a useful technological tool for improving science learning. The concept map can guide students to describe the relationships between concepts and make a connection between new knowledge and existing knowledge structures. Individual differences have been emphasized as essential external factors in controlling the effectiveness of learning. What this paper adds This study innovatively employed the fsQCA analysis method to reveal the complex phenomenon of the scientific concept learning process at a fine-grained level. This study discussed how individual differences interact with AR and concept map strategy to influence scientific concept learning. Implications for practice and/or policy No single factor present or absent is necessary for learning outcomes, but the combinations of AR and concept map strategy always obtain satisfactory learning outcomes. There are multiple pathways to achieving good learning outcomes rather than a single optimal solution. The implementation of educational interventions should fully consider students' individual differences, such as prior knowledge, experience and attitudes.

Maamria, Y., Archieri, C., & Guérin, J. (2025). **Approche ethnographique et effets de l'enquête scientifique sur l'activité d'étudiants se préparant au concours d'enseignant : le cas des étudiants en éducation physique et sportive.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131oz>

Cet article rend compte d'une relation de collaboration entre un chercheur et des étudiants préparant le concours national de recrutement des enseignants en éducation physique et sportive en France. Dans le cadre d'une approche par l'analyse de l'activité et d'une démarche ethnographique, les résultats décrivent la dimension collaborative de l'activité de recherche entre le chercheur et les étudiants. L'analyse de l'activité des étudiants et du chercheur met en évidence la dynamique de l'investigation sur le terrain et notamment de l'évolution de l'engagement des étudiants tout au long de l'enquête scientifique. Elle décrit et interprète la manière dont l'activité du chercheur et les instruments méthodologiques sont devenus petit à petit des ressources pour l'activité de préparation d'un groupe d'étudiants aux épreuves du concours. Cet article met en

évidence que l'enquête scientifique est une activité collaborative dynamique porteuse de transformations potentielles des acteurs et de leur environnement.

Mabilon, A. (2025). **La communauté de pratique comme outil de formation pour mieux tenir compte du stress lié aux évaluations sommatives. Étude auprès d'enseignants du secondaire en Suisse.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131oy>

Cet article présente la manière dont l'accompagnement de communautés de pratique d'enseignants du secondaire peut amener à réinterroger leurs pratiques évaluatives en considérant les enjeux relatifs au stress des élèves inhérents aux évaluations sommatives. Une série de rencontres avec les professionnels ont mis en évidence les pratiques adoptées et contestées pour élaborer un référentiel de pratiques qui soit signifiant et applicable localement. Cette démarche a conduit à la mise en place de pratiques évaluatives co-construites soutenant pour les apprentissages et suffisamment significatives pour être intégrées dans la culture professionnelle, aussi bien à un niveau individuel que collectif.

Machin, S., Sandi, M., & Machin, S. (2024). **Crime and Education** (CESifo Working Paper Series N° 11450). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f11450.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.

Mack, E., Scherrer, V., & Preckel, F. (2025). **How smart is my child? The judgment accuracy of parents regarding their children's cognitive ability.** *Child Development*, 96(1), 122-140. <https://doi.org/10.1111/cdev.14156>

Parents' judgment of their children's cognitive ability is important for providing adequate learning environments. This study examined parents' judgment accuracy with 2346 children (M = 8.94 years; 48.3% girls) and their parents (1283 mothers, 426 fathers, and 637 parental pairs). The data were collected between September 2012 and February 2014 in Germany. Latent regression analyses were conducted for the overall sample and by grade (nGrade1&2 = 830; nGrade3&4 = 1516). Characteristics of the child (gender, birth order) and parents (gender, socioeconomic background) were investigated as moderators. Children's cognitive ability explained 34%/25%/37% (overall sample/Grade1&2/Grade3&4) of the variance in parental judgments. Judgments depended more on children's academic achievement than on cognitive ability. Parents judged their son's intelligence more accurately than their daughter's and first-born children more accurately than last-born children. Higher-educated parents showed higher judgment accuracy.

Magnier, A., & Viossat, L.-C. (2024). **Temps partiel et temps partiel contraint Inflexions cadre rénové** (p. 92). Consulté à l'adresse Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/296653-igas-temps-partiel-et-temps-partiel-contraint-inflexions-cadre-renove>

L'Inspection générale des affaires sociales consacre un rapport aux problématiques de l'emploi à temps partiel qui concernait, en 2023, quatre millions de salariés en France. Depuis les années 1970, le travail à temps partiel a progressé pour représenter un salarié sur six environ aujourd'hui. Moins répandu qu'en Allemagne ou en Europe du Nord, il recule depuis 2017. Cette forme d'emploi atypique, contrainte dans un quart des cas (un million de salariés environ), touche particulièrement les femmes, les travailleurs peu qualifiés, les immigrés, et les salariés des petites entreprises. Les emplois à temps partiel et à temps partiel contraint sont souvent précaires, fragmentés, et faiblement rémunérés, exposant les travailleurs au risque de pauvreté. Les cadres législatifs et conventionnels, renforcés en 2013 avec un plancher hebdomadaire de 24 heures, visent à limiter le temps partiel contraint et à réduire la fragmentation des horaires. Bien que ces dispositions aient apporté certaines améliorations, leur impact est demeuré globalement limité. Le rapport souligne des lacunes dans la mobilisation des politiques d'emploi et de formation envers ces travailleurs. Il identifie des obstacles qui persistent dans le système socio-fiscal et freinent l'augmentation du volume horaire pour certains salariés à temps très partiel notamment. Afin de développer le temps partiel pour ceux qui le souhaitent et de limiter les effets négatifs du temps partiel contraint sur les salariés concernés dans un cadre rénové, le rapport avance une vingtaine de recommandations. En particulier, il suggère d'assouplir l'utilisation des heures complémentaires tout en garantissant des droits renforcés pour les salariés (majorations salariales, rémunération des trajets, réduction des coupures horaires), de mobiliser davantage les politiques publiques d'emploi et de formation et d'inciter les grandes entreprises à promouvoir l'égalité de traitement pour les travailleurs à temps partiel. Enfin, il appelle à une régulation négociée accrue pour réduire le temps partiel contraint, notamment dans les secteurs utilisant massivement ce type d'emploi.

Maheshwari, G., Gonzalez-Tamayo, L. A., & Olarewaju, A. D. (2025). **An exploratory study on barriers and enablers for women leaders in higher education institutions in Mexico.** *Educational Management Administration & Leadership*, 53(1), 141-157. <https://doi.org/10.1177/17411432231153295>

Mexico, the second-largest economy in Latin America after Brazil, has a gender gap index score of 76.4% in 2022 compared to 75.7% in 2021 and is ranked 31 out of 146 countries for 2022. Mexico has become one of the world's leaders in gender-political equality, which shows that the gender ceiling is cracking, and it is yet to see if gender parity is achieved in other sectors as well. The women's leadership topic has been widely researched in many countries, but with this changing dimension in the political sector, it is important to know if any changes are happening in the education sector as well. This exploratory research aims to identify what motivates women to take up leadership roles and whether they still experience barriers in higher education institutions (HEIs). This study was conducted with 22 women participants from Mexico's HEIs. The study used a qualitative narrative research design to understand what enablers and barriers are experienced by Mexican female academics. The study identified four key barriers and four enablers that affected women's career and leadership development. Gaining a deeper understanding of the barriers and enablers that affect women's career and leadership development can be used to investigate how culturally appropriate

developmental relationships can create ways to overcome the barriers they experience. Further, the study's implications can support human resource development initiatives.

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>

Dans le but de mieux répondre aux besoins et attentes des usagers ou des bénéficiaires, les partenariats et le travail en interprofessionnalité se développent. Cette orientation contribue au décloisonnement des spécialités d'expertises par la collaboration de différents professionnels. Fruit du travail d'une équipe interdisciplinaire de douze chercheurs, l'ouvrage éclaire, au travers de six expériences de recherche, les enjeux et les conditions actuelles des partenariats, depuis le niveau des politiques publiques jusqu'à celui du vécu des acteurs dans les métiers de l'éducation, de la médiation et de la santé. À partir des formes de collaboration établies dans ces partenariats, l'analyse approfondit les processus de développement de l'interprofessionnalité, ainsi que les effets de celle-ci sur l'intraprofessionnalité des partenaires. Cet ouvrage s'adresse aux professionnels des métiers de l'humain qui mettent en œuvre des partenariats intermétiers, aux formateurs qui interviennent auprès des — futurs — acteurs d'un même champ professionnel et aux chercheurs dont les places d'intermédiaire dans les recherches collaboratives interrogent leur propre professionnalité.

Malfatto, S. (2024). **Les effectifs étudiants dans le supérieur en 2023-2024**. Note d'information du SIES, (24.09), 1-11. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-etudiants-dans-le-superieur-en-2023-2024-98210>

En 2023-2024, 2,97 millions d'inscriptions ont été enregistrées dans l'enseignement supérieur français.

Mamon, C. D. L., & Baguio, J. B. (2024). **Communication Capacities and Mutual Connection System of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(11), 259-267. <https://doi.org/10.9734/ajess/2024/v50i111651>

This study examined the communication capabilities and mutual connection system of public elementary school teachers in the Davao Central District, Division of Davao City. A universal sampling method was employed using a non-experimental quantitative research design with a correlational approach. The respondents were 132 public elementary school teachers. Statistical tools utilized included the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. The findings revealed that the communication capabilities of public elementary school teachers—measured in terms of connections, compelling communication, stability, manners, listening, and charm—were often demonstrated. Similarly, the mutual connection system, assessed through revision, goal achievement, unification, and potential, was also frequently evident. A significant relationship was found between the teachers' communication capabilities and their mutual connection system. Furthermore, specific domains of communication capabilities significantly influenced the mutual connection system. These results underscore the synergistic relationship between communication capabilities and a mutual connection system, where effective communication enhances mutual connections, and a well-structured connection system fosters continuous and efficient communication. Conversely, weaknesses in these areas could result in communication breakdowns, misunderstandings, or diminished group cohesion. The study highlights the importance of fostering both robust communication skills and a

supportive connection system among public elementary school teachers to promote collaboration and effectiveness in the educational setting. This study was limited to public elementary school teachers in the Davao Central District, which may affect the generalizability of the findings to other contexts. Future research could explore other educational levels or regions and consider mixed methods to provide deeper insights and validate the results.

Marcionetti, J., Zambelli, C., & Rossier, J. (2025). **Influence of Career Adaptability and Job Control on Decent Work and Occupational Stress in a Sample of Apprentices.** *Journal of Career Development*, 52(1), 95-111. <https://doi.org/10.1177/08948453241304328>

This study aimed to analyze how career adaptability and job control can influence apprentices' perceptions of their work as being decent and stressful. The participants included 530 Swiss apprentices enrolled in a three-year vocational education training (VET) program. Structural equation modeling showed a positive association between career adaptability and job control and a strong negative association between decent work perception and occupational stress. Career adaptability had a specific positive relationship with decent work perception, whereas job control had a significant relationship with both decent work and occupational stress. Finally, results indicate that decent work could be a possible mediator between career adaptability and occupational stress and between job control and occupational stress. The study suggests that some personal resources and specific work conditions, such as physical and psychological safety and working hours that allow leisure and rest, could help apprentices perceive their work environment as positive and manage occupational stress.

Margat, A. (2024). **Une école universitaire de recherche : quelles perspectives pour le développement des sciences infirmières ?** *Éducation Permanente*, 241(4), 103-114. <https://doi.org/10.3917/edpe.241.0103>

Marioni, L. da S. (2024). **Les effets du salaire minimum sur l'effort de formation au Brésil.** *Revue internationale du Travail*, 163(4), 599-630. <https://doi.org/10.1111/ilrf.12334>

Résumé L'auteur analyse l'impact du salaire minimum absolu et du salaire minimum relatif sur la prime à la qualification et l'effort de formation en cours d'emploi. Utilisant des données administratives relatives au secteur formel brésilien entre 2006 et 2013, elle tient compte de la variation des prix entre États et périodes pour appréhender l'impact du salaire minimum national. Elle constate que le salaire minimum absolu réduit la prime à la qualification et a, en moyenne, un effet négatif sur la formation, en particulier au bas de l'échelle des salaires. En revanche, le salaire minimum relatif augmente cette prime pour les plus diplômés et n'a pas d'effet significatif sur l'effort de formation moyen. Ses effets semblent cependant différer selon le niveau de la distribution considéré.

Marsollier, C., Paulin-Moulard, F., Azzouz, R., Beer, M.-C., Jouve, R., & Pircar, M. (2024). **Enseigner et apprendre en confiance et en sécurité : un enjeu essentiel pour la nation** (N° 23-24 004A; p. 94). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/enseigner-et-apprendre-en-confiance-et-en-securite-un-enjeu-essentiel-pour-la-nation-415804>

Dans une période d'augmentation et de banalisation de certaines formes de violence, le sentiment de confiance et de sécurité des élèves et des personnels constitue un enjeu

fort pour notre École. Le rapport d'inspection générale en examine les conditions et les facteurs d'émergence.

Martinot, P. (2023). ***Epidemiological and cognitive evaluations in mathematics and language in the whole population of school-age children in France*** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04715278>

Recently, France implemented national evaluations to precisely measure the learning acquisitions and difficulties children are facing all along their first grade until their second grade, based on cognitive assessment of mathematics and language skills. Every year, about 750 000 children completed 46 exercises to assess their performances covering a total of 2.9 million children between 2018 and 2022. Analyzing these rich set of data on the complete population, this PhD aimed at providing a better understanding of the conditions that promote or hinder the acquisition of academic learning in children. To do so, we conducted a series of studies using longitudinal data from four whole-population-French cohorts assessing the relative influence of a wide range of individual-, class- and school-level factors on various aspects of academic success in primary school. Firstly, data obtained in the national program were described and predictors of learning skills in reading abilities and in reading comprehension were identified. In addition, predictive power of both child characteristics and environmental factors, at the individual, class, and school levels, were explored. Thanks to the natural experiment of Covid (i.e., absence of school exposure for a specific duration), we were able to estimate the impact of school exposure when comparing one cohort to the other. More particularly, we were able to identify learning needs among different SES school categories. Finally, we focused our last analysis on gender differences in language and mathematics, estimating the influence of different factors on children' results. Notably, we were able to identify that the gender gap in math is triggered by school and not by age. Overall, we discussed recent evidence in reading comprehension and math learning abilities, at a populational level. These scientific approaches can lead to design targeted learning programmes for both normal learners, learners at risk of developing difficulties, as well as for learners facing learning difficulties in language and/ or math. All along this dissertation, we show examples of how massive data and analyses based on cognitive science may help the learners and inform the national education system. Alongside each approach, we discuss the limitations of the approach and propose solutions to overcome them.

Marty, O., Roux, B. L., & Impedovo, M. A. A. (2024, décembre 11). ***Comment produire un sentiment d'égalité dans l'enseignement supérieur?*** Présenté à Congrès ADEF: les projets. Consulté à l'adresse <https://shs.hal.science/halshs-04832655>

Mastrokourou, S., Longobardi, C., Fabris, M. A., & Lin, S. (2024). ***Subjective socioeconomic status and life satisfaction among high school students: the role of teacher-student relationships***. *Social Psychology of Education*, 28(1), 11. <https://doi.org/10.1007/s11218-024-10015-3>

Comprehending the factors that contribute to the well-being of students holds great importance within educational settings. This study aims to investigate the interplay between subjective socioeconomic status (SES), teacher-student relationship (TSR), and life satisfaction among high school students, particularly focusing on the psychological impact of perceived socioeconomic status. A total of 806 high school students (468 females, Mage= 16.82, SD = 1.54) from Northern Italy took part in this study. The collection

of data involved the use of questionnaires, following the acquisition of consent from both school principals and participants. Measures included the MacArthur Scale of Subjective Social Status-Youth Version for SES and the Student Perception of Affective Relationship with Teacher Scale for TSR. Path analysis results revealed that positive TSR enhances life satisfaction, while conflict and negative expectations undermine it. These factors mediate the relationship between subjective SES and life satisfaction. Based on these findings, it is proposed to improve TSR to reduce the impact of SES. It is important to advocate for methods that promote building close relationships between teachers and students to improve student well-being and ensure equal educational outcomes.

Mayola, M. A. Y., & Baguio, J. B. (2024). **Classroom Leadership Communication Capabilities and Communal Interface of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 191-197. <https://doi.org/10.9734/ajess/2024/v50i81519>

This study aimed to determine the relationship between classroom leadership communication capabilities and the communal interface of teachers in public elementary schools. This study used the descriptive correlation method. The respondents of this study were the 132 teachers of elementary public schools. The researcher used the universal sampling process to select the respondents. The gathered data were classified, analyzed, and interpreted using statistical tools such as mean and person r. Results revealed that the level of communication capabilities and the communal interface of teachers were described as high and oftentimes manifested. Meanwhile, there was no significant relationship between the level of communication capabilities and the communal interface of teachers. Furthermore, the school administrator may continue to improve in building a better work-related environment for themselves and their teachers. This study's results may motivate the teachers to continue participating and working on their daily tasks. It may inform teachers regarding how they would act with dignity and work effectively in school at all times. It may help the teachers cope with the changes in the school atmosphere. The findings of this study may provide future researchers a starting point on how to expand the research's coverage in terms of the variables covered in the study.

Mbeng, J. F. O. (2023). **La persévérance des bacheliers multi-redoublants au Gabon. Analyse des covariances entre conditions de scolarisation et persistance ou régulation des difficultés** (Phdthesis, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-04861147>

La présente étude s'intéresse à la persévérance de lycéens multi-redoublants jusqu'à leur réussite au baccalauréat dans un contexte gabonais très spécifique. Il se caractérise en effet par des effectifs de classe pouvant avoisiner les 100 élèves dans l'enseignement public et des taux annuels de redoublements parmi les plus élevés au monde : plus de deux fois supérieurs à la moyenne africaine (proche de 15%). L'objectif principal de cette thèse est d'éclairer les conditions de scolarisation qui permettent aux élèves ayant connu des difficultés persistantes de les supporter sans renoncer et de progresser suffisamment pour obtenir les moyennes requises pour les passages en classe supérieure puis pour obtenir un baccalauréat général. A partir de récits de vie recueillis dans trois grandes universités de Libreville durant l'année universitaire 2020-2021, des études de cas tenant compte des récurrences et des liens de causes à effets ont été réalisées. Les résultats mettent en exergue diverses conditions de scolarisation des élèves, et notamment diverses possibilités de soutiens ou d'interactions stimulantes susceptible de favoriser plus

particulièrement leur persévérance ou des progrès plus ou moins nets et durables sur le plan de leurs apprentissages. Cette approche qualitative apporte donc un éclairage original dans un contexte particulier qui oblige à repenser la question du redoublement et de ses effets d'une manière plus nuancée. Certes le redoublement n'est pas une solution satisfaisante, mais dans un contexte scolaire gabonais où les élèves sont privés d'interactions pédagogiques favorisant le dépassement de leurs difficultés, les redoublements leur offrent un temps d'apprentissage supplémentaire, et pour certains une accélération de leurs progrès lorsqu'ils ont enfin accès à des possibilités d'interactions sociocognitives stimulantes.

McCoy, S., & Byrne, D. (2024). **Shadow Education Uptake in Ireland: Inequalities and Wellbeing in a High-Stakes Context.** *British Journal of Educational Studies*, 72(6), 693-719. <https://doi.org/10.1080/00071005.2024.2331476>

This paper assesses the role of shadow education (SE), i.e., organised learning activities outside formal schooling, in the lives of secondary school students of different social backgrounds and in different school settings, in a high-stakes context. It draws on multilevel analysis of longitudinal Growing Up in Ireland data, alongside narratives from in-depth case study research in 10 schools. Framed within a social reproduction approach, we show how access to SE as an educational resource is socially stratified, accessible to those with greater levels of family resources, and those attending schools with higher socio-economic student intakes. SE is viewed as an investment, particularly among students with average and above average levels of prior attainment, while high attaining students are less likely to use SE. Perhaps reflecting the normalisation of SE in the Irish context, students do not directly link engagement in such tuition to their socio-emotional wellbeing.

McCredie, K., Hokke, S., Leach, L. S., & Cooklin, A. R. (2025). **Longitudinal associations between parents' job characteristics, parenting, and adolescent academic outcomes.** *Family Relations*, 74(1), 197-214. <https://doi.org/10.1111/fare.13098>

Objective This study sought to understand the prospective relationship between parents' jobs, parenting, and adolescents' subsequent school performance. **Background** Recent research shows that parents' poor job quality and work-family conflict (WFC) are adversely associated with young people's mental health and socioemotional well-being, with much less known about impacts on adolescents' academic outcomes. **Method** We used data from a nationally representative Australian cohort study to test a longitudinal model linking parents' job characteristics, WFC, and parenting warmth and irritability in early high school, and adolescents' academic achievement in middle high school. Separate models were run for mothers (N = 2,676) and fathers (N = 2,615), and additional multigroup models examined differences between low-income and middle- and high-income parents. **Results** Findings suggest that parents' WFC increases parenting irritability, which in turn is adversely associated with academic outcomes, particularly for low-income mothers. Findings also showed that low-income fathers' WFC was directly associated with poorer academic outcomes. **Conclusion** Parents' WFC in early high school may affect adolescents' achievement in middle high school, with some risks compounded for low-income households. **Implications** This study is among the first to establish a relationship between parents' WFC and adolescents' academic performance and highlights the importance of parents' job resources in supporting adolescent academic outcomes.

McGivney, E. (2025). **Interactivity and identity impact learners' sense of agency in virtual reality field trips.** *British Journal of Educational Technology*, 56(1), 410-434. <https://doi.org/10.1111/bjet.13513>

Agency, or the capacity to take intentional actions, is considered one of the primary affordances of virtual reality (VR) for learning. VR is expected to increase learners' agency because it allows for full-body interactivity from a first-person perspective, giving them novel ways of interacting with the digital environment. Yet, agency in immersive learning has not been well-studied relative to other affordances like presence, and more evidence is needed to understand how varied media and designs heighten or diminish agency. This mixed-method study addressed this need by developing and validating measures of sense of agency with 30 high school students who used VR field trips in their engineering class over four lessons. By comparing immersive videos to video game-like interactive graphical environments, the study illustrates some of the complexities of agency in VR. The findings indicate agency is not a unidimensional construct nor is it equivalent to full-body interactivity in VR as learners felt some types of agency when using immersive videos. Furthermore, learners' identities moderated associations between the type of VR media and their sense of agency, and agency did not change over time as the novelty of VR waned. These results suggest VR designers should consider varied ways of interacting in VR that are beneficial for learning. They also support the use of immersive videos when the educator's goal is to increase agency over learning or focus, and provide measures and direction for future research to assess the relationship between varied types of agency, features of VR experiences and learning outcomes.

Practitioner notes What is already known about this topic Virtual reality (VR) can enhance learning by giving learners a strong sense of presence in the virtual environment and giving them agency over their learning through novel forms of interactivity. Many studies have looked at increasing the learner's presence in VR, but fewer have assessed learners' agency. Prior work found the impact of increased interactivity on learning was mixed: sometimes it increased learning outcomes and motivation, other times it did not. What this paper adds This study develops and validates measures of learners' sense of agency within VR learning environments. This study finds that more interactivity in VR increases how much agency learners feel over their actions but not necessarily their agency over learning and attention. This study also finds variation in students' experiences of agency based on their culturally defined sense of self-construal. Implications for practice and/or policy Practitioners interested in immersive learning technologies should consider the design of the media used rather than focusing only on the device's capability. Immersive videos may be effective tools for enhancing student agency, depending on the aims of the learning experience. Designers and educators should consider learners' identities such as self-construal, and understand student experiences may vary.

Meirieu, P. (2025). **Pourquoi il faut rompre avec l'idéologie du bien-être en éducation.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131op>

À partir des années 2000, la recherche en psychologie et la réflexion pédagogique s'emparent de la notion de bien-être. Le bien-être scolaire intègre alors, tout à la fois, la prévention en matière de santé, la construction de relations sociales empathiques, la lutte contre toutes les formes de violence, la mise en place d'un climat scolaire apaisé, etc. Pourtant et, malgré un consensus presque général, la question du bien-être reste, sans doute en raison de l'ambiguïté du terme et de la multiplicité des théories de référence explicites ou implicites, pédagogiquement problématique. Car, pour grandir, il faut en rabattre : les choses et les êtres ne se plient que rarement aux caprices et aux

désirs de celui qui vient au monde ; et l'entrée dans ce monde est, toujours et inévitablement, apprentissage de la frustration. Parce que les autres ont, bien souvent, d'autres choses à faire que de s'occuper de moi, je vais souffrir de leur absence. Parce qu'ils n'ont pas l'obligation de satisfaire toutes mes envies, je n'obtiendrai pas toujours d'eux ce que je veux. Parce qu'ils ne sont pas astreints à la réciprocité à mon égard, ils ne combleront pas systématiquement mon désir d'être aimé... Et, parce qu'on ne peut pas osciller éternellement entre la toute-puissance et le renoncement, parce qu'il faut, tout à la fois, éviter de se fracasser contre le réel et de s'anéantir dans le découragement, éduquer quelqu'un, c'est lui apprendre à faire avec la résistance des choses et des êtres. Ce texte propose une réflexion sur une pédagogie du bien-devenir, en tant qu'elle vise l'émancipation de l'enfant, et les raisons pour lesquelles elle ne peut s'inscrire dans le paradigme du « développement personnel ».

Mendador, A. M. G., & Baguio, J. B. (2024). **Educational Management Stratagems and Instructional Standpoints of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 411-418. <https://doi.org/10.9734/ajess/2024/v50i81539>

This study investigated the relationship between educational management strategies and instructional practices of teachers in public elementary schools in Mati District, Davao Oriental, Philippines. A correlational research design was employed to examine the data collected from 131 teachers through a quantitative survey. Mean, Pearson r, and regression analysis were utilized to analyze the data. Results indicated that both educational management strategies and instructional practices were moderately manifested among teachers. A significant positive relationship was found between these variables, with specific educational management domains significantly influencing instructional practices. Based on these findings, it is recommended that school administrators enhance their management strategies by addressing areas with lower manifestation levels. Furthermore, targeted professional development programs should be implemented to improve teachers' instructional capabilities.

Menu, I., Ji, L., Bhatia, T., Duffy, M., Hendrix, C. L., & Thomason, M. E. (2025). **Beyond average outcomes: A latent profile analysis of diverse developmental trajectories in preterm and early term-born children from the Adolescent Brain Cognitive Development study.** *Child Development*, 96(1), 36-54. <https://doi.org/10.1111/cdev.14143>

Preterm birth poses a major public health challenge, with significant and heterogeneous developmental impacts. Latent profile analysis was applied to the National Institutes of Health Toolbox performance of 1891 healthy prematurely born children from the Adolescent Brain and Cognitive Development study (970 boys, 921 girls; 10.00 ± 0.61 years; 1.3% Asian, 13.7% Black, 17.5% Hispanic, 57.0% White, 10.4% Other). Three distinct neurocognitive profiles emerged: consistently performing above the norm (19.7%), mixed scores (41.0%), and consistently performing below the norm (39.3%). These profiles were associated with lasting cognitive, neural, behavioral, and academic differences. These findings underscore the importance of recognizing diverse developmental trajectories in prematurely born children, advocating for personalized diagnosis and intervention to enhance care strategies and long-term outcomes for this heterogeneous population.

Merlin, F., & Robert, A. (2024). **Interrompre temporairement ses études : diversité des pratiques, des publics et effets sur l'insertion.** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur*

l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017 (p. 95-111). <https://doi.org/10.4000/12u2z>

Mertkan, S., & Gümüş, S. (2024). **Review of systematic reviews in educational leadership and management: Methods used, topics explored and geographies covered.** *Educational Management Administration & Leadership*, 17411432241291197. <https://doi.org/10.1177/17411432241291197>

Following the accumulation and diversification of the knowledge base in the field of educational leadership and management, we have witnessed a boom in systematic reviews of different types focusing on a diverse range of topics in specified geographical boundaries. This study aims to gain insight into the nature and composition of this fast-growing body of systematic reviews in educational leadership and management by examining the methods used, the topics explored and the geographies covered in these reviews through a three-dimensional conceptual model. We analysed 236 systematic reviews spread over 60 journals. Descriptive statistics of frequencies and percentages were used to identify trends. Findings suggest that the conceptual model presented provides important insights into the past, present and future of a knowledge base through its focus on the patterns of knowledge evident in systematic reviews. While affirming the widespread recognition of the value of systematic reviews in the field, the results reveal that systematic reviews have largely focused on a narrow range of topics, suggesting evidence available on many widely explored topics that still await to be synthesised. Reviews focusing on methodological issues have been particularly rare. It is also demonstrated that the field itself has attracted significant attention as a unit of analysis, indicating the interest in mapping the research landscape and understanding the dynamics of the field at global, regional and national levels. Based on these findings, potential gaps have been identified, and suggestions have been made for future directions.

Merveilleux, D. (2025, janvier 13). **Plongée dans les prépas étoilées, le graal des étudiants des classes scientifiques.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/13/plongee-dans-les-prepas-etoilees-le-graal-des-etudiants-des-classes-scientifiques_6495340_4401467.html

Dans les classes «étoilées», les meilleurs élèves visent les concours les plus sélectifs, comme ceux des ENS ou de Polytechnique. Reportage au lycée du Parc, à Lyon.

Miano, M. S. D., & Baguio, J. B. (2024). **Application of Curriculum Mapping in Relation to Classroom Learning Outcomes of Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 136-145. <https://doi.org/10.9734/ajess/2024/v50i111641>

This study was conducted to determine the relationship between the application of curriculum mapping and classroom learning outcomes of public elementary schools in South District of Governor Generoso, Division of Davao Oriental. This utilized the non-experimental quantitative research design employing correlational method. The respondents were composed of teachers using universal sampling. The statistical tools used were Mean, Pearson Product Moment Coefficient Correlation (Pearson r) and Regression Analysis. The application of curriculum mapping and classroom learning outcomes in public elementary schools is oftentimes manifested by the teachers. There is a significant relationship between application of curriculum mapping and classroom learning outcomes in public elementary schools. The domains of analysis on the application of curriculum mapping indicators significantly influence classroom learning

outcomes indicators. Thus, the application of curriculum mapping in relation to learning outcomes should be strengthened in school to help the teachers recognize the school vision, arm them with the motivation and tools to achieve it and compensate them appropriately for their efforts by being aware of teachers need and treating everyone fairly, to find that employees will be more motivated to do their work.

Michael-Luna, S. C., & Castner, D. J. (2025). **Rising Authoritarian Practice in Early Childhood Curriculum: A Case Study**. *Cultural Studies ↔ Critical Methodologies*, 25(1), 44-55. <https://doi.org/10.1177/15327086241271898>

Amid the ideological shift from democratic neoliberalism to authoritarian neoliberalism, spearheaded by right-wing Christian nationalists, early childhood educational policy has become a weapon in the “culture war” in many parts of the United States. Neoliberalism has outgrown the constraints of democracy and is being supplanted with nihilistic views on science and knowledge and leaning toward authoritarianism. This is evidenced in a tidal wave of local and state-based educational policy, which restricts individual freedom of expression and access to knowledge while sabotaging government accountability and transparency. However, a practical approach is to observe how local authoritarianism, within the bounds of a recognized democracy, is lacking. The recent surge of early childhood educational policy in right-wing (historically conservative) states in the United States creates an opportunity to understand what values, norms, and knowledge are reified or restricted in the policies that govern early childhood curriculum policy and curriculum. Using a critical discourse analysis in a case study methodology, we shed light on authoritarian practices in early childhood curriculum policy and practice in Florida during the 2021–2024 legislative sessions. The case study examines the implications of educational reform policies for early childhood social studies curriculum to address two questions: How are dominant discourses in early childhood curriculum in Florida changing to reflect a shifting regime of truth? How are authoritarian practices used in Florida’s early childhood education policy system of curriculum evaluation and selection restricting knowledge, limiting critique, and reducing meaningful accountability of government policymakers and technocrats to policy stakeholders, including children, teachers, and parents?

Michel, C. (2024). **Un modèle d'apprentissage réflexif pour «devenir soignant»**. *Éducation Permanente*, 241(4), 122-130. <https://doi.org/10.3917/edpe.241.0122>

Middleton, K. V., Omonkhodion, C. H., Amoateng, E. Y., Okam, L. O., Cardoza, D., & Oakley, A. (2024). **From Mandated to Test-Optional College Admissions Testing: Where Do We Go from Here?** *Educational Measurement: Issues and Practice*, 43(4), 33-37. <https://doi.org/10.1111/emip.12649>

Miflores, M. J. C., & Baguio, J. B. (2024). **Intellectual Inspirations and Productive School Culture of Language Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(12), 227-236. <https://doi.org/10.9734/ajess/2024/v50i121691>

This study aimed to determine the level of intellectual inspiration and the productive school culture among public elementary school teachers in the Marilog District, Division of Davao City, Philippines. The study highlights the educational context of the Marilog District, a geographically and socio-economically diverse area, addressing unique challenges such as limited resources and access to professional development opportunities while exploring avenues to enhance teacher innovation and school

culture. Employing a non-experimental quantitative research design, the study utilized the correlational method and included 133 public elementary school teachers selected through universal sampling. Data analysis methods encompassed mean, Pearson r , and regression analysis. The findings revealed that intellectual inspiration, in terms of novelty, creativity, critical thinking, and problem-solving, is oftentimes demonstrated among the teachers. Similarly, productive school culture, measured through areas like interactions, social skills, role modeling, rules, and positive reinforcement, is also oftentimes exhibited. A significant relationship was found between intellectual inspiration and productive school culture, with intellectual stimulation domains significantly influencing the latter. Practical implications include recommendations for school leaders to prioritize creating a stable and supportive environment that promotes collaboration and teacher interaction. Additionally, teachers may be encouraged to engage in continuous professional development, fostering creativity, critical thinking, and innovation to enrich the school culture and enhance student outcomes.

Milana, M. (2024). **Advocating for European education: An embedded case study of two Brussels-based non-governmental organisations.** *International Review of Education*, 70(6), 917-934. <https://doi.org/10.1007/s11159-024-10086-6>

Comprehending interest group politics is central to studying the European Union's (EU) policy shaping and decision-making, in education as in other policy areas. Yet the contribution of non-governmental organisations (NGOs) to EU policy shaping and decision-making in European education has been overlooked. Drawing on organisational studies, this article presents the results of an embedded case study of two Brussels-based NGOs, one representing a sectorial interest and the other a broader interest in education. The author examines their organisational features, funding sources, relations to EU institutions and the advocacy tools they use to strengthen civil society's voice at the European level. She argues that these NGOs act as agents in a double-loop transmission rather than simple transmission belts as depicted in the literature. She draws attention to their increased dependency on EU funds and constant need for alliances and coalition building as two aspects which may limit their freedom or increase internal competition in the future. Determining whether this reflects a more general trend in the advocacy work of Brussels-based NGOs will require expanding attention to other NGOs active in education and across sectors.

Miller, E. E. N., & Schugurensky, A. (2025). **Complicating the "Suburban Advantage": Examining Racial and Gender Inequality in Suburban and Urban School Settings.** *Sociology of Education*, 98(1), 3-26. <https://doi.org/10.1177/00380407241291997>

This article investigates the racial and gender dynamics of educational inequality in suburban public schools in the United States during an era of rapid demographic change. As suburban schools transition from predominantly White enclaves to more diverse settings, it is unclear to what extent the popular narrative of "suburban advantage" holds for newcomers. Using a longitudinal data set of majority non-White, lower-income students (the Future of Families and Child Wellbeing Study), we explore how these students fare compared to urban counterparts during this transformative period. Our findings suggest that suburban schools are higher resourced than their urban counterparts, yet there are minimal urban-suburban differences in educational outcomes after accounting for individual and family characteristics. Furthermore, we reveal disparities in urban-suburban differences by race and gender. Our research

challenges narratives that treat suburban institutions as monoliths and suggests the purported advantages of suburban schooling are not conferred uniformly to all students.

Miller, P. J., Sperry, D. E., & Sperry, L. L. (2024). **A deficit story in motion: How marginalized youngsters are defined out of the educational game before they enter school.** *Journal of Social Issues*, 80(4), 1218-1237. <https://doi.org/10.1111/josi.12647>

This paper offers a case study of the Life History of the Word Gap (WG) Story, the most prominent deficit discourse of the contemporary era. Mindful of mounting critiques of deficit thinking and informed by Bakhtinian theory, we seek to understand the Story's ascendance by interrogating its evolving historical context. Where did the Story begin, what fueled its circulation, what were its consequences, and how does it end? We found that implicit biases of class, race, and method converged with sociopolitical developments to create a thoroughly flawed but remarkably resilient WG Story. Heedless of history, structural inequalities, and contradictory evidence from other disciplines, the Story spread across American research, policy, and media, attaining the status of received wisdom and infiltrating schools. Ethnographic studies revealed that the Story stigmatizes poor youngsters, shapes teachers' and peers' perceptions, and creates discriminatory programs and practices. We conclude by addressing obstacles to imagining new stories.

Minault, B., Gallié, É.-P., Marcerou, P., Paitel, E., & Savina, M.-D. (2024). **La place des composantes dans l'université** [Report]. Consulté à l'adresse <https://www.education.gouv.fr/media/197530/download>

Les composantes, introduites dans le code de l'éducation avec la loi Savary en 1984, désignent les unités de formation et de recherche (UFR), les écoles et les instituts qui forment, avec les services, la base de l'organisation universitaire. Reflet de l'histoire singulière de l'université française, cette organisation a été profondément renouvelée sous l'effet des politiques publiques menées depuis les années 2000. Le rapport s'attache à décrire les différentes dynamiques qui affectent l'organisation universitaire, dont les ressorts peuvent être académiques ou managériaux. Renforcer l'implication de tous les acteurs universitaires dans la conception et la mise en œuvre d'un projet d'établissement apparaît ainsi essentiel. Le rapport propose quelques pistes de réflexion pour une meilleure association des composantes à la gouvernance des universités. Dans cette perspective, la mise en place d'un conseil exécutif de l'université, composé du président et des vice-présidents statutaires, du directeur général des services et des responsables de composante, pourrait faciliter le pilotage des établissements.

Ministère de l'Education Nationale, de l'Enseignement supérieur et de la Recherche. (2024). **L'insertion des jeunes après une formation en voie professionnelle.** Consulté 4 janvier 2025, à l'adresse Ministère de l'Education Nationale, de l'Enseignement supérieur et de la Recherche website: <https://www.education.gouv.fr/l-insertion-des-jeunes-apres-une-formation-en-voie-professionnelle-307956>

Le dispositif InserJeunes présente différents indicateurs pour toutes les formations professionnelles du CAP au BTS. Il a pour finalité de mieux informer les jeunes et fournir des outils de pilotage aux acteurs de la voie professionnelle.

Miranda, C. P. (2025). **Justice-oriented assessment in immigrant serving schools: a critical ethnographic case study of the elements of performance assessment.** *International*

Journal of Qualitative Studies in Education, 38(1), 162-179.
<https://doi.org/10.1080/09518398.2024.2365188>

This critical ethnographic case study explores the impact of Performance-Based Assessment Tasks (PBATs) on high school dynamics and instructional practices, particularly in schools serving immigrant communities. PBATs, considered alternatives to standardized testing, have shown promise in enhancing student engagement, critical thinking, and college readiness. Drawing on interviews and fieldwork at four International High Schools, the study investigates how PBAT adoption influences day-to-day operations, teacher-student interactions, and school culture. Results reveal that PBAT implementation requires early investment in skill development and mentorship, transforming educators into facilitators and students into active learners. Moreover, the oral presentation aspect fosters multilingual proficiency. Despite challenges, PBATs offer a pathway to equitable assessment practices and educational transformation. Framed within a justice-oriented framework, this research highlights the potential of PBATs to create inclusive and empowering learning environments for immigrant and marginalized students.

Miravete, S., & Tricot, A. (2024). **Are Some People Generally More Creative Than Others? A Systematic Review of Fifty Years' Research.** *Educational Psychology Review*, 36(4), 99.
<https://doi.org/10.1007/s10648-024-09926-6>

Many recent studies support the idea that creativity is partially or totally "domain-general." Certain individuals may exhibit greater creativity than the average, whatever the domain. More precisely, certain general factors (e.g., genetic factors, creative personality) could significantly impact creativity. This systematic review aims to evaluate this latter assertion. All empirical papers using at least two creative performance tasks in two domains were selected (n = 36). Results show that some participants succeed in creative tasks in several different domains, but only in experiments where specific prior knowledge is not controlled and tasks are artificial. Furthermore, certain studies conflate the function, which is domain-general, with its functioning, which may not necessarily be domain-general. For these reasons, the results appear less robust (no control for confounding factors) and less representative (creative tasks are not academically, socially, or professionally realistic). Therefore, it seems premature to recommend the integration of general creative skills into school or training programs, as well as the selection of students or employees with a presumed "creative profile."

Mizzi, A. (2025a, janvier 14). **Inscriptions post-bac : Parcoursup, l'orientation par algorithmes ?** Consulté 15 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/inscriptions-post-bac-parcoursup-orientation-par-algorithmes-246701>

Alors que s'ouvre la session 2025 de Parcoursup, retour sur quelques-unes des interrogations que soulève cette procédure – du rôle des algorithmes au principe de la sélection dans le supérieur.

Mizzi, A. (2025b, janvier 15). **Parcoursup, machine à produire de l'injustice.** Consulté 15 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/parcoursup-machine-a-produire-de-linjustice/00113728>

Malgré quelques améliorations, la longueur et l'opacité de la procédure d'orientation dans le supérieur continuent de susciter déceptions et incompréhensions, constate le sociologue Alban Mizzi.

Molénat, X. (2024, décembre 20). **Inégalités ethnoraciales: la couleur du salaire**. Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/inegalites-ethnoraciales-couleur-salaire/00113512>

A caractéristiques égales, les Français dont les parents sont originaires d'Afrique ou d'outre-mer subissent de fortes pénalités salariales par rapport aux enfants de natifs, montre l'étude de deux sociologues.

Molinari, G., Mamprin, C., & Poellhuber, B. (Éd.). (2024). **Bien-être et technologies numériques: quels enjeux pour l'apprentissage et l'enseignement au postsecondaire? (Numéro spécial)**. *Revue internationale des technologies en pédagogie universitaire*, 21(2). Consulté à l'adresse <https://www.ritpu.ca/ritpu/files/numeros/122/ritpu-v21n2.pdf>

Montes, N., & Osorio, L. (2024). **Panorama de la Educación Superior en Iberoamérica a través de los indicadores de la Red INDICES. Relevamiento 2023**. Consulté à l'adresse <https://oei.int/wp-content/uploads/2024/05/papeles-27-web.pdf>

Ce rapport présente les principaux indicateurs permettant de caractériser l'enseignement supérieur en Ibéro-Amérique - une région qui comprend l'Amérique latine et la péninsule ibérique - pour la période 2012-2021. Il présente 26 indicateurs organisés en huit axes ou dimensions de pertinence afin de décrire de manière synthétique l'état de l'enseignement supérieur : 1) Accès à l'enseignement supérieur ; 2) Investissement des pays dans l'enseignement supérieur ; 3) Dynamique et composition des effectifs ; 4) Évolution et composition des diplômés ; 5) Participation des femmes ; 6) Processus d'internationalisation ; 7) Personnel académique.

Montigny, B. de, & Brunet, M.-H. (2024). **Définir le concept de consentement en contexte éducatif: proposition à partir de la Toile de l'égalité**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dk>

Le mouvement #MeToo et ses suites ont contribué à multiplier les discussions entourant le concept de consentement et à mettre en lumière ses liens avec la prévention des violences sexuelles (Moyano et al., 2023). Toutefois, depuis déjà plusieurs décennies, le concept fait l'objet de discussions aux niveaux juridique, académique et populaire. Dans un premier temps, nous explorerons les différentes définitions théorisées à l'intérieur des champs de savoir juridique, philosophique et scolaire (Beres, 2014; Hickman & Muehlenhard, 1999; Hörnle, 1998; Hurd, 1996). Dans un deuxième temps, nous analyserons de quelle manière ces diverses conceptions influencent ou limitent la compréhension du consentement, notamment en lien avec la prévention des violences sexuelles (Hall, 2019; Schneider & Hirsch, 2018). Enfin, nous proposerons une définition propre à l'enseignement-apprentissage du concept de consentement en se basant sur la Toile de l'égalité proposée par Collet et al. (2024).

Morgan, M. J., & Osborn, D. S. (2025). **College Career Courses and Growth Toward Vocational Identity Achievement Status**. *Journal of Career Assessment*, 33(1), 73-91. <https://doi.org/10.1177/10690727241250352>

This study used a longitudinal quasi-experimental design to explore the intersection of self-regulated learning and career development, while validating a manualized college career course as an effective career intervention. A group of undergraduate students enrolled in a for-credit college career course was compared to students in the general

student body on measures of career exploration, career commitment, and commitment resistance to observe whether participation in the career course was associated with growth toward vocational identity achievement as observed by significant increases in both career exploration and career commitment and significant decreases in commitment resistance. Multilevel modeling revealed that the treatment group experienced significantly more growth toward vocational identity achievement compared to the control group. Additionally, career metacognitions were observed to differentially impact the effects of the career course on career exploration, career commitment, and commitment resistance.

Morin, V. (2025, janvier 7). **Enseignement des mathématiques : comment sortir la France de sa place de «lanterne rouge»**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2025/01/07/enseignement-des-mathematiques-comment-sortir-la-france-de-sa-place-de-lanterne-rouge_6486095_3224.html

L'explication des piètres performances hexagonales dans l'étude internationale de décembre 2024 est à chercher dans les dysfonctionnements du système scolaire.

Mougenot, L. (2024, décembre 17). **Réforme du brevet : « choc des savoirs » ou course à la performance scolaire ?** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/reforme-du-brevet-choc-des-savoirs-ou-course-a-la-performance-scolaire-245688>

La réforme du brevet est censée contribuer à un « choc des savoirs ». Mais rendre l'examen obligatoire pour accéder aux filières générales du lycée ne renforce-t-il pas la compétition ?

Moukaddam, D. (2024). **L'évaluation à visée émancipatrice de la compétence éthique dans la formation enseignante**. *e-JIREF*, 10(3), 5-26. <https://doi.org/10.48782/e-jiref-10-3-5>

Le projet mené vise à explorer Dans le cadre de la formation à l'éthique professionnelle au sein de la formation enseignante, la complexité de l'évaluation est telle qu'il est impossible de la limiter à une trajectoire complètement et préalablement définie. Comment évaluer la compétence éthique de façon à favoriser l'émancipation par la pensée, le positionnement et le dialogue ? la complexité du concept d'évaluation émancipatrice et à expliciter les postures des acteurs à l'aune des démarches entreprises et du dispositif établi. L'objectif est d'optimiser le positionnement de l'étudiant acteur et responsable en améliorant les dispositifs et les fonctionnements propices à l'instauration de l'évaluation émancipatrice de façon planifiée, conscientisée et évolutive. L'étude réflexive et exploratrice met l'accent sur les particularités d'un processus centré sur le développement de la personne comme fin en soi. Le positionnement de l'évaluateur et de l'évalué dans le processus ont complètement changé avec le passage d'un rapport passif à l'évaluation à un rapport de coconcepteur, d'une dynamique individuelle à une dynamique alliant des synergies intra et interpersonnelles, collectives entre pairs et collectives avec le formateur. L'explicitation et l'étude de la démarche entreprise nous ont permis d'étayer le concept de l'évaluation émancipatrice et de jaloner le parcours avec des balises plus élaborées. Le processus se détermine au rythme d'une communication réflexive, authentique, interactive et constructive, en faveur de l'émergence du sens et de l'inédit.

Mugat, O. V., & Baguio, J. B. (2024). **Workstation Collaboration and Classroom Culpability of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(7), 589-598. <https://doi.org/10.9734/ajess/2024/v50i71489>

This study was conducted to determine the relationship between workstation collaboration and classroom culpability of public elementary school teachers in Babak District, Island Garden City of Samal. The research employed a non-experimental quantitative research design utilizing the correlational method, with universal sampling. The respondents of the study were 131 public elementary school teachers who answered researchers-made questionnaires. The statistical tools used were the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. The results showed that workstation collaboration among public elementary school teachers is high and is oftentimes manifested by the students. Similarly, the classroom culpability of public elementary school teachers is high and is moderately demonstrated by the teachers. A significant relationship was found between workstation collaboration and classroom culpability of public elementary school teachers. Furthermore, the domains of workstation collaboration significantly influence the classroom culpability of teachers in public elementary schools. These results may serve as a basis for teachers to refine workstation collaboration and classroom culpability practices in public elementary schools. It is recommended that school teachers consider enhancing problem-solving processes related to workstation collaboration, potentially through a separate course, distinct curriculum, or integrated daily lesson plans.

Mukherjee, S., Joshi, R., & Thakur, D. (2025). **Examining the Preparedness for Achieving Goal 4 of the SDGs in India: A Case Study on School Governance vis-à-vis Outcome for Primary Schools in Rural Maharashtra**. *Management in Education*, 39(1), 32-48. <https://doi.org/10.1177/08920206211069731>

The study inspects the status of school governance and school outcome at primary school level and set up roadmap for all the stakeholders to achieve the mandate of Goal 4 in SDGs within 2030, especially in the context of rural India. The status of school governance and school outcome are assessed under 4 dimensions and 16 parameters through a survey of 21 rural primary schools from rural Maharashtra. Two different indices have been constructed for school outcomes and school governance using multi-stage principal component analysis. Public and private-aided schools are compared according to the degree of accountability and transparency. It has been realized that there is an absolute need for strong school governance at ground level which is very poor across public schools in rural India. The study followed the Worldwide Governance Indicators (WGI) project and ASER (2014) and considered these baselines to find the present status of school governance and school outcome for the present study.

Mulaimović, N., Richter, E., Lazarides, R., & Richter, D. (2025). **Comparing quality and engagement in face-to-face and online teacher professional development**. *British Journal of Educational Technology*, 56(1), 61-79. <https://doi.org/10.1111/bjet.13480>

In order for teachers to successfully gain new knowledge during professional development (PD), courses must be of high quality and stimulate active involvement from participants. More and more PD courses are taking place online, without clear evidence of whether face-to-face and online courses differ in terms of their quality or level of participants' engagement. The present study investigates differences between face-to-face and online PD with respect to certain quality characteristics: clarity and structure, cognitive activation, collaboration and practical relevance, as well as

participants' behavioural, cognitive and affective engagement. The study is based on 2210 teachers from Germany who participated in 1 of 137 face-to-face or 54 online PD courses. Although participants rated face-to-face and online courses very positively regarding all quality characteristics and engagement dimensions, they evaluated online courses slightly less favourably compared to face-to-face courses. Implications for practice and research are derived to help ensure high-quality PD offerings in the future. Practitioner notes What is already known about this topic Face-to-face and online PD have the potential to be similarly effective. PD quality and participants' engagement can be assumed to be predictors of PD effectiveness. PD quality contains clarity and structure, cognitive activation, collaboration and practical relevance. Engagement is a three-dimensional construct composed of behavioural, cognitive and affective components. What this paper adds PD quality was rated very positively for online and face-to-face courses. Participants rated the quality of online PD lower compared to face-to-face PD. Participants rated their engagement in online PD lower compared to face-to-face PD. Implications for practice and/or policy PD format should always be chosen with which a higher benefit can be achieved. Quality assurance should take place before PD is conducted.

Murali, R., Lallé, S., & Conati, C. (2024). **An Intelligent Pedagogical Agent for In-The-Wild Interaction in an Open-Ended Learning Environment for Computational Thinking.** *Proceedings of the ACM International Conference on Intelligent Virtual Agents*, 1-9. <https://doi.org/10.1145/3652988.3673948>

Adaptive support can help learners in Open-Ended Learning Environments (OELEs), where the free-form nature of the interaction can be confusing to students. In this paper, we design and evaluate an Intelligent Pedagogical Agent (IPA) for an OELE designed to foster Computational Thinking (CT). Specifically, we design help interventions for an in-the-wild scenario where students interact with the OELE in an unmonitored, self-directed manner. We build a student model by extracting meaningful student behaviors on real-world interaction data obtained during interaction in online classrooms and including expert insights. We show that these student models perform better than a baseline and have the potential for adaptive support in self-directed interaction with the OELE. We design an IPA with the help of teachers, leveraging the student behaviors extracted from data. Lastly, we get insights into the value of these help interventions by empirically evaluating the IPA in a formal user study. CCS CONCEPTS • Human-centered computing → User models; User studies; Field studies.

Murat, F. (2024). **L'insertion professionnelle des jeunes : Influence du parcours scolaire et des compétences générales.** *Éducation & formations*, 107(2), 69-90. <https://doi.org/10.3917/edfo.107.0069>

Musibau, H., Vespignani, J., & Yanotti, M. (2024, décembre 2). **Education Quality and Economic Growth: A New International Measure of Quality of Education.** Consulté à l'adresse

https://figshare.utas.edu.au/articles/preprint/Education_Quality_and_Economic_Growth_A_New_International_Measure_of_Quality_of_Education/27960393/2

This paper explores the impact of education quality on economic growth in 37 OECD countries. We developed a new dataset that combines mixed-frequency data, including low-frequency data (every three years) from the Programme for International Student Assessment (PISA) and annual data from the World Development Indicators (WDI),

covering the period from 2000 to 2018. Our study investigates the relationship between education quality and economic growth. We found that a 1% increase in educational quality contribute to an annual economic growth rate of 2.8%. This result is significantly higher than previous research, which, based on cross-sectional PISA data, reported growth rates ranging from 0.4% to 2.3%.

Mzidabi, J., Goudeau, S., Delès, R., Claes, N., Easterbrook, M. J., Alexopoulos, T., & Rouet, J.-F. (2024). **Unequal homework: The hidden forces of social class contexts and parental self-efficacy in shaping educational outcomes**. *Journal of Social Issues*, 80(4), 1315-1344. <https://doi.org/10.1111/josi.12656>

The Covid-19 outbreak forced families and teachers to use digital technology to support students to engage in distance learning at home. According to their social class, families' digital equipment, competences and uses vary markedly, which in turn, impacts children's academic achievement. Social class has also a great influence on cultural and parental practices at home, as well as on parental self-efficacy regarding supporting children's academic achievement. The present study investigated whether, within a single model, structural factors, including home environment, cultural capital, and digital capital, contribute both directly and indirectly (via parental self-efficacy) to the development of academic inequalities during homework. As predicted, analyses showed that families from working-class backgrounds are less equipped and feel less competent in digital technology as compared to families from middle- and upper-class backgrounds. Our findings also showed that families' social class is a significant predictor of cultural capital and parental self-efficacy which in turn contributes to educational inequalities in achievement. Future studies should delve deeper into the role of parental practices and their involvement, during homework, to educational inequalities.

Nadav, N., Benliel, P., & Schechter, C. (2025). **Principals' systems thinking and school effectiveness: The mediating role of collective teacher efficacy**. *Educational Management Administration & Leadership*, 53(1), 195-213. <https://doi.org/10.1177/17411432231152355>

Relying on the social cognitive theory, which postulates that human behaviour is due to social experiences and cognitive interpretation, the current study seeks to investigate the mediating role of collective teacher efficacy (CTE) in the relationship between principals' systems thinking (PST) and school effectiveness in terms of academic emphasis and student academic achievement after accounting for students' socioeconomic backgrounds. A three-source survey design with self-report and non-self-report data was used, from a sample of 423 participants from 71 elementary schools in Israel. The sample included school management team (SMT) members and teachers who were not SMT members. Data were aggregated at the school level of analysis. The results from structural equation modelling and bootstrapping analysis indicated that CTE partially mediates the relationship between PST and academic emphasis, irrespective of the students' socioeconomic backgrounds. Theoretical and practical implications are discussed.

Napoli, J. (2024). **Le rôle des directions d'établissement dans la mise en œuvre de la collaboration entre éducateurs/trices et enseignant-es dans l'enseignement prioritaire à Genève**. *L'éducation en débats: analyse comparée*, 14(2), 253-268. <https://doi.org/10.51186/journals/ed.2024.14-2.e1752>

This article analyzes the role of school principals in implementing collaboration between teachers and educators in the Priority Education Network (REP) schools in Geneva, Switzerland. Drawing on the sociology of organizations and the work of Mintzberg (2006), the study investigates the challenges of coordinating professionals with differing cultural backgrounds. The methodology is based on 35 semi-structured interviews with principals, teachers and educators in seven REP primary schools. The results show that collaboration is hampered by distinct professional cultures and that mediation by school principals is complicated by dual hierarchical systems. However, some headteachers succeed in establishing fruitful collaborations when they strengthen communication, clarify the roles and responsibilities of each, and promote a mutual understanding of objectives and working methods. In other words, principals who adopt a position of neutrality and effective mediation facilitate harmonious and effective collaboration between teachers and educators. Thus, applying Mintzberg's (2006) coordination mechanisms makes it possible not only to identify the challenges, but also to discern the conditions necessary for successful implementation of interprofessional collaboration in the Geneva REP.

Nasi, M. (2025, janvier 8). **La licence de psychologie aussi aimée que méconnue**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/08/la-licence-de-psychologie-aussi-aimee-que-meconnue_6487471_4401467.html
Plébiscitée sur Parcoursup, la discipline figure parmi les licences les plus attractives. Pourtant, les étudiants se méprennent souvent sur le contenu de la formation tout comme sur ses débouchés.

Näslund-Hadley, E., & Alonzo, H. (2024a). **Gender, Education, and Skills in Latin America: Evidence from the Regional Learning Assessment**. *IDB Publications*. <https://doi.org/10.18235/0013270>

Latin America has achieved considerable progress in expanding access to education, yet significant gender disparities persist in educational outcomes. These gaps are evident in enrollment, completion rates, and performance across key subjects such as mathematics, language, and science. This study explores the multifaceted drivers of these disparities, including societal norms, family expectations, and economic conditions that differentially impact boys and girls. Using data from the 2019 Regional Comparative and Explanatory Study (ERCE), the analysis highlights persistent gender-based achievement gaps across Latin American countries. Girls typically outperform boys in language and science, while boys excel in mathematics. However, these trends vary across demographic groups, with Indigenous students facing compounded barriers. Indigenous girls score lower in mathematics compared to Indigenous boys and non-Indigenous peers, while Indigenous boys underperform in language and science relative to their counterparts. The findings indicate that observable factors, such as access to resources, do not fully account for these disparities. Instead, societal expectations, parental perceptions, and cultural attitudes toward education emerge as critical drivers.

Näslund-Hadley, E., & Alonzo, H. (2024b). **Inequality, Education, and Skills in Latin America: Evidence from the Regional Learning Assessment**. *IDB Publications*. <https://doi.org/10.18235/0013269>

Educational inequality remains a critical challenge across Latin America, with significant learning gaps persisting, particularly among students from marginalized and impoverished communities. Stark inequities in access to quality education and its

academic benefits disproportionately affect disadvantaged students, perpetuating exclusion and segregation. This study leverages data from the 2019 Regional Comparative and Explanatory Study (ERCE 2019) to analyze educational outcomes, focusing on the challenges faced by students from low socioeconomic backgrounds and Indigenous communities. Findings reveal that the mathematics achievement gap between students of low and high socioeconomic status widens from third to sixth grade, with Brazil and Uruguay exhibiting the largest disparities. Similar gaps in language and science achievement are evident, particularly in Brazil, Colombia, Guatemala, Panama, Peru, and Uruguay. Indigenous students face additional systemic barriers, with Costa Rica and Panama showing the most pronounced disparities. Using the Oaxaca-Blinder Decomposition method, the study identifies that mathematics and language gaps between Indigenous and non-Indigenous students are partially explained by non-observable factors such as discrimination and bias.

Naud, S., Girardet, C., & Sander, E. (2024). **La comparaison analogique comme soutien au changement conceptuel sur l'évaluation.** *e-JIREF*, 10(3), 131-165. <https://doi.org/10.48782/e-jiref-10-3-131>

La conception intuitive de l'évaluation s'apparente à une pratique formelle, ponctuelle et instrumentée permettant d'attribuer une note. L'erreur serait donc à éviter car synonyme d'échec. Toutefois les recherches dans le champ s'inscrivent dans une perspective visant à dépasser cette approche «sanction» de l'évaluation et à faire prévaloir une évaluation comme soutien à l'apprentissage. Le paradigme de comparaison analogique, processus de comparaison guidée, est reconnu comme favorisant une meilleure compréhension des concepts et de leurs relations. Cet article est composé de deux études réalisées en Suisse romande avec des étudiants en formation à l'enseignement secondaire. La première explore leurs conceptions à propos de l'évaluation et de l'erreur. La seconde questionne les effets de la comparaison analogique de textes académiques (tâche contrôle) versus de textes métaphoriques (tâche expérimentale) sur le changement conceptuel des participants à propos de l'évaluation et de l'erreur. Les résultats, issus d'analyses qualitatives et quantitatives, confirment que l'évaluation est prioritairement conçue par analogie avec la mesure et que l'erreur est intuitivement perçue comme un échec. La deuxième étude met en évidence qu'une formation s'appuyant sur la comparaison analogique contribue à soutenir le changement conceptuel des participants. Les effets varient suivant la nature des textes support de la comparaison analogique mais tendent vers le développement d'une conception plus intégrative de l'évaluation. L'interrelation des concepts de l'évaluation et leur influence sur le changement conceptuel sont finalement discutées.

Nelson-Barber, S., Boxerman, J., Johnson, Z., Silberglitt, M., & Trumbull, E. (2024). **The culture factor: Paths to culturally relevant education for teachers and learning communities in the United States of America.** *International Review of Education*, 70(6), 1009-1042. <https://doi.org/10.1007/s11159-024-10076-8>

To increase the number of teachers of colour teaching science, technology, engineering and mathematics (STEM) in schools in the United States (US), teacher educators and preschool-to-higher education (P-20) teachers must engage with increasingly multicultural student populations through the practice of culturally relevant education (CRE). However, teacher strategies for CRE are not well described in the literature, and educators have few examples of what full implementation of CRE approaches can look like. For generations, Indigenous communities have applied culturally relevant education

as a means of nurturing their languages and cultural traditions among their youth. Unlike many conventional approaches to CRE, Indigenous approaches are well-developed, diverse and highly context-sensitive. They offer visible, vibrant examples of what effective culturally relevant education and teaching strategies can achieve. To build greater understanding of advances in the field of culturally relevant education, this article compares six pedagogic approaches under the CRE umbrella. The authors focus on content-first approaches to CRE as well as the more comprehensive context-first approaches that Indigenous communities have advanced in recent decades.

Nguyen, D., See, B. H., Brown, C., & Kokotsaki, D. (2024). **Leadership for teacher retention: exploring the evidence base on why and how to support teacher autonomy, development, and voice.** *Oxford Review of Education*, 0(0), 1-21. <https://doi.org/10.1080/03054985.2024.2432635>

Teacher retention has been a persistent challenge globally. School leadership plays a central role in retaining teachers. Drawing on a major review of 355 research outputs, this article develops and discusses an international empirical evidence base specifically on the potential effects and leadership practices of promoting teacher professional autonomy, development, and voice in relation to teacher retention. The evidence suggests that promotion of teacher autonomy, development and voice is likely to interactively enhance teacher well-being, commitment, and retention. It categorically highlights five domains of salient leadership practices to promote these teacher outcomes. The article discusses some gaps in the evidence base and proposes directions for future research to inform policy and practice on leadership for teacher retention.

Nguyen, Doroudi, & Epstein. (2025). **Optimal Academic Plan Derived from Articulation Agreements: A Preliminary Experiment on Human-Generated and (Hypothetical) Algorithm-Generated Academic Plans.** *Community College Journal of Research and Practice*, 49(1), 44-54. <https://doi.org/10.1080/10668926.2024.2395277>

Our preliminary experiment examined a potential pain point with ASSIST, California's database of articulation agreements. That pain point is cross-referencing multiple articulation agreements to manually develop an optimal academic plan. Optimal is defined as the minimal set of community college courses that satisfy all transfer requirements for the multiple universities a student is preparing to apply to. Accordingly, we designed a low-fidelity prototype that lists the minimal set of courses a hypothetical optimization algorithm would output based on selected articulation agreements. Twenty-four students were tasked with creating an optimal academic plan using either ASSIST (which requires manual optimization) or the optimization prototype (which already provides the minimal set of classes). Prototype users had less optimality mistakes, were faster, and provided higher usability ratings compared to ASSIST users. Going forward, future research needs to move beyond our proof of value of a hypothetical optimization algorithm and toward actually implementing an algorithm.

Nishen, A. K., Schieck, D., Heuer-Kinscher, M., & Kessels, U. (2024). **Begegnung mit ethnisch-kultureller Heterogenität im Klassenzimmer: Eine Interviewstudie zu Sorgen von Lehramtsstudierenden.** *Swiss Journal of Educational Research*, 46(3), 153-166. <https://doi.org/10.24452/sjer.46.3.2>

The assessment of concerns of pre-service teachers when encountering ethnic-cultural heterogeneity can indicate issues about which they are still uncertain and where they could be supported. Based on research on "teacher concerns", this interview study

examines for the first time whether pre-service teachers in Germany (n = 20) report concerns about encountering students whose background is different from their own. Using content analysis, concerns relating to oneself, interaction partners and environmental conditions (e.g., influence of own prejudice, acceptance of women as authority, understandability of the material) as well as reasons for non-existing concerns emerged. Limitations and implications are discussed.

Nordholm, D. E., Ritacco Real, M., & Bezzina, C. (2025). **Newly appointed principals' professional identity – insights from a Swedish perspective**. *Educational Management Administration & Leadership*, 53(1), 6-24. <https://doi.org/10.1177/17411432231151521>

The aim of the article is to explore newly appointed principals' professional identity formation in Sweden. By addressing five specific aspects of principals' professional identity, the article analyses how principals depict their 'knowledge', 'understandings', 'experiences and wisdom', 'values' and 'beliefs' in forming a professional identity. Another focus is on newly appointed principals' knowledge, understandings, experiences and wisdom, values and beliefs, given their biographical histories. The empirical analysis rests on a qualitative survey conducted with 87 principals who were about to begin the National Principal Training Programme that all newly appointed principals in Sweden have to follow. Theoretically, the analytical work rests on a biographical perspective on principals' professional identity. The main results show that the identity of newly appointed principals is diverse and also fragmented. Moreover, from a biographical point of view, there are facts prior to professional experience-knowledge that are significant in identity construction and that give meaning to an identity as school principals.

Norgren Hansson, M. (2025). **Conserving liberalism within values education**. *British Journal of Sociology of Education*, 46(1), 167-182. <https://doi.org/10.1080/01425692.2024.2433007>

This article underscores the importance of contextualization when analysing values education. The interplay between societal values and those imparted within an educational context significantly affect the interpretation and comprehension of values education. To address this concern, I strategically position sociologist Tiffany Mary Jones framework, 'The Four Orientations Framework,' within Swedish context. The critical examination of Jones' framework and subsequent applications, reveals that these approaches do not fully capture the complex relationship between societal values and values education. Thereafter, three constructive conclusions emerge in response to this initial critique. Firstly, an argument arises for untangling values from function during the analysis of values education. Second, the function of values education is determined by the relation between societal values and the values conveyed within education. Lastly, I emphasize the importance of recognizing and navigating dissonance within and between different value systems.

Normand, R. (2024). **Le leadership pour l'éducation du XXIe siècle**. Consulté à l'adresse <https://www.lulu.com/fr/shop/romuald-normand/le-leadership-pour-l%C3%A9ducation-du-xxie-si%C3%A8cle/ebook/product-849yyvj.html>

Ce livre est une synthèse d'articles publiés régulièrement depuis trois ans sur LinkedIn. A partir de la recherche européenne et internationale, il explore les réformes éducatives et les pratiques de leadership scolaire efficaces pour améliorer les résultats des élèves, notamment celles mises en œuvre dans les pays ayant obtenu de bons résultats depuis plusieurs années dans l'enquête PISA. Il met en avant l'importance des équipes de

direction dans la réussite scolaire et examine les stratégies basées sur des données probantes. Les réformes des programmes scolaires, l'utilisation des technologies numériques, et le regroupement par niveaux sont analysés, montrant des effets variés sur la réussite des élèves. Le livre souligne également l'importance de la sécurité à l'école, du port de l'uniforme, des devoirs, et de l'application prudente des neurosciences. Il examine différentes approches de leadership, comme le leadership transformationnel, pédagogique, distribué et systémique, et présente des études de cas internationales, notamment en Estonie, Finlande, Singapour et Ontario. L'auto-évaluation des établissements est mise en avant comme un outil clé pour l'amélioration continue, avec des exemples de succès en Nouvelle-Zélande et à Singapour. Le développement professionnel des enseignants est essentiel, avec des programmes de formation initiale rigoureux et des opportunités de formation continue. Enfin, le livre aborde l'importance de l'évaluation pour les apprentissages, des espaces d'apprentissage bien conçus, et de l'organisation du temps scolaire pour maximiser les possibilités d'apprentissage. En conclusion, il met en avant l'importance d'un leadership collaboratif, de l'utilisation efficace des données, de la formation rigoureuse des enseignants, et de l'autonomie des établissements pour améliorer les résultats scolaires et réduire les inégalités de réussite.

Norn, M. T., & Sigurdardottir, M. S. (2024). **How academic leaders respond to the growing importance of external research funding and what this means for universities.** *Tertiary Education and Management*, 30(3), 205-219. <https://doi.org/10.1007/s11233-024-09143-4>
Rising levels of external research funding represent not only an asset but also a challenge for universities. Academic leaders play a central role in managing the finances of their institutions, yet little is known about how they respond to the growing importance of external research funding. Through the lens of resource dependency theory, we argue that external funding can be seen as a critical resource for universities. In an interview-based study of academic leaders in Danish universities, we investigate how leaders respond to the uncertainties and constraints associated with their institutions' dependence on external funding. We find that increasing levels of external funding tie up a growing proportion of internal funding, constraining academic leaders' strategic options and challenging their ability to ensure continuity in research groups. Leaders respond by pursuing a variety of strategies, but many ultimately find themselves in a bind, caught between feeling a growing need to take actions to manage uncertainties and constraints resulting from rising levels of external funding on the one hand, and not wanting or daring to be seen as interfering with the autonomy of their high-performing researchers on the other. The risk, ultimately, is that external funding determines which research areas and talents are developed, and that all disposable internal funding in universities is tied up in externally funded activities.

Nunoo, J., Opoku, A., Coffie, M., Nsenkyire, E., & Mefful, J. (2024). **Cognitive and non-cognitive skills effect on labour market outcomes: a systematic review with implications for the African labour market.** *Cogent Education*, 11(1), 2434770. <https://doi.org/10.1080/2331186X.2024.2434770>

The persistent skills gap in Africa poses a significant barrier to both economic growth and individual career advancement. While cognitive skills (CS) are well-recognized for their crucial role in enhancing employability, non-cognitive skills (NCS) have received less attention, especially in African labour markets. This systematic review examines the combined impact of CS and NCS on labour market outcomes in Africa, offering

recommendations for aligning educational systems with labour market demands. Following PRISMA 2020 guidelines, the review incorporates 52 peer-reviewed studies published between 2014 and 2024, identified through the Scopus database. The findings highlight that both CS and NCS are crucial for success in Africa's labour market. While foundational cognitive skills, such as literacy and numeracy, remain essential, employers are placing growing importance on non-cognitive skills. NCS significantly enhance job performance, boost wages, and promote career advancement. Furthermore, targeted interventions in NCS development was found to be effective for women, reducing gender wage disparities. Additionally, a significant gap has emerged between the skills cultivated by educational systems and those sought by employers, highlighting the urgent need for reforms. This review offers a unique perspective on the combined effect of CS and NCS on labour market outcomes in Africa.

O'Brien, K. E., Mann, K. J., & Woody, B. A. (2025). **Mentor–Protégé Matching Regarding Communication Relates to Career Attitudes.** *Journal of Career Development*, 52(1), 3-20. <https://doi.org/10.1177/08948453241298651>

In this study, we investigate the role of matching communication (i.e., relational messages received) in mentoring outcomes (mentor and protégé career attitudes). Specifically, we used data from a sample of 145 matched mentor–protégé dyads in a response surface analysis to show that matched relational messaging generally relates to mentors (and less consistently, protégés) reporting enhanced career satisfaction and career commitment. Furthermore, our findings are consistent with previous research showing that when relational messages (i.e., intimacy) or self-disclosure are matched at high or low (i.e., more extreme) levels, the mentor and protégé have the best outcomes. Additionally, beneficial mentor outcomes were maximized when levels of seriousness were matched at a moderate level. These results suggest that both levels of relational messaging, as well as the degree to which mentors and protégé match on these constructs influences mentoring outcomes. Study limitations, future directions for research, and implications for career development are discussed.

Odle, T. K., Gottfried, M. A., Miller, T., & Andrews, R. J. (2025). **Who's matched up? Access to same-race instructors in higher education.** *Economics of Education Review*, 102619. <https://doi.org/10.1016/j.econedurev.2024.102619>

Despite consistent evidence on the benefits of same-race instructor matching in K-12 settings and developing work in higher education, research has yet to conceptualize and document the incidence of same-race matching. That is, even if same-race matching produces positive effects, how likely are racially minoritized students to ever experience an instructor of the same race? Using administrative data from Texas on the universe of community college students and instructors over seven years, we document the rate of same-race matching overall and across racial/ethnic groups, the courses in which students are more or less likely to match, and the types of instructors who most commonly serve as matches. We also leverage student fixed effects models to show descriptive differences in credit accumulation, course pass rates, and course grades between matched and unmatched students and courses. We show that experiencing a same-race match is correlated with meaningfully higher course grades, pass rates, and credit hour accumulation particularly among racially minoritized students. However, we also show that there is substantial variation in the incidence of same-race matching across racial groups. This investigation expands our understanding of the relationship between same-race matching and students' outcomes in college while also offering a

new framework for considering access to (or the “take-up” of) the benefits of same-race matching to guide future research and policy.

OECD. (2024). **An institutional capacity assessment of Latvia's education system** (p. 116). Consulté à l'adresse OCDE website: https://www.oecd.org/en/publications/an-institutional-capacity-assessment-of-latvia-s-education-system_40166c48-en.html

Latvia's Education Development Guidelines 2021-2027 set out the country's vision for a high-quality and inclusive education system. The Guidelines call for the efficient management and use of resources across all levels of the system. To help realise this objective and ultimately the country's education vision, the Ministry of Education and Science (MoES) of Latvia invited the OECD to undertake an institutional capacity assessment of its education system that focused on the following organisations: the MoES, four national level agencies and Latvia's municipalities. This policy perspective offers concrete recommendations for enhancing the capacity of these organisations for education quality monitoring and providing improvement support, aimed at improving teaching and student learning in all of Latvia's schools and education institutions. This report will be valuable not only for Latvia, but also to the many countries that are looking to strengthen the institutional capacity of their education systems.

OECD: Organisation for Economic Co-operation and Development. (2024). **Digital technologies in career guidance for youth: opportunities and challenges: opportunities and challenges**. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/12/digital-technologies-in-career-guidance-for-youth_dae0126a/c9ab23da-en.pdf

Les technologies numériques redéfinissent les pratiques d'orientation professionnelle des jeunes, en offrant des perspectives d'amélioration en termes d'accessibilité, d'efficacité et d'équité. Cependant, ces promesses ne peuvent être pleinement réalisées sans une analyse approfondie. Ce document explore trois questions clés : les usages actuels des outils numériques dans l'orientation scolaire, les opportunités qu'ils ouvrent et les points de vigilance pour leur mise en œuvre. Parmi les avantages, figurent une meilleure accessibilité et une personnalisation des parcours d'accompagnement. Toutefois, des défis persistent, notamment liés aux fractures numériques, à la protection des données personnelles et à la fiabilité des conseils délivrés par des outils automatisés. Les décideurs publics sont invités à conjuguer innovation et prudence afin de garantir que ces solutions servent efficacement les besoins des jeunes. [résumé MUSE]

Ogay, T., & Conus, X. (2024). **Développer la qualité de l'école, mais prudemment : le difficile exercice d'équilibrisme des cadres d'une administration scolaire**. *L'éducation en débats : analyse comparée*, 14(2), 234-252. <https://doi.org/10.51186/journals/ed.2024.14-2.e1751>

Quality development is an ambitious but necessary project for who runs an education system. While institutional texts claim to consider parents as partners, what place does the institution give them in such a process? An ethnographic study carried out within the school administration of the canton of Fribourg (Switzerland) shows the many pitfalls encountered by managers in implementing a quality policy: confronted on all sides, and first and foremost internally, with the diversity of views on what schools are and should be, managers proceed cautiously, seeking to allay the fears of professionals in the field, to convince rather than impose, in order to avoid resistance and conflicts that would call the process into question. Since the relationship between school and families is a major

source of tension within the teaching profession, the involvement of parents in the quality development process was seen as one threat too many, and parents were kept out of the process. Beyond the issue of school-family partnership, it is the possibility for managers to lead a policy that is implemented by all schools that is questioned.

Okiri, P. O., & Hercz, M. (2025). **The tenets of distributed pedagogical leadership in educational contexts—A systematic literature review on perception and practice.** *Educational Management Administration & Leadership*, 53(1), 47-64. <https://doi.org/10.1177/17411432231154444>

The concept of distributed pedagogical leadership (DPL) practice in education is advanced as an acceptable element in enhancing the quality of pedagogical improvement and the academic achievement of learners across educational contexts. This concept is conceived as a leadership style, where stakeholders are formally and informally involved in the leadership process. The interdependence of stakeholders in the enactment of this concept is underpinned by the five dimensions of DPL, namely: enhancing shared consciousness of visions, and strategies between stakeholders; distributing responsibilities for pedagogical leadership; distributing and clarifying power relationship between the stakeholders; distributing the enactment of pedagogical improvement within centers; and developing a strategy for DPL. This study employed a systematic literature review that mapped relevant literature to the topic. The database of sources consists of 10 articles on DPL published in the English language and in high-ranking journals between January 2010 and December 2021. The review highlights empirical and theoretical-conceptual contributions to the literature on DPL including the methodologies used in the studies. The study extensively expounds on the underpinning theoretical and conceptual frameworks to elucidate this concept. The result implies the need to promote the culture of DPL in all learning levels and spheres of education.

Ortube, A. F., Panadero, E., & Dignath, C. (2024). **Self-Regulated Learning Interventions for Pre-service Teachers: a Systematic Review.** *Educational Psychology Review*, 36(4), 113. <https://doi.org/10.1007/s10648-024-09919-5>

Self-regulated learning (SRL) is a key competence for pre-service teachers to develop, both for their own activities as learners and for their future activities as teachers. Therefore, it is crucial to understand how pre-service teachers can be supported in acquiring SRL competence in their initial training. To reach this aim, we conducted a systematic review of SRL interventions for pre-service teachers. Sixty-six intervention studies fulfilled the inclusion criteria. We explored three aspects of those SRL interventions, and how they moderate the interventions' effectiveness: (1) the theoretical and practical underpinnings of SRL, (2) whether the intervention aimed to promote SRL learning and/or teaching of SRL, and (3) the intervention's pedagogical characteristics and content related to the SRL professional competences. We found that the most effective SRL interventions (1) focused the training on one or two SRL areas (especially cognition and metacognition); (2) when targeted both, SRL learning and teaching of SRL, pre-service teachers' SRL skills improved as well as their pedagogical skills; and (3) addressed direct and implicit SRL instruction, inside which self-assessment of learning and teaching practices appear as an effective pedagogical method. We derive implications from our findings for designing effective SRL interventions for prospective teachers.

Osman, A., Lund, A., & Lund, S. (2025). **From segregation to non-incorporation: a study of a failed school desegregation process in Sweden.** *British Journal of Sociology of Education*, 46(1), 113-131. <https://doi.org/10.1080/01425692.2024.2428680>

The present paper delves into how symbolic boundaries in a school that is undergoing a desegregation process come to shape social boundaries of 'we-ness' and 'otherness'. The theoretical framework of the study starts from an interest in analysing whether symbolic and social boundaries emerge in new encounters during a desegregation process and whether this may produce different modes of incorporation. Peer interactions and schoolwork were observed and interviews with school staff were conducted to investigate school desegregation implementation in a large Swedish town. The town we investigated has formulated a desegregation policy that, over time, has not resulted in desegregation in practice. The results highlight that schools without a coherent pedagogy, idea, or practice for social inclusion face challenges. These challenges, in turn, promote internal micro-segregation and non-incorporation of minority students, despite intentions to promote inclusion.

Outhwaite, L. A., Aunio, P., Leung, J. K. Y., & Van Herwegen, J. (2024). **Measuring Mathematical Skills in Early Childhood: a Systematic Review of the Psychometric Properties of Early Maths Assessments and Screeners.** *Educational Psychology Review*, 36(4), 110. <https://doi.org/10.1007/s10648-024-09950-6>

Successful early mathematical development is vital to children's later education, employment, and wellbeing outcomes. However, established measurement tools are infrequently used to (i) assess children's mathematical skills and (ii) identify children with or at-risk of mathematical learning difficulties. In response, this pre-registered systematic review aimed to provide an overview of measurement tools that have been evaluated for their psychometric properties for measuring the mathematical skills of children aged 0–8 years. The reliability and validity evidence reported for the identified measurement tools were then synthesised, including in relation to common acceptability thresholds. Overall, 41 mathematical assessments and 25 screeners were identified. Our study revealed five main findings. Firstly, most measurement tools were categorised as child-direct measures delivered individually with a trained assessor in a paper-based format. Secondly, the majority of the identified measurement tools have not been evaluated for aspects of reliability and validity most relevant to education measures, and only 15 measurement tools met the common acceptability thresholds for more than two areas of psychometric evidence. Thirdly, only four screeners demonstrated an acceptable ability to distinguish between typically developing children and those with or at-risk of mathematical learning difficulties. Fourthly, only one mathematical assessment and one screener met the common acceptability threshold for predictive validity. Finally, only 11 mathematical assessments and one screener were found to concurrently align with other validated measurement tools. Building on this current evidence and improving measurement quality is vital for raising methodological standards in mathematical learning and development research.

Paananen, M., & Grieshaber, S. (2025). **Slow violence in the micro-regimes of early childhood education.** *British Journal of Sociology of Education*, 46(1), 151-166. <https://doi.org/10.1080/01425692.2024.2431285>

This paper examines inequality among children, demonstrating its gradual emergence within the folds of daily routines in early childhood education (ECE). Employing Rob Nixon's (2011) concept of slow violence, our focus is on the cumulative impact of

practices involving exclusion. Synthesizing Nixon's framework with Deleuze (1994) and Guattari's (2000) work, we introduce the concept of micro-regimes in ECE. This approach allows us to comprehend how the intricate interplay of human and non-human elements, spanning various scales, contributes to exclusion and the unfolding of slow violence. We present an ethnographic case study detailing the unintended excluding practices that Azeeb, aged two, faces within a nursery room at a long day care centre in Australia. The results unveil a series of systematic exclusionary acts and illuminate the disjunction between normative pedagogical practices and the material realities of the nursery room, leading to an asynchronous rhythm between the paces of the toddler room and Azeeb. This misalignment gives rise to a series of cumulative exclusionary acts, epitomizing the concept of slow violence as it works at the site of a child.

Pacino, M. B., & Baguio, J. B. (2024). **Organizational Behavior and Workplace Environment of Technology and Livelihood Education (TLE) Teachers in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 349-356. <https://doi.org/10.9734/ajess/2024/v50i111659>

This study examined the relationship between organizational behavior and the workplace environment of Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. A descriptive-correlational research design was used, with 132 TLE teachers participating in the study and assessing their organizational behavior and workplace environment via a standardized questionnaire. Universal sampling ensured full participation from the population. Data were analyzed using mean scores and Pearson's product-moment correlation (Pearson r). The findings revealed high levels of organizational behavior across four dimensions—autocratic, collegial, custodial, and supportive—and high ratings for the workplace environment, including induction, appraisal, promotion, staff development, and grievance procedures. However, no significant relationship was found between the levels of organizational behavior and the workplace environment. These results suggest that other factors may influence teacher effectiveness and job satisfaction. The study recommends continued efforts to foster harmonious working relationships among teachers and to prioritize improvements in the workplace environment to enhance teacher motivation and capacity to equip students with practical vocational skills. Future research could explore additional variables influencing TLE teachers' performance and well-being.

Papadopoulou, M. (2024, décembre 15). **Formation à distance : comment accompagner les apprenants qu'on ne rencontre pas ?** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/formation-a-distance-comment-accompagner-les-apprenants-quon-ne-rencontre-pas-241999>

Une formation ne se limite pas à la transmission de connaissances, elle suppose aussi un partage d'expériences. Mais comment réaliser cet accompagnement quand un cursus se déroule à distance ?

Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017. (2024). In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017*. Consulté à l'adresse <https://books.openedition.org/cereq/5636>

En 2020, dans le cadre des enquêtes Génération, le Céreq a interrogé un échantillon représentatif des 746 000 jeunes qui ont quitté pour la première fois le système éducatif en 2017 à tous les niveaux de formation. La disponibilité de ces données a été l'occasion de mettre en place un groupe d'exploitation qui a réuni des chargé·es d'études du Céreq et de ses centres associés régionaux ainsi que des chercheurs et chercheuses d'autres organismes. Les différentes études ont abouti à des contributions originales sur des problématiques en lien avec les objets d'études et de recherches du Céreq. In fine, trois thématiques ont émergé de ces travaux et ont donné lieu à trois ouvrages. Ce tome traite des événements et spécificités du parcours scolaire et leurs effets sur l'insertion.

Park, J., Rose, J., McKeown, S., & Washbrook, E. (2024). **Occupational aspirations and academic achievement: Rethinking the direction of effects and the role of socioeconomic status in middle childhood and adolescence.** *Journal of Social Issues*, 80(4), 1408-1432. <https://doi.org/10.1111/josi.12655>

Research into the relation between occupational aspirations and academic achievement has substantially grown. What remains unclear, however, is whether and how this relation, including the direction of effects, (1) unfolds dynamically in middle childhood and adolescence and (2) varies by socioeconomic status (SES). The present study aimed to address this, using the contemporary and nationally representative data from England through the UK's Millennium Cohort Study (Analytic N = 5517) and applying random intercept cross-lagged panel modelling. Results showed that achievement unidirectionally and positively predicted aspirations in middle childhood. Achievement and aspirations predicted each other cyclically in adolescence, although their magnitudes varied. Moderation analysis demonstrated that this cyclical relation in adolescence was only significant amongst high and medium SES groups. For the low SES group, aspirations did not significantly predict achievement at any age point, despite relatively high aspirations. We discuss theoretical and practical implications, especially the differential effect of occupational aspirations in driving academic outcomes by SES.

Pasquier, G. (2024). **Entretien avec Murielle Gerin à propos de son ouvrage Concrétiser l'égalité des sexes : écrire ensemble au CP. Dialogues didactiques.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131di>

Dans son ouvrage, *Concrétiser l'égalité des sexes : écrire ensemble au CP. Dialogues didactiques*, Murielle Gerin prend le parti de s'interroger sur ce que signifie éduquer à l'égalité des sexes à travers la mise en œuvre d'une ingénierie didactique de co-écriture fille-garçon en classe de Cours Préparatoire. Chaque étape de son livre permet de mesurer que l'égalité n'est pas un « donné » des situations de classe, qu'elle ne saurait jamais aller de soi ou se limiter à des intentions, mais qu'elle est à conquérir par une investigation rigoureuse de ce qui se passe réellement entre les élèves, entre les élèves et l'enseignant·e, au cœur même des situations d'enseignement/apprentissage. Dans l'entretien qui suit, l'autrice partage avec Gaël Pasquier les idées fortes de sa recherche.

Passaretta, G., & Skopek, J. (2025). **The Role of Schooling in Equalizing Achievement Disparity by Migrant Background.** *Sociology of Education*, 98(1), 62-85. <https://doi.org/10.1177/00380407241293692>

Does schooling equalize achievement disparities among students with and without a migrant background? This question remains largely unanswered in sociology. We hypothesized that children of migrants would benefit more from schooling, thereby making schools engines of educational integration. Our study tests this hypothesis in the

context of German primary schooling using data from the National Educational Panel Study. We compared the achievements of students from native families and those with Western, non-Western (including Turkey), and former Soviet Union migrant backgrounds. Using the differential exposure approach, we decomposed learning into two causally distinct components: learning due to school exposure and learning due to being older at the time of testing. Our findings do not support the notion that schooling equalizes migrant–native achievement gaps. Instead, our results suggest that school exposure may widen the gap between the two largest groups of migrants in Germany, with students from the former Soviet Union disproportionately benefiting from school compared to other non-Western students. We conclude that German primary schools are not functioning as engines of educational integration because schooling does not reduce the migrant–native achievement gap and migrant groups with the greatest educational disadvantage benefit the least from schooling.

Pastore, S. (2024). **Institutionalising formative assessment through school reform: when educational policy and teacher education are misaligned.** *Cogent Education*, 11(1), 2428075. <https://doi.org/10.1080/2331186X.2024.2428075>

The interest in formative assessment, which is highly valued in current conceptualisations of teacher assessment literacy, has led to a renewed focus on initial teacher education (ITE) programmes, as well as on the assessment education domain. The conceptual understanding of the theory and practice of formative assessment has been long advocated by scholars. However, most of the research conducted over the years has primarily focused on the effectiveness of pre-service courses in promoting teacher assessment literacy, while the assessment content and pedagogies provided to teacher students have received limited attention. Given the emphasis on formative assessment, recently introduced as a compulsory practice in the Italian school system, this study offers a first scan of educational assessment courses provided by the national (ITE) programmes. Using nationwide data from 74 syllabi of educational assessment courses, a content analysis has been performed to detect if, and to what extent, ITE programmes have been revised to reflect the new formative assessment demands. More specifically, the analysis determined the existence and frequency of formative assessment content. Findings indicate a limited presence of formative assessment (theory and practice) elements across the selected syllabi. Implications and future directions for educational practice, research, and policy are finally discussed.

Péoc'h, N. (2024). **Le sens du changement: L'expérimentation de la formation « cadre de santé ».** *Éducation Permanente*, 241(4), 80-90. <https://doi.org/10.3917/edpe.241.0080>

Pérez-Navarro, J., & Lallier, M. (2025). **The contribution of the amount of linguistic exposure to bilingual language development: Longitudinal evidence from preschool years.** *Child Development*, 96(1), 176-191. <https://doi.org/10.1111/cdev.14164>

This study examined the influence of linguistic input on the development of productive and receptive skills across three fundamental language domains: lexico-semantics, syntax, and phonology. Seventy-one (35 female) Basque-Spanish bilingual children were assessed at three time points (Fall 2018, Summer 2019, Winter 2021), between 4 and 6 years of age, by specifically examining language knowledge and spontaneous language use in each language. A direct impact of the amount of linguistic exposure on the longitudinal growth of lexico-semantic and syntactic abilities was observed in both languages. While phonological skills were not directly influenced by exposure, they were more proficient in the more exposed language. The use of lexically diverse and

syntactically rich utterances developed relatively later than language knowledge, both supported by the amount of linguistic exposure.

Perraud, C. (2025). **Mal-vivre et savoirs : réflexion sur la forme scolaire**. *Recherches en éducation*, (57). <https://doi.org/10.4000/131ou>

En France, une des ambitions de l'école est « de ne laisser aucun élève au bord du chemin » (Circulaire n° 2019-088 du 5-6-2019) et notamment les élèves dits à besoins éducatifs particuliers (BEP). Cette reconnaissance produit in fine une perception de l'élève au prisme de ses besoins en tant que manques. Aussi, comment un élève reconnu institutionnellement troublé, malade ou handicapé, peut-il se sentir capable ? Quelle réalité l'école lui offre-t-elle ? Dans un établissement et service d'aide par le travail (ESAT) du secteur médico-social, un collectif de professionnels et une chercheuse, organisé en une ingénierie coopérative a enquêté afin de permettre à des travailleurs (des adultes en situation de handicap), d'agir plus adéquatement dans les ateliers de l'ESAT. Plus précisément, dans cet article, nous focalisons sur une des enquêtes collectives qui a conduit à proposer à Walter, travailleur non lecteur de 23 ans, un système étiquette-ardoise utilisant l'écrit, pour soutenir son activité dans l'atelier restauration de l'ESAT. Au sein de la théorie de l'action conjointe en didactique (TACD), l'analyse de cet exemple nous montre quelques pistes possibles pour l'école, invitant à la prise en compte de la personne-élève, non pas à partir de l'écart à la norme mais dans la mise en œuvre de dispositifs spécifiques, des situations d'enseignement-apprentissage pour favoriser un mieux-vivre pour les professeurs et les élèves.

Person, J., Vidal-Gomel, C., & Cottier, P. (2024). **Les Learning Analytics : trop d'analytics pas assez de learning ?** *Les notes du CREN*, (35), 1-7. Consulté à l'adresse <https://cren.univ-nantes.fr/n35-les-learning-analytics-trop-danalytics-pas-assez-de-learning>

La numérisation massive des systèmes éducatifs a ouvert le champ au début des années 2010 à une nouvelle discipline : les Learning Analytics. Cet ensemble de techniques, basé sur l'exploitation des traces informatiques d'apprentissage prétend améliorer l'enseignement et l'apprentissage et les environnements dans lesquels ils se déroulent. Quels sont les apports de ces techniques pour l'éducation et ses acteurs, quelles en sont les limites ? Pour tenter de répondre à ces questions, nous avons mené une revue de littérature couvrant la période 2011-2023.

Peterson, G. W., Osborn, D. S., Bullock-Yowell, E., & Hayden, S. C. W. (2025). **Reaching Further Into a Theory of Career Problem-Solving and Decision-Making**. *Journal of Career Development*, 52(1), 57-74. <https://doi.org/10.1177/08948453241299349>

This work presents an advancement in a theory of career problem-solving and decision-making, namely, Cognitive Information Processing (CIP). New conceptualizations of the Pyramid of Information Processing domains and CASVE Cycle are defined and discussed. Developmental aspects, internal aspects and external pressures of the career decision context, and the role of self-regulated learning are presented with implications for career counseling in fostering transferable career problem-solving and decision-making skills. The metacognitive aspect of CIP has been expanded to discuss the implications of new considerations of beliefs, experiences, and knowledge in reflecting on the career decision-making process. Suggestions for further avenues of research are proposed based on theoretical modifications presented.

Petruzziello, G., Chiesa, R., Guglielmi, D., van der Heijden, B. I. J. M., de Jong, J. P., & Mariani, M. G. (2025). **Self-Perceived Employability and Psychological Well-Being Among Italian Students and Graduates: A Three-Wave Cross-Lagged Study.** *Journal of Career Development*, 52(1), 21-40. <https://doi.org/10.1177/08948453241296805>

This study investigated the reciprocal relationship between self-perceived employability (SPE) and psychological well-being (PWB), a connection previously suggested by theory but not yet explored empirically in early career research. Drawing from the Conservation of Resources theory, we analysed the reciprocal effects between SPE and PWB. Using data collected from 376 Italian university students and graduates, we tested the hypotheses with the random intercept cross-lagged panel model (RI-CLPM) to analyse the SPE-PWB reciprocal linkage at both the between-person and within-person levels. While we observed a reciprocal SPE-PWB association across three waves at the between-person level, we obtained mixed findings at the within-person level. This study is the first to test the reciprocal associations between SPE and PWB among labour market entrants adopting a within-person approach. The findings offer new empirical insights into SPE during early career stages, with implications for both future research and practical applications.

Pi, Z., Huang, X., Wen, Y., Wang, Q., Zhao, X., & Li, X. (2025). **Happy facial expressions and mouse pointing enhance EFL vocabulary learning from instructional videos.** *British Journal of Educational Technology*, 56(1), 388-409. <https://doi.org/10.1111/bjet.13515>

Given their easy accessibility and dual-channel model of content presentation, instructional videos have become a favoured tool for EFL vocabulary learning tool among many students. Teachers often use various nonverbal behaviours to elicit social reactions and guide learners' attention in instructional videos. The current study conducted three eye-tracking experiments to examine the circumstances under which a teacher's happy facial expressions are beneficial in instructional videos, with or without pointing gestures and mouse pointing. Experiments 1 and 2 demonstrated that the combination of happy facial expressions and pointing gestures attracted learners' attention to the teacher and hindered students' learning performance, regardless of the complexity of slides. Experiment 3 showed that in instructional videos with complex slides, using happy facial expressions along with mouse pointing can enhance students' learning performance. Teachers are advised to show happy facial expressions and avoid using pointing gestures when designing instructional videos. Practitioner notes What is already known about this topic Given easy accessibility and dual-channel model of content presentation, instructional videos have become a favoured tool for EFL vocabulary learning. When teachers record instructional videos while standing alongside slides, they often use nonverbal cues to support their speech. Teachers' social and attentional cues interactively influence students' learning processes and performance. What this paper adds A teacher's happy facial expressions evoke more positive emotions and greater motivation in learners compared to bored expressions. A teacher's pointing gestures, when combined with happy facial expressions, divert students' attention away from slides and towards the teacher. A teacher's happy facial expressions enhance students' learning performance when no pointing gestures are used in videos with simple slides. Implications for practice/policy Teachers are advised to display happy facial expressions and avoid using pointing gestures in instructional videos, regardless of the complexity of the slides. Practitioners should consider how to incorporate teachers' facial expressions pointing gestures and mouse pointing effectively.

Pinzón, J. H., Sanchez, G. M., de Lara Machado, W., & de Oliveira, M. Z. (2024). **Relationships between postgraduate student mental health and the resources and demands inherent to academic work.** *Tertiary Education and Management*, 30(3), 165-185. <https://doi.org/10.1007/s11233-024-09141-6>

The ability to manage demands and resources particular to the postgraduate experience influences both the individual's performance and mental health, and, when it is limited or absent, might lead to extreme situations, such as suicide attempts. The present study sought support on the job demands-resources to explain the relationship between suicidal attempts, depression, anxiety and stress symptoms, job characteristics, work overload, success perception, family-work enrichment, demographic and study environment variables among postgraduate students. A total of 1.619 master and doctoral students, aged between 20 and 58 years ($M = 29.7$, $SD = 5.8$), answered an online survey. Descriptive data analyses evidenced that 85.1% of the sample affirmed that productivity levels affect their mental health, and 9.2% attempted suicide (38.9% after postgraduation initiation). Regression analyses predicted the variation in the levels of a combined index of depression, anxiety, and stress symptoms (DASS) in 30% ($F(7, 1406) = 86.6$ $p > 0.001$). The network analysis indicated positive relationships between work context and overload; academic success contribute to achieving personal and career goals (Meta) and family-work enrichment; productivity levels and DASS, and this with suicide attempt. Negative associations emerged between productivity levels and student-advisor relationship, and this with work context. These findings point to individual and contextual variables that can lead to mental illness and suicide risk in postgraduate students.

PME: Partenariat mondial pour l'éducation. (2024). **Rapport sur les résultats 2024.** Consulté à l'adresse https://assets.globalpartnership.org/s3fs-public/document/file/2024-gpe-rapport-sur-les-resultats.pdf?VersionId=Zp5e1C0wkDikpa2_50P1ZpPlsc.K2lxH

Face aux enjeux mondiaux (conflits, catastrophes climatiques, augmentation du nombre de personnes déplacées), des systèmes éducatifs nationaux résilients sont essentiels. Le rapport présente les progrès réalisés dans l'atteinte des objectifs de la stratégie du GPE 2025 « Produire rapidement des résultats en matière d'accès, d'apprentissage et d'égalité des genres dans le secteur de l'éducation grâce à des systèmes éducatifs équitables, inclusifs et résilients, conçus pour le 21^e siècle ». Il met en avant les faits saillants - nombre record de financements approuvés et de bénéficiaires, priorité à l'égalité des genres et à la qualité des apprentissages, tirer parti des partenariats pour répondre aux ambitions des pays - puis s'intéresse aux progrès réalisés, à la contribution du GPE aux réformes des systèmes pour une éducation de qualité pour tous et à l'évaluation de la qualité des apprentissages.

PME : Partenariat mondial pour l'éducation & IDRC-CRDI : Centre de recherches pour le développement international. (2024). **Education options for out-of school children and those at risk of dropping out: a research synthesis.** Consulté à l'adresse https://www.gpekix.org/sites/default/files/2024-11/KIX%20OOSCY%20Synthesis%20Report%20Final_0.pdf

Entre 2021 et 2024, le programme GPE KIX, en collaboration avec le CRDI au Canada, a mené quatre projets de recherche dans 15 pays pour améliorer l'accès à une éducation de qualité pour les enfants et jeunes non scolarisés ou à risque de décrochage. Ces projets ont exploré des modèles éducatifs novateurs tels que des programmes

d'éducation accélérée et des classes passerelles en Afrique (Ghana, Nigeria, Sierra Leone, Mali, etc.) et en Asie (Bangladesh, Bhoutan, Népal). Plus de 30 initiatives ont été évaluées avec la participation des acteurs clés, offrant des leçons sur les approches efficaces et leur mise à l'échelle. Ce rapport synthétise les résultats, enrichissant les débats éducatifs régionaux et mondiaux.

Poletti, C., Krenger, M., Létang, M., Hennequin, B., & Thevenot, C. (2025). **Finger counting training enhances addition performance in kindergarteners.** *Child Development*, 96(1), 251-268. <https://doi.org/10.1111/cdev.14146>

Our study on 328 five- to six-year-old kindergarteners (mainly White European living in France, 152 girls) shows that children who do not count on their fingers and undergo finger counting training exhibit drastic improvement in their addition skills from pre-test to post-test (i.e., accuracy from 37.3% to 77.1%) compared to a passive control group (39.6% to 47.8%) ($p < .001$, $\eta^2 = .15$). This result was replicated on a much smaller scale (37 five- to six-year-olds, mainly White European, 22 girls) but in more controlled setup and was further replicated with an active control group (84 five- to six-year-olds, mainly White European, 37 girls). Therefore, we demonstrate here for the first time that training finger counting constitutes a highly effective method to improve kindergarteners' arithmetic performance.

Poli, F., Meyer, M., Mars, R. B., & Hunnius, S. (2025). **Exploration in 4-year-old children is guided by learning progress and novelty.** *Child Development*, 96(1), 192-202. <https://doi.org/10.1111/cdev.14158>

Humans are driven by an intrinsic motivation to learn, but the developmental origins of curiosity-driven exploration remain unclear. We investigated the computational principles guiding 4-year-old children's exploration during a touchscreen game (N = 102, F = 49, M = 53, primarily white and middle-class, data collected in the Netherlands from 2021–2023). Children guessed the location of characters that were hiding following predictable (yet noisy) patterns. Children could freely switch characters, which allowed us to quantify when they decided to explore something different and what they chose to explore. Bayesian modeling of their responses revealed that children selected activities that were more novel and offered greater learning progress (LP). Moreover, children's interest in making LP correlated with better learning performance. These findings highlight the importance of novelty and LP in guiding children's exploration.

Poupard, M., Larrue, F., Sauzéon, H., & Tricot, A. (2025). **A systematic review of immersive technologies for education: Learning performance, cognitive load and intrinsic motivation.** *British Journal of Educational Technology*, 56(1), 5-41. <https://doi.org/10.1111/bjet.13503>

Abstract Immersive technologies are assumed to have many benefits for learning due to their potential positive impact on optimizing learners' cognitive load and fostering intrinsic motivation. However, despite promising results, the findings regarding the actual impact on learning remain inconclusive, raising questions about the determinants of efficacy. To address these gaps, we conducted a PRISMA systematic review to investigate the contributions and limitations of virtual reality (VR) and augmented reality (AR) in learning, specifically by examining their effects on cognitive load and intrinsic motivations. Through the application of an analytical grid, we systematically classified the impact of VR/AR on the causal relationship between learning performance (ie, objective learning improvement) and cognitive load or motivation, while respecting the

fundamental assumptions of the main theories related to these factors. Analysing 36 studies, the findings reveal that VR, often causing extraneous load, hinders learning, particularly among novices. In contrast, AR optimizes cognitive load, proving beneficial for novice learners but demonstrating less effectiveness for intermediate learners. The effects on intrinsic motivation remain inconclusive, likely due to variations in measurement methods. The review underscores the need for detailed, sophisticated evaluations and comprehensive frameworks that consider both cognitive load and intrinsic motivation to improve understanding of the impact of immersive technologies on learning. Practitioner notes What is know Virtual and augmented reality show promise for education, but findings are inconsistent. Existing studies suggest that augmented reality optimizes learners' cognitive load. The literature often asserts that VR and AR are expected to enhance learning motivation. Adding VR introduces unnecessary cognitive load, while AR proves effective for learning performance and cognitive load, particularly for novice learners. The impact of AR and VR on motivation to learn is unclear. Our analytical grid offers a comprehensive framework for assessing the effects of AR and VR on learning outcomes. Implications AR is more suitable than VR for education concerning cognitive load. The cost/benefit balance of VR should be carefully considered before implementation, especially for novice learners. Rigorous studies on motivation to learn in AR and VR contexts are essential.

Prati, L. (2025, janvier 9). **De la vocation à l'abandon : les chiffres derrière la crise du métier d'enseignant.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/les-decodeurs/article/2025/01/09/de-la-vocation-a-l-abandon-les-chiffres-derriere-la-crise-du-metier-d-enseignant_6489005_4355770.html

Le nombre de candidats aux concours de recrutement des enseignants ne cesse de chuter depuis les années 1990, tandis que les départs volontaires augmentent.

Prot, F.-M. (2025). **Maître-élèves: le risque d'un rapport manqué? Exploration des conditions d'une école hospitalière.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ot>

Cette contribution n'expose pas d'analyse empirique dans une enquête qui serait contextualisée, mais propose une exploration théorique des conditions permettant de penser ce que peut signifier la notion d'une école « hospitalière ». Pour cela nous nous intéressons à la complexité du rapport maître-élève dans l'optique d'une construction de compréhension mutuelle, lors d'une intrigue scolaire qui se vit dans le temps long. S'il s'agit ainsi d'aborder des questions d'ordre éthique conduisant à une approche de la dimension psychique à l'œuvre dans la relation, nous invitons également à réfléchir à l'inscription de cette dimension dans les aspects didactiques inhérents aux pratiques de transmission de la culture. Dans un premier moment, nous chercherons sous quelles conditions l'idée d'une école hospitalière ne se contredit pas elle-même et ne relève pas d'une logique de l'illusion. Dans un second temps, nous interrogerons plus spécifiquement ce qu'engage le rapport entre professeur et élèves, et avec lui le nécessaire entrelacement du psychique et du didactique. Au terme de ce cheminement, nous espérons que la possibilité d'une hospitalité scolaire réelle paraîtra plus établie.

Prouet, E., Barasz, J., & Faure, A. (2024). **Travailler dans la fonction publique : le défi de l'attractivité** (p. 464). Consulté à l'adresse France Stratégie website:

https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2024-rapports-servir-complet-20decembre_1.pdf

Prouet, E., Barasz, J., & Maigne, G. (2024). **Travailler dans la fonction publique : le défi de l'attractivité**. Note de synthèse France stratégie, 1-12. Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/2024-ns-servir-decembre_0.pdf

Qiu, X., de la Torre, J., Wang, Y.-G., & Wu, J. (2024). **Item Response Theory Models for Polytomous Multidimensional Forced-Choice Items to Measure Construct Differentiation**. *Educational Measurement: Issues and Practice*, 43(4), 157-168. <https://doi.org/10.1111/emip.12621>

Multidimensional forced-choice (MFC) items have been found to be useful to reduce response biases in personality assessments. However, conventional scoring methods for the MFC items result in ipsative data, hindering the wider applications of the MFC format. In the last decade, a number of item response theory (IRT) models have been developed, majority of which are for MFC items with binary responses. However, MFC items with polytomous responses are more informative and have many applications. This paper develops a polytomous Rasch ipsative model (pRIM) that can deal with ipsative data and yield estimates that measure construct differentiation—a latent trait that describes the degree to which the personality constructs (e.g., interests) distinguish between each other. The pRIM and its simpler form are applied to a career interests assessment containing four-category MFC items and the measures of interests differentiation are used for both intra- and interpersonal comparisons. Simulations are conducted to examine the recovery of the parameters under various conditions. The results show that the parameters of the pRIM can be well recovered, particularly when a complete linking design and a large sample are used. The implications and application of the pRIM in the personality assessment using MFC items are discussed.

Québec. Ministère de l'éducation. (2024). **L'utilisation pédagogique, éthique et légale de l'intelligence artificielle générative : Guide destiné au personnel enseignant 2024-2025**. Consulté à l'adresse <https://cdn-contenu.quebec.ca/cdn-contenu/education/Numerique/Guide-utilisation-pedagogique-ethique-legale-IA-personnel-enseignant.pdf>

Ce document aborde l'essor de l'intelligence artificielle (IA) en éducation et propose un guide destiné aux enseignants. Il précise les critères pour une utilisation pédagogique, éthique et légale de l'IA générative (IAG), offrant des pistes de réflexion et d'action pour une utilisation responsable par les enseignants et les apprenants. Ce guide vise également à orienter les autres acteurs du milieu éducatif, afin de favoriser une intégration éclairée et réfléchie de l'IAG dans les pratiques éducatives.

Rajasekaran, S., Adam, T., & Tilmes, K. (2024). **Digital pathways for education: enabling greater impact for all**. Consulté à l'adresse <https://policycommons.net/artifacts/17951949/digital-pathways-for-education/18848021/>

Cet ouvrage propose une approche stratégique aux décideurs politiques pour entreprendre des réformes de transformation numérique dans les systèmes d'éducation et de développement des compétences. Il s'appuie sur le cadre de vision de l'éducation de la Banque mondiale proposé pour réaliser l'avenir de l'apprentissage en analysant le

domaine transversal numérique «Investir judicieusement dans la technologie», et en examinant comment le faire pour maximiser l'impact à grande échelle pour tous. Les auteurs prônent un optimisme prudent et un réalisme technologique, en clarifiant comment le secteur de l'éducation et des compétences peut utiliser les technologies numériques en étant proactif, stratégique et fondé sur des preuves, en réfléchissant soigneusement aux raisons d'utiliser le numérique et aux conditions dans lesquelles les technologies existantes et émergentes pourraient être exploitées positivement. Il est largement reconnu qu'il n'existe pas de solution unique et que les décideurs politiques doivent se concentrer sur l'apprentissage, en évaluant les besoins contextuels.

Rao, L., Xu, J., & Zhou, M. (2025). **Work–Family Conflict and Proactive Career Behaviors: The Roles of Career Resilience and Conscientiousness.** *Journal of Career Development*, 52(1), 41-56. <https://doi.org/10.1177/08948453241302323>

Proactive career behaviors are critical for employee development, especially in today's uncertain environment. This study explores the impact of work–family conflict on proactive career behaviors, focusing on the mediating role of career resilience and the moderating role of conscientiousness, grounded in the conservation of resources theory. Using two-wave data from 169 employees in China, the results show that work–family conflict leads to a decrease in proactive career behaviors, with career resilience serving as a mediator. Additionally, conscientiousness intensifies the negative effects of work–family conflict on proactive career behaviors. This research provides an initial investigation into the link between work–family conflict and proactive career behaviors, offering practical implications for human resource management and career counseling.

Rawlings, B. S., & Cutting, S. J. (2024). **Linking Disparate Strands: A Critical Review of the Relationship Between Creativity and Education.** *Educational Psychology Review*, 36(4), 135. <https://doi.org/10.1007/s10648-024-09973-z>

Whether schools help or hinder creativity is a topic of vibrant, international debate. Some contend that the focus on structure, rote learning and standardised assessments associated with formal education stifles children's creativity. Others argue that creativity, much like numeracy or literacy, is a skill that can be taught, and educational settings provide optimal contexts for children to learn creative skills. With creativity increasingly recognised as a critical skill of the twenty-first century and formal education reaching more children across the globe, understanding the impact of schools on its development is critical. We suggest that much of the discourse on this topic has a narrow focus, precluding a global perspective. Here, we take a step back to integrate important but disparately presented research strands on education and creativity, to inform this debate. We first synthesize what we know about creativity and education, before presenting work on different areas—either directly or indirectly assessing creativity in educational contexts—including the relationship between creativity and academic achievement, classroom infrastructure and experiences, developmental slumps, teachers' perspectives on creative children and research on culturally and educationally diverse populations. Reviewing research from these approaches shows that the relationship is nuanced and requires careful interpretation—while some research showcases the positive impact schooling can have on children's creative development, other work, including from culturally and educationally diverse populations, shows how school experiences could be detrimental in this regard. We finish by summarising and integrating these research strands before making suggestions for future research.

Raybaud, A. (2025a, janvier 7). **Désireux d'un autre cadre de vie, de jeunes diplômés heureux de travailler loin de leur bureau.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/07/si-on-me-disait-de-revenir-ce-serait-hors-de-question-j-ai-construit-ma-vie-ailleurs-desireux-d-un-autre-cadre-de-vie-de-jeunes-diplomes-vivent-une-partie-de-la-semaine-loin-du-bureau_6485482_4401467.html

La remise en cause des accords de télétravail envisagée par certaines entreprises semble un retour en arrière inenvisageable pour ces profils qui ont déménagé loin de Paris ou des autres grandes métropoles.

Raybaud, A. (2025b, janvier 11). **Dans les prépas BL, le cursus d'élite de ceux qui sont « bons partout ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/11/dans-les-prepas-bl-le-cursus-d-elite-de-ceux-qui-sont-bons-partout_6492071_4401467.html

Pluridisciplinaire, exigeante, scientifique autant que littéraire, la classe préparatoire BL entend donner à ses étudiants les clés pour penser le monde contemporain.

Raybaud, A. (2025c, janvier 14). **La lente disparition des filles dans les filières scientifiques : « On ne veut pas, mais surtout on ne peut pas se passer de cette moitié de la population ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/14/la-lente-disparition-des-filles-dans-les-filieres-scientifiques-on-ne-veut-pas-mais-surtout-on-ne-peut-pas-se-passer-de-cette-moitie-de-la-population_6496694_4401467.html

Le système français peine à abattre les barrières à l'orientation des femmes vers les mathématiques et les sciences. Au point que les écoles d'ingénieurs, en bout de chaîne, commencent à fortement s'alarmer de l'insuffisance du vivier étudiant.

Remillon, D., Vivés, C., Baguelin, O., & Grégoire, M. (2024). **Contrats à durée limitée et indemnisation du chômage : Une diversité de trajectoires.** *Travail et emploi*, 173174175(2-3-4), 45-70. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-45>

Ren, X., Liu, N., Peng, P., Lu, Y., Chen, Y., Li, J., & Tao, S. (2024). **What Works for Reading Interventions in Chinese Children at Risk for Reading Difficulties? A Systematic Review and Meta-analysis of Findings in Recent Three Decades.** *Educational Psychology Review*, 36(4), 140. <https://doi.org/10.1007/s10648-024-09961-3>

More than fifteen million native Chinese-speaking children are at risk for reading difficulties (RD), making effective Chinese reading interventions crucial for enhancing individual and societal well-being. A total of 51 studies from 2,015 children aged 6 to 13 years were included in the current meta-analysis to examine what works for reading interventions among Chinese children at risk for RD. For decoding outcomes, results indicated positive effects of interventions targeting decoding skills, $g = 1.18$, meta-linguistic skills, $g = 0.57$, and cognitive skills, $g = 0.52$. Interventions targeting decoding skills showed a stronger effect than those targeting cognitive skills. Interventions solely targeting decoding skills were as effective as multi-component interventions (e.g., combining decoding and meta-linguistic skills). For reading comprehension outcomes, results indicated positive effects of interventions targeting decoding skills, $g = 0.64$, and meta-linguistic skills, $g = 0.79$, but not of those targeting cognitive skills, $g = -0.08$. Interventions targeting decoding skills were more effective than those targeting cognitive skills. These findings, taken together, suggest that compared to cognitive skills, interventions targeting decoding or meta-linguistic skills are consistently effective for

improving decoding and reading comprehension. Decoding seems to be the active ingredient for successful reading interventions. Implications for future research were also discussed.

Rexigel, E., Kuhn, J., Becker, S., & Malone, S. (2024). **The More the Better? A Systematic Review and Meta-Analysis of the Benefits of More than Two External Representations in STEM Education.** *Educational Psychology Review*, 36(4), 124. <https://doi.org/10.1007/s10648-024-09958-y>

Over the last decades, a multitude of results in educational and psychological research have shown that the implementation of multiple external representations (MERs) in educational contexts represents a valuable tool for fostering learning and problem-solving skills. The context of science, technology, engineering, and mathematics (STEM) education has received great attention because it necessitates using various symbolic (e.g., text and formula) and graphical representations (e.g., pictures and graphs) to convey subject content. Research has mainly explored effects of combining two representations, but the potential benefits of integrating more than two representations on students' learning remain underexplored. This gap limits our understanding of promising educational practices and restricts the development of effective teaching strategies catering to students' cognitive needs. To close this gap, we conducted a systematic review of 46 studies and a meta-analysis that included 132 effect sizes to evaluate the effectiveness of using more than two representations in STEM education and to identify moderating factors influencing learning and problem-solving. A network diagram analysis revealed that the advantages of learning and problem-solving with MERs are also applicable to more than two representations. A subsequent meta-analysis revealed that the learning with more than two representations in STEM can have advantageous effects on students cognitive load ($d = 0.324, p < .001, 95\% \text{ CI} [0.164, 0.484]$) and performance ($d = 0.118, p < .001, 95\% \text{ CI} [0.050, 0.185]$) compared to learning with two representations without notable differences in learning time. The analysis of moderating factors revealed that benefits of learning with more than two representations primarily depend on the provision of appropriate support.

Ribeiro, M. A., Knabem, A., Uvaldo, M. da C. C., Lima, F. M. F. de, & Rodrigues, G. de S. (2024). **Career Counseling with Emerging Adults in the Anthropocene: Challenges of Technological and Digital Transformations.** *L'orientation Scolaire et Professionnelle*, 53(4). <https://doi.org/10.4000/12y6v>

The Anthropocene presents significant challenges for planning the future of work and for the practices that assist in this process (e.g., career guidance and counseling - CGC). Through semi-structured interviews with ten career counselors in Brazil, we aimed to systematize the main challenges generated in the Anthropocene by technological and digital transformations (TDT) and to understand the limits and possibilities of synchronous online career counseling (SOCC) with emerging adults (EAs) based on a narrative approach. We utilized Consensual Qualitative Research (CCR) as a data analysis method. Three main themes and derived categories were constructed: (1) scope of professional action, (2) counselor-client relationship- working alliance, and (3) counselor competencies. We conclude that understanding this new space-time logic of subjective and relational construction is a task to be deepened, making SOCC a strategy for confronting and emancipating the prevailing TDT logic. However, it is still an ongoing project as one of the main agenda for future studies in SOCC.

Rienzo, S. (2024). **La mise en œuvre de la collaboration école-familles : de l'interprétation des prescriptions institutionnelles à leur réappropriation par les enseignant-es.** *L'éducation en débats : analyse comparée*, 14(2), 269-286. <https://doi.org/10.51186/journals/ed.2024.14-2.e1753>

Faced with the growing challenges of schooling, school-family collaboration is an essential means of combating school failure and inequality in Geneva's primary education system. The aim of this article is to gain a better understanding of how teachers interpret and reappropriate the injunction to collaborate in the day-to-day practices of their profession. The aim is also to identify the collaborative strategies and practices implemented by teachers according to their interpretation of this injunction. The corpus on which the results are based is made up of in situ observations of meetings between teachers and parents, semi-structured interviews with teachers, and institutional documents framing school-family collaboration. Analysis of the data reveals that the definition of school-family collaboration remains vague and implicit, leaving it open to interpretation by teachers. As a result, they implement collaborative strategies and practices to ensure that collaboration with parents meets their needs and enables them to overcome the difficulties they encounter. Ultimately, the study shows that this is an asymmetrical collaboration, in which inequalities in parental participation play a part and can exacerbate social and educational inequalities.

Rigaud, K. (2024). **L'application de la pleine conscience pour renforcer l'état d'esprit de développement dans l'enseignement supérieur en France : une approche permettant de réduire le taux d'échec et d'améliorer la santé mentale des étudiant-es ?** (Phdthesis, Université d'Artois). Consulté à l'adresse <https://hal.science/tel-04706723>

Cette thèse explore les liens entre les croyances relatives à l'état d'esprit de développement et la pleine conscience, en s'inscrivant dans le cadre des recherches contemporaines sur les interventions psychologiques dans le milieu académique. Le contexte académique est marqué par des défis croissants liés à la santé mentale et à la performance des étudiant-es, ce qui justifie l'exploration de nouvelles approches comme l'intégration de la pleine conscience et des états d'esprit de développement. Le projet s'est articulé autour de trois axes principaux. Tout d'abord, nous avons étudié comment les croyances sur la pleine conscience, c'est-à-dire la manière dont les individus perçoivent la capacité à développer cette compétence, peuvent influencer les performances académiques. Ensuite, nous avons analysé l'impact des intentions et de l'auto-efficacité dans l'utilisation de la pleine conscience sur le bien-être et la santé mentale, des aspects cruciaux pour la réussite académique. Enfin, nous avons développé et adapté une intervention psycho-sociale visant à promouvoir un état d'esprit de développement dans le contexte de l'enseignement supérieur français, en intégrant des stratégies de pleine conscience dans les matériels d'intervention. Cette intervention avait pour objectif d'améliorer à la fois la santé mentale et la performance des étudiant-es. Nos résultats incluent la validation de l'Échelle de l'État d'Esprit sur la Pleine Conscience par des analyses factorielles, qui ont mis en évidence des liens significatifs entre des croyances malléables à propos de la pleine conscience et les performances académiques. Par ailleurs, la validation des échelles mesurant l'intention et l'auto-efficacité à utiliser la pleine conscience a permis de révéler des associations significatives avec des indicateurs de santé mentale. Enfin, l'adaptation française de l'intervention intégrant l'état d'esprit de développement et la pleine conscience a montré des bénéfices significatifs pour les étudiant-es, tant en termes de santé mentale

que d'orientation vers l'apprentissage. Elle semble particulièrement bénéfique pour les étudiants présentant un état d'esprit fixe concernant la pleine conscience, améliorant leur taux de réussite ainsi que leur intention et auto-efficacité d'utiliser la pleine conscience. Ainsi, cette thèse contribue à enrichir les théories existantes sur l'état d'esprit et la pleine conscience et propose une des premières tentatives d'intervention visant à promouvoir un état d'esprit de développement dans l'enseignement supérieur français. Les résultats ouvrent ainsi des perspectives stimulantes pour la recherche et les pratiques pédagogiques dans ce domaine.

Rivière, J. B. (2025, janvier 8). **L'éducation au développement durable de la maternelle au bac : suffit-il vraiment de «faire sa part»?** Consulté 9 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/leducation-au-developpement-durable-de-la-maternelle-au-bac-suffit-il-vraiment-de-faire-sa-part-245867>

De plus en plus d'actions et de dispositifs en faveur de la protection de l'environnement se développent dans le cadre scolaire. Mais cette écologisation recouvre des ambivalences.

Rochat, N., Lima, L., & Bressoux, P. (2025a). **The Riddle Knowledge Inference Test (R-Kit)**. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/07342829241311645>

Inference is considered an important factor in comprehension models and has been described as a causal factor in predicting comprehension. To date, specific tests for inference are rare and often rely on specific thematic texts. This reliance on thematic inference may raise some concerns as inference is related to prior text-specific knowledge. The Riddle Knowledge Inference Test consists of 14 riddles written in French with different specific topics for each item and was administered to 565 participants in a longitudinal study from grade 2 to grade 5. Both classical test theory and item response theory provide evidence of reliability, with a one-factor solution of $[\text{Formula: see text}] = .860$ and metric invariance for gender and social background. However, due to the large differences in the level of latent scores between participants, it was not possible to establish a standard setting for each grade.

Rochat, N., Lima, L., & Bressoux, P. (2025b). **The Riddle Knowledge Inference Test (R-Kit)**. *Journal of Psychoeducational Assessment*, 07342829241311645. <https://doi.org/10.1177/07342829241311645>

Inference is considered an important factor in comprehension models and has been described as a causal factor in predicting comprehension. To date, specific tests for inference are rare and often rely on specific thematic texts. This reliance on thematic inference may raise some concerns as inference is related to prior text-specific knowledge. The Riddle Knowledge Inference Test consists of 14 riddles written in French with different specific topics for each item and was administered to 565 participants in a longitudinal study from grade 2 to grade 5. Both classical test theory and item response theory provide evidence of reliability, with a one-factor solution of $\omega^2 = .860$ and metric invariance for gender and social background. However, due to the large differences in the level of latent scores between participants, it was not possible to establish a standard setting for each grade.

Roehe, M. A., Trost, C., Grundnig, J. S., Anvari-Pirsch, A., & Holzinger, A. (2024). **Evaluating the Dynamics of Learning Approaches: A Systematic Review Investigating the Nexus Between Teaching Methods and Academic Performance in Medical and Dental**

Education. *Educational Psychology Review*, 36(4), 118. <https://doi.org/10.1007/s10648-024-09952-4>

In recent decades, a noticeable trend has emerged in medical and dental schools to adjust their curricula to promote learning strategies and habits geared towards long-term knowledge retention. This systematic review therefore sought to examine whether different teaching methods influence students' preferred learning approaches (deep, strategic, and surface approach) and indirectly affect their academic performance. Furthermore, it provides a comprehensive overview of the inconsistencies evident in previous literature regarding the relationship between learning approaches and academic performance of medical and dental students. A thorough search across eight databases yielded 49 relevant studies published between the years 2000 and 2023. The majority of studies revealed that whilst deep and strategic learners tend to excel at medical or dental school, surface learners appear to struggle under intense workload and pressure. Hence, a common consensus emerged amongst the existing literature that there is a relative benefit in attempting to guide students towards deep and strategic learning habits and to minimise surface-related learning strategies. However, results also conveyed that merely modifying the teaching methods used in medical and dental schools has limited merit. As such, the results emphasised the lack of a 'one-size-fits-all' teaching method. Common factors influencing learning approaches were subsequently identified, and based on these findings, an outlook was put forth to integrate a cognitive neuroscience approach into higher education. These directions for future investigations aim to help students reach their full potential by understanding the processes underlying efficient learning and by being mindful of respective encouraging and discouraging factors.

Rojo, M., Doabler, C. T., Gersib, J., Fall, A.-M., Longhi, M. A., Roberts, G., ... Therrien, W. J. (2024). **Challenging Educational Inequities in Early STEM Instruction: A Case for Urgency.** *The Elementary School Journal*, 125(2), 211-232. <https://doi.org/10.1086/732865>

It is urgent to ensure that science, technology, engineering, and mathematics (STEM) education meets the needs of our nation's increasingly diverse student population. This study examined whether a second-grade science program, Scientific Explorers, supported educational equity in STEM achievement for diverse student populations. Sociodemographic variables such as race and ethnicity, disability status, socioeconomic status, and gender were explored to determine their impact on student response variation within the program. Results of the moderator analysis indicated that students benefited equitably from the Scientific Explorers program, regardless of their sociodemographic identities, on three out of four science outcomes. Implications of the current study suggest early STEM programs that incorporate validated instructional design and delivery principles can serve as a viable mechanism to reduce sociodemographic achievement gaps in early elementary classrooms by empowering young females, building important science background and vocabulary knowledge, and offering students meaningful discourse and investigative practice opportunities.

Rosanda, V., Bratko, I., Gačnik, M., Podpečan, V., & Istenič, A. (2025). **Robot NAO integrated lesson vs. traditional lesson: Measuring learning outcomes on the topic of "societal change" and the mediating effect of students' attitudes.** *British Journal of Educational Technology*, 56(1), 435-450. <https://doi.org/10.1111/bjet.13501>

Our research aims to examine the effectiveness of introducing social robots as educational technology within authentic classroom activities without modifying them to

be designed for a robot. We chose as test subject the fifth-grade curricular topic “The role of technology and its impact on society”, meeting the critical stage of moral development students aged of 11–12. The study, with both experimental (EG) and control groups (CG), will be conducted over 6 weeks. This study will examine the impact of robot-supported lessons with post-participation testing on learning outcomes and examine students' perception of the robot in the classroom as a potential correlation with academic performance. The form of the study will be a between-group non-randomised controlled experiment. Control and experimental groups will be matched concerning gender, mastery of technology and previous knowledge and understanding of the curricular topic in focus. The instructional design of process-outcome strategies will incorporate all of Bloom's taxonomic levels. In the review of related studies, we identified gaps in social robot-supported lessons within the regular curriculum between-group experiment. Based on a review of related research showing more focus on robot performance in the classroom from technical-interaction aspects we want to convey from pedagogical starting point. The robot's placement in the pedagogical process will be considered an integral part of the teacher's technical environment. We will use the pre-participation test to establish whether there is the initial equivalence between EG and CG in terms of gender, mastery of technology, and previous knowledge and understanding of the curricular topic under examination.

Ross, J., Hutchison, J., & Cunningham, S. J. (2025). **The self-memory system: Exploring developmental links between self and memory across early to late childhood.** *Child Development*, 96(1), 234-250. <https://doi.org/10.1111/cdev.14163>

This study tests whether developments in self-knowledge and autobiographical memory across early to late childhood are related. Self-descriptions and autobiographical memory reports were collected from 379 three- to eleven-year-old predominantly white Scottish children, Mage = 90.3 months, SD = 31.1, 54% female. Episodic memory was measured in an enactment task involving recall and source monitoring of performed and witnessed actions. The volume and complexity of self-knowledge and autobiographical memory reports increased with age, as did source monitoring ability and recall bias for own actions. Regression analyses and structural equation modeling confirmed a close association between these developments. These results inform our theoretical understanding of the development of the self-memory system in childhood, which may contribute to the gradual offset of childhood amnesia.

Royet, T., Vors, O., Cece, V., & Lentillon Kaestner, V. (2024). **Education for Sustainable Development and Physical Education: A Systematic Scoping Review.** *Sport, Education and Society*, 1-22. <https://doi.org/10.1080/13573322.2024.2440886>

Education for Sustainable Development (ESD) in the school context is recognized scientifically and politically as fundamental to training citizens capable of transforming tomorrow's society. Physical education (PE) could represent an original way that complemented cognitive approaches by drawing on the bodily dimension and learning in action, affective and sensory aspects. Research could lead to qualitatively implement ESD in PE. The aim of this systematic scoping review was therefore to review the state of the art and summarize the results of research into the implementation of ESD in PE and to identify avenues for future studies aimed at setting up ESD sequences in PE. A 5-step methodological framework including the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology was used to carry out this scoping review for which 30 studies were included. The results showed that the research was very

recent, mainly in Europe, and frequently referred to the institutional framework of the Sustainable Development Goals. They also highlighted that PE program make few explicit references to the concept of sustainability or ESD, and that PE teachers, while inclined to implement ESD in PE, lack control of the concepts and training. Finally, the few sequences claiming to be based on ESD in PE focused on a single dimension of the concept of sustainability (social or ecological), ignoring its holistic dimension. Research recommendations concerning the implementation of ESD in PE have been made, particularly regarding program and teacher training. The integration of a holistic ESD in PE was also discussed.

Rudolph, K. D., Troop-Gordon, W., Skymba, H. V., Modi, H. H., Ye, Z., Clapham, R. B., ... Heller, W. (2025). **Cultivating emotional resilience in adolescent girls: Effects of a growth emotion mindset lesson.** *Child Development*, 96(1), 389-406.
<https://doi.org/10.1111/cdev.14175>

To address the widespread mental health crisis facing adolescent girls, this study examined whether a growth emotion mindset lesson can enhance emotional competence. During 2018–2022, adolescent girls (Mage = 15.68 years; 66.3% White) were randomized to a growth mindset (E-MIND; N = 81) or brain education (control; N = 82) lesson, completed the Trier Social Stressor Test, and reported on various aspects of emotional competence. Compared with the control group, the E-MIND group reported more adaptive emotion mindsets, higher emotion regulation self-efficacy, and more proactive in vivo and daily efforts to regulate emotions (effect sizes = small-to-medium to medium), with several differences remaining 4-month later. Findings provide novel insight into one promising approach for cultivating emotional resilience among adolescent girls.

Sachpasidi, C., Bompani, B., & Nicol, C. (2025). **“Intercultural Encounters”: Mentorship Relations as Spaces for Critical Intercultural Learning in Higher Education Institutions (HEIs).** *Journal of Studies in International Education*, 29(1), 64-81.
<https://doi.org/10.1177/10283153241275035>

There are growing numbers of African international students studying at Higher Education Institutions (HEIs) in North America and the United Kingdom. Intercultural mentoring is one response to supporting students in navigating the complex cultural, social, and academic transitions from home to host countries. This article examines the experiences of 18 participants who had recently mentored African international students attending higher education institutions in Canada or in the UK. Semi-structured interviews with participating mentors were transcribed and analysed from a critical intercultural perspective. Results highlight four themes that provide insight into mentors' approaches to intercultural mentoring: navigating fields of action and intervention, engaging in reflective practice, intercultural mentoring as a relational practice, and mentoring as a decolonising practice. Study findings provide insight into how intercultural mentoring relationships develop and evolve and how mentors approach mentoring relationships as sites that hold transformative learning potential for both mentors and students.

Saillot, É. (2024). **Didactique professionnelle et formations en santé : les défis d'une réorientation.** *Éducation Permanente*, 241(4), 44-57.
<https://doi.org/10.3917/edpe.241.0044>

Salazar-Morales, D., Amaral, L., & Rodriguez, P. P. (2024, décembre 16). **Pourquoi certains pays ferment-ils leurs écoles en temps de crise et d'autres non ?** Consulté 3 janvier 2025,

à l'adresse The Conversation website: <http://theconversation.com/pourquoi-certains-pays-ferment-ils-leurs-ecoles-en-temps-de-crise-et-dautres-non-241957>

Les fermetures prolongées d'écoles ont des effets importants sur le développement des enfants. Revenir sur les expériences de crises passées est essentiel pour renforcer la résilience éducative.

Salinas, D. (2024). **Fewer books and more educational software: How have home learning environments changed since 2015?** *PISA à La Loupe*, 127(127), 1-7. <https://doi.org/10.1787/0e179a87-en>

Sandrin, Nishimura, Sexton, Barbosa, Marshall, Chapman, ... Tuohy. (2025). **"I Thought It Was a Little Risky": Transfer Barriers for Students with Scholarship Support.** *Community College Journal of Research and Practice*, 49(1), 7-24. <https://doi.org/10.1080/10668926.2023.2256249>

A study of hidden risks, anxieties and barriers to STEM student transfer from community college to a large, comprehensive university is presented. This qualitative study employed a thematic analysis of student responses to a semi-structured interview that asked students about their hesitancy to transfer to a 4-year institution. Participants included students enrolled in a collaborative NSF-sponsored S-STEM scholarship project between three community colleges and a large public university (all in the same large metropolitan area). The project included elements that are well documented in the literature to encourage transfer. These include advising visits by university staff, clear articulation pathways, scholarship support to assist with costs, peer and near peer mentoring opportunities, and cohort-building activities between campuses and on each individual campus. Transfer rates in this group were higher, but still many students with declared interest in transferring did not transfer on time or at all. The authors identified numerous hidden risks and barriers to transfer, in addition to the well-known ones found in the literature. These include additional academic, financial, social, logistical and external/family related barriers. A theme common to many of these barriers was complex bureaucratic processes and events outside of student's direct control. Many student comments highlighted the importance of in-person connections, mentoring and advising.

Savka, I., Kozlovska, I., Tsiupryk, A., Havryliuk, M., & Busko, M. (2024). **Psychological support for teachers in extreme conditions.** *International Review of Education*, 70(6), 893-915. <https://doi.org/10.1007/s11159-024-10070-0>

Extreme conditions, such as the COVID-19 pandemic and the Russian attack on Ukraine, cause major disruptions, with teachers struggling to uphold educational provision. The study presented here aimed to substantiate and experimentally confirm the effectiveness of providing teachers with psychological support in extreme situations in order to optimise the balance of the psychological and pedagogical components in their professional activity. Regular teacher training in Ukraine includes a standard course, "Pedagogy and Psychology", which provides teachers with basic knowledge of pedagogical psychology. Building on this basic course, the authors of this article developed an advanced training course entitled "Psychological support for teachers in extreme conditions". A supplementary course of this kind is especially important in extreme conditions such as a war, as it is designed to clarify the methods of professional activity in practice, based on updated and expanded psychological knowledge. The authors piloted the course with a group of 190 teachers (80% female, 20% male) from a wide range of backgrounds in terms of age, years of experience, subject field, type of

institution etc. They compared the effect with a control group of 190 teachers (85% female, 15% male) who had only taken the basic course. Findings of the pilot study suggest that awareness of the importance of psychological knowledge in education increases in proportion to the teacher's experience. A key issue is the teachers' motivation to engage in psychological training: they must clearly understand how and where they can apply the acquired psychological knowledge in their professional activity. Having conducted their pilot study in conditions of martial law in Ukraine, the authors conclude that improving teachers' psychological readiness for extreme conditions not only preserves the quality of the educational process, but also helps to preserve the psyche of students in conditions of war.

Sayac, N. (2024). **Entretien avec Clémence Perronnet à propos de l'ouvrage *Matheuses - Les filles, avenir des mathématiques***. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131da>

Dans la publication *Matheuses - Les filles, avenir des mathématiques*, Clémence Perronnet, Claire Marc et Olga Paris-Romaskevich, à travers une enquête sociologique auprès de 45 adolescentes, nous invitent à réfléchir aux inégalités dans le domaine des mathématiques et proposent des pistes pour rendre cette discipline plus inclusive. Nathalie Sayac s'est entretenue avec l'une des autrices pour en savoir davantage sur la conception de l'ouvrage et les principaux enjeux traités.

Schneider, C. (2024). **Profil de compétences transversales. Élaboration et apports théoriques d'un instrument romand**. Consulté à l'adresse <https://www.irdp.ch/data/secure/4071/document/241001.pdf>

Destiné à tous les cantons de Suisse romande, l'instrument « Profil de compétences transversales » (PCT) est un dispositif pédagogique au service des élèves, visant à les soutenir dans leur processus d'orientation scolaire et professionnelle au cours du secondaire I (élèves de 12 à 15 ans). S'inscrivant dans la prise en considération des aspects transversaux inhérents à tout apprentissage, cet outil propose une sélection de compétences transversales susceptible d'apporter aux élèves une meilleure connaissance de soi et de les soutenir dans leur formation future. Les activités proposées permettent également de travailler l'autoévaluation avec les élèves et de renforcer leur estime de soi. Le rapport documente les choix réalisés lors de la création de l'instrument PCT en apportant des éclairages théoriques sur la notion de compétence transversale et sur l'importance de développer de telles compétences chez les élèves.

Schochet, P. Z. (2025). **Power Analyses for Estimation of Complier Average Causal Effects Under Random Encouragement Designs in Education Research: Theory and Guidance**. *Journal of Educational and Behavioral Statistics*, 50(1), 44-71. <https://doi.org/10.3102/10769986241233790>

Random encouragement designs evaluate treatments that aim to increase participation in a program or activity. These randomized controlled trials (RCTs) can also assess the mediated effects of participation itself on longer term outcomes using a complier average causal effect (CACE) estimation framework. This article considers power analysis methods for such CACE analyses for a range of RCT designs, including nonclustered, clustered, and random block designs. The focus is on behavioral encouragements to promote action, such as text messaging, that are increasingly being tested in education trials. We derive asymptotic distributions of the CACE estimators using generalized estimating equations theory, which underlie the power formulas. We incorporate

noncompliance from both the actual receipt of the encouragement and participation itself. An illustrative power analysis provides sample size guidance using an available Shiny R dashboard.

Schoen, R. C., LaVenía, M., Tazaz, A. M., Gersten, R., & Smolkowski, K. (2024). **Effects of a Mathematics Teacher Professional Development Program on Grades 3–5 Student Achievement: A Multisite Cluster-Randomized Trial**. *The Elementary School Journal*, 125(2), 322-346. <https://doi.org/10.1086/732783>

Early mathematics achievement is a strong predictor of later mathematics achievement, and student competence in fractions and division may be the strongest predictor of success in secondary-level algebra. We used a multisite cluster-randomized trial to estimate the impact of a mathematics teacher professional development (PD) program on student mathematics achievement. Designed for grades 3–5 teachers, the program consisted of 9 days of teacher workshops and focused on number, operations, and algebraic thinking with emphasis on fractions. The randomized sample included 149 teachers and their students, representing 31 schools in 9 public school districts in Florida. With a low per student cost, the Cognitively Guided Instruction 3–5 PD program had a positive impact on student performance on the Elementary Mathematics Student Assessment ($g = 0.19$, $p = .004$). The magnitude of the impact on student mathematics achievement suggests that these results may also have practical importance.

Schuhl, P. (2024). **Enseignement supérieur et recherche - Vers l'égalité femmes-hommes? Chiffres clés 2024**. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-03/vers-l-galit-femmes-hommes-chiffres-cl-s-2024-32097.pdf>

Alors qu'en France les femmes représentent plus de la moitié des étudiants de l'enseignement supérieur (56 %), l'édition 2024 met de nouveau en lumière leur sous-représentation dans les formations sélectives, les formations scientifiques et plus particulièrement dans les disciplines qui façonnent le monde de demain, comme les mathématiques et l'informatique. Les statistiques sous forme de graphiques concernent les étudiants de l'enseignement supérieur, les personnels relevant du ministère de l'Enseignement supérieur et de la Recherche, les personnels des établissements publics et privés de R&D, mais aussi la gouvernance des instances de l'enseignement supérieur et de la recherche, les brevets et dispositifs de soutien à la R&D et à l'innovation et les distinctions scientifiques. La première partie propose de statistiques sur l'Union européenne et les pays de l'OCDE.

Scrimin, S., Girardi, P., & Mastromatteo, L. Y. (2024a). **Sensitive children's attention and emotional response to student-teacher interactions**. *Social Psychology of Education*, 28(1), 5. <https://doi.org/10.1007/s11218-024-09971-7>

Student-teacher interactions capture bystanders' attention causing an emotional arousal that takes away the focus of attention from the assigned task. To assess attentional and emotional response to socio-emotional interactions within the classroom, student's eye movement and dilatation were registered while investigating children's environmental sensitivity. Primary school children's pupil response ($n = 95$) while watching different interaction scenes were registered. Children self-reported on environmental sensitivity. Two mixed-effects regression models for pupil fixation durations and dilatation showed that students' attention was captured more by the teacher yet the focus on the student caused greater arousal. The association between emotional arousal and focus of

attention was moderated by students' environmental sensitivity with incongruent socio-emotional exchanges causing greater emotional arousal in highly sensitive children compared to low sensitive ones. Intervention should promote emotionally positive and in-tune teacher-student interactions to avoid students' distraction and sympathetic arousal, especially in more environmentally sensitive students.

Scrimin, S., Girardi, P., & Mastromatteo, L. Y. (2024b). **Sensitive children's attention and emotional response to student-teacher interactions**. *Social Psychology of Education*, 28(1), 5. <https://doi.org/10.1007/s11218-024-09971-7>

Student-teacher interactions capture bystanders' attention causing an emotional arousal that takes away the focus of attention from the assigned task. To assess attentional and emotional response to socio-emotional interactions within the classroom, student's eye movement and dilatation were registered while investigating children's environmental sensitivity. Primary school children's pupil response (n = 95) while watching different interaction scenes were registered. Children self-reported on environmental sensitivity. Two mixed-effects regression models for pupil fixation durations and dilatation showed that students' attention was captured more by the teacher yet the focus on the student caused greater arousal. The association between emotional arousal and focus of attention was moderated by students' environmental sensitivity with incongruent socio-emotional exchanges causing greater emotional arousal in highly sensitive children compared to low sensitive ones. Intervention should promote emotionally positive and in-tune teacher-student interactions to avoid students' distraction and sympathetic arousal, especially in more environmentally sensitive students.

Sermier Dessemontet, R., Geyer, M., Linder, A.-L., Atzemian, M., Martinet, C., Meuli, N., ... de Chambrier, A.-F. (2024). **Effects of shared text reading for students with intellectual disability: A meta-analytical review of instructional strategies**. *Educational Research Review*, 44. <https://doi.org/10.1016/j.edurev.2024.100615>

Although they are an important part of learning to read, listening comprehension skills are often hindered among students with intellectual disability (ID). An increasing number of studies have shown that they can be enhanced through shared text reading interventions. In the current multilevel meta-analysis, we aimed to measure the effect of shared text reading on the listening comprehension skills of students with ID and to identify efficient instructional strategies. The meta-analysis included 19 single-case experimental studies encompassing 67 participants with ID. We found a significant average effect size of shared text reading on the listening comprehension skills of students with ID (log response ratio [LRR] = 1.05, 95% CI [0.87, 1.24]) whether or not they needed alternative or augmentative communication systems to communicate effectively. We found no significant moderator, but instructional strategies backed up by sufficient solid evidence to be considered evidence-based could be identified, with clear implications for practice.

Seux, J. (2023). **Mixité sociale à l'Université : une analyse sur la période 2006-2016 en France** (Phdthesis, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse <https://theses.hal.science/tel-04714982>

Notre travail fournit, d'abord, un cadre méthodologique pour la mesure de la mixité sociale à l'Université. Celui-ci permet de définir les concepts d'origine sociale, de mixité sociale et de sélectionner une unité d'observation pertinente pour mesurer la mixité sociale au sein de l'Université française. Nous analysons, ensuite, de manière empirique

la ségrégation sociale à l'Université en France sur la période 2006-2016. Sur la base de l'indice d'exposition normalisé, nous montrons qu'au niveau national, la ségrégation se fixe à des niveaux plus faibles que ceux mis en évidence par d'autres travaux pour l'enseignement secondaire. Nous montrons également que le niveau de ségrégation à l'Université a plutôt tendance à baisser avec le niveau de diplôme au niveau national. Par ailleurs, nous montrons une très grande variabilité de la ségrégation au cours du cursus par académie, avec des académies peu ségréguées pour certains niveaux d'études et fortement pour d'autres. Afin de compléter notre analyse empirique, nous décomposons nos résultats sur le degré de mixité sociale afin de connaître les parts contributives de chaque facteur au niveau total de la ségrégation. Au niveau national, environ un tiers de la ségrégation correspond à une composante inter-disciplinaire alors que les deux tiers restants résultent d'un facteur interuniversitaire interne à chaque discipline. Nos résultats décrivent également la dimension fortement locale et inter-disciplinaire de la ségrégation dans le système universitaire français. La dernière étape de notre travail analyse les liens entre mixité sociale et réussite à l'Université. Afin de mesurer les effets de la mixité sociale, nous avons choisi d'analyser les liens potentiels entre mixité sociale des formations suivies et réussite universitaire mesurée par le passage en année supérieure. Nous parvenons à mettre au jour un effet significatif de la part des étudiants très favorisés et défavorisés dans les formations sur la probabilité de passage en année supérieure pour le groupe des étudiants défavorisés uniquement. Au regard de la taille limitée de notre échantillon et de certains problèmes de représentativité identifiés, ce résultat ne nous permet pas, toutefois, de connaître précisément le type d'effet de pairs en jeu.

Sheehy-Skeffington, J., Covarrubias, R. G., Croizet, J.-C., & Goudeau, S. (2024). **Society in the Classroom: Introduction to the Special Issue.** *Journal of Social Issues*, 80(4), 1211-1217. <https://doi.org/10.1111/josi.12659>

In introducing the special issue, *Society in the Classroom: Multilevel Perspectives on Socioeconomic Inequalities in Education*, we begin by challenging the assumption that educational institutions are neutral sites merely reflecting socioeconomic inequalities that originate beyond them. Instead, we consider how socioeconomic disparities and biases pervade educational settings and may be perpetuated by the very function of privileging particular standards and practices, a function that is central to institutions serving the dominant societal classes. Compiled 20 years after the last time the *Journal of Social Issues* focused on the psychology of social class in the context of education, this issue takes stock of research on this topic with a focus on approaches that go beyond the individual level of analysis. Although research reported in the issue is predominantly conducted with majority ethnic samples in the United States and Western Europe, it engages with intersectional concerns by attending to power and interlocking processes of oppression.

Shepard, L. A. (2024). **What Should Psychometricians Know about the History of Testing and Testing Policy?** *Educational Measurement: Issues and Practice*, 43(4), 46-61. <https://doi.org/10.1111/emip.12650>

In 2023, a National Council on Measurement in Education Presidential Task Force developed a consensus framework for foundational competencies in educational measurement to guide graduate programs and subsequent professional development. This article elaborates on the social, cultural, historical, and political context subdomain from that framework. A graduate course on the history of testing and testing policy in the

United States is proposed to help measurement professionals develop an understanding of historic belief systems and theories of action that affect every aspect of testing applications—definition of constructs, instrument design, respondents' interactions, interpretations and use of results, and both intended and unintended consequences. Two, accessible, key readings are proposed for each of 14 weeks addressing the following topics: IQ testing and deficit perspectives; special education placements, disproportionality, and accommodations; grade retention and tracking; college admissions testing; standards-based reforms; 1990s performance assessment innovations; NCLB and school accountability; achievement gaps and opportunity to learn; NAEP and international assessments; standard setting and NAEP achievement levels; Common Core State Standards and ESSA; formative assessment and research on learning; culturally responsive assessment.

Sherfinski, M., & Ansah, G. (2025). **Data Embargoes as a Tool for Emplacement and Displacement of Children in Early Childhood Classrooms: A Comparative Case Study.** *Cultural Studies ↔ Critical Methodologies*, 25(1), 56-64. <https://doi.org/10.1177/15327086241268351>

Data embargoes constrain teachers' understanding of children by withholding and/or coding particular information on children's attainment and/or identities. Data embargoes may mask children's identities in ways that influence their rights to belong in early childhood programs and may construct White positivist childhoods by maintaining the belief that individual children's bodies can, whether in the present or future, be subject to objective measures of human learning or intelligence used for comparisons that uphold Eurocentric positivistic sciences and neoliberal accountability. By comparing children's experiences in two racialized and socioeconomically denied policy contexts, we show how data embargoes are implicated in sustaining inequities.

Sieber, J. (2024). **Les changements pédagogiques à l'école : analyse d'une réforme des devoirs à domicile dans le canton de Berne.** *L'éducation en débats : analyse comparée*, 14(2), 287-305. <https://doi.org/10.51186/journals/ed.2024.14-2.e1754>

This article looks at the nature and process of educational change in schools. On the one hand, it attempts to understand how schools change and what this change entails when it is pedagogical in nature. In the first part, we propose a theoretical framework for constructing an operational concept of social change by looking at its object, context and sequences of action. These elements make it possible to distinguish different types and realities of change and to specify how change can be considered pedagogical. After a brief explanation of the methodology used to collect and analyze the data, centered on comprehensive interviews, we look at how teachers understand the reforms and translate them into their teaching methods. We present some results of cross-sectional analyses from a doctoral thesis. This enables us to contextualize this complex, multifactorial process and gain a better understanding of how educational reforms are implemented by the players involved.

Signoretto, C., Peyrin, A., & Ollivier, C. (2024). **Introduction. Des contrats de plus en plus courts ? : Mesurer et comprendre la diversité des usages des contrats courts par les employeurs et les salariés.** *Travail et emploi*, 173174175(2-3-4), 1-20. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-1>

Simmons, R. (2024). **A Private Function: Independent Providers of Vocational Education and Training in Post-War England.** *British Journal of Educational Studies*, 72(6), 765-782. <https://doi.org/10.1080/00071005.2024.2359101>

This paper focuses on independent training providers (ITPs) – in other words, private companies – as suppliers of vocational education and training in post-war England. Whilst acknowledging the central role of further education (FE) colleges in delivering vocational learning, it draws attention to a large, diverse sector of ITPs operating alongside FE colleges, particularly during the 1960s and 1970s. Data suggest that around 15–20% of vocational learners were enrolled as fee-paying customers with private providers at that time – a figure broadly similar to today. There are, it is argued, three related reasons for this. First, the post-war policy environment, and the varied and uneven nature of colleges at that time, allowed significant room for ITPs to operate as alternative providers of vocational education. Second, the far-reaching ‘efficiency’ gains required since FE colleges left local authority control have largely attenuated the space in which ITPs previously operated. Third, neoliberal assumptions about the superiority of private enterprise mean that ITPs now receive significant funding from the state, largely to deliver Apprenticeships and other programmes of work-related learning – which has, somewhat perversely, reduced the incentive for them to act as bone fide commercial providers of a broader range of vocational learning.

Sireci, S. G., Suárez-Álvarez, J., Zenisky, A. L., & Oliveri, M. E. (2024). **Evolving Educational Testing to Meet Students’ Needs: Design-in-Real-Time Assessment.** *Educational Measurement: Issues and Practice*, 43(4), 112-118. <https://doi.org/10.1111/emip.12653>

The goal in personalized assessment is to best fit the needs of each individual test taker, given the assessment purposes. Design-In-Real-Time (DIRTy) assessment reflects the progressive evolution in testing from a single test, to an adaptive test, to an adaptive assessment system. In this article, we lay the foundation for DIRTy assessment and illustrate how it meets the complex needs of each individual learner. The assessment framework incorporates culturally responsive assessment principles, thus making it innovative with respect to both technology and equity. Key aspects are (a) assessment building blocks called “assessment task modules” (ATMs) linked to multiple content standards and skill domains, (b) gathering information on test takers’ characteristics and preferences and using this information to improve their testing experience, and (c) selecting, modifying, and compiling ATMs to create a personalized test that best meets the needs of the testing purpose and individual test taker.

Skulmowski, A. (2024). **AI-Related Threats to Information Sovereignty and Challenges for Research Ethics.** *Educational Psychology Review*, 36(4), 101. <https://doi.org/10.1007/s10648-024-09939-1>

Unnoticed by most, some technology corporations have changed their terms of service to allow user data to be transferred to clouds and even to be used to train artificial intelligence systems. As a result of these developments, remote data collection may in many cases become impossible to be conducted anonymously. Researchers need to react by reconsidering their mode of data collection, raising awareness, and expanding informed consent to ensure information sovereignty. Considerations for data sharing are discussed.

Smith, G. G., & Sherry, M. B. (2025). **Online discussion or authentic dialogue? How design affects discussions in two alternative types of online forums.** *British Journal of Educational Technology*, 56(1), 103-127. <https://doi.org/10.1111/bjet.13491>

Authentic dialogue demands that we respond, interpret and sometimes disagree with others' ideas—a key component of participation in a democratic society. Yet the sharing and uptake of different ideas can be hampered by traditional online platforms which divide students into isolated threads. To tackle this issue, we introduce two novel online forums designed to foster engagement and idea exchange: a linear chat, akin to SMS, and a collaborative writing forum we call CREW. Seventy-three graduate students, divided into 18 small groups, tested these forums. We used discourse analysis to measure idea uptake and other dialogic features. From this analysis, seven discussions emerged as particularly interactive and engaging, exhibiting a high uptake-to-turn ratio. We noticed linear chat encouraged a high proportion of uptake, but also produced 'tangles'—breaks in related post chains. CREW discussions sparked similar engagement but resolved most tangles since they required a collaborative written response. This study offers fresh insights in both research and teaching for improving online discussions. Practitioner notes What is already known about this topic A vital practice for scholarly dialogue and democratic discourse is uptake: building on what others have written or said. Instead of encouraging uptake of others' words and ideas, typical online discussions in Learning Management Systems (LMSs) can inadvertently isolate students in separate threads. What this paper adds We introduce and analyse two new, innovative types of online discussions that may encourage more uptake of others' words and ideas. To eliminate isolation and encourage uptake, a linear chat forum makes all posts visible, but may produce interruptions, or 'tangles'. A forum that includes collaborative responsive writing requires participants to converge on a collective response, encouraging dialogue and overcoming tangles. Implications for practice/policy Teachers and other stakeholders might consider how discussion forum designs in LMSs can support or limit authentic dialogue. Practitioners might consider how to incorporate deliberation about a shared focus into online discussions. Instructors might avoid tangles by aligning assignment purposes with dialogic principles: posing authentic questions that invite multiple interpretations and require uptake of others' responses.

Smythe, F. (2025). **Young Migrants and Integration into Mainstream Learning in Schools: A Comparative Study of Inclusive Approaches within Education Systems in France and Aotearoa New Zealand.** In *Young Migrants and Integration into Mainstream Learning in Schools*. Consulté à l'adresse <https://brill.com/display/title/71594>

Soidet, I., Masdonati, J., & Cohen-Scali, V. (2024). **(S)'Orienter en Anthropocène – Introduction.** *L'orientation scolaire et professionnelle*, 53(4), 583. <https://doi.org/10.4000/12y6r>

L'anthropocène, nouvelle période géologique, est caractérisé par l'impact de l'activité humaine sur le système terre. Ce concept, formalisé à la fin du 20e siècle par Crutzen et Stoermer (2000), renvoie à l'idée que les activités des humains déterminent par elles-mêmes une nouvelle ère géologique. Déjà établis par Meadows et al. (1972), les effets des activités humaines sur la planète ont été, par la suite, détaillés dans les différentes productions du Groupe d'experts intergouvernemental sur...

Spiegler, O., Jonsson, J. O., & Bracegirdle, C. (2025). **Religious development from adolescence to early adulthood among Muslim and Christian youth in Germany: A**

person-oriented approach. *Child Development*, 96(1), 141-160.
<https://doi.org/10.1111/cdev.14151>

Religious decline, often observed among North American Christian youth, may not apply universally. We examined this and whether religiosity is associated with well-being, risk behavior, cultural values, and acculturation among 4080 Muslim and Christian adolescents aged 15–22 in Germany. Utilizing seven waves from the CILS4EU project and a person-oriented analytical approach, we identified different religious trajectories for Muslim (58% high, 31% low, 11% increasing), immigrant-origin Christian (68% low, 32% medium), and non-immigrant Christian (74% low, 17% decreasing, 9% medium) youth. High and medium trajectories were associated with greater well-being, lower risk behavior, more conservative attitudes, and less sociocultural integration. To fully understand religious development, we must consider diverse national contexts and groups, employing long-term perspectives and person-centered analyses.

Stallasch, S. E., Lüdtke, O., Artelt, C., Hedges, L. V., & Brunner, M. (2024). **Single- and Multilevel Perspectives on Covariate Selection in Randomized Intervention Studies on Student Achievement.** *Educational Psychology Review*, 36(4), 112.
<https://doi.org/10.1007/s10648-024-09898-7>

Well-chosen covariates boost the design sensitivity of individually and cluster-randomized trials. We provide guidance on covariate selection generating an extensive compilation of single- and multilevel design parameters on student achievement. Embedded in psychometric heuristics, we analyzed (a) covariate types of varying bandwidth-fidelity, namely domain-identical (IP), cross-domain (CP), and fluid intelligence (Gf) pretests, as well as sociodemographic characteristics (SC); (b) covariate combinations quantifying incremental validities of CP, Gf, and/or SC beyond IP; and (c) covariate time lags of 1–7 years, testing validity degradation in IP, CP, and Gf. Estimates from six German samples ($1868 \leq N \leq 10,543$) covering various outcome domains across grades 1–12 were meta-analyzed and included in precision simulations. Results varied widely by grade level, domain, and hierarchical level. In general, IP outperformed CP, which slightly outperformed Gf and SC. Benefits from coupling IP with CP, Gf, and/or SC were small. IP appeared most affected by temporal validity decay. Findings are applied in illustrative scenarios of study planning and enriched by comprehensive Online Supplemental Material (OSM) accessible via the Open Science Framework (OSF; <https://osf.io/nhx4w>).

Stephens, N. M., Emery, L. F., Townsend, S. S. M., & Song, H. J. (2024). **Taking a social-class-in-context perspective on the psychology of social class.** *Journal of Social Issues*, 80(4), 1484-1503. <https://doi.org/10.1111/josi.12652>

Social class researchers in social psychology have pushed the field to become more focused on and attentive to the critical role of sociocultural contexts. In this article, we label and articulate the key ingredients of the approach that many social psychological researchers have come to use: what we refer to as a social-class-in-context perspective. This perspective means attending to the contextual differences in resources that create social class differences in psychology and behavior. We also suggest some additional steps that researchers can take to become even more attentive to and responsive to the important role of contexts in creating social class. As a first step, we suggest the importance of adopting a definition of social class that directly explicates its relationship to similar constructs, such as power and status, and also links it to the contexts that produce it. Second, building on this definition of social class, we then describe the importance of taking a multi-level approach to understanding how different social class

contexts shape psychology and behavior. Finally, we articulate the important implications and future directions that emerge from intentionally adopting this perspective.

Sun, D., Looi, C.-K., Yang, Y., & Jia, F. (2025). **Exploring students' learning performance in computer-supported collaborative learning environment during and after pandemic: Cognition and interaction.** *British Journal of Educational Technology*, 56(1), 128-149. <https://doi.org/10.1111/bjet.13492>

Universities, significantly impacted by the shift to online learning during pandemic, must critically evaluate their teaching methods and outcomes to enhance performance in the post-pandemic era. However, there has been a limited examination of whether students achieved comparable levels in cognition and social interaction during the pandemic compared to traditional face-to-face learning. Addressing this gap, this exploratory study utilized a quasi-experimental design to analyse and compare the learning performance and outcomes of two cohorts of students (totalling 45) in a 12-week university course delivered through the computer-supported collaborative learning (CSCL) approach, both during and after the pandemic. Employing quantitative analysis and lag sequential analysis, the study examined students' behaviours, similarities and differences in performance within CSCL environments under two distinct social situations. Results indicated that students engaged in complete online learning with CSCL and those in face-to-face teaching with CSCL achieved similar levels of conceptual understanding. Additionally, a comparable distribution pattern of learning behaviours was observed. However, significant differences in behaviour sequences emerged between the two implementations, with students exhibiting a higher level of engagement in CSCL activities during the post-pandemic period. These findings inform the design of CSCL environments should integrate student-centred activities and include guiding scripts, prompts and scaffoldings in navigating learning endeavours effectively.

Practitioner notes

What is already known about this topic

The CSCL environment could facilitate teacher-student and student-student interaction in learning activities. Studies have been conducted on the impact of scripts and prompts on students' cognition and social interaction in CSCL environment. There is a crucial need for conducting more in-depth data analysis to comprehensively explore the CSCL process within university settings. What this paper adds

A well-designed CSCL environment, coupled with effective instructional strategies, exhibits resilience, sustaining its beneficial effects on students' academic performance and interaction. Both cohorts demonstrated a proclivity for engaging in repetitive behaviours, particularly focused on reviewing and reading activities. The latter cohort displayed a preference for individual tasks over collaborative efforts, showcasing a relatively higher frequency of individual work as opposed to group activities. Notably absent in both groups were crucial behavioural sequences, namely VR-IA and VC-IA, underscoring potential areas for CSCL improvement. Implications for practice and/or policy

In the CSCL environment, a variety of activities rooted in student-centred pedagogy (ie, self-regulated learning, inquiry-based learning and peer feedback) should be seamlessly integrated. It is recommended to furnish students with scripts, prompts and scaffoldings to bolster their navigation through collaborative and independent learning endeavours within CSCL environment. Students are encouraged to bridge their newly acquired knowledge with their existing understanding, for enhancing engagement and promoting deeper comprehension.

Szerdahelyi, L. (2024). **Entretien avec Vincent Patigniez à propos de son ouvrage Accompagner la construction sexuelle et de genre chez les ados.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131db>

Le livre de Vincent Patigniez, *Accompagner la construction sexuelle et de genre chez les ados*, propose, en dialogue avec la littérature scientifique, une série de ressources utiles pour faire vivre l'éducation à la sexualité et au genre dans les établissements scolaires. Dans l'entrevue qui suit, l'auteur partage avec Loïc Szerdahelyi ses motivations à l'origine du projet éditorial, ainsi que les axes forts de l'ouvrage dont le but est d'outiller les personnels enseignants, d'éducation et de formation afin de viser collectivement une école de l'égalité, moins discriminante et plus juste.

Tacchini, S., & Atitsogbe, K. A. (2024). **Intégrer la durabilité dans les pays aux réalités socio-écologiques différentes: quelles possibilités pour l'orientation scolaire et professionnelle en Suisse et au Togo ?** *L'orientation scolaire et professionnelle*, 53(4), 749-774. <https://doi.org/10.4000/12y6y>

Cet article compare les impacts des activités économiques sur l'environnement et l'accès aux besoins fondamentaux sociaux entre la Suisse et le Togo. Ces deux pays ont été choisis pour illustrer les dynamiques de réalités très différentes en les considérant à la lumière de la théorie du Donut. Cette comparaison met en évidence des modèles économiques et culturels différents. Alors que la Suisse, pays à hauts revenus, dépasse largement les limites écologiques, mais atteint les besoins humains de base, le Togo a un impact environnemental limité, mais ne parvient pas à couvrir les besoins sociaux fondamentaux. L'article propose d'enrichir les pratiques d'orientation en intégrant la transition vers la durabilité selon la théorie du Donut, en favorisant un échange de pratiques entre les deux pays et en examinant les défis spécifiques de chacun à la lumière de cette théorie.

Tacchini, S., Rochat, S., & Rossier, J. (2024). **« Des gens en chemin »: une étude exploratoire des parcours de personnes qui intègrent les limites écologiques à leurs trajectoires professionnelles.** *L'orientation scolaire et professionnelle*, 53(4), 689-715. <https://doi.org/10.4000/12y6x>

De nombreuses activités professionnelles devront se transformer si nos sociétés souhaitent respecter les limites planétaires et décarboner nos modes de production. Il semblerait qu'au sein de nombreux secteurs professionnels des personnes entreprennent une transition socio-écologique, au-delà des domaines clairement identifiés par les métiers de « l'environnement », de « la nature » et de « l'énergie ». Cette recherche qualitative explore les parcours de 20 personnes qui se disent « en chemin » pour intégrer les questions des limites planétaires et sociales dans leur trajectoire professionnelle et de vie. Une analyse thématique réflexive d'entretiens collectifs a permis d'identifier deux thèmes principaux. Le premier thème évoque les perceptions de la situation (I) et le deuxième, le cheminement personnel en direction des limites écologiques (II) qui en découle. Cette étude propose une typologie de parcours en quatre types d'action professionnelle mise en œuvre par les participant·es. Cette recherche peut permettre une meilleure compréhension du phénomène des gens en chemin et son implication possible pour les pratiques d'orientation.

Tan, C. Y. (2024). **Socioeconomic Status and Student Learning: Insights from an Umbrella Review.** *Educational Psychology Review*, 36(4), 100. <https://doi.org/10.1007/s10648-024-09929-3>

Socioeconomic status (SES) has been widely argued to be an important predictor of students' learning outcomes; the corollary is that low-SES students face immense challenges in their learning. The present study employed an umbrella review, comprising a thematic review and second-order meta-analysis, of 48 reviews relating SES to student learning to critically examine this argument. Results elucidate three sets of insights on the relationship between SES and student learning. First, researchers need to expand the conceptualization of SES from being an objective, individual attribute measuring hierarchical differences in access to resources to a more comprehensive construct incorporating (a) objective and subjective evaluations of (b) individual and collective SES attributes; (c) emphasizing students' mobilization of capital; and (d) adopting a more diverse, asset-based perspective of SES. Second, the umbrella review provides a nuanced evaluation of the influence of SES in student learning. It yields a mean SES effect size of $r = .22$ (deemed as large with reference to educational benchmarks, expected students' achievement gains, and percentile points in achievement tests) but SES effects may be confounded with other demographics. Third, SES needs to be examined from an ecological perspective, given the different mediating and moderating processes pertaining to SES in student learning. The results imply that policies for improving low-SES students' learning outcomes should comprehensively address multiple factors influencing student learning and avoid a one-size-fits-all approach, enhance disadvantaged students' access to educational opportunities and resources, affirm the strengths that disadvantaged students bring to their learning, and address structural and systemic inequalities related to poverty, classism, and segregation.

Täschner, J., Dicke, T., Reinhold, S., & Holzberger, D. (2025). **"Yes, I Can!" A Systematic Review and Meta-Analysis of Intervention Studies Promoting Teacher Self-Efficacy.** *Review of Educational Research*, 95(1), 3-52. <https://doi.org/10.3102/00346543231221499>
A high level of teacher self-efficacy is considered to be important for a successful and healthy teaching career. This preregistered meta-analysis focuses on whether and to what degree interventions can promote teacher self-efficacy. We included 115 studies representing 11,284 pre-service and in-service teachers in our meta-analysis. Interventions had a significant, positive effect on the promotion of teachers' self-efficacy ($g = 0.47$, RVE SE = 0.04, 95% CI = [0.40, 0.54]) with no significant differences between pre- and in-service teachers. A fine-grained coding and systematic review of the targeted sources of self-efficacy according to Bandura's sociocognitive theory revealed that overall interventions including mastery experiences did not significantly differ from those without. However, interventions targeting only mastery experiences were the most successful for pre-service teachers ($g = 0.62$, RVE SE = 0.11, CI = [0.35, 0.88]). Based on further moderator analyses, we recommend interventions to integrate reflective elements. Finally, future research should apply stricter study designs and more detailed intervention descriptions.

Tavsanlı, O. F., Graham, S., & Cao, Y. (2024). **The Effect of the Write, Talk, and Rewrite Dialogic Writing Treatment on Argumentative Texts: a Replication Study in Türkiye.** *Educational Psychology Review*, 36(4), 114. <https://doi.org/10.1007/s10648-024-09949-z>
The current study replicated an earlier investigation by Bouwer and van der Veen (2023) where 10 Grade 5 and 6 classrooms in the Netherlands (210 students) were randomly assigned to a treatment or control condition, with treatment students evidencing improvements in the quality of their essays after practice writing argumentative essays, reading and discussing them with a small group of peers, and revising each essay based on the discussion that ensued. In the present study, 12 Grade 2 to 4 classrooms in Türkiye

(383 students) were randomly assigned to this write, talk, and rewrite dialogic treatment or to a control condition. Students in the control condition practiced planning and writing the same four argumentative essays as treatment students did during the experiment, and each of these essays was shared with peers (time spent in both conditions was comparable). Control students did not, however, discuss their essay with peers or use such feedback to revise them as was done by students in the write, talk, and rewrite dialogic treatment. When the nested nature of the data and pretest scores were held constant, the quality of the argumentative posttest essays produced by students in the treatment condition evidenced greater improvement than essays written by control students. The same outcome was obtained for the length of essays (number of words) when the nested nature of the data and pretest scores were held constant. This investigation provided evidence that the write, talk, and rewrite dialogic intervention tested by Bouwer and van der Veen (2023) was effective in improving the argumentative writing of even younger students in a different country. Implications for research and practice are provided.

Tenret, E., & Verley, E. (2024). **L'épanouissement au travail à l'épreuve des expérimentations en cours d'études.** In T. Couppié, D. Épiphané, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 83-94). <https://doi.org/10.4000/12u2y>

Terzidis, A., & Hendriks, M.-F. (2024). **The Blue Artery : un projet innovant et créatif en formation des enseignants du secondaire – ou quand les rives du Rhône servent de milieu didactique.** *Swiss Journal of Educational Research*, 46(3), 167-183. <https://doi.org/10.24452/sjer.46.3.3>

An innovative, interdisciplinary training programme for future secondary school teachers was designed around a cultural project on the development of the Rhône in Valais (Switzerland). It resulted in the design of an interdisciplinary artistic and educational itinerant device in which teaching and learning are seen as « creators », focusing on creativity and citizenship. Here we examine the strengths and limitations of this innovative approach to teacher training and the transformation of teaching practices in the Human Sciences.

Thakore, K., Das, T., Jahan, S., & Sweller, N. (2024). **From Hands to Mind: How Gesture, Emotional Valence, and Individual Differences Impact Narrative Recall.** *Educational Psychology Review*, 36(4), 111. <https://doi.org/10.1007/s10648-024-09948-0>

Narrative recall and comprehension are important lifelong skills. While gesturing may improve recall by alleviating cognitive load, it may be differentially beneficial, depending on task and individual characteristics. While research on gesture's effects on a variety of task modalities is burgeoning, effects on recall of narratives read aloud are under-examined. Further, emotional valence and individual differences in verbal memory may affect recall, through effects on task difficulty. If gesturing lightens cognitive load, it may be more beneficial for harder tasks, namely for narratives lacking emotional content and for individuals with poorer verbal memory. Across two studies, impacts of gesture production, emotional valence, and individual differences on narrative recall were evaluated. In Study 1, participants (N = 100) read aloud three emotive narratives (positive, negative, neutral) while either instructed to gesture or receiving no gesture instructions. Gesture production hindered recall, particularly for those with higher verbal

memory. Emotion benefited recall, with enhanced recall of the negative narrative and impaired recall for the neutral narrative. In Study 2, following a measure of individual propensity to gesture, participants (N = 98) similarly read aloud three emotive narratives. Instructions to gesture hindered recall for participants with a lower propensity to gesture, and emotional narratives again saw enhanced recall relative to the neutral narrative. Propensity to gesture and verbal memory were positively associated with narrative comprehension. Results suggest instructions to produce gestures may for some individuals hinder recall for self-guided learners when studying written texts, while emotional content benefits recall.

Tham, M., Huo, S., & Wade, A. (2024). **Does School Academic Selectivity Pay Off? The Education, Employment and Life Satisfaction Outcomes of Australian Students.** *British Journal of Educational Studies*, 72(6), 743-763.
<https://doi.org/10.1080/00071005.2024.2365189>

The long-term benefits of academically selective schools have not been thoroughly explored in the Australian context. This research draws on data from a longitudinal study of Australian young people (n = 2933) and utilises Nearest-neighbour matching techniques to explore whether individuals who attend academically selective schools have better outcomes than those who attend non-selective schools. This research explores a range of post-school outcomes, including engagement in education or employment, years of education and life satisfaction. Participants who graduated from academically selective schools reported slightly higher general life satisfaction scores. Limitations around the available data and measures used for identifying selective schools are discussed, but these results indicate that attending an academically selective school is not associated with major benefits for individuals. We argue that academically selective schools contradict the principles of inclusive and equitable education which underpin Australia's school system. The results speak to policy makers who play a key role in evaluating and regulating selective processes.

Thomas, P. (2024). **British Educators Preventing Terrorism Through 'Safeguarding' the 'Vulnerable'.** *British Journal of Educational Studies*, 72(6), 675-692.
<https://doi.org/10.1080/00071005.2024.2318697>

Educators are central to the implementation of Britain's Prevent Strategy, through the 'Prevent duty'. This mandatory reporting responsibility, shared with professional practitioners in health and welfare, requires educators to spot and refer individual students potentially 'vulnerable to' or 'at risk' of radicalisation. The Prevent duty explicitly instructs educators and educational institutions to understand this responsibility as 'safeguarding' and to operationalise it through existing safeguarding paradigms and mechanisms, an approach mirrored by other Western countries. This framing of terrorism prevention as 'safeguarding' within education, health and welfare has come under strong criticism from scholars who see it both as a perversion and as a securitisation of 'traditional' safeguarding. There has been too little consideration of what 'safeguarding' represents within modern education and how coherently, therefore, terrorism prevention approaches such as the Prevent duty fit. The article contributes to addressing this deficit, arguing that safeguarding within modern education is a form of anticipatory security, an approach of 'new public management', which sees anticipating and preventing risk to students as a core responsibility for all professionals. In this way, the article argues that counter-terrorism prevention responsibilities for educators, such as Britain's Prevent duty,

are entirely consistent with broader, pre-existing safeguarding paradigms within education.

Thompson, W. J., & Clark, A. K. (2024). **Improving Instructional Decision-Making Using Diagnostic Classification Models**. *Educational Measurement: Issues and Practice*, 43(4), 146-156. <https://doi.org/10.1111/emip.12619>

In recent years, educators, administrators, policymakers, and measurement experts have called for assessments that support educators in making better instructional decisions. One promising approach to measurement to support instructional decision-making is diagnostic classification models (DCMs). DCMs are flexible psychometric models that facilitate fine-grained reporting on skills that students have mastered. In this article, we describe how DCMs can be leveraged to support better decision-making. We first provide a high-level overview of DCMs. We then describe different methods for reporting results from DCM-based assessments that support decision-making for different stakeholder groups. We close with a discussion of considerations for implementing DCMs in an operational setting, including how they can inform decision-making at state and local levels, and share future directions for research.

Toader, A., Rakocevic, R., Farrugia, A., & Gaudry-Lachet, A. (2024). **L'Europe de l'éducation en chiffres 2024**. Consulté à l'adresse Direction de l'évaluation, de la prospective et de la performance (DEPP) website: <https://www.education.gouv.fr/l-europe-de-l-education-en-chiffres-2024-416032>

Les comparaisons internationales constituent aujourd'hui un levier essentiel pour piloter les systèmes éducatifs et élaborer des politiques publiques d'éducation. Il est donc crucial de garantir leur qualité et leur pertinence pour les utiliser de manière optimale et en tirer des interprétations fiables.

Trumbell, J. M., Posada, G., Anaya, L., Kim, G., & Liu, M. (2025). **Child–father and child–mother attachment relationships in naturalistic settings**. *Child Development*, 96(1), 375-388. <https://doi.org/10.1111/cdev.14173>

This study examines paternal and maternal sensitivity as predictors of toddlers' attachment security in two naturalistic contexts. Seventy-three mostly White middle-class families participated between 2015 and 2019 when children (49.3% girls) were approximately 29.48 months old. Each child–parent dyad completed a home and playground visit. Findings revealed paternal and maternal sensitivity were significantly associated at home and marginally at the playground. Paternal sensitivity was only predictive of security to the father at the playground, showing a medium effect, while small effects of maternal sensitivity on security to the mother were found in both contexts. Cross-parent contributions to security were small and limited to the playground. The need to consider the greater ecology of child–parent relationships and suggestions for larger-scale research are discussed.

UNESCO. (2024). **Transforming Education Towards SDG 4: Report of a global survey on country actions to transform education**. <https://doi.org/10.54675/OBBC3458>

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2024). **Encourager les filles et les femmes à poursuivre études et carrières dans le domaine des STIM - Document de plaidoyer**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000391937_fre/PDF/391937fre.pdf.multi

Le document expose les points essentiels de son plaidoyer et émet des recommandations illustrées par des exemples du monde entier pour remédier au déséquilibre de genre dans le choix des STIM (sciences, technologie, ingénierie et mathématiques): a) s'assurer que les politiques liées aux STIM ont un volet relatif à l'égalité de genre; b) offrir des exemples à suivre, du mentorat et des conseils d'orientation professionnelle tenant compte du genre; c) former les enseignants et les chefs d'établissement à combattre les préjugés sexistes dès le plus jeune âge; d) améliorer la culture numérique des filles pour réduire les inégalités en termes de compétences; e) déceler les préjugés sexistes sur les choix d'études « convenables » dans les supports d'enseignement et d'apprentissage; f) recourir aux approches transversales et globales; e) travailler avec des acteurs non étatiques.

UNESCO : United Nations Educational, S. and C. O. (2024). **Insights from the science of learning for education: leveraging scientific knowledge for innovations in teaching and learning.** Consulté à l'adresse

<https://unesdoc.unesco.org/ark:/48223/pf0000392085?posInSet=53&queryId=N-dd4262f1-42d1-42ad-b31d-dd87eab718ef>

Les connaissances scientifiques sur la manière dont les humains apprennent ont un immense potentiel pour stimuler les innovations dans l'éducation, à la fois pour remettre en question la pensée conventionnelle et pour tester de nouvelles idées sur le terrain concernant les pratiques d'enseignement et d'apprentissage. Appliquer ces connaissances pour améliorer les politiques éducatives et les résultats d'apprentissage reste cependant un défi, nécessitant une traduction efficace de la recherche à l'action. Ce recueil de notes de recherche et de politique partage des idées et des récits sur la science de l'apprentissage, montrant comment ces connaissances peuvent être appliquées. Il souligne qu'une collaboration plus étroite entre les scientifiques, les chercheurs, les décideurs politiques et les éducateurs est nécessaire pour transformer l'éducation.

UNICEF. (2024). **Teachers for All: Comprendre le déploiement des enseignants du primaire à Madagascar: Étude de cas qualitative** (p. 57). Consulté à l'adresse UNICEF website:

<https://www.unicef.org/innocenti/media/10111/file/UNICEF-Innocenti-Teachers-for-All-Madagascar-2024-FR.pdf>

Valderama-Wallace, C. (2025). "Fighting every step of the way": nursing students in struggle with converging systems of power. *International Journal of Qualitative Studies in Education*, 38(1), 76-93. <https://doi.org/10.1080/09518398.2024.2348800>

The purpose of this study was to make legible nursing students' efforts and aspirations as well as the industries that shape nursing education. Utilizing constructivist grounded theory, I interviewed 33 pre-licensure nursing students and recent graduates residing in California. Findings indicate that nursing students are engaged in active struggle. Nursing students internalize, perpetuate, and resist systems of oppression by mapping nursing education priorities, navigating the power dynamics of nursing programs, laboring through colonialism internalized and collectivized within cohort dynamics, and locating themselves in relation to community and future change. Nursing programs are vital sites of contestation with opportunities to expand and transgress the bounds of nursing, academia, and health care, not merely staging grounds for licensure. This study contributes to the excavation of oppressive systems, centering individual and collective student agency within the context of increasingly exploitative systems of education, nursing, and health care.

Valle, I., & Covarrubias, R. (2024). **A critical race culture cycle study of class inequities in higher education.** *Journal of Social Issues*, 80(4), 1504-1526. <https://doi.org/10.1111/josi.12653>

The culture cycle details how cultural ideas, institutional practices, daily interactions, and psychological processes mutually reinforce (and disrupt) social class inequities in U.S. education contexts. Attending to how the intersections of classism, racism, and sexism shape culture cycle processes unearths nuances in social class inequities and their consequences. In this paper, we argue that by taking a critical race perspective to the culture cycle framework, or a critical race culture cycle lens for short, we can more fully interrogate interrelated power structures in educational contexts that dynamically influence each other over time to shape students' unique psychological realities of marginalization and, importantly, their acts of resistance. To build our argument, we first describe the utility of a culture cycle study of social class inequities. We then illustrate how a critical race culture cycle lens sharpens psychological investigations of these inequities. We offer cultural mismatch theory as an illustrative example for our argument and showcase how such a lens provokes a different set of research questions that attend to power, intersectionality, and resistance. Finally, we discuss how a critical race culture cycle lens offers new opportunities for theory and research in the study of social class inequities more broadly.

Vallet-Giannini, F. (2024). **Rangs de classement sur Parcoursup : analyse des écarts et lien avec la réussite.** *e-JIREF*, 10(3), 27-48. <https://doi.org/10.48782/e-jiref-10-3-27>

En France, dans le cadre de la loi Orientation et Réussite des Etudiants (ORE) votée en 2018, une nouvelle plateforme d'affectation vers les études supérieures, Parcoursup, a été introduite. Celle-ci invite les formations, y compris universitaires et non sélectives, à classer l'ensemble des candidatures reçues. Les critères retenus suivent le plus souvent une logique de méritocratie scolaire. Par la suite, Parcoursup réajuste ce classement en tenant compte de quotas sociaux et géographiques. Cette recherche propose donc d'évaluer les écarts de rangs des candidats entre le classement réalisé par les formations et l'ordre d'appel final sur Parcoursup. En outre, nous nous intéressons au lien possible entre ces classements et la réussite des étudiants en première année de licence. Pour cela, nous nous sommes appuyés sur un échantillon d'environ 18 000 candidatures de la procédure Parcoursup 2021, ainsi qu'un peu moins de 1700 néo-bacheliers 2021 inscrits en première année, au sein de cinq filières en tension d'une université française. En raisonnant par quartiles de rangs, nous avons pu constater des différences variables entre le classement initial et l'ordre d'appel selon les filières, parfois compensées par les décisions des candidats d'accepter ou de refuser la proposition d'admission. Finalement, l'ordre d'appel n'admet aucun lien statistique avec la réussite académique en première année de licence, contrairement au classement initial, y compris en considérant les caractéristiques socio-démographiques et scolaires des étudiants.

Vandelannote, I., & Demanet, J. (2024). **People get ready: high school students' college readiness and higher education success.** *Social Psychology of Education*, 28(1), 7. <https://doi.org/10.1007/s11218-024-09974-4>

The high prevalence of delay and non-completion among academic track students across OECD countries raises questions about academic tracks' effectiveness in successfully preparing students for higher education. Yet, empirical studies addressing academic track students' college readiness remain scarce. Therefore, this study

investigates the long-term effects of cognitive (i.e., ability) and non-cognitive indicators (i.e., self-efficacy, learning skills, transition knowledge, and cognitive strategies) of college readiness on “on-time” progress throughout higher education. Additionally, this study investigates whether shared teacher expectations (i.e., teachability culture) explain differences in students’ college readiness. Results of multilevel analyses based on data from 671 Flemish students across 16 schools (ISCY: 2013–2019), indicated that teachability culture positively affected college-readiness indicators, namely: self-efficacy and cognitive strategies. In turn, self-efficacy positively affected students’ “on time” progression throughout higher education. Given its malleable nature, self-efficacy is potentially an interesting tool to increase college-readiness, and ultimately “on time” degree completion.

van Liempd, I. H., Oudgenoeg-Paz, O., & Leseman, P. P. M. (2025). **Object exploration is facilitated by the physical and social environment in center-based child care.** *Child Development*, 96(1), 161-175. <https://doi.org/10.1111/cdev.14161>

Object exploration is considered a driver of motor, cognitive, and social development. However, little is known about how early childhood education and care settings facilitate object exploration. This study examined if children’s exploration of objects during free play was facilitated by the use of particular spatial components (floor, tables, and activity centers) and types of play (solitary, social, and parallel). Participants were 61 children (aged 11 to 48 months and 50.8% boys, socioeconomic levels representative of the Dutch population). Intraindividual variability in children’s object exploration was predicted by the use of particular spatial components and the social setting, with small-to-medium effect sizes. Solitary and parallel play were positively associated with complex object exploration, especially when sitting or standing at child-height tables. During social play, object exploration was mostly absent.

Vella-Brodrick, D. A., Lewis, K. J., & Gilowska, K. (2024). **Exploring the Nature-Creativity Connection Across Different Settings: A Scoping Review.** *Educational Psychology Review*, 36(4), 134. <https://doi.org/10.1007/s10648-024-09964-0>

The widespread benefits of creativity have become more salient in recent years. This has led to scholarly interest in finding ways to foster creativity. Nature immersion may be one way to enhance creativity, particularly as many individuals involved in creative pursuits have found nature to be a source of inspiration and a haven for restoration. Using the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) extension for scoping reviews and the PRISMA-ScR 22 item checklist, we conducted a scoping review to examine the evidence on the relationship between nature and creativity as well as any underlying mechanisms facilitating this relationship. A scoping review was deemed appropriate given the infancy of the topic and the need to understand the broad landscape. Our aim was to present a range of interdisciplinary applications of nature interventions on different types of creative performance. We found 45 publications exploring the relationship between nature and creativity, with the majority (n = 36, 80%) published within the past seven years. Overall, the quantitative studies in our scoping review provided evidence of a significant positive relationship, or effect, between nature and creativity. These relationships held across various types of nature including for wilderness, rural and urban settings, as well as in different applications of creativity such as in the arts, workplace, education, and laboratory conditions. Qualitative and case study research also supported the positive relationship between nature and creativity including in diverse nature settings and in different applications

such as in visual arts, design, writing, music, free play in kindergartens, and work. Qualitative studies highlighted potential mechanisms behind this relationship, including time in solitude, appreciation of impermanence, relaxation and inspiration, and disconnection from technology. Moreover, the degree of exposure to nature may be an important consideration for creative performance with more immersive, real-life experiences typical of outdoor nature, tending to be more effective than indoor spaces with window views or indoor plants. These preliminary findings suggest that more opportunities to connect with nature, especially in the outdoors, may help to stimulate creativity in a wide range of settings including education, the creative arts, and workplaces, although more high-quality research examining the sustained effects of nature on creativity is needed.

Vergnon, M., Lescouarch, L., & Dubois, É. (2024). **Innovation par la modularisation des enseignements au collège: une variation de forme scolaire pour un meilleur accompagnement des apprentissages des élèves en France.** In A. Capitanescu Benetti, C. Letor, & S. Guillemette, *Les nouvelles formes du travail scolaire. Changer l'école pour la renforcer ?* (p. 57-70). <https://doi.org/10.4000/books.pulm.22029>

Nous nous intéressons ici à une expérimentation pédagogique élaborée en 2017 dans un collège public français faisant partie des établissements expérimentaux au statut dérogatoire établis en 1982 par le ministère de l'Éducation nationale pour répondre à la volonté de certains acteurs de l'éducation, enseignants et élèves, de rompre avec la forme scolaire traditionnelle. Dans le cadre d'un fonctionnement systémique de rupture avec la forme scolaire classique et d'autogestion de l'établissement par l'équipe, les enseignants ont notamment fondé leur démarche sur le constat du décrochage de certains élèves ne maîtrisant pas les prérequis nécessaires à l'investissement de nouveaux apprentissages, dans un contexte national de remise en cause des redoublements. Ils ont donc réfléchi une proposition pédagogique qui permette à chacun de bénéficier du temps qui lui est nécessaire pour acquérir les connaissances et compétences visées au cycle 4 (5ème, 4ème, 3ème) dans chaque matière, voire d'aller au-delà, et ont élaboré un dispositif de modularisation. Inspiré par la formation des adultes, le dispositif supprime la structuration en classes des trois années du cycle pour une partie des enseignements, au profit de groupes de niveau-matière accueillant des élèves des trois années académiques d'inscription, et offre une progressivité grâce à des validations par paliers. Nous interrogeons ainsi les conditions de possibilité de ce dispositif, les difficultés rencontrées dans sa mise en œuvre et son fonctionnement, les motifs de satisfaction des enseignants et des élèves, et les leviers identifiés pour le faire évoluer.

Vessonen, T., Dahlberg, M., Hellstrand, H., Widlund, A., Korhonen, J., Aunio, P., & Laine, A. (2024). **Task Characteristics Associated with Mathematical Word Problem-Solving Performance Among Elementary School-Aged Children: A Systematic Review and Meta-Analysis.** *Educational Psychology Review*, 36(4), 117. <https://doi.org/10.1007/s10648-024-09954-2>

Mathematical word problem-solving skills are crucial for students across their lives, yet solving such tasks poses challenges for many. Therefore, understanding the characteristics of mathematical word problems that are associated with students' performance is important. The objective of this systematic review and meta-analysis was to evaluate the effects of linguistic and numerical task characteristics associated with mathematical word problem-solving performance among elementary school-aged children (Grades 1 to 6). The systematic review was based on five electronic databases

and citation searching. Reporting was conducted following The Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA). The findings ($K = 69$) showed that five of the six investigated linguistic task characteristics (i.e., the position of the unknown, schematic structure, irrelevant information, realistic considerations, and lexical consistency) and one of the two numerical task characteristics (i.e., number of operations) were related ($g = 0.39$ to 4.26) with elementary school-aged children's mathematical word problem-solving. However, the findings did not provide support for a general association between a familiar situational narrative or the required operation with mathematical word problem-solving. The findings highlight that elementary school-aged children especially struggle with mathematical word problems requiring realistic considerations or multiple mathematical operations, containing lexical inconsistency, and problems in which the position of the unknown is the first value. This further understanding of elementary schoolers' word problem-solving performance may guide the design of appropriate and progressive instruction and assessment tools and steer research into the interactions within task characteristics and with individual characteristics.

Vignon, S. (2024). **Évolution des connaissances didactiques du professeur en lien avec ses observations du travail des élèves : étude de situations d'énumération lors d'ateliers en maternelle** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse <https://theses.hal.science/tel-04847786>

Les travaux de recherche menés lors de la rédaction de deux mémoires de Master en Sciences de l'Éducation ont été le point de départ de cette thèse qui cherche à approfondir l'étude des connaissances d'observation du professeur. Notre recherche s'intéresse donc à ce que le professeur des écoles peut comprendre et interpréter de l'activité continue des élèves en maternelle. En effet, l'une des difficultés de l'activité du professeur est la discontinuité de son observation de tous les élèves. Après avoir reconsidéré un premier corpus recueilli et exploité pour les deux Master, notre recherche s'oriente sur ce que l'enseignant peut observer et percevoir de l'activité en situation des élèves en maternelle. Comment interprète-t-il ce qu'il observe ? Comment intervient-il auprès de chaque élève ? Nous nous intéressons donc au temps de l'activité du professeur en le rapportant au temps de l'action de chaque élève en mettant l'accent sur la spécificité instantanée de la situation d'intervention de l'enseignant par rapport à la situation continue de l'activité de l'élève. L'observation du professeur est constituée d'une juxtaposition de fragments d'activités d'élèves dont l'interprétation et la compréhension nécessitent une reconstitution immédiate. Nous cherchons à définir les connaissances d'observation et les connaissances didactiques qui permettent au professeur des écoles de formuler des hypothèses raisonnables sur les stratégies mises en œuvre par les élèves à partir d'une observation parcellaire. Nous avons formalisé une chronologie des interventions du professeur dans le déroulé de l'activité continue de chaque élève d'une classe observée de MS, ce qui nous a permis de modéliser les observables et les observés du professeur. La ré-analyse du recueil de données nous a conduit à la formalisation des dimensions spatiales des logiques d'observation du PE, des dimensions temporelles et didactiques de l'observation des élèves par le professeur. Souhaitant focaliser nos recherches sur ce que perçoit « réellement » le professeur de l'activité des élèves et sur la transformation de ses connaissances didactiques nous avons éprouvé la nécessité de nous appuyer sur un second protocole expérimental dans des classes de GS en orientant nos recherches vers un nouveau questionnement : Comment le professeur comble-t-il et reconstitue-t-il l'activité de l'élève, selon leur épaisseur,

pendant ces laps de temps non observés ? Quelles connaissances didactiques et d'observation le professeur peut-il acquérir lors de son enseignement ? La rotation d'ateliers et la répétition d'une même séance lui permettent-elles d'enrichir ses connaissances d'observation ? L'analyse des données de ce second corpus permet de formaliser et de modéliser la continuité des stratégies utilisées par les élèves lors d'une activité de tri de jetons marqués, ce qui nous amène à mieux comprendre ce que le professeur peut observer de l'activité de ses élèves. Nous pouvons ainsi reconstituer les laps de temps de l'activité de l'élève qu'il n'a pu observer.

Vite, A., Patall, E. A., & Chen, M. (2024). **Relationships Between Experiences of Autonomy and Well(III)-Being for K-12 Youth: A Meta-Analysis**. *Educational Psychology Review*, 36(4), 127. <https://doi.org/10.1007/s10648-024-09967-x>

Childhood and adolescence are pivotal developmental stages for psychological health. An understanding of psychological mechanisms related to well-being is important for promoting positive life outcomes for youth. Research generally shows that the basic psychological need for autonomy is significantly associated with well-being. To examine the magnitude and sources of variation in this relationship, we conducted a meta-analysis of 90 reports to analyze the average effect of autonomy need satisfaction (ANS) and frustration (ANF) on indicators of psychological well- and ill-being for K-12 (Kindergarten to 12th grade) youth. Results indicated that ANS was positively associated with psychological well-being and negatively associated with psychological ill-being among youth. Further, ANF was negatively associated with psychological well-being and positively associated with psychological ill-being. Moderator analyses indicated that the association between ANS and well-being was stronger for studies conducted with children and adolescents in East Asian countries compared to studies conducted in the USA, Canada, or Northern Europe when controlling for publication status and measurement reliability. Results also showed that the average correlation between ANS and well-being was stronger for studies located in more collectivistic countries compared to individualistic countries when controlling for publication status and measurement reliability. The relationship between ANS and ill-being was stronger for studies conducted in the USA and Canada compared to East Asian and European contexts. Together, results suggest that autonomy satisfaction is related to the well- and ill-being of youth across cultural contexts, but that there is cultural variation in the association between experiences of autonomy and well-being.

Vivés, C., & Remillon, D. (2024). **Précarité, sur-emploi ou discontinuité ? : Trajectoires et vécus des contrats courts pour les salarié es de 50 ans et plus**. *Travail et emploi*, 173174175(2-3-4), 71-99. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2024-2-3-4-page-71>

Vors, O. (2024). **Intérêts des données qualitatives dans les multi méthodes: Piste de réflexion pour appréhender la viabilité de la classe**. *Semaine Data-SHS*. Présenté à Aix-en-Provence, France. Consulté à l'adresse <https://hal.science/hal-04870890>

Voudouri, A. (2023). **Advancing fast and slow thinking theorizing : exploring the role of intuition across domains** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04765420>

Popular dual process models suggest that sound reasoning requires correction of fast, intuitive thought processes by slower, controlled deliberation. However, recent findings

in logical reasoning have started to question this characterization. These studies employed classic heuristics-and-biases tasks and showed that the sound, logical response traditionally assumed to arise after deliberation is often cued by mere intuitive processing. Additionally, even when people provide biased responses, they frequently show an intuitive awareness of the problem's logical principles. The present thesis aimed to extend the generalizability of these findings beyond the field of logical reasoning, to other domains where the sound response is also traditionally believed to be cued after deliberation. Encompassing a broad range of fields, from decision-making under risk, to high-level and low-level tasks, this thesis explored whether the alleged deliberate response could also be provided intuitively and whether people possess an intuitive sensitivity to their errors. To identify the presumed intuitive response that precedes the response given after deliberation, the two-response paradigm was used across all studies. In this paradigm participants give two consecutive responses to the same problem in each trial: an initial intuitive response under time-pressure and cognitive load, followed by a final response without constraints where they can freely deliberate. In Chapter 1, I examined decision-making under risk and found that when people gave the expected-value maximizing response after deliberation, they had frequently arrived to the same response already from the initial, intuitive stage. Moreover, even when people remained loss averse, they often showed an intuitive sensitivity to expected value, as indicated by decreased confidence. In Chapter 2, I delved into high-level semantic tasks, demonstrating that while avoiding semantic illusions often requires deliberation, intuitive responding can also lead to correct answers. Additionally, people consistently displayed error sensitivity, even in the initial stage when deliberation was minimized. In Chapter 3, I focused on low-level cognitive control tasks, such as the Stroop and Flanker tasks, and found that the majority of correct responses were already provided in the initial stage, when deliberate control was constrained. In this chapter I also explored the association between Stroop and reasoning performance. In Chapter 4, I investigated the stability of biases in heuristics-and-biases tasks and the impact of conflict detection on long-term answer change. The results indicated that both intuitive and deliberate responses remain highly stable, though not entirely, after two weeks. Critically, conflict detection was found to be a predictor of answer change; the more conflicted people felt about their responses when solving a problem, the more likely they were to change their responses over time. Across all chapters, it became evident that responses once thought to require deliberation often stemmed from mere intuitive processing and people frequently showed intuitive sensitivity to their errors. These findings establish the applicability of a recent, revised dual process framework across different domains and temporal dimensions. This thesis thereby suggests that, in general, human thinking can be better characterized as an interplay between different types of « fast » intuitions, rather than a strict dichotomy between « fast » and « slow » thinking.

Wagner, M. L. (2025). **Perpetuating neoliberal pathologies: what teacher candidates believe students with disabilities should learn.** *International Journal of Qualitative Studies in Education*, 38(1), 1-19. <https://doi.org/10.1080/09518398.2024.2348790>

Teachers' beliefs impact student outcomes. Yet, regulatory agencies look to standardized accountability measures to establish a base for student improvement. This study examines other qualitative factors that impact student success by exploring teacher candidates' beliefs about what students should learn. Specifically, it examines the beliefs of teacher candidates who were enrolled in a course on teaching students with disabilities. Education Journey Maps and interview data were conducted with 24

teacher candidates. Analyzed through a conceptual framework of Disability Critical Race Theory (DisCrit) and neoliberalism, results indicate that teacher candidates possess an economic habitus that seeks standardization, commodifiable skills, and individualism. Teacher candidates implicitly understand that human capacity and diversity are multifaceted but believe that holding the same standards for everyone will rid our education system of discrimination against people with disabilities. This work has implications for wider debates on the impacts of standardization and neoliberalism in teacher education.

Waldeyer, J., Endres, T., Roelle, J., Baars, M., & Renkl, A. (2024). **How to Optimize Self-Assessment Accuracy in Cognitive Skill Acquisition When Learning from Worked Examples.** *Educational Psychology Review*, 36(4), 103. <https://doi.org/10.1007/s10648-024-09944-4>

The present study was designed to understand and optimize self-assessment accuracy in cognitive skill acquisition through example-based learning. We focused on the initial problem-solving phase, which follows after studying worked examples. At the end of this phase, it is important that learners are aware whether they have already understood the solution procedure. In Experiment 1, we tested whether self-assessment accuracy depended on whether learners were prompted to infer their self-assessments from explanation-based cues (ability to explain the problems' solutions) or from performance-based cues (problem-solving performance) and on whether learners were informed about the to-be-monitored cue before or only after the problem-solving phase. We found that performance-based cues resulted in better self-assessment accuracy and that informing learners about the to-be-monitored cue before problem-solving enhanced self-assessment accuracy. In Experiment 2, we again tested whether self-assessment accuracy depended on whether learners were prompted to infer their self-assessments from explanation- or performance-based cues. We furthermore varied whether learners received instruction on criteria for interpreting the cues and whether learners were prompted to self-explain during problem-solving. When learners received no further instructional support, like in Experiment 1, performance-based cues yielded better self-assessment accuracy. Only when learners who were prompted to infer their self-assessments from explanation-based cues received both cue criteria instruction and prompts to engage in self-explaining during problem-solving did they show similar self-assessment accuracy as learners who utilized performance-based cues. Overall, we conclude that it is more efficient to prompt learners to monitor performance-based rather than explanation-based cues in the initial problem-solving phase.

Walton, E., Thondhlana, J., Monk, D., & Wedekind, V. (s. d.). **Education for disabled refugees in South Africa, Uganda and Zimbabwe: a cross-case analysis.** *Compare: A Journal of Comparative and International Education*, 0(0), 1-18. <https://doi.org/10.1080/03057925.2024.2429835>

International treaties mandate the educational inclusion of refugees and disabled people, but many remain excluded with disabled refugees facing compounded exclusions. We compare research about educational access and inclusion for disabled refugees in South Africa, Zimbabwe, and Uganda, with data generated from policy analyses and interviews with disabled refugee students and families, education officials and NGOs. A vertical cross-case analysis was conducted, drawing on conceptual tools from a social ecosystem approach. We assert that for disabled refugees: Systems beyond education have a significant impact; Access to education is uncertain and insecure, and

when education is accessed, participation, progression and success are not guaranteed; The family, school personnel and community influence the extent of educational access; and NGOs and community-based advocates are relied upon to secure the right to education. We conclude with a call to address imbalances in global and local power structures that constrain educational opportunities for disabled refugees.

Wang, G., Li, J., Liu, H., & Zaggia, C. (2025). **Transformational leadership and teachers' voice behaviour: A moderated mediation model of group voice climate and team psychological safety.** *Educational Management Administration & Leadership*, 53(1), 102-122. <https://doi.org/10.1177/17411432221143452>

Teachers' voice behaviour has attracted growing attention in universities due to its positive outcomes for institutional reform and improvement. This study investigated how and under what conditions university leaders' transformational leadership is beneficial to teachers' voice behaviour using data collected from 434 teachers from universities in China. As a result, we proposed a moderated mediation model of the association between transformational leadership and teachers' voice behaviour in which group voice climate was used as the mediator and team psychological safety as the moderator. The results revealed evidence of an indirect effect of transformational leadership on teachers' voice behaviour through the significant mediating role of group voice climate. Moreover, we found evidence that team psychological safety acts as a significant moderator of group voice climate and teachers' voice behaviour and strengthens the effect of the entire mediating mechanism. Specifically, the mediation effect of group voice climate was significant when team psychological safety levels were at medium or high rather than low levels. Our findings provide a deeper understanding of the benefits and effective mechanism of the impact of transformational leadership on teachers' voice behaviour in the Chinese university context and offer practical suggestions for facilitating teachers' voice behaviour in institutions.

Wang, P., Ganushchak, L., Welie, C., & van Steensel, R. (2024). **The Dynamic Nature of Emotions in Language Learning Context: Theory, Method, and Analysis.** *Educational Psychology Review*, 36(4), 105. <https://doi.org/10.1007/s10648-024-09946-2>

In current research, emotions in language use situations are often examined only at their starting and ending points, akin to observing the beginning and end of a wave, while neglecting their complex fluctuations in between. To fully comprehend the dynamics of emotions in language use situations, it is essential to delve into their intricate unfolding throughout their progression. This is particularly critical in the context of Second Language Acquisition (SLA), where emotional dynamics can significantly influence learning outcomes and proficiency. Drawing on existing empirical research and theories, we propose a novel interpretation rooted in complex dynamic systems theory (CDST) to elucidate the dynamic nature of emotions in language use situations. Furthermore, we suggest methodologies for capturing the complete dynamics of emotional and language behaviours, including an analysis of their dynamic interrelationships. By embracing a dynamic perspective, we can advance our understanding of interplay between emotions and language behaviours from epistemological theory to methodology and analysis, paving the way for future research in this field.

Wang, W.-S., Lee, H.-Y., Lin, C.-J., Li, P.-H., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing students' learning outcomes in self-regulated virtual reality learning environment with**

learning aid mechanisms. *British Journal of Educational Technology*, 56(1), 366-387.
<https://doi.org/10.1111/bjet.13512>

Virtual Reality (VR) has demonstrated significant advantages in various educational fields as it allows learners to actively learn in high interactivity and realism under their learning pace. However, for low-achieving students, VR learning environments may introduce some challenges, which are problems encountered during their learning process, which lead to difficulties in self-regulating their learning progress and becoming disoriented in the lack of guidance. This study aims to explore the improvement of self-regulated VR learning environment based on the Cognitive Theory of Multimedia Learning and enhance the performance of low-achieving students. We designed a VR course on electronic circuit hardware and programming, providing participants with a series of learning aids in the VR learning environment, including feedback, hints and guidance. Feedback aids provide correct or incorrect feedback after each task or test, guidance aids display progress following each task or test and hint aids offer guidance when inactivity is detected. A quasi-experiment was conducted by using questionnaires and practical tasks to assess the participants' cognitive levels, practical hands-on skills, self-regulated learning abilities and learning engagement after VR learning. The results demonstrated significant improvements in all learning indicators for low-achieving students. Practitioner notes What is already known about this topic Virtual Reality (VR) presents itself as a promising tool for self-regulated learning (SRL). SRL abilities are of paramount importance within the learning environment of VR. In the context of the self-regulated Virtual Reality (SRVR) learning environment, low-achieving students have received little attention. What this paper adds It examines the effectiveness of learning aid mechanisms within the SRVR learning environment. These mechanisms support cognitive levels and increase engagement in SRVR learning. Low-achieving learners benefit from the presence of learning aid mechanisms in the SRVR learning environment. Implications for practice and/or policy Providing learning aid mechanisms within the SRVR learning environment can potentially augment learning. Learning aids mechanism have the potential to provide comprehensive support within the SRVR setting.

Wang, Yahui, & Liu, J. (2024). **The Impact of COVID-19 on International Students: A Qualitative Synthesis.** *British Journal of Educational Studies*, 72(6), 805-829.
<https://doi.org/10.1080/00071005.2024.2374077>

The COVID-19 pandemic has exerted a profound impact on numerous facets of our daily lives, including in higher education. International students have encountered unique challenges due to their vulnerability stemming from living abroad, including cultural adjustments, language barriers, and separation from families and friends. This review aims to examine the educational, financial, sociocultural and psychological impacts experienced by international students in the context of the pandemic and identify areas requiring support for this group. A systematic search of eight databases yielded 78 relevant papers for inclusion. Through a systematic qualitative synthesis, this review presents an increased understanding of the multifaceted impact of COVID-19 on international students, encompassing five key themes: 1) unprecedented learning barriers, 2) stalled transnational mobility, 3) heightened financial, social, and cultural challenges, 4) exacerbated racism and racial discrimination, and 5) increased mental health risks. By systematically synthesising the distinctive challenges faced by international students in the context of the pandemic, this review provides recommendations for evidence-based support for international students in the post-pandemic era.

Wang, Yinying, & Ahn, J. (2025). **The more the merrier? A network analysis of construct content validity in school leadership literature.** *Educational Management Administration & Leadership*, 53(1), 214-231. <https://doi.org/10.1177/17411432231155730>

School leadership research literature has a large number of widely used constructs. Could fewer constructs bring more clarity? This study evaluates construct content validity, defined as the extent to which a measure's items reflect a theoretical content domain, in school leadership literature. To do so, we reviewed 29 articles that used Teaching and Learning International Survey (TALIS) as data sources to study school leadership, and developed a construct co-occurrence network in which nodes represented constructs in the 29 reviewed articles and ties connected a pair of constructs that used the same TALIS survey items. Among the 82 constructs, 43 constructs had overlapping measures with one another in the TALIS literature on school leadership. Results of network analysis suggest three problematic issues with constructs of TALIS literature on school leadership: (1) same measures for different constructs, (2) different measures for the same constructs, and (3) missing alignment between theoretical and operational definitions. To strive for construct clarity, we provide four recommendations for future research: (1) efforts to prevent construct proliferation, (2) alignment of theoretical and operational definitions, (3) rigorous evaluation of construct validity, and (4) following a fundamental principle of parsimony.

Ward, K. P., Grogan-Kaylor, A. C., Ma, J., Pace, G. T., Lee, S. J., & Davis-Kean, P. E. (2025). **Interactions of gender inequality and parental discipline predicting child aggression in low- and middle-income countries.** *Child Development*, 96(1), 7-20. <https://doi.org/10.1111/cdev.14152>

Children in low- and middle-income countries (LMICs) are disproportionately at risk of not meeting their developmental potential. Parental discipline can promote and hinder child outcomes; however, little research examines how discipline interacts with contextual factors to predict child outcomes in LMICs. Using data from 208,156 households with children between 36 and 59 months (50.5% male) across 63 countries, this study examined whether interactions between gender inequality and discipline (shouting, spanking, beating, and verbal reasoning) predicted child aggression. Results showed aggression was higher in countries with high gender inequality, and associations between discipline and child aggression were weaker in countries where gender inequality was higher. Improvements in country-level gender parity, in addition to parenting, will be necessary to promote positive child outcomes in LMICs.

WatreLOT, P. (2024, décembre 26). **Pourquoi les hommes politiques ne défendent pas davantage l'école publique.** Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/hommes-politiques-ne-defendent-davantage-lecole-publique/00112986>

Les ministres se succèdent et la « bienveillance » à l'égard de l'enseignement privé se manifeste à chaque nomination.

Wescott, S., & Roberts, S. (2025). **Conceptualising school-level responses to sexual harassment of women teachers as institutional gaslighting.** *British Journal of Sociology of Education*, 46(1), 1-18. <https://doi.org/10.1080/01425692.2024.2409267>

This paper conceptualises the inaction of school leadership teams in response to systemic sexual harassment as institutional gaslighting, a theoretical tool to date unutilised in

studies of sexual harassment in educational settings. Drawing on case studies of two women teachers who experienced sustained sexual harassment in Australian schools, and whose leadership responded with denial, minimisation and intentional mixed messaging, we argue that schools are home to and perpetuate unequal epistemic terrains, where women's knowing is undermined by dominant operations of the school that work to maintain structural and cultural norms. These norms, we suggest, are informed by hegemonic masculinity and feminine stereotypes of irrationality and deviance, and prevent violence against women in schools being addressed. We argue that institutional gaslighting is a productive concept to expose the epistemic injustice that delegitimizes women's knowledge of their experience and help in addressing systemic issues with responding to sexual harassment in schools.

Whatley, M., Aldrich, C., & De Angelis, A. (2025). **Indications of Community College Virtual International Exchange Outcomes: Global Perspective-Taking and Self-Efficacy**. *Journal of Studies in International Education*, 29(1), 100-124.
<https://doi.org/10.1177/10283153241238833>

This study explored student learning outcomes related to virtual international exchange, namely global perspective-taking and self-efficacy, among a sample of 76 community college students in the United States. Viewing virtual exchange as a possible high-impact educational practice, we anticipated that participation would have a positive relationship with these two outcomes. To test this hypothesis, we used survey data collected from students attending two community colleges in the US Southeast. Using a pre-test/post-test design, we estimated linear regression models to explore the relationship between virtual exchange participation and these two outcomes, measured using the Global Perspectives Inventory and the New General Self-efficacy Scale. Counter to expectation, we found that virtual exchange was not generally significantly related to changes in students' global perspective-taking or sense of self-efficacy. We hypothesize these null findings relate to characteristics of virtual exchange programs and differences between virtual exchange and other international experiences like study abroad.

Wigham, C. R., Clavel-Arroitia, B., & Bennett, C. (2024). **Training needs of in-service primary and secondary education teachers when implementing intercultural virtual exchanges**. Consulté à l'adresse <https://hal.science/hal-04851000>

Over the last few years, following a global pandemic which resulted in the rise of communicative technologies and on-line learning, researchers have advocated for virtual exchanges, or telecollaboration, to become more mainstream in education. With little available research on intercultural virtual exchanges being conducted by primary and secondary education teachers, an online questionnaire and focus group interviews addressed to these cohorts were completed to attempt to understand the barriers towards implementing IVE in their schools and the training needs to mitigate any reported challenges. A needs analysis was conducted with the data collected from inservice primary and secondary school teachers' questionnaire and interview feedback. Our findings show that both cohorts struggled with designing intercultural virtual exchange (IVE) materials especially for larger classes and how to structure the exchange over several months. While both also reported needing training with digital tools and platforms, secondary school teachers in particular cited needing support to link these to pedagogical tasks. We believe that the needs of these two groups of teachers can be

met through coaching by experienced in-service teachers, a service offered by the E-LIVE project.

Wilkinson, J., & Male, T. (2025). **Perceptions of women senior leaders in the UK Higher Education during the COVID-19 pandemic.** *Educational Management Administration & Leadership*, 53(1), 123-140. <https://doi.org/10.1177/17411432221150079>

Studies suggest the COVID-19 pandemic disproportionately impacted women. Related research and literature suggest leadership approaches commonly associated with women are more effective during crises, a notion that we sought to explore in this study. This investigation explored how senior women leaders in the UK Higher Education exhibited leadership during the pandemic, whether their approaches had changed during this time and the impact leading during this period had on them. The research used semi-structured interviews with six women senior leaders to uncover insights into their lived experiences. Findings show while their fundamental leadership styles did not change, all participants exhibited situational approaches with higher levels of distributed leadership than pre-pandemic. In several instances, their perception was this was based on gendered differences in their leadership approaches, probably developed because of their socialisation as women. The pressures on participants during the pandemic had a significant personal toll, with this period being articulated as the most difficult in their careers. Peer-to-peer networks functioned as critical support mechanisms for these women leaders. The greatest emergent stressor, however, was government policy changes unrelated to COVID-19 which participants considered would have greater long-term impact and served to destabilise higher education at an already difficult time.

Williams, E. M., & Rose, P. (2024). **Mapping early childhood development research outputs in sub-Saharan Africa: cross-country mapping report** (p. 47). Consulté à l'adresse Research for Equitable Access and Learning (REAL) Centre; Education Sub-Saharan Africa (ESSA) website: https://essa-africa.org/sites/default/files/inline-files/ECD_Cross-country%20mapping%20report.pdf

Wilson, M. (2024). **What Makes Measurement Important for Education?** *Educational Measurement: Issues and Practice*, 43(4), 73-82. <https://doi.org/10.1111/emip.12646>

This contribution to the Special Issue of EM:IP on the topic of The Past, Present and Future of Educational Measurement concentrates on the present and the future and hence focuses on the goal of improving education. The results of meta-analyses were examined, and it was noted that the largest effect sizes were associated with actual use of formative assessments in classroom settings—hence classroom assessment (in contrast with large-scale assessment). The paper describes micro assessment, which focuses on in-classroom forms of measurement, and then expands this assessment approach to focus on frames beyond that in terms of summative end-of-semester tests (macro). This is followed by a description of how these approaches can be combined using a construct map as the basis for developing and using assessments to span across these two levels in terms of the BEAR Assessment System (BAS). Throughout, this is exemplified using an elementary school program designed to teach students about geometry. Finally, a conclusion summarizes the discussion, and also looks to the future where a meso level of use involves end-of-unit tests.

Wise, L. L., & Rutstein, D. W. (2024). **Educational Measurement: Models, Methods, and Theory**. *Educational Measurement: Issues and Practice*, 43(4), 83-87. <https://doi.org/10.1111/emip.12642>

This article describes an amazing development of methods and models supporting educational measurement together with a much slower evolution of theory about how and what students learn and how educational measurement best supports that learning. Told from the perspective of someone who has lived through many of these changes, the article provides background on these developments and insights into challenges and opportunities for future development.

Wozniak, A., Baker, M. T., & Carter, S. P. (2024). **Peer Effects and Marriage Formation** (IZA Discussion Paper N° 17443). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17443.htm>

A large literature links marriage to later life outcomes for children and adults. Marriage has declined markedly in the U.S. over the last 50 years, particularly among individuals with less than a baccalaureate degree, yet the causes of the decline are not well understood. In this paper we provide causal evidence on one potential mechanism for the observed marriage rate patterns: peer effects. We use administrative personnel data from the U.S. Army to study how peers influence marriage decisions for junior enlisted soldiers arriving to their first assignment from 2001-2018, a setting which features substantial variation in peer group marriage rates and conditional random assignment to peer groups. We find that exposure to the 75th versus 25th percentile of our identifying variation in peer marriage rates increases the likelihood that an unmarried individual marries within two years of assignment by 1.9 percent. We show that lateral peers and near supervisors alike influence marriage decisions and we argue that our results are most consistent with conformist behavior, where peers influence marriage decisions through role-modeling and group social norms. The effect of peers is larger for men, and for Black and Hispanic men, in particular. While the effect of peers attenuates after 36 months for white and Hispanic men, effects persist and continue to grow over time for Black men, suggesting that our results are not fully explained by re-timing. We benchmark our estimates against previous research and argue that the effect of peers on individual marriage decisions is economically meaningful.

Xiang, X., & Xi, D. (2025). **Examining cognitive processes of spatial thinking in university students: Insights from a web-based geographic information systems study**. *British Journal of Educational Technology*, 56(1), 296-317. <https://doi.org/10.1111/bjet.13502>

Spatial thinking is essential for nurturing spatially literate graduates in tertiary education. However, there is limited research on individual differences in cognitive processes and their impact on spatial problem solving in disciplinary contexts. This study aimed to investigate cognitive processes involved in spatial thinking in geography majors using a web-based geographic information systems (GIS) mapping tool. The results revealed three clusters characterised by distinctive cognitive processes: spatial analytic, spatial diagrammatic and alternative. Each cluster adopted unique spatial strategies to solve problems with web-based GIS. Notably, spatial analytic learners demonstrated the most optimal profile, resulting in high spatial task performance. These findings have implications for maximising students' learning potential in spatial thinking in the tertiary classroom, optimising performance outcomes in spatial problem solving and building intelligent tutoring systems for adaptive learning. Practitioner notes What is already known about this topic There are individual differences in spatial reasoning. The processes

of spatial thinking may have an impact on learners' spatial performance outcomes. What this paper adds Three clusters characterised by distinctive processes of spatial thinking were identified: spatial analytic, spatial diagrammatic and alternative. Each cluster adopted unique spatial strategies to solve problems with web-based GIS. Spatial analytic learners demonstrated the optimal profile, resulting in high-level spatial performance, whereas alternative learners exhibited the maladaptive profile, which was associated with low task outcomes. Implications for practice and/or policy Web-based GIS mapping tools make it possible to track the processes of spatial thinking that have remained largely unexplored. Cluster analysis and lag sequential analysis reveal differences in spatial reasoning, aiding educators in maximising the potential for university students to learn spatial thinking and optimising performance outcomes in spatial problem solving. Our findings could inform learning technology designers to build adaptive learning applications in which students receive automatic feedback and tailored support while completing spatial tasks at their own pace.

Xu, J., Liu, S., Zhu, Y., Hale, M. E., Wang, Q., Wang, X., ... Han, Z. R. (2025). **Parent emotional support alters the association between parent-child interbrain synchrony and interaction quality.** *Child Development*, 96(1), 301-311. <https://doi.org/10.1111/cdev.14172>

Using functional near-infrared spectroscopy (fNIRS) hyperscanning methodology, this study investigated whether parent emotional support moderated the relation between parent-child interbrain synchrony and interaction quality (via behavioral observation and child-report), controlling for individual emotional distress. Eighty-eight parent-child dyads (96.6% Han ethnicity), including a school-age child between the ages of 6 and 11 (Mage = 8.07 years, SD = 1.16 years; 58.0% boys) and their parent (Mage = 39.03 years, SD = 3.54 years; 69.3% mothers), participated in a cooperative task during which brain activity was assessed. Cluster-based permutations indicated parent-child interbrain synchrony in the left and right temporoparietal junction (TPJ). Interbrain synchrony in the left TPJ positively related to parent-child interaction quality in the context of high parent emotional support, whereas the association was weaker and negative when parents demonstrated low emotional support. Findings suggest the emotional context of an interaction is critical when assessing interbrain synchrony.

Xu, W. (2025). **Study in China and 'Agency in Mobility': Insights from African International Students' Narratives.** *Journal of Studies in International Education*, 29(1), 24-41. <https://doi.org/10.1177/10283153241284128>

This article addresses two under-theorised subjects in international student mobility (ISM) research: non-Asian students and students in non-traditional study destinations. Drawing upon the notion of 'agency in mobility', I explored African international students' narratives of their enactment of four different forms of agency in China. The findings reveal that they are not 'insufficient', 'lazy' and 'dumb' populations as essentialised in the existing literature, instead, the participants exhibited high level of agency in response to adversity, study needs and life issues, and their future aspirations. Notwithstanding the same forms of agency displayed in previous 'agency in mobility' research undertaken in the West, I argue that agency performance was entangled with scholarship status; scholarship recipients tended to navigate institutional and social structures with a softer approach. The findings have important implications for higher education institutions to change their practices to enhance China's higher education brand for global competitiveness.

Yan, S., Liu, Z., Peng, P., & Yan, N. (2024). **The Reciprocal Relations between Externalizing Behaviors and Academic Performance among School-aged Children: A Meta-Analysis of Longitudinal Studies.** *Educational Psychology Review*, 36(4), 120. <https://doi.org/10.1007/s10648-024-09955-1>

Externalizing behavior and low academic performance present key developmental challenges for school-age children, with the potential for these domains to predict each other over time, leading to worsened outcomes. Yet, previous studies have yielded inconsistent conclusions about the directional pathways between externalizing behaviors and academic performance. Moreover, the moderating factors influencing these predictive pathways remain unclear. To clarify these relations, the current study conducted a meta-analysis on the longitudinal predictive relation between externalizing behaviors and academic performance, incorporating data from 124,695 students without clinically diagnosed behavioral problems or learning disabilities across 70 independent studies. The results revealed a bidirectional predictive relation between externalizing behaviors and academic performance, with comparable effect sizes for both the externalizing behavior to academic performance pathway ($r = -.082$, $p < .001$) and the reverse pathway ($r = -.076$, $p < .001$). Moderation analysis revealed that inattention-related behavior, shorter time intervals, and fewer white participants strengthen the predictive effect of externalizing behaviors on academic performance. In particular, as child age increases, the moderating effect of time interval is even stronger. For the academic performance leading to externalizing behavior pathway, inattention-related behavior, teacher-reported externalizing behavior, literacy-related performance, and GPA/grades were identified as factors contributing to an augmentation in the longitudinal predictive effect of academic performance on externalizing behaviors. Overall, the negative cycle between externalizing behavior and academic performance may be influenced by various factors, providing targeted recommendations for intervention and prevention.

Yang, H. H., Yin, Z., & Zhu, S. (2025). **Examining students' acceptance of the large-scale HyFlex course: An empirical study.** *British Journal of Educational Technology*, 56(1), 42-60. <https://doi.org/10.1111/bjet.13477>

The HyFlex course has been widely adopted in higher education settings. However, there is a paucity of empirical studies examining students' acceptance of large-scale HyFlex courses, as well as factors influencing their acceptance. To fill this research gap, the present study investigated students' acceptance of a large-scale HyFlex course and the variations in their acceptance according to different participation modes (ie, on-site, synchronously online and mixed attendance), based on a total of 160 valid samples from a large-scale HyFlex course at a normal university in central China during the fall semester of 2022. The results indicated that students' overall HyFlex course acceptance was generally high, and the students who alternately engaged in on-site and synchronously online learning had the highest level of acceptance. Furthermore, this study employed structural equation modelling to validate a model integrating the unified theory of acceptance and use of technology with connected classroom climate (CCC). The findings showed that performance expectancy (PE), effort expectancy, facilitating conditions and CCC directly influenced students' acceptance, with performance expectancy having the strongest direct effect. However, social influence only had an indirect effect on students' acceptance, while CCC had both direct and indirect effects. This study carries substantial theoretical and practical implications, enhancing our understanding of students' acceptance of the HyFlex learning approach. Practitioner

notesWhat is already known about this topic The adoption of the HyFlex course, especially in the context of large-scale courses, is prevalent in higher education settings. Existing studies have predominately focused on assessing the impact of HyFlex course on student engagement and learning outcomes, the development and implementation of HyFlex course structures, and educators' perspectives and experiences with HyFlex courses. Although some research has delved into students' satisfaction with HyFlex courses, particularly in small class settings, our understanding of students' acceptance of large-scale HyFlex course remains limited. There has been a noticeable gap in investigations exploring distinctions among students who opt for varying HyFlex course delivery modes, such as on-site, synchronously online and mixed attendance formats. What this paper adds This study reveals that students generally displayed a high level of acceptance towards the large-scale HyFlex course. Notably, students who participated in alternating on-site and synchronously online learning exhibited a significantly higher level of acceptance towards the HyFlex course compared to their counterparts. A novel approach was employed in this study by integrating the UTAUT model with the concept of connected classroom climate (CCC) to comprehensively explore the key influencing factors and their interrelationships regarding students' acceptance of a large-scale HyFlex course. The study found that performance expectancy (PE), effort expectancy (EE), facilitating conditions (FC) and CCC were all significant factors that positively influenced students' acceptance of the HyFlex course. Particularly, PE emerged as the factor with the strongest direct impact on HyFlex course acceptance (ACP). Interestingly, social influence (SI) did not exhibit a significant direct effect on students' ACP. However, it had a significant and positive indirect effect on students' ACP through the mediation of PE. Furthermore, CCC was shown to have both direct and indirect effects on students' acceptance of the HyFlex course, with the indirect effect of CCC on ACP accounted for nearly half of the total effect. Implications for practice and/or policy Instructors should prioritize emphasizing the advantages and benefits of HyFlex courses to enhance students' motivation and willingness to participate actively in these courses. This may involve showcasing how HyFlex course offer flexibility, convenience and varied learning opportunities. When implementing HyFlex courses, instructors should work to mitigate students' perceived EE. This could be achieved through streamlining course navigation, ensuring user-friendly technology tools and providing clear guidelines for participation. Simultaneously, efforts should be made to enhance perceived learning support to facilitate students' engagement and acceptance of HyFlex courses. Instructors in HyFlex course settings should place a strong emphasis on creating a supportive and collaborative learning environment. This involves fostering interactions among students, encouraging peer-to-peer support and providing resources and guidance to help students navigate the challenges and opportunities presented by HyFlex course formats. Building a sense of community and connectedness among students can significantly impact their acceptance and success in such courses.

Yavuz, F., Çelik, Ö., & Yavaş Çelik, G. (2025). **Utilizing large language models for EFL essay grading: An examination of reliability and validity in rubric-based assessments.** *British Journal of Educational Technology*, 56(1), 150-166. <https://doi.org/10.1111/bjet.13494>

This study investigates the validity and reliability of generative large language models (LLMs), specifically ChatGPT and Google's Bard, in grading student essays in higher education based on an analytical grading rubric. A total of 15 experienced English as a foreign language (EFL) instructors and two LLMs were asked to evaluate three student essays of varying quality. The grading scale comprised five domains: grammar, content,

organization, style & expression and mechanics. The results revealed that fine-tuned ChatGPT model demonstrated a very high level of reliability with an intraclass correlation (ICC) score of 0.972, Default ChatGPT model exhibited an ICC score of 0.947 and Bard showed a substantial level of reliability with an ICC score of 0.919. Additionally, a significant overlap was observed in certain domains when comparing the grades assigned by LLMs and human raters. In conclusion, the findings suggest that while LLMs demonstrated a notable consistency and potential for grading competency, further fine-tuning and adjustment are needed for a more nuanced understanding of non-objective essay criteria. The study not only offers insights into the potential use of LLMs in grading student essays but also highlights the need for continued development and research.

Practitioner notes What is already known about this topic Large language models (LLMs), such as OpenAI's ChatGPT and Google's Bard, are known for their ability to generate text that mimics human-like conversation and writing. LLMs can perform various tasks, including essay grading. Intraclass correlation (ICC) is a statistical measure used to assess the reliability of ratings given by different raters (in this case, EFL instructors and LLMs). What this paper adds The study makes a unique contribution by directly comparing the grading performance of expert EFL instructors with two LLMs—ChatGPT and Bard—using an analytical grading scale. It provides robust empirical evidence showing high reliability of LLMs in grading essays, supported by high ICC scores. It specifically highlights that the overall efficacy of LLMs extends to certain domains of essay grading. Implications for practice and/or policy The findings open up potential new avenues for utilizing LLMs in academic settings, particularly for grading student essays, thereby possibly alleviating workload of educators. The paper's insistence on the need for further fine-tuning of LLMs underlines the continual interplay between technological advancement and its practical applications. The results lay down a footprint for future research in advancing the use of AI in essay grading.

Yildiz, H. (2024). **L'influence de la formation et de la localisation des établissements sur l'insertion en France et à l'étranger des diplômés de licence professionnelle et de master.** *Notes d'information du SIES*, (24.08), 1-9. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/l-influence-de-la-formation-et-de-la-localisation-des-etablissements-sur-l-insertion-en-france-et-l-98166>

Deux diplômes délivrés sur dix insèrent plus de 10 % de diplômés à l'étranger ou en emploi non salarié en France.

Yilmaz, E., Phalet, K., & De Leersnyder, J. (2024). **Putting cultural mismatch theory to the test: Cultural fit of self-construal in predicting student outcomes.** *Journal of Social Issues*, 80(4), 1379-1407. <https://doi.org/10.1111/josi.12657>

Socioeconomic and ethnicity-based achievement gaps plague education. Both sociological theories and recent social-psychological work consider cultural mismatches between schools' and students' ways of being and relating (i.e., self-construal) as a potential mechanism. However, stringent empirical evidence remains lacking. Drawing on a sample of 5076 Belgian adolescents, this study aims to provide rigorous and robust novel evidence by (i) establishing high SES and ethnic majority group average patterns of self in relation to their teacher; (ii) calculating students' 'fit' with these dominant group's patterns; and (iii) linking fit indices to objective and subjective achievement scores. As expected, fit with both high-SES and ethnic majority self-patterns were significantly positively related to achievement. Our findings suggest hitherto less visible systemic barriers to equal attainment due to engrained school practices that selectively

value and reward majority middle-class self-ways. One way to promote equity in education is recognising and reforming such practices in schools.

Yu, L. (2023). **Arts and Cultural Practices in France's Higher Education, a Pathway to Democracy.** *The Value of Diversity in Education and Educational Research*. Présenté à Glasgow, United Kingdom. Consulté à l'adresse <https://hal.science/hal-04857428>

Yu, L. (2024). **A Cartographic exploration of arts and culture education in French higher education.** In *The Value of Diversity in Arts Educational Research. Proceedings of ECER 2023. NW 29. Research on Arts Education. Glasgow, 22 - 25 August 2023. Girona: University of Girona - Dipòsit Digital*. Consulté à l'adresse <https://hal.science/hal-04855284>

This paper is a follow-up to a presentation at the ECER conference in 2023, Network 29 that focuses on Research on Arts Education. In France, Arts and Cultural Education (EAC) programs are widely available for K12 students. These programs aim to provide students with knowledge, live encounters with artworks in art places, meetings with artists and professionals, and an initiation to the practice of different arts. Interestingly, while the EAC policy emphasizes these aspects for K12, there is a lack of specific provisions for higher education, despite acknowledging arts teaching in this context. The primary objective of this paper is to offer a set of instructions to generate a descriptive map of arts and culture actions in higher education across France. These guidelines are based on a sample of programs and activities featured on the websites of three higher education institutions in Lyon. We note that the programs and activities implemented vary enormously depending on each institution. There is a need to classify them to understand and acknowledge their diverse benefits for both students and institutions.

Zach, M., Palgi-Hacker, A., Israeli-Ran, L., Meidan, A., Seidmann, M., Hijleh, A., ... Uzefovsky, F. (2025). **Convergence and divergence of empathic concern and empathic happiness in early childhood: Evidence from young infants and children.** *Child Development*, 96(1), 341-354. <https://doi.org/10.1111/cdev.14176>

While most research focused on empathic responses to negative emotions, little is known about empathy to positive emotions. We aimed to bridge this gap by examining infants' and children's empathic responses to distress and happiness, while differentiating between cognitive and emotional empathy. We conducted three studies with N = 119 3-month-old infants; N = 169 10-19 months-old infants; and N = 61 24-60 months-old children (all Jewish-Israeli). Empathy was measured using experimenter simulations (studies 1 and 3) or peer-video (study 2). All studies showed that cognitive empathy to positive and negative emotions converged (small-medium effect size), but not so for emotional empathy. This suggests that understanding others' emotions is independent of emotion valence, while the ability to share in another's emotion is valence-specific.

Zhang, S., Palaguachi, C., Pitera, M., Jaldi, C. D., Schroeder, N. L., Botelho, A. F., & Gladstone, J. R. (2024). **Semi-automating the Scoping Review Process: Is it Worthwhile? A Methodological Evaluation.** *Educational Psychology Review*, 36(4), 131. <https://doi.org/10.1007/s10648-024-09972-0>

Systematic reviews are a time-consuming yet effective approach to understanding research trends. While researchers have investigated how to speed up the process of screening studies for potential inclusion, few have focused on to what extent we can use algorithms to extract data instead of human coders. In this study, we explore to what extent analyses and algorithms can produce results similar to human data extraction

during a scoping review—a type of systematic review aimed at understanding the nature of the field rather than the efficacy of an intervention—in the context of a never before analyzed sample of studies that were intended for a scoping review. Specifically, we tested five approaches: bibliometric analysis with VOSviewer, latent Dirichlet allocation (LDA) with bag of words, k-means clustering with TF-IDF, Sentence-BERT, or SPECTER, hierarchical clustering with Sentence-BERT, and BERTopic. Our results showed that topic modeling approaches (LDA/BERTopic) and k-means clustering identified specific, but often narrow research areas, leaving a substantial portion of the sample unclassified or in unclear topics. Meanwhile, bibliometric analysis and hierarchical clustering with SBERT were more informative for our purposes, identifying key author networks and categorizing studies into distinct themes as well as reflecting the relationships between themes, respectively. Overall, we highlight the capabilities and limitations of each method and discuss how these techniques can complement traditional human data extraction methods. We conclude that the analyses tested here likely cannot fully replace human data extraction in scoping reviews but serve as valuable supplements.

Zhao, L., Peng, J., Ke, S., & Lee, K. (2024). **Effectiveness of Unproctored vs. Teacher-Proctored Exams in Reducing Students' Cheating: A Double-Blind Randomized Controlled Field Experimental Study.** *Educational Psychology Review*, 36(4), 126. <https://doi.org/10.1007/s10648-024-09965-z>

Unproctored and teacher-proctored exams have been widely used to prevent cheating at many universities worldwide. However, no empirical studies have directly compared their effectiveness in promoting academic integrity in actual exams. To address this significant gap, in four preregistered field studies, we examined the effectiveness of unproctored and teacher-proctored exam formats in deterring cheating behavior among university students and the role of academic integrity reminders. All four studies used a double-blind, randomized, controlled design. Before taking an exam, students were randomly assigned to take either an unproctored condition or a teacher-proctored exam, with or without receiving an academic integrity reminder. We found that the unproctored exam format is significantly more effective in reducing cheating than the teacher-proctored exam format and adding academic integrity reminders before the exams significantly reduces cheating. These findings demonstrate that incorporating unproctored exams and pre-exam academic integrity reminders into a university's assessment practices may be a useful strategy for reducing academic dishonesty and upholding assessment validity.

Zhao, L., Peng, J., & Lee, K. (2025). **Bidirectional negative relation between young children's persistence and cheating.** *Child Development*, 96(1), 217-233. <https://doi.org/10.1111/cdev.14159>

This research examined the link between persistence and cheating in 3- to 6-year-old children (2021–2022, N = 200, 100 boys; Mage = 4.85 years; all middle-class Han Chinese). Study 1 used a challenging game to measure whether children would cheat when they were allowed to play the game unsupervised. Results indicated that children's situational, but not trait, persistence negatively correlated with cheating: the higher children's situational persistence, the less likely they cheated. Study 2 not only replicated the results of Study 1 but also discovered that children who cheated became less persistent afterward. Our research reveals a novel bidirectional relation between situational persistence and cheating and underscores the importance of nurturing persistence in early childhood as a strategy to foster honesty.

Zhou, S., & Yin, J. (2025). **International Students' Social Media Use: An Integrative Review of Research Over a Decade**. *Journal of Studies in International Education*, 29(1), 42-63. <https://doi.org/10.1177/10283153241275037>

As advancements in technology rapidly progress and the enrollment of international students continues to increase concurrently, understanding the impact of social media on their experiences has become an area of significant academic interest in the recent decade. This integrative review employs a hybrid review approach, integrating bibliometric analysis with structured review, to provide a comprehensive overview and systematic synthesis of the literature on social media use among international students. One hundred twenty-one studies retrieved from the Web of Science database were analyzed to delineate the evolution of the field and identify the influential journals. The paper further proposes an integrative framework that thematically summarizes the phenomenon, aiming to highlight the potent components in students' transitions. This review offers insights into the evolving landscape of social media use among international students, identifying potential directions for future study and policymaking.

Zhou, X., Siddiqui, H., & Rutherford, M. D. (2025). **Face perception and social cognitive development in early autism: A prospective longitudinal study from 3 months to 7 years of age**. *Child Development*, 96(1), 104-121. <https://doi.org/10.1111/cdev.14144>

Autism spectrum condition (ASC) is characterized by atypical attention to eyes and faces, but the onset and impact of these atypicalities remain unclear. This prospective longitudinal study examined face perception in infants who develop ASC (N = 22, female = 5, 100% White) compared with typically developing infants (N = 131, female = 65, 55.6% White), tracking social-cognitive and ASC development through age seven. Reduced interest in direct gaze and eyes during infancy correlated with atypical development of adaptive behavior at age four and theory of mind at age seven. Principal component analyses revealed less integrated processing of facial features and eye-gaze information in ASC infants, potentially impacting their childhood social functioning. These findings highlight the intertwined nature of social-cognitive development and ASC.

Zhu, L. (2025). **Meritocratic beliefs in the United States, Finland, and China: A multidimensional approach using latent class analysis**. *The British Journal of Sociology*, 76(1), 153-172. <https://doi.org/10.1111/1468-4446.13152>

This study employs latent class analysis (LCA) as a novel methodology to investigate the multidimensional nature of meritocratic beliefs, addressing the limitations of traditional unidimensional approaches. Using data from the International Social Survey Program 2009 for the United States, Finland, and China, this study demonstrates several advantages of this multidimensional approach. First, LCA effectively identifies dual consciousness, where individuals simultaneously endorse meritocratic and structuralist explanations of social stratification. The analysis reveals three distinct narratives explaining social stratification: purely meritocratic beliefs, predominantly meritocratic beliefs, and dual consciousness. While all three subtypes consider merits highly important, they differ in their perceived importance of structural factors. Second, LCA facilitates cross-national comparisons, unveiling qualitative typological variations in meritocratic beliefs across countries. Unique country-specific subtypes or patterns emerge: Finland exhibits purely meritocratic beliefs, the United States shows predominantly meritocratic beliefs, and China demonstrates a dominance of dual consciousness. Although dual consciousness exists in all three countries, its prevalence varies significantly—dominant in

China, moderate in the United States, and least in Finland. Third, this study reveals that the effect of education on meritocratic beliefs varies across the three countries. Education strengthens individual meritocratic beliefs in the United States, weakens them in Finland, and shows no significant effect in China. These findings highlight both within-country and across-country heterogeneity of meritocratic beliefs, underscoring the importance of a multidimensional approach.

Ziegler, M., & Sedel, C. (2024). **Les fonds communs de l'éducation en Afrique : principes, mises en œuvre et études de cas pays** (p. 137). Consulté à l'adresse AFD website: <https://www.afd.fr/fr/ressources/fonds-communs-education-afrique>

Orientation scolaire et professionnelle

Bazine, N., & Freour, L. (2025). **School-to-Work Transition: How Digital Educational Context Promotes Career Satisfaction Through a Motivational Mechanism**. *Journal of Career Development*, 52(1), 75-94. <https://doi.org/10.1177/08948453241304337>

The use of technology for educational purposes has become widespread with the advent of the fourth industrial revolution (Dal santo et al., 2022). Drawing from Masdonati's et al. (2022) model, the current research aims to show that the digital educational context can allow for decent education and play a tremendous role in the success of the school-to-work-transition. The study develops a model exploring how digital educational context is related to motivation to learn, proactive skill development during university studies, and career satisfaction once employed. We tested our hypotheses with a three-wave panel study composed of 297 individuals via a structural equation modeling analysis involving a sequential mediation. The results support our hypotheses and emphasize the importance of digital educational context for a better school-to-work-transition through motivation to learn and proactive skill development. The study provides practical implications which are discussed.

Buisson-Fenet, H., Fontanieu, V., & Marx, L. (2024). **Que sont devenus les élèves issus des dispositifs Ulis et Segpa ? : Un éclairage sur deux volets de la « difficulté scolaire » à travers Génération 2017**. In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 7-22). <https://doi.org/10.4000/12u2t>

Chimène, L. (2024). **L'orientation professionnelle sous le prisme du développement durable : focus sur les éco-délégués**. *L'orientation scolaire et professionnelle*, 53(4), 591-621. <https://doi.org/10.4000/12y6s>

Sous la bannière de l'éducation au développement durable, les systèmes éducatifs sont invités à former des personnes citoyennes conscientes et responsables mais aussi professionnelles de demain. Ce deuxième objectif témoigne d'une nouvelle mission attribuée à l'École et à l'orientation, celle de contribuer aux choix d'une carrière compatible avec les objectifs du développement durable. Pour y parvenir, l'Éducation nationale a notamment prescrit la mise en place d'une fonction d'éco-délégué-e qui permet aux élèves d'être à l'initiative d'actions et de promouvoir le développement durable dans leur établissement. À partir d'une recherche par questionnaire complété par 1 725 élèves du secondaire en Bourgogne Franche-Comté, cet article propose

d'évaluer la place accordée au développement durable par les personnes éco-déléguées, particulièrement exposées et actives dans cette « éducation à ». En s'appuyant sur des analyses bivariées et sur un modèle de régression logistique, l'étude révèle que les personnes éco-déléguées seraient plus enclines que leurs camarades à choisir un emploi compatible avec le développement durable. Cependant, cette tendance s'expliquerait davantage par des caractéristiques individuelles et une pratique familiale que par le statut d'éco-délégué-e, ce qui questionne notamment la mise en œuvre et les effets de cette « éducation à ».

Cour des comptes. (2024). **L'accès aux études de santé** (p. 149). Consulté à l'adresse Cour des comptes website: <https://www.vie-publique.fr/files/rapport/pdf/296615.pdf>
| Rapport réalisé à la demande de la Commission des affaires sociales du Sénat qui souhaitait une évaluation de la réforme des études de médecine qui a créé les nouveaux parcours d'accès spécifique santé (PASS) et les licences accès santé (LAS). Pour la Cour des comptes, la réforme de l'accès aux études de santé est entachée de défauts de conception qui ont rendu difficile sa mise en œuvre. Si les modalités de détermination des effectifs à former en vue de répondre aux besoins de santé ont évolué et permis une augmentation globale des admis, cette augmentation ne peut pas suffire à garantir la réponse aux besoins. Selon la Cour, le bilan de la réforme est mitigé, au vu notamment de l'échec de la diversification des profils.

Coutable, N., Adam, C., & Plaud, C. (2024). **L'éco-socialisation ou les origines du développement d'aspirations professionnelles écologiques chez les élèves-ingénieurs.** *L'orientation scolaire et professionnelle*, 53(4), 653-687. <https://doi.org/10.4000/12y6t>
S'inscrivant dans la socialisation professionnelle des élèves-ingénieurs, cette recherche étudie le développement de leurs aspirations professionnelles écologiques. Vingt entretiens biographiques, réalisés auprès d'élèves-ingénieurs et de jeunes diplômés de deux écoles d'ingénieurs françaises, font l'objet d'une analyse thématique. Les résultats montrent que les dimensions socio-écologiques tiennent généralement une place marginale dans les curricula prescrits. Parallèlement, un processus d'« éco-socialisation », hors des enseignements, participe au développement d'aspirations professionnelles écologiques. Trois facteurs sont identifiés pour que les étudiants développent de telles aspirations : la rencontre avec des discours d'« entrepreneurs de causes », la présence de « passeurs » dans leur cercle proche et la légitimité des enjeux socio-écologiques au sein des groupes de pairs. L'éco-socialisation se déroule au sein des écoles d'ingénieurs et entre donc en interaction avec leurs curricula. C'est alors au croisement de paramètres individuels et collectifs, situationnels et organisationnels, que peut se comprendre le développement de ces aspirations et leurs influences sur les parcours scolaires et professionnels.

Cuny, G. (2024). **Le choix des autres : construction et appropriation de l'orientation de jeunes femmes scolarisées en Bac Pro accompagnement, soin, service à la personne** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://theses.hal.science/tel-04870316>

Alors que la plupart des orientations dans la voie professionnelle en France sont des orientations contraintes, le Bac Pro ASSP semble faire figure d'exception. Cette filière attire de nombreux candidats et l'intégralité des élèves dont nous avons étudié le parcours dans cette recherche l'a choisie en tant que premier vœu en fin de 3ème. Lors des entretiens menés avec les élèves, ces dernières revendiquent un rapport vocationnel

à cette orientation, expliquant qu'elles ont toujours aimé s'occuper des autres dans la sphère domestique et qu'elles ont développé par ce biais des dispositions à la fois techniques et morales propices au travail de soin. En menant des observations en classe et sur les lieux de stage et des d'entretiens avec des élèves (entretiens répétés à différents moments de leur scolarité), mais aussi des enseignants et des personnels administratifs, nous avons cherché à analyser comment cette orientation qui est marquée par de forts déterminismes sociaux peut néanmoins être appropriée par les élèves et quel rôle jouent l'institution scolaire et ses acteurs dans cette appropriation. La thèse étant réalisée en sociologie des relations formation/emploi et en sociologie visuelle et filmique, elle est complétée par un film documentaire et d'une réflexion sur l'apport des images dans les recherches en sciences humaines et sociales.

Doyle, L., & Easterbrook, M. J. (2024). **Biased career choices? It depends what you believe: Trainee teachers' aversions to working in low-income schools are moderated by beliefs about inequality, meritocracy, and growth mindsets.** *Journal of Social Issues*, 80(4), 1262-1288. <https://doi.org/10.1111/josi.12648>

Schools serving diverse and low-income communities tend to have disproportionately high numbers of low-quality or inexperienced teachers, thereby creating an inequality of access to high-quality teaching. Across two pre-registered experiments and one exploratory survey (Ntotal = 956), we investigated the factors associated with trainee teachers' bias in school choices, and the role of teacher education in mitigating this issue. In Studies 1 and 3, trainee teachers demonstrated a preference for working in a school with average (vs. diverse/low-income) demographics, even though all other aspects of the school were equal. These disparities were most pronounced when trainees more strongly believed that (a) educational inequality can be attributed to external factors; (b) intelligence is fixed, and (c) schooling is truly meritocratic. Study 2 revealed that levels of equity-related input during initial teacher education vary hugely, but that, where implemented, it may better prepare trainees for the challenges associated with teaching in diverse and low-income communities. Finally, Study 3 revealed tentative evidence to suggest that a brief intervention that challenges teachers to think beyond the internal causes of inequality could reduce some of these troubling disparities.

Duroy, H., François, L., & Soidet, I. (2024). **Crise climatique et orientation des étudiant·es : place de la sensibilisation, de l'éco-anxiété et de l'incertitude face à l'avenir.** *L'orientation scolaire et professionnelle*, 53(4), 623-652. <https://doi.org/10.4000/12y6w>

Malgré les enjeux sociétaux attachés aux changements climatiques, notamment pour les jeunes générations particulièrement exposées, peu d'études se sont intéressées à la manière dont cette situation d'incertitude majeure face à l'avenir pouvait influencer leur choix d'orientation. C'est l'objectif de la recherche présentée. Menée en France, par questionnaire, auprès de 165 étudiant·es, elle prend en compte trois variables : le degré de sensibilisation aux enjeux environnementaux, le niveau d'éco-anxiété perçue ainsi que le sentiment d'incertitude face à l'avenir. L'analyse descriptive permet de découvrir un échantillon plus sensibilisé qu'engagé, déclarant toutefois, pour moitié, avoir tenu compte des enjeux écologiques dans leur choix d'orientation. Les analyses inférentielles confirment que la prise en compte du changement climatique dans le choix de carrière ou la manière d'exercer son métier varie selon les variables étudiées. Les résultats sont discutés sur le plan scientifique et des pratiques, au regard notamment du concept de carrière éthique.

Feuillet, P. (2024). **Les parcours de reconversion professionnelle vers les métiers enseignants.** *Éducation & formations*, 107(2), 91-119.
<https://doi.org/10.3917/edfo.107.0091>

Fridlin, M. (2024a). **Mon Master 2024 : Les propositions d'admission en master.** *Note Flash du SIES*, (33), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/mon-master-2024-les-propositions-d-admission-en-master-98200>
À l'issue de la campagne 2024, 71 % des candidats ont reçu au moins une proposition d'admission sur Mon Master et 60 % en ont accepté une.

Fridlin, M. (2024b). **Parcours et réussite en master à l'université : les résultats de la session 2023.** *Note Flash du SIES*, (33), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-master-l-universite-les-resultats-de-la-session-2023-98154>

Trois quarts des étudiants inscrits pour la première fois en 1ère année de master en 2020 ont obtenu leur diplôme en deux ou trois ans, près de deux tiers d'entre eux l'ont eu en deux ans.

Lange, A. M. C., Stapley, E., Merrick, H., & Hayes, D. (2024). **Supporting Children Transitioning to Secondary School: A Qualitative Investigation into Families' Experiences of a Novel Online Intervention.** *British Journal of Educational Studies*, 72(6), 721-741.
<https://doi.org/10.1080/00071005.2024.2336505>

Supporting children to successfully transition from primary to secondary school is of utmost importance for several reasons, including to prevent future emotional and behavioural problems. Level Up is a novel, UK-based intervention consisting of five online group sessions, straddling the summer holidays, and providing at-risk children and their parents/carers with skills to manage their behaviour, emotions, and relationships to support their transition to secondary school. A prior evaluation of Level Up reported a need to better describe the mechanisms of change. This study therefore evaluated the experiences of children and their parents/carers regarding the facilitators and barriers to engagement and change, and the perceived impact. Fourteen children and 17 parents/carers were interviewed. Identified barriers and facilitators were: (1) Having a safe, supportive, and fun space, (2) Learning through connection, (3) A family approach, (4) Problematic group dynamics, and (5) Connecting through video calls. Perceived impact was described as: (1) Empowering children, (2) Supporting children socially, (3) Supporting parents and carers in their parenting role, and (4) Supporting a successful transition to secondary school. Another theme (5) describes some families' experiences of limited impact. These findings can be used to better understand how to support children in their school transition.

Le Nevé, S. (2025, janvier 15). **Parcoursup : ces spécialités qui décuplent les chances d'admission des bacheliers.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/15/parcoursup-ces-specialites-qui-decuplent-les-chances-d-admission-des-bacheliers_6499046_4401467.html

« Le Monde » et le site SupTracker publient un bilan sur l'influence des enseignements de spécialité créés par la réforme du lycée sur les propositions d'admission dans l'enseignement supérieur, alors que débute, mercredi 15 janvier, la période des vœux d'inscription. Panacher disciplines scientifiques et littéraires ou artistiques ne se révèle pas un pari gagnant, à l'inverse du duo maths - physique-chimie.

Lemistre, P., & Saccomanno, B. (2024). **Les bacheliers technologiques en gestion : évolutions des publics et des parcours dans le système éducatif et à l'insertion.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 23-33). <https://doi.org/10.4000/12u2u>

Marcionetti, J., Zambelli, C., & Rossier, J. (2025). **Influence of Career Adaptability and Job Control on Decent Work and Occupational Stress in a Sample of Apprentices.** *Journal of Career Development*, 52(1), 95-111. <https://doi.org/10.1177/08948453241304328>

This study aimed to analyze how career adaptability and job control can influence apprentices' perceptions of their work as being decent and stressful. The participants included 530 Swiss apprentices enrolled in a three-year vocational education training (VET) program. Structural equation modeling showed a positive association between career adaptability and job control and a strong negative association between decent work perception and occupational stress. Career adaptability had a specific positive relationship with decent work perception, whereas job control had a significant relationship with both decent work and occupational stress. Finally, results indicate that decent work could be a possible mediator between career adaptability and occupational stress and between job control and occupational stress. The study suggests that some personal resources and specific work conditions, such as physical and psychological safety and working hours that allow leisure and rest, could help apprentices perceive their work environment as positive and manage occupational stress.

Merlin, F., & Robert, A. (2024). **Interrompre temporairement ses études : diversité des pratiques, des publics et effets sur l'insertion.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 95-111). <https://doi.org/10.4000/12u2z>

Mizzi, A. (2025a, janvier 14). **Inscriptions post-bac : Parcoursup, l'orientation par algorithmes ?** Consulté 15 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/inscriptions-post-bac-parcoursup-lorientation-par-algorithmes-246701>

Alors que s'ouvre la session 2025 de Parcoursup, retour sur quelques-unes des interrogations que soulève cette procédure – du rôle des algorithmes au principe de la sélection dans le supérieur.

Mizzi, A. (2025b, janvier 15). **Parcoursup, machine à produire de l'injustice.** Consulté 15 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/parcoursup-machine-a-produire-de-linjustice/00113728>

Malgré quelques améliorations, la longueur et l'opacité de la procédure d'orientation dans le supérieur continuent de susciter déceptions et incompréhensions, constate le sociologue Alban Mizzi.

Murat, F. (2024). **L'insertion professionnelle des jeunes : Influence du parcours scolaire et des compétences générales.** *Éducation & formations*, 107(2), 69-90. <https://doi.org/10.3917/edfo.107.0069>

Nguyen, Doroudi, & Epstein. (2025). **Optimal Academic Plan Derived from Articulation Agreements: A Preliminary Experiment on Human-Generated and (Hypothetical) Algorithm-Generated Academic Plans.** *Community College Journal of Research and Practice*, 49(1), 44-54. <https://doi.org/10.1080/10668926.2024.2395277>

Our preliminary experiment examined a potential pain point with ASSIST, California's database of articulation agreements. That pain point is cross-referencing multiple articulation agreements to manually develop an optimal academic plan. Optimal is defined as the minimal set of community college courses that satisfy all transfer requirements for the multiple universities a student is preparing to apply to. Accordingly, we designed a low-fidelity prototype that lists the minimal set of courses a hypothetical optimization algorithm would output based on selected articulation agreements. Twenty-four students were tasked with creating an optimal academic plan using either ASSIST (which requires manual optimization) or the optimization prototype (which already provides the minimal set of classes). Prototype users had less optimality mistakes, were faster, and provided higher usability ratings compared to ASSIST users. Going forward, future research needs to move beyond our proof of value of a hypothetical optimization algorithm and toward actually implementing an algorithm.

O'Brien, K. E., Mann, K. J., & Woody, B. A. (2025). **Mentor-Protégé Matching Regarding Communication Relates to Career Attitudes.** *Journal of Career Development*, 52(1), 3-20. <https://doi.org/10.1177/08948453241298651>

In this study, we investigate the role of matching communication (i.e., relational messages received) in mentoring outcomes (mentor and protégé career attitudes). Specifically, we used data from a sample of 145 matched mentor-protégé dyads in a response surface analysis to show that matched relational messaging generally relates to mentors (and less consistently, protégés) reporting enhanced career satisfaction and career commitment. Furthermore, our findings are consistent with previous research showing that when relational messages (i.e., intimacy) or self-disclosure are matched at high or low (i.e., more extreme) levels, the mentor and protégé have the best outcomes. Additionally, beneficial mentor outcomes were maximized when levels of seriousness were matched at a moderate level. These results suggest that both levels of relational messaging, as well as the degree to which mentors and protégé match on these constructs influences mentoring outcomes. Study limitations, future directions for research, and implications for career development are discussed.

OECD: Organisation for Economic Co-operation and Development. (2024). **Digital technologies in career guidance for youth: opportunities and challenges : opportunities and challenges.** Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/12/digital-technologies-in-career-guidance-for-youth_dae0126a/c9ab23da-en.pdf

Les technologies numériques redéfinissent les pratiques d'orientation professionnelle des jeunes, en offrant des perspectives d'amélioration en termes d'accessibilité, d'efficacité et d'équité. Cependant, ces promesses ne peuvent être pleinement réalisées sans une analyse approfondie. Ce document explore trois questions clés : les usages actuels des outils numériques dans l'orientation scolaire, les opportunités qu'ils ouvrent et les points de vigilance pour leur mise en œuvre. Parmi les avantages, figurent une meilleure accessibilité et une personnalisation des parcours d'accompagnement. Toutefois, des défis persistent, notamment liés aux fractures numériques, à la protection des données personnelles et à la fiabilité des conseils délivrés par des outils automatisés. Les décideurs

publics sont invités à conjuguer innovation et prudence afin de garantir que ces solutions servent efficacement les besoins des jeunes. [résumé MUSE]

Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017. (2024). In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017*. Consulté à l'adresse <https://books.openedition.org/cereq/5636>

En 2020, dans le cadre des enquêtes Génération, le Céreq a interrogé un échantillon représentatif des 746 000 jeunes qui ont quitté pour la première fois le système éducatif en 2017 à tous les niveaux de formation. La disponibilité de ces données a été l'occasion de mettre en place un groupe d'exploitation qui a réuni des chargés(es) d'études du Céreq et de ses centres associés régionaux ainsi que des chercheurs et chercheuses d'autres organismes. Les différentes études ont abouti à des contributions originales sur des problématiques en lien avec les objets d'études et de recherches du Céreq. In fine, trois thématiques ont émergé de ces travaux et ont donné lieu à trois ouvrages. Ce tome traite des événements et spécificités du parcours scolaire et leurs effets sur l'insertion.

Peterson, G. W., Osborn, D. S., Bullock-Yowell, E., & Hayden, S. C. W. (2025). **Reaching Further Into a Theory of Career Problem-Solving and Decision-Making**. *Journal of Career Development*, 52(1), 57-74. <https://doi.org/10.1177/08948453241299349>

This work presents an advancement in a theory of career problem-solving and decision-making, namely, Cognitive Information Processing (CIP). New conceptualizations of the Pyramid of Information Processing domains and CASVE Cycle are defined and discussed. Developmental aspects, internal aspects and external pressures of the career decision context, and the role of self-regulated learning are presented with implications for career counseling in fostering transferable career problem-solving and decision-making skills. The metacognitive aspect of CIP has been expanded to discuss the implications of new considerations of beliefs, experiences, and knowledge in reflecting on the career decision-making process. Suggestions for further avenues of research are proposed based on theoretical modifications presented.

Petruzzello, G., Chiesa, R., Guglielmi, D., van der Heijden, B. I. J. M., de Jong, J. P., & Mariani, M. G. (2025). **Self-Perceived Employability and Psychological Well-Being Among Italian Students and Graduates: A Three-Wave Cross-Lagged Study**. *Journal of Career Development*, 52(1), 21-40. <https://doi.org/10.1177/08948453241296805>

This study investigated the reciprocal relationship between self-perceived employability (SPE) and psychological well-being (PWB), a connection previously suggested by theory but not yet explored empirically in early career research. Drawing from the Conservation of Resources theory, we analysed the reciprocal effects between SPE and PWB. Using data collected from 376 Italian university students and graduates, we tested the hypotheses with the random intercept cross-lagged panel model (RI-CLPM) to analyse the SPE-PWB reciprocal linkage at both the between-person and within-person levels. While we observed a reciprocal SPE-PWB association across three waves at the between-person level, we obtained mixed findings at the within-person level. This study is the first to test the reciprocal associations between SPE and PWB among labour market entrants adopting a within-person approach. The findings offer new empirical insights into SPE during early career stages, with implications for both future research and practical applications.

Rao, L., Xu, J., & Zhou, M. (2025). **Work–Family Conflict and Proactive Career Behaviors: The Roles of Career Resilience and Conscientiousness.** *Journal of Career Development*, 52(1), 41-56. <https://doi.org/10.1177/08948453241302323>

Proactive career behaviors are critical for employee development, especially in today's uncertain environment. This study explores the impact of work–family conflict on proactive career behaviors, focusing on the mediating role of career resilience and the moderating role of conscientiousness, grounded in the conservation of resources theory. Using two-wave data from 169 employees in China, the results show that work–family conflict leads to a decrease in proactive career behaviors, with career resilience serving as a mediator. Additionally, conscientiousness intensifies the negative effects of work–family conflict on proactive career behaviors. This research provides an initial investigation into the link between work–family conflict and proactive career behaviors, offering practical implications for human resource management and career counseling.

Ribeiro, M. A., Knabem, A., Uvaldo, M. da C. C., Lima, F. M. F. de, & Rodrigues, G. de S. (2024). **Career Counseling with Emerging Adults in the Anthropocene: Challenges of Technological and Digital Transformations.** *L'orientation Scolaire et Professionnelle*, 53(4). <https://doi.org/10.4000/12y6v>

The Anthropocene presents significant challenges for planning the future of work and for the practices that assist in this process (e.g., career guidance and counseling - CGC). Through semi-structured interviews with ten career counselors in Brazil, we aimed to systematize the main challenges generated in the Anthropocene by technological and digital transformations (TDT) and to understand the limits and possibilities of synchronous online career counseling (SOCC) with emerging adults (EAs) based on a narrative approach. We utilized Consensual Qualitative Research (CCR) as a data analysis method. Three main themes and derived categories were constructed: (1) scope of professional action, (2) counselor-client relationship- working alliance, and (3) counselor competencies. We conclude that understanding this new space-time logic of subjective and relational construction is a task to be deepened, making SOCC a strategy for confronting and emancipating the prevailing TDT logic. However, it is still an ongoing project as one of the main agenda for future studies in SOCC.

Soidet, I., Masdonati, J., & Cohen-Scali, V. (2024). **(S)'Orienter en Anthropocène – Introduction.** *L'orientation scolaire et professionnelle*, 53(4), 583. <https://doi.org/10.4000/12y6r>

L'anthropocène, nouvelle période géologique, est caractérisé par l'impact de l'activité humaine sur le système terre. Ce concept, formalisé à la fin du 20e siècle par Crutzen et Stoermer (2000), renvoie à l'idée que les activités des humains déterminent par elles-mêmes une nouvelle ère géologique. Déjà établis par Meadows et al. (1972), les effets des activités humaines sur la planète ont été, par la suite, détaillés dans les différentes productions du Groupe d'experts intergouvernemental sur...

Tacchini, S., & Atitsogbe, K. A. (2024). **Intégrer la durabilité dans les pays aux réalités socio-écologiques différentes: quelles possibilités pour l'orientation scolaire et professionnelle en Suisse et au Togo ?** *L'orientation scolaire et professionnelle*, 53(4), 749-774. <https://doi.org/10.4000/12y6y>

Cet article compare les impacts des activités économiques sur l'environnement et l'accès aux besoins fondamentaux sociaux entre la Suisse et le Togo. Ces deux pays ont

été choisis pour illustrer les dynamiques de réalités très différentes en les considérant à la lumière de la théorie du Donut. Cette comparaison met en évidence des modèles économiques et culturels différents. Alors que la Suisse, pays à hauts revenus, dépasse largement les limites écologiques, mais atteint les besoins humains de base, le Togo a un impact environnemental limité, mais ne parvient pas à couvrir les besoins sociaux fondamentaux. L'article propose d'enrichir les pratiques d'orientation en intégrant la transition vers la durabilité selon la théorie du Donut, en favorisant un échange de pratiques entre les deux pays et en examinant les défis spécifiques de chacun à la lumière de cette théorie.

Tacchini, S., Rochat, S., & Rossier, J. (2024). « **Des gens en chemin** »: une étude exploratoire des parcours de personnes qui intègrent les limites écologiques à leurs trajectoires professionnelles. *L'orientation scolaire et professionnelle*, 53(4), 689-715. <https://doi.org/10.4000/12y6x>

De nombreuses activités professionnelles devront se transformer si nos sociétés souhaitent respecter les limites planétaires et décarboner nos modes de production. Il semblerait qu'au sein de nombreux secteurs professionnels des personnes entreprennent une transition socio-écologique, au-delà des domaines clairement identifiés par les métiers de « l'environnement », de « la nature » et de « l'énergie ». Cette recherche qualitative explore les parcours de 20 personnes qui se disent « en chemin » pour intégrer les questions des limites planétaires et sociales dans leur trajectoire professionnelle et de vie. Une analyse thématique réflexive d'entretiens collectifs a permis d'identifier deux thèmes principaux. Le premier thème évoque les perceptions de la situation (I) et le deuxième, le cheminement personnel en direction des limites écologiques (II) qui en découle. Cette étude propose une typologie de parcours en quatre types d'action professionnelle mise en œuvre par les participant·es. Cette recherche peut permettre une meilleure compréhension du phénomène des gens en chemin et son implication possible pour les pratiques d'orientation.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2024). **Encourager les filles et les femmes à poursuivre études et carrières dans le domaine des STIM - Document de plaidoyer**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000391937_fre/PDF/391937fre.pdf.multi

Le document expose les points essentiels de son plaidoyer et émet des recommandations illustrées par des exemples du monde entier pour remédier au déséquilibre de genre dans le choix des STIM (sciences, technologie, ingénierie et mathématiques): a) s'assurer que les politiques liées aux STIM ont un volet relatif à l'égalité de genre; b) offrir des exemples à suivre, du mentorat et des conseils d'orientation professionnelle tenant compte du genre; c) former les enseignants et les chefs d'établissement à combattre les préjugés sexistes dès le plus jeune âge; d) améliorer la culture numérique des filles pour réduire les inégalités en termes de compétences; e) déceler les préjugés sexistes sur les choix d'études « convenables » dans les supports d'enseignement et d'apprentissage; f) recourir aux approches transversales et globales; e) travailler avec des acteurs non étatiques.

Politique de l'éducation et système éducatif

African Union Commission (AUC), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF), & United Nations Office of

the Special Adviser on Africa (OSAA). (2024). **Education and Learning in Crisis-affected Areas** (p. 17). Consulté à l'adresse United Nations website: https://www.un.org/osaa/sites/www.un.org.osaa/files/files/documents/2024/publications/ads2024_policybrief3.pdf

Alasuutari, H., D'Angelo, S., & Niaz, L. (2024). **Pathways to Inclusion and Equity : Disability Inclusion in Education - Inclusive Education Approach Paper** (p. 84). Consulté à l'adresse World Bank website: <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099120224164032400/P1775501b437210b1192fa1a44228402297>
Pathways to Inclusion and Equity : Disability Inclusion in Education - Inclusive Education Approach Paper (English)

Alméras, Y., Gaubert-Macon, C., Chesneaux, J.-M., Kedadouche, Z., & Montreuil, V. (2024). **La préparation aux formations et aux métiers du numérique et de l'informatique au lycée** [Report]. Consulté à l'adresse <https://www.education.gouv.fr/media/198618/download>

Les constats sont contrastés sur ces enseignements créés selon des logiques différentes et des évolutions sont nécessaires pour aboutir un système cohérent de formation. Le rapport formule douze recommandations ayant pour but de favoriser l'orientation des élèves – filles et garçons – dans ces parcours, d'assurer un vivier enseignant aux compétences reconnues en informatique, d'améliorer le pilotage des enseignements d'informatique dans les académies et de renforcer leur qualité.

Amé, P., & Le Faou, Y. (2024). **L'interprofessionnalité dans les formations en santé, ou comment décloisonner les savoirs**. *Éducation Permanente*, 241(4), 35-43. <https://doi.org/10.3917/edpe.241.0035>

Andrabi, T., Bau, N., Das, J., & Khwaja, A. I. (2025). **Heterogeneity in School Value Added and the Private Premium**. *American Economic Review*, 115(1), 147-182. <https://doi.org/10.1257/aer.20221422>

We estimate and validate test score–based measures of school quality (school value added, or SVA) in Pakistan. We document substantial variation in SVA within villages and within the public and private sectors, leading to a wide range of possible estimates of the private premium. We also show that parents value SVA. Heterogeneity in parental demand for quality helps explain both the evolution of the market over time and cross-market variation in school quality. The supply side responds to parental demand for quality in the private sector, but there is no evidence it does so in the public sector.

André, G., & Westerveen, L. (s. d.). **Contrasting approaches to educational equality: An intersectional perspective on educational policies in Belgium**. *Journal of Education Policy*, 0(0), 1-19. <https://doi.org/10.1080/02680939.2024.2435354>

Since the beginning of the 20th century, fostering equal educational opportunities has been one of the driving forces of the development of education policies in many European countries. While at first this mainly comprised the fight against socio-economic inequality, over time other types of inequality in education have been challenged. This paper uses an intersectional lens to cast light on the representations of complex inequalities in educational policies in the two main educational systems in Belgium. Our analysis demonstrates that both the Flemish and Francophone education policies in Belgium have adopted a fragmented and deficit-based approach to inequalities and

pay limited attention to complex and intersectional inequalities. Yet, we also observe a trend towards diverging approaches to equality in the two main Belgian education systems. While in Francophone policy we find an evolution towards the recognition of the role of the school system in creating structural and accumulative inequalities, in Flemish policy we detect an opposite trend towards a reinforcement of the deficit-centered approach. By connecting these policy trends to the political context, we show how the case of Belgium can provide a new perspective on policy discourses around educational (in)equality in the European context.

Arold, B. W., Woessmann, L., & Zierow, L. (2024). **Can Schools Change Religious Attitudes? Evidence from German State Reforms of Compulsory Religious Education** [CAGE Online Working Paper Series]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: <https://econpapers.repec.org/paper/cgewacage/732.htm>

We study whether compulsory religious education in schools affects students' religiosity as adults. We exploit the staggered termination of compulsory religious education across German states in models with state and cohort fixed effects. Using three different datasets, we find that abolishing compulsory religious education significantly reduced religiosity of affected students in adulthood. It also reduced the religious actions of personal prayer, church-going, and church membership. Beyond religious attitudes, the reform led to higher labor-market participation and earnings. The reform did not affect ethical and political values or non-religious school outcomes.

Avdeev, S. (2025). **Balancing Study and Work: Heterogeneous Impact of the Bologna Reform on the Labour Market**. *Oxford Bulletin of Economics and Statistics*, 87(1), 252-286. <https://doi.org/10.1111/obes.12607>

The Bologna reform, the largest European education reform, was implemented in Russia in 2011. The reform shortened the duration of some undergraduate programmes by 1 year and compressed their curricula. Using a difference-in-differences design, I find that the reform had no short- or medium-term adverse effects on employment. However, I find that null average effects on wages mask considerable heterogeneity. I find that female students with high relative returns worked less during their studies, invested in their human capital, and secured stable wages. In contrast, male students with low relative returns underinvested in human capital and experienced a decline in wages.

Barbier, P., Le Goff, J.-M., & Landour, J. (2024). **Des mères face à la « continuité pédagogique » en France et en Suisse au printemps 2020**. *Revue française de pédagogie*, 223(2), 115-128. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-115>

Baroraho, T., Heimsoth, E., Islam, F., Mohammed, R., & Szabo, G. (2024). **Global girlhood report 2024: Fragile futures girls' rights, child marriage and fragility**. Consulté à l'adresse https://resourcecentre.savethechildren.net/pdf/STC_Global_girlhood_report_2024-4th-pp.pdf/

Alors que les États fragiles peinent à fournir des services essentiels comme les soins de santé, l'éducation et la protection, en particulier des filles, les conflits, le changement climatique et l'instabilité économique accroissent leur vulnérabilité au mariage précoce et aux violations de leurs droits. S'appuyant sur de nouvelles données, ce rapport annuel centré sur les adolescentes met l'accent sur les liens entre fragilité, mariage d'enfants et droits des filles, révélant comment les crises exacerbent leurs vulnérabilités existantes.

Benet Rivière, J. (2024). **Une image de boîtes de foin et de caoutchouc. Pour en finir avec les idées reçues sur l'enseignement agricole français.** *Pour. La revue du Groupe Ruralités, Éducation et Politiques*, 2024/2-3(249-250), 49-55. <https://doi.org/10.3917/pour.249.0049>
Cet article explore les idées reçues et la méconnaissance généralisée entourant l'enseignement agricole en France. Souvent considéré comme marginal et exclusivement rural, cet enseignement se révèle bien plus diversifié. Il accueille une majorité d'élèves issus de milieux non agricoles et propose des formations variées allant des services aux personnes à l'agroalimentaire et aux métiers du paysage. L'article met en lumière les transformations socio-historiques de cette institution, son rôle dans la remobilisation scolaire, et son ouverture aux espaces urbains. Loin de se limiter à former les enfants d'agriculteurs, l'enseignement agricole joue un rôle clé dans la diversification des parcours professionnels et dans l'accompagnement des jeunes vers des carrières en lien avec la nature, les services à la personne et l'aménagement paysager. En soulignant l'importance de dépasser les idées reçues, cet article appelle à une meilleure intégration de cette thématique dans la recherche en sociologie de l'éducation.

Benissa, H., & Tissier-Raffin, M. (2024, décembre 22). **Les étudiants internationaux en France : entre politique d'attractivité et instrumentalisation politique.** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/les-etudiants-internationaux-en-france-entre-politique-dattractivite-et-instrumentalisation-politique-245586>

Ambitieuses sur le papier, les politiques d'attractivité de la France en matière d'enseignement supérieur se heurtent à des paradoxes qui nuisent à l'accueil des étudiants internationaux.

Boissart, M., Bayle, I., & Appelshaeuser, M. (2024). **La réingénierie de la formation infirmière, une transition identitaire pour les formateurs ?** *Éducation Permanente*, 241(4), 58-69. <https://doi.org/10.3917/edpe.241.0058>

Bordes, E. (2025, janvier 13). **L'université, un service public sous pression budgétaire.** Consulté 15 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/luniversite-un-service-public-sous-pression-budgetaire-246693>

Alors que la démographie étudiante reste à un haut niveau, les universités doivent faire face à des contraintes budgétaires, de plus en plus fortes, qui se répercutent sur chercheurs et étudiants.

Buisson-Fenet, H. (2024). **Reprendre la main : les PIAL, une tentative pour maîtriser la réussite de l'école inclusive.** *L'éducation en débats : analyse comparée*, 14(2), 198. <https://doi.org/10.51186/journals/ed.2024.14-2.e1749>

Dans le champ de l'inclusion scolaire «à la française» des élèves en situation de handicap, l'innovation récente des Pôles inclusifs d'accompagnement localisés consiste à structurer l'accompagnement de ces élèves selon une organisation conçue à l'échelon d'un territoire regroupant plusieurs niveaux d'enseignement, et permettant de sécuriser la continuité des parcours de l'école primaire au lycée. À partir d'une enquête qualitative, cette contribution vise à analyser les modalités selon lesquelles ces PIAL se sont déclinés dans l'académie de Lyon. Sur la base d'une analyse documentaire, de l'observation d'une série de réunions de lancement et d'une quinzaine d'entretiens, elle

montre que les PIAL se sont d'abord traduits par une focalisation sur la rationalisation des services des Accompagnantes des élèves en situation de handicap (AESH), un personnel non-enseignant de statut précaire, dont la notification est hors de contrôle de l'Éducation nationale. La géométrie variable du dispositif rend alors possible un assez large répertoire de modalités de gestion de ce personnel, ce qui se solde par des fonctionnements de PIAL parfois fort différents d'une circonscription scolaire à l'autre. Au-delà de ce «repli gestionnaire» (Laforgue, 2005), l'étude montre que le PIAL est révélateur d'une politique institutionnelle (Knoepfel, et al., 2015) qui restitue à l'État scolaire certaines de ses capacités affaiblies par la départementalisation de l'action publique sur le handicap

Café pédagogique. (2024, décembre 18). « **Les Nouveaux venus** » : immersion dans une classe d'UPE2A. Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/18/les-nouveaux-venus-immersion-dans-une-classe-dupe2a/>

Le dispositif UPE2A est destiné à accueillir les élèves allophones nouvellement arrivés sur le territoire français pour leur permettre d'acquérir une maîtrise suffisante de la langue française et faciliter leur inclusion dans une classe ordinaire. Leurs parcours de vie, parfois traumatisants, sont divers, leurs nationalités différentes, certaines n'ont jamais connu l'école, mais tous et toutes « ont en commun d'avoir dû quitter leur pays, leurs amis, une partie de leur famille, leur langue ». Dans Les Nouveaux venus la bédéaste Aurélie Castex nous invite à découvrir le quotidien d'une de ces classes, où l'a accueillie Sophie Delègue, enseignante à Paris dans le 19^e arrondissement. Toutes deux répondent aux questions du Café pédagogique et évoquent cette année d'immersion partagée, riche en découvertes et en échanges...

Café pédagogique. (2025, janvier 15). **Marchandisation, dérégulation et privatisation : l'enseignement supérieur en péril**. Consulté 15 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/15/marchandisation-deregulation-et-privatisation-lenseignement-superieur-en-peril/>

Parcoursup, c'est parti ! Dans cette tribune, Mathis d'Aquino analyse la privatisation de l'enseignement supérieur et la stratégie des écoles privées dans lesquelles est désormais inscrit près d'1 étudiant sur 3.

Cardoso, J. C. C., & Felouzis, G. (2024). **School principals as key actors in the implementation of educational policies: perspectives from the Integral Education Program (PEI) in São Paulo State, Brazil**. *L'éducation en débats: analyse comparée*, 14(2), 215-233. <https://doi.org/10.51186/journals/ed.2024.14-2.e1750>

The article analyzes the role of school principals in implementing the Integral Education Program (PEI) in São Paulo (Brazil). The primary assumption was that school principals have a fundamental role in implementing educational policies locally, as they are positioned as mediators of the interests of the public education system and the community where they work. Interviews and on-site observation were carried out in four PEI schools in the State of São Paulo. We analyzed the role of school principals in the adherence process of teachers, students, and families to the program. The data demonstrated that school principals' strong adherence to the policy was decisive for its implementation locally. The principals led the other school actors to vote in favor of the program, acting as sense-makers.

Caribbean, U. I.-I. institute for higher education in L. A. and the, HARDEN-WOLFSON, E., & UNESCO IESALC - International institute for higher education in Latin America and the Caribbean. (2024). **Reaching for the right to higher education: evidence from 15 countries.** Consulté à l'adresse

<https://unesdoc.unesco.org/ark:/48223/pf0000392154?posInSet=14&queryId=N-ea02a9f1-b03d-4138-abff-d9f77f908628>

Ce rapport met en lumière les inégalités persistantes dans l'enseignement supérieur à travers le monde, en mettant l'accent sur les défis auxquels sont confrontés les groupes marginalisés, notamment les peuples autochtones, les personnes en situation de handicap et les personnes issues de milieux à faible revenu. En défendant l'enseignement supérieur en tant que droit fondamental, le rapport utilise un cadre de justice sociale pour synthétiser les conclusions de quinze études de cas nationales qui explorent les politiques efficaces visant à améliorer l'accès et à promouvoir l'équité dans les systèmes éducatifs.

Cart, B., Toutin, M.-H., & Lercari, L. (2024). **Avant la réforme de la formation en alternance, comment les jeunes profitent-ils de ces dispositifs dans l'enseignement supérieur ?** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 67-82). <https://doi.org/10.4000/12u2x>

CEREQ. (2025). **Bilan Programme 2024>2025 du Céreq** (p. 144). Consulté à l'adresse CEREQ website: <https://www.cereq.fr/bilan-programme-du-Cereq>

Le Bilan Programme du Céreq est le document annuel de l'établissement rassemblant l'ensemble des travaux et études en cours, achevés ou à venir. Chacun de ces projets s'inscrit dans l'un des trois axes des Orientations à moyen terme.

Commission européenne. Direction générale éducation, jeunesse. (2024). **Rapport de suivi de l'éducation et de la formation 2024: France.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/9637e78f-acc7-11ef-acb1-01aa75ed71a1/language-en>

Commission Suisse pour l'UNESCO. (2024). **Droit à l'éducation : combattre les inégalités en relevant les défis de la privatisation, de la digitalisation et des situations de crise.** *L'éducation en débats : analyse comparée*, 14(2), 306-331. <https://doi.org/10.51186/journals/ed.2024.14-2.e1757>

The Geneva Dialogue on the Right to Education was held on 18 and 19 June 2024 and organized in partnership with UNESCO, the University of Geneva, the Office of the United Nations High Commissioner for Human Rights (OHCHR), and the REGARD network. The rich sessions provided an opportunity to examine the trends, challenges, and opportunities related to equitable access to quality education. Discussions focused on the impact of privatization, digitalization, and crises on the right to education, as well as the effectiveness of human rights mechanisms in addressing these 21st-century challenges. This paper summarizes the main discussions and makes recommendations for the future.

Cour des comptes. (2024). **Premier bilan du pass Culture.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4022> [Report]. Consulté à l'adresse Cour des comptes (France) website:

https://www.ccomptes.fr/sites/default/files/2024-12/20241217-Premier-bilan-pass-Culture_0.pdf

Le pass Culture constitue une politique prioritaire du ministère de la culture depuis 2017. Après des phases d'expérimentations dans plusieurs départements, le pass Culture a été généralisé en 2021 à tous les jeunes de 18 ans sur l'ensemble du territoire français, puis étendu en 2022, aux jeunes âgés de 15 à 17 ans. Il permet de bénéficier d'un crédit individuel afin d'accéder à des activités ou à des biens culturels et artistiques. Le ministère de l'éducation nationale et de la jeunesse a également créé une part collective sous forme d'un crédit alloué à chaque classe au prorata du nombre d'élèves dès la classe de 6ème. Ce rapport, se concentrant essentiellement sur la part dite « individuelle » du pass Culture, analyse la manière dont les jeunes utilisateurs se sont saisis de ce nouvel outil et établit un premier bilan des résultats, eu égard aux objectifs larges et ambitieux qui furent formulés au lancement de ce dispositif. Une montée en charge rapide et inégale Le pass Culture poursuit des objectifs ambitieux à savoir : favoriser l'accès à la culture en autonomie, encourager la diversité des pratiques, proposer des offres attractives et concourir à ce qu'elles soient présentées de manière personnalisée et localisée aux utilisateurs. Sur le plan quantitatif, l'ambition d'universalité est en passe d'être réalisée avec 84% des jeunes de 18 ans révolus qui utilisent le pass Culture, à fin août 2024. Au total, ce sont 4,2 millions de jeunes qui se sont inscrits sur l'application pass Culture depuis 2019. Cependant, 16 % des bénéficiaires potentiels, correspondant aux publics les moins familiers des pratiques culturelles, n'ont pas adhéré au dispositif. En ajoutant les 9 % des jeunes qui ont téléchargé l'application du pass sans pour autant l'utiliser, au total, 25 % des jeunes n'ont pas bénéficié du pass. Et les 75 % de jeunes qui ont utilisé leur pass n'ont pas dépensé la totalité de leur enveloppe de 300 €, mais en moyenne un peu plus de 250 €. En outre, parmi les jeunes issus des classes populaires, c'est-à-dire dont les parents sont peu ou pas diplômés et exercent une profession d'ouvrier ou d'employé, seuls 68 % ont activé leur pass. L'objectif d'inscrire un nombre maximum de jeunes a ainsi jusqu'à présent prévalu sur l'objectif de démocratisation de l'accès à l'offre culturelle. De même, l'objectif quantitatif (maximiser le nombre de jeunes bénéficiaires) a prévalu sur le souci de qualité des offres, dont le nombre pléthorique de 36 000 montre l'absence de sélectivité. Cette absence de contrôle a conduit au financement de 16 M€ depuis le lancement du dispositif d'activités d'escape games : à la suite de ce constat par la Cour, leur déréférencement a été demandé par le ministère de la culture. Un effet difficilement mesurable d'intensification des pratiques culturelles établies, dont la diversification demeure limitée Depuis la généralisation du dispositif, les livres représentent entre 42 et 55 % des montants dépensés chaque trimestre. Les jeunes utilisent également le pass Culture pour réserver des places de cinéma et de concerts. En revanche, seulement 7 % des jeunes ont réservé en moyenne au moins une fois un spectacle vivant autre que musical (théâtre, danse, cirque, etc.) via l'application. Les grands opérateurs publics du spectacle vivant semblent réticents à s'ouvrir au public détenteur du pass Culture. Seuls 55 % des musées y sont inscrits. De plus, l'organisme en charge de ce pass, la société pass Culture, n'étant pas mandaté pour s'assurer de la qualité des offres proposées, la part individuelle du pass offre une liberté totale à l'utilisateur dans le choix de ses pratiques. Les outils de recommandations éditorialisés ou algorithmiques développés par la société ont eu peu d'effet puisque 90 % des réservations ont été réalisées à partir d'une première consultation du moteur de recherche, et non à partir des propositions poussées par l'application. Dès lors, le principal impact du pass Culture observé sur les premières cohortes se traduit plutôt par une intensification des pratiques culturelles déjà bien établies chez les jeunes. La

médiation faiblement développée au sein de l'application ne permet pas de contrecarrer les inégalités structurelles préexistantes à l'accès à la culture. Un sondage commandé par la Cour et par l'Inspection générale des affaires culturelles a également mis en évidence la difficulté de pérenniser les nouvelles pratiques culturelles suscitées par le pass. En effet, une fois les crédits du pass Culture consommés ou expirés, les utilisateurs ne sont plus que 38 % à poursuivre les activités découvertes et 37 % à fréquenter les lieux fréquentés grâce à l'application. Afin de pouvoir mieux évaluer l'évolution des pratiques des jeunes avant et après l'utilisation du pass Culture, le ministère de la culture et la société pass Culture dans leurs réponses aux observations de la Cour, s'engagent à rendre obligatoire, d'ici à la fin de 2024, pour pouvoir bénéficier du pass, le questionnaire sur les pratiques culturelles initiales. Un dispositif de guichet à maîtriser Sur le plan budgétaire, le pass Culture s'apparente à une dépense de guichet difficilement maîtrisable. Il était supposé au départ se financer grâce à des recettes importantes issues du secteur privé. Pourtant, hormis la contribution des fournisseurs d'offres au financement de la plateforme (4% du volume d'affaires global entre 2019 et mi-2024), il est financé par l'État. La dépense budgétaire pour la part individuelle du pass Culture s'établissait à 93 M€ en 2021 et est prévue à hauteur de 244 M€ en 2024. A cette dépense s'ajoutent les 80 M€ (prévisions 2024) de la part collective, financée par le ministère de l'éducation nationale. Dans un contexte de finances publiques dégradées, plusieurs pistes d'économies sont envisageables, parmi lesquelles : la réduction du montant du crédit alloué aux jeunes de 18 ans (actuellement 300€ par bénéficiaire) ou le ciblage des bénéficiaires selon des critères sociaux ou territoriaux. Une gouvernance à réformer La gouvernance du pass Culture est à revoir en profondeur. La transformation de la société pass Culture en opérateur de l'État, recommandée par la Cour dans son rapport de juillet 2023 sur la genèse du pass Culture, a été annoncée par le ministère de la culture pour 2025. À terme, l'internalisation des activités et agents de la société pass Culture au sein du ministère de la culture permettra un meilleur pilotage du dispositif, ainsi qu'une meilleure information du Parlement et des citoyens grâce aux documents budgétaires annexés à la loi de finances. Enfin, et en toute hypothèse, il n'apparaît pas opportun d'envisager de nouveaux axes de développement des missions du pass Culture dont le dispositif doit être consolidé et amélioré. Lire la synthèse du rapport.

Darnon, C., Sommet, N., Normand, A., & Manstead, A. S. R. (2024). **Selection and the economic value of education: A barrier to reducing the SES achievement gap?** *Journal of Social Issues*, 80(4), 1238-1261. <https://doi.org/10.1111/josi.12646>

Due to the role that schools play in determining the status of the future occupations of their children (i.e., the selection function of education), high socioeconomic status (SES) parents may not always be supportive of interventions that would reduce the SES achievement gap. In four experiments, we measured the support of parents (Ntotal = 1966) for implementing an equalizing (and, in Experiments 2 and 3, an inequality-maintaining) intervention. In Experiments 1 and 2, a negative association between subjective SES and support for the equalizing intervention was found when the selection function was made salient, an effect that was also observed in Experiment 4 but only for Right-leaning participants. In Experiment 3, where the salience of selection was held constant, we found a negative association between subjective SES and support for the equalizing intervention, but not the inequality-maintaining intervention.

Davier, M. V., Kennedy, A. M., Reynolds, K. A., Fishbein, B., Khorramdel, L., Aldrich, C. E. A., ... Von Davier, M. (2024). **TIMSS 2023 International results in mathematics and science**. Consulté à l'adresse <https://timss2023.org/results/>

Organisée par l'IEA (International Association for the Evaluation of Educational Achievement), TIMSS (Trends in Mathematics and Science Study) est une étude comparative mesurant tous les quatre ans le niveau des connaissances scolaires des élèves en mathématiques et en sciences à la fin de la quatrième année de scolarité obligatoire (CM1 pour la France) et en huitième année (quatrième pour la France). Les évaluations TIMSS sont menées selon des cadres d'évaluation pour les mathématiques et les sciences qui ont été mis à jour à chaque évaluation, au cours des 28 années d'existence de TIMSS. Les cadres sont organisés autour de deux dimensions : une dimension de contenus spécifiant l'objet à évaluer et une dimension cognitive spécifiant les processus de réflexion à évaluer lorsque les élèves s'engagent dans le contenu. En 2023, 61 pays ont participé à l'étude qui concerne la quatrième année et 45 à concernant la huitième année. Ce rapport présente les résultats cette enquête.

Dias, R., Buseyne, S., & Haadad, Y. (2024). **ESNsurvey XV Edition : Making quality mobility a reality for all**. Consulté à l'adresse https://www.esn.org/sites/default/files/news/xv-esnsurvey_final-report.pdf

La 15e édition de ce rapport ESNsurvey présente les résultats d'une enquête menée auprès de près de 23 000 étudiants (en mobilité temporaire, en cursus complet à l'étranger ou non-mobiles). Elle examine le parcours des étudiants (la préparation, le soutien institutionnel, les préoccupations financières et la reconnaissance des crédits après la mobilité), ainsi que des priorités clés d'Erasmus : inclusion, durabilité, engagement civique et numérisation. Cruciale dans le contexte de l'évaluation à mi-parcours et des débats sur l'avenir d'Erasmus après 2028, cette enquête aligne ses résultats sur les thèmes de la Charte Erasmus pour l'enseignement supérieur et les politiques actuelles. Elle propose des recommandations basées sur des données probantes pour améliorer l'accessibilité et la qualité de la mobilité étudiante.

Edwards, D. B., Moschetti, M. C., & Caravaca, A. (2025). **Post-colonial contexts, the state, and education reform: a framework for understanding the ethos of privatization**. *International Journal of Qualitative Studies in Education*, 38(1), 58-75. <https://doi.org/10.1080/09518398.2024.2348798>

The central argument of this article is that post-colonial states operate—and have always operated, due to their roots in colonialism and capitalism—according to an “ethos of privatization,” through which state agents derive private benefit from positions ostensibly responsible for providing public services. The article offers a framework for understanding the ethos of privatization as central to state behavior that is based on insights from literatures in four areas: global education policy, political economy, world systems theory, and post-colonial studies. The article demonstrates the theoretical and methodological value of this framework for producing critical public policy knowledge by applying it to the case of educational privatization in Honduras. The article concludes with a discussion of the benefits of this framework, particularly vis-à-vis more established approaches rooted in the policy sociology literature.

ESCWA. (2024). **Education in the Arab region: closing gaps to ensure that no child is left behind** (N° 2; p. 8). Consulté à l'adresse ESCWA website:

<https://www.unescwa.org/sites/default/files/pubs/pdf/education-arab-region-closing-gaps-no-child-left-behind-english.pdf>

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2024). **Study on the feasibility of a quality assurance and recognition system**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/05aa047a-bdc5-11ef-91ed-01aa75ed71a1>

Ce rapport vise à évaluer l'état de mise en œuvre de la recommandation du Parlement européen et du Conseil du 15 février 2006 relative à la poursuite de la coopération européenne en matière d'assurance qualité dans l'enseignement supérieur, qui encourageait les États membres à adopter un ensemble de principes clés pour la coopération en matière d'assurance qualité. À la suite de cette évaluation, le rapport présente une proposition sur la manière dont la coopération en matière d'assurance qualité au sein de l'Union européenne pourrait être encore renforcée afin de soutenir une coopération transnationale accrue dans l'enseignement supérieur dans le cadre de l'Espace européen de l'éducation et examine les options pour le développement d'un système européen d'assurance qualité et de reconnaissance.

Evain, F. (2024). **Taille des classes du premier degré: une huitième année de baisse consécutive dans les écoles publiques**. *Note d'Information*, (25.01), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/taille-des-classes-du-premier-degre-une-huitieme-annee-de-baisse-consecutive-dans-les-ecoles-416171>

À la rentrée 2024, la taille des classes du premier degré continue de diminuer dans les écoles publiques, que ce soit au niveau préélémentaire ou élémentaire.

Felouzis, G., & Revaz, S. (2024). **Éditorial. Réguler la mise en œuvre des politiques éducatives. Acteurs/trices, instruments et stratégies**. *L'éducation en débats: analyse comparée*, 14(2), 180-197. <https://doi.org/10.51186/journals/ed.2024.14-2.e1748>

G7 Education Working Group. (2024). **Report of the G7 on Education: insights on education policies to valorize everyone's talents, and foster innovative education and new competencies for the future** (p. 45). Consulté à l'adresse G7 Italia website: <https://www.g7italy.it/wp-content/uploads/Report-of-the-G7-on-Education.pdf>

Garganta, S., Pinto, M. F., & Zentner, J. (2024). **Do Longer School Days Improve Learning? The Case of the Dominican Republic**. *IDB Publications*. <https://doi.org/10.18235/0013303>

This paper examines the possible impact of a longer school day on student learning. We specifically analyze the Jornada Escolar Extendida program (JEE), which significantly increased the school-day length of public schools in the Dominican Republic from 4 to 8 hours, and exploit its gradual implementation over time and by geographical area. For this purpose, we apply an event study approach using national tests scores data for secondary students during the 2010-2019 period, which is matched with the administrative data of the JEE implementation at the school level. Although we find a relatively low and not so stable pattern of the JEE impact on secondary students tests scores, the evidence suggests that the program generated relevant changes on learning gender gaps. In particular and consistent with the previous literature, the program seems to have favored girls learning in the low-stakes evaluation and improved boys relative scores in the high-stakes exams. However, we do not find such a clear heterogeneity impact between subjects where girls or boys have a typical relative learning advantage.

Garry-Bruneau, M., & Poiroux, L. (2024). **Universitarisation des sciences infirmières et transformations identitaires des formateurs.** *Éducation Permanente*, 241(4), 91-102. <https://doi.org/10.3917/edpe.241.0091>

Girard, F., & Le Faou, Y. (2024). **Nouvelle gouvernance des instituts de formation paramédicaux à l'heure du partenariat universitaire.** *Éducation Permanente*, 241(4), 70-79. <https://doi.org/10.3917/edpe.241.0070>

Global Education Monitoring Report Team. (2024). **Rapport mondial de suivi de l'éducation 2024, rapport sur l'égalité des genres : la technologie à ses conditions : égalité des genres et inclusion.** <https://doi.org/10.54676/TTUK2761>

Global education monitoring report team. (2024). **Rapport mondial de suivi de l'éducation 2024, rapport sur l'égalité des genres : la technologie à ses conditions : égalité des genres et inclusion.** Consulté à l'adresse <https://www.unesco.org/gem-report/fr/2024genderreport>

Le rapport alerte sur le fait que, bien que les technologies numériques puissent améliorer l'enseignement et l'apprentissage, elles présentent également des risques importants (possibilités de violation de la vie privée, de cyberharcèlement, moindre concentration en classe). Il met particulièrement en évidence la manière dont les réseaux sociaux renforcent les stéréotypes de genre, engendrant des répercussions néfastes sur le bien-être, l'apprentissage et les choix de carrière des filles qui souffrent davantage que les garçons de cyberharcèlement et sont confrontées à des stéréotypes qui les détournent de l'étude des STEM (sciences, technologie, ingénierie, mathématiques), des disciplines considérées comme étant réservées aux hommes.

Global Education Monitoring Report Team & Association for the Development of Education in Africa. (2024). **Pleins feux sur l'achèvement de l'éducation de base et apprentissages fondamentaux : Mauritanie.** <https://doi.org/10.54676/ZHJE4523>

Go, H. L. (2025). **La fabrique des écoliers, ou l'enfance enfermée.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131or>

Succédant aux tentatives asilaires du début du XIXe siècle, la forme scolaire telle qu'elle se matérialise dans l'appareil scolaire républicain à la fin du XIXe siècle a permis d'enrégimenter une partie de la population : l'enfance fut ainsi soumise à des geôliers praticiens d'une orthopédie sociale. Les promesses de la forme scolaire de socialisation et d'éducation de l'enfance s'avèrent être, dans sa construction historique, une tromperie. Le confinement scolaire est ainsi un bornage de l'être, une mise à sa place de l'élève. Le monde n'entre pas dans la classe qui reste désespérément vide. Que fait-on alors dans la salle de classe, si l'on ne doit y faire que ce que l'on fait ? Pour Hannah Arendt, l'institution scolaire est censée s'intercaler entre la famille et le monde pour faire transition car l'institution scolaire relève de la sphère prépolitique et l'on ne peut prétendre y forger, en agissant sur les nouveaux venus, un projet de transformation politique : les enfants ne peuvent ni ne doivent prendre part au monde. La forme scolaire classique est donc le premier acte d'une entreprise d'aliénation qui dépossède chacun de sa propre existence par des institutions d'enfermement. L'idée républicaine est liée à un modèle éducatif qui pense le gouvernement des enfants comme une fabrique de la passivité consentante et consensuelle. Ouverte en 1934 sur la colline du Pioulier à Vence, l'École Freinet est quant à elle un conservatoire pour l'enfance. Mais cette école n'est

donc ni un espace clos « protégé des bruits extérieurs », ni un espace seulement intermédiaire où le monde n'entrerait que « représenté ». Elle constitue une alternative au mal-vivre qui pèse sur les écoliers.

GPE KIX. (2024). **Policy and Practice Insights on Effective Strategies to Promote Gender Equality in and through Education** (p. 10). Consulté à l'adresse GPE KIX ; IDRC.CRDI website: <https://www.gpekix.org/knowledge-repository/policy-and-practice-insights-effective-strategies-promote-gender-equality-and>

Haut Conseil de la Famille, de l'Enfance et de l'Âge. (2024). **La restauration scolaire : un enjeu majeur de politique publique** (p. 195). Consulté à l'adresse Haut Conseil de la Famille, de l'Enfance et de l'Âge website: <https://www.vie-publique.fr/rapport/296369-la-restauration-scolaire-un-enjeu-majeur-de-politique-publique>

| En France, chaque année, plus d'un milliard de repas sont servis à la cantine aux élèves tous niveaux confondus. Cela représente un coût annuel d'environ 12 milliards d'euros (Md€) réparti à part égale entre les collectivités locales (les communes pour le premier degré, les départements pour les collèges et les régions pour les lycées) et les familles. Les disparités territoriales sont importantes en matière de fréquentation de la cantine et de reste à charge pour les familles. Les enjeux soulevés par les politiques de restauration scolaire sont multiples (éducation à l'alimentation, enjeu de santé publique, lutte contre la pauvreté et précarité des enfants et contre les inégalités scolaires, enjeux écologiques notamment). Et pourtant, qu'il s'agisse du 1er ou du 2nd degré, ces politiques ne font pas l'objet d'évaluations régulières au niveau national. Le rapport dresse un tableau complet des enjeux associés à la restauration scolaire, ainsi que des différents modes de gestion possibles de ce service et du contexte juridique qui encadre cette offre. Il décrit la fréquentation de la restauration scolaire dans le 1er et le 2nd degré, en examinant séparément les collèges et les lycées. Il présente des éléments relatifs au coût des repas, à la dépense publique consacrée à la restauration scolaire et au reste à charge pour les familles, et fait un état des lieux des pratiques de tarification observées sur le territoire. Si la compétence en matière de restauration scolaire relève des collectivités locales, des dispositions nationales d'ordre incitatif contribuent également au financement de la restauration scolaire. Le dispositif « cantine à 1 € » ainsi que la prestation d'aide à la restauration scolaire (Pars) en Outre-mer font l'objet d'une attention particulière. Enfin le rapport décline les différents freins non financiers qui entravent le droit effectif à la restauration scolaire et pointe les sources de discriminations en matière de restauration scolaire, dans la continuité des travaux menés par le Défenseur des droits.

Hoang, C. H., & Richardson, P. (2024). **The balance of demands and resources: How Vietnamese scholars navigate the complexities of local knowledge production.** *Tertiary Education and Management*, 30(3), 221-236. <https://doi.org/10.1007/s11233-024-09144-3> Universities across the globe constantly urge their academics to engage in research activities. The government in Vietnam and the country's universities have recently encouraged academics to conduct original research. However, the impact and effectiveness of the central government's policies on Vietnamese researchers has not been fully examined. Given the influence of research policies and employment conditions on researchers' productivity, this study investigated the way Vietnamese social science researchers positioned themselves in relation to these research policies and how they negotiated ways in which to conduct research within research institutes and universities. Using positioning concepts as an analytical tool, this study explored the

discursive identities of ten Vietnamese scholars as revealed from semi-structured interviews. Findings indicate how, despite limited income, resources, and support from their institutions, mid- and early-career researchers negotiated to be productive in research while senior researchers found ways in which to make their research more influential and beneficial in relation to the policy-making processes. A better understanding of how Vietnamese scholars are positioned by policy demands and how they searched out scarce resources provides a useful perspective for governments and institutions from Vietnam, as well as other developing countries seeking to support their research scholars.

Huang, D., Mittelmeier, J., & Ploner, J. (2025). **Comparing the Learning Ecologies of International Students in Internationalisation Abroad and at a Distance**. *Journal of Studies in International Education*, 29(1), 3-23. <https://doi.org/10.1177/10283153241262460>

This study explores and compares the experiences of international students studying through internationalisation abroad (IA) and at a distance (IaD) at a UK university through the lens of Ecological Systems Model. In doing so, we propose a revised Ecological Systems Model, integrating the co-existing but fluid and liminal virtual/physical and home/host dimensions. Thirty-two interviews were conducted with international students who studied either: 1) in-person, 2) online in their own country, or 3) first online and then in-person. Our findings identified that the perceived learning environments of IA and IaD students were not distinct from one another, yet the differences in their learning ecologies impacted their experiences significantly. Compared with geographically mobile students, international distance learners experienced a discrete process of internationalisation with limited intercultural learning. Our findings suggest our revised Ecological Systems Model provides a stronger conceptual framework for the digital era of international higher education.

Innocenti Global Office of Research and Foresight. (2024). **Improving Education in Africa: Insights from research across 33 countries**. Consulté à l'adresse UNICEF Innocenti - Global Office of Research and Foresight website: <https://www.unicef.org/innocenti/reports/improving-education-africa>
Inform, invest, implement: Research insights from 33 countries

Jipa-Muşat, I. (2025). **Firm–education–industry association linkages: Driving the territorial embeddedness of business services multinational corporations in Romania?** *European Urban and Regional Studies*, 32(1), 91-111. <https://doi.org/10.1177/09697764241261855>

This study examines the nature and implications of linkages between multinational corporations and local institutions across peripheral regions. Analysing the development of outsourced and offshored business services in Romania, the study highlights the role of firm–education–industry association linkages in driving the territorial embeddedness of multinational corporations into host country regions. Firm–education–industry association linkages facilitated changes in higher education curricula to supply firm-specific skills, the development of advanced technical and management skills, and a programme of state policies privileging foreign capital. While this industrial and institutional transformation facilitated Romania's move up the value chain into more advanced business services, it simultaneously drove forms of corporate capture and dependency, reproducing a flexible, co-opted workplace labour regime.

Juma, J. J., Nyaga, M., & Ndwiga, Z. N. (2025). **Strategic planning in secondary schools in Rangwe sub-county, Kenya: Influence on student learning outcomes.** *Management in Education*, 39(1), 25-31. <https://doi.org/10.1177/08920206221104635>

This paper reports on the extent of policy implementation on strategic planning in secondary schools in Kenya. To achieve the aim of the study, all the 41 sary schools in Rangwe sub-county were included. The targeted respondents were school principals and deputy principals. A purposive sampling method was used to select the respondents from each school. A principal questionnaire (PQ) and a document analysis checklist were used for data collection. The data collected was analysed using descriptive and inferential statistics. The study affirms that strategic planning has not been fully embraced in Kenya. This study, therefore, amplifies the need for policies implementation as stipulated and within a time frame to realize their effectiveness in different cultural backgrounds.

Kawarabayashi, A. (2025). **Pour une écriture de la vie. La méthode seikatsu-tsuzurikata au Japon contre une politique éducative oppressive.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131ov>

En 1872, un décret sur l'éducation fut porteur d'une volonté de faire du Japon un État moderne. Les écoles furent nationalisées et l'école devint obligatoire. Mais sous cette ère Meiji, et encore après, le quotidien des enfants du peuple était marqué par la pauvreté économique et culturelle. Dans leur famille, ils pouvaient être durement traités, et à l'école également. Le mal-vivre de ces enfants a été révélé par des instituteurs qui leur ont offert la possibilité d'exprimer leur existence réelle. Cette contribution vise à présenter, dans un tel contexte de dureté à l'égard des enfants, une pédagogie appelée seikatsu-tsuzurikata (« écriture de la vie quotidienne ») élaborée au Japon, notamment par l'instituteur Sasaoka Tadayoshi (1897-1937). Pour lui, le caractère sauvage des enfants était trop rapidement éliminé, éradiqué par l'école publique. Pourtant, ce sont des enfants « sauvages » comme ceux-ci qu'il fallait éduquer. Ce faisant, il allait à contre-courant des pratiques habituelles et il a fini par être chassé de l'éducation publique à cause de ses positions idéologiques.

Le Bouler, S., Lenesley, P., & Perrochon, A. (2024). **L'intégration universitaire des formations en santé:Quelles transformations pour quels enjeux ?** *Éducation Permanente*, 241(4), 11-21. <https://doi.org/10.3917/edpe.241.0011>

Lemistre, P., & Saccomanno, B. (2024). **Les bacheliers technologiques en gestion : évolutions des publics et des parcours dans le système éducatif et à l'insertion.** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 23-33). <https://doi.org/10.4000/12u2u>

Luzy, C., & Messi, E. (2024). **Dépenses de recherche et développement expérimental en France - Résultats détaillés pour 2022 et premières estimations pour 2023.** *Note d'Information du SIES*, (24.07), 1-8. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/depenses-de-recherche-et-developpement-experimental-en-france-resultats-detaillés-pour-2022-et-98159>

En 2022, la dépense intérieure de recherche et développement expérimental (DIRD) s'est établit à 58,9 milliards d'euros (Md €), en hausse de 2,6 % en volume par rapport à 2021.

Machin, S., Sandi, M., & Machin, S. (2024). **Crime and Education** (CESifo Working Paper Series N° 11450). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11450.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.

Malfatto, S. (2024). **Les effectifs étudiants dans le supérieur en 2023-2024**. Note d'information du SIES, (24.09), 1-11. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-etudiants-dans-le-superieur-en-2023-2024-98210>

En 2023-2024, 2,97 millions d'inscriptions ont été enregistrées dans l'enseignement supérieur français.

Margat, A. (2024). **Une école universitaire de recherche : quelles perspectives pour le développement des sciences infirmières ?** *Éducation Permanente*, 241(4), 103-114. <https://doi.org/10.3917/edpe.241.0103>

McCoy, S., & Byrne, D. (2024). **Shadow Education Uptake in Ireland: Inequalities and Wellbeing in a High-Stakes Context**. *British Journal of Educational Studies*, 72(6), 693-719. <https://doi.org/10.1080/00071005.2024.2331476>

This paper assesses the role of shadow education (SE), i.e., organised learning activities outside formal schooling, in the lives of secondary school students of different social backgrounds and in different school settings, in a high-stakes context. It draws on multilevel analysis of longitudinal Growing Up in Ireland data, alongside narratives from in-depth case study research in 10 schools. Framed within a social reproduction approach, we show how access to SE as an educational resource is socially stratified, accessible to those with greater levels of family resources, and those attending schools with higher socio-economic student intakes. SE is viewed as an investment, particularly among students with average and above average levels of prior attainment, while high attaining students are less likely to use SE. Perhaps reflecting the normalisation of SE in the Irish context, students do not directly link engagement in such tuition to their socio-emotional wellbeing.

Mertkan, S., & Gümüş, S. (2024). **Review of systematic reviews in educational leadership and management: Methods used, topics explored and geographies covered**. *Educational Management Administration & Leadership*, 17411432241291197. <https://doi.org/10.1177/17411432241291197>

Following the accumulation and diversification of the knowledge base in the field of educational leadership and management, we have witnessed a boom in systematic reviews of different types focusing on a diverse range of topics in specified geographical

boundaries. This study aims to gain insight into the nature and composition of this fast-growing body of systematic reviews in educational leadership and management by examining the methods used, the topics explored and the geographies covered in these reviews through a three-dimensional conceptual model. We analysed 236 systematic reviews spread over 60 journals. Descriptive statistics of frequencies and percentages were used to identify trends. Findings suggest that the conceptual model presented provides important insights into the past, present and future of a knowledge base through its focus on the patterns of knowledge evident in systematic reviews. While affirming the widespread recognition of the value of systematic reviews in the field, the results reveal that systematic reviews have largely focused on a narrow range of topics, suggesting evidence available on many widely explored topics that still await to be synthesised. Reviews focusing on methodological issues have been particularly rare. It is also demonstrated that the field itself has attracted significant attention as a unit of analysis, indicating the interest in mapping the research landscape and understanding the dynamics of the field at global, regional and national levels. Based on these findings, potential gaps have been identified, and suggestions have been made for future directions.

Merveilleux, D. (2025, janvier 13). **Plongée dans les prépas étoilées, le graal des étudiants des classes scientifiques.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/13/plongee-dans-les-prepas-etoilees-le-graal-des-etudiants-des-classes-scientifiques_6495340_4401467.html

Dans les classes « étoilées », les meilleurs élèves visent les concours les plus sélectifs, comme ceux des ENS ou de Polytechnique. Reportage au lycée du Parc, à Lyon.

Michael-Luna, S. C., & Castner, D. J. (2025). **Rising Authoritarian Practice in Early Childhood Curriculum: A Case Study.** *Cultural Studies ↔ Critical Methodologies*, 25(1), 44-55. <https://doi.org/10.1177/15327086241271898>

Amid the ideological shift from democratic neoliberalism to authoritarian neoliberalism, spearheaded by right-wing Christian nationalists, early childhood educational policy has become a weapon in the “culture war” in many parts of the United States. Neoliberalism has outgrown the constraints of democracy and is being supplanted with nihilistic views on science and knowledge and leaning toward authoritarianism. This is evidenced in a tidal wave of local and state-based educational policy, which restricts individual freedom of expression and access to knowledge while sabotaging government accountability and transparency. However, a practical approach is to observe how local authoritarianism, within the bounds of a recognized democracy, is lacking. The recent surge of early childhood educational policy in right-wing (historically conservative) states in the United States creates an opportunity to understand what values, norms, and knowledge are reified or restricted in the policies that govern early childhood curriculum policy and curriculum. Using a critical discourse analysis in a case study methodology, we shed light on authoritarian practices in early childhood curriculum policy and practice in Florida during the 2021–2024 legislative sessions. The case study examines the implications of educational reform policies for early childhood social studies curriculum to address two questions: How are dominant discourses in early childhood curriculum in Florida changing to reflect a shifting regime of truth? How are authoritarian practices used in Florida’s early childhood education policy system of curriculum evaluation and selection restricting knowledge, limiting critique, and reducing

meaningful accountability of government policymakers and technocrats to policy stakeholders, including children, teachers, and parents?

Milana, M. (2024). **Advocating for European education: An embedded case study of two Brussels-based non-governmental organisations.** *International Review of Education*, 70(6), 917-934. <https://doi.org/10.1007/s11159-024-10086-6>

Comprehending interest group politics is central to studying the European Union's (EU) policy shaping and decision-making, in education as in other policy areas. Yet the contribution of non-governmental organisations (NGOs) to EU policy shaping and decision-making in European education has been overlooked. Drawing on organisational studies, this article presents the results of an embedded case study of two Brussels-based NGOs, one representing a sectorial interest and the other a broader interest in education. The author examines their organisational features, funding sources, relations to EU institutions and the advocacy tools they use to strengthen civil society's voice at the European level. She argues that these NGOs act as agents in a double-loop transmission rather than simple transmission belts as depicted in the literature. She draws attention to their increased dependency on EU funds and constant need for alliances and coalition building as two aspects which may limit their freedom or increase internal competition in the future. Determining whether this reflects a more general trend in the advocacy work of Brussels-based NGOs will require expanding attention to other NGOs active in education and across sectors.

Minault, B., Gallié, É.-P., Marcerou, P., Paitel, E., & Savina, M.-D. (2024). **La place des composantes dans l'université** [Report]. Consulté à l'adresse <https://www.education.gouv.fr/media/197530/download>

Les composantes, introduites dans le code de l'éducation avec la loi Savary en 1984, désignent les unités de formation et de recherche (UFR), les écoles et les instituts qui forment, avec les services, la base de l'organisation universitaire. Reflet de l'histoire singulière de l'université française, cette organisation a été profondément renouvelée sous l'effet des politiques publiques menées depuis les années 2000. Le rapport s'attache à décrire les différentes dynamiques qui affectent l'organisation universitaire, dont les ressorts peuvent être académiques ou managériaux. Renforcer l'implication de tous les acteurs universitaires dans la conception et la mise en œuvre d'un projet d'établissement apparaît ainsi essentiel. Le rapport propose quelques pistes de réflexion pour une meilleure association des composantes à la gouvernance des universités. Dans cette perspective, la mise en place d'un conseil exécutif de l'université, composé du président et des vice-présidents statutaires, du directeur général des services et des responsables de composante, pourrait faciliter le pilotage des établissements.

Montes, N., & Osorio, L. (2024). **Panorama de la Educación Superior en Iberoamérica a través de los indicadores de la Red INDICES. Relevamiento 2023.** Consulté à l'adresse <https://oei.int/wp-content/uploads/2024/05/papeles-27-web.pdf>

Ce rapport présente les principaux indicateurs permettant de caractériser l'enseignement supérieur en Ibéro-Amérique - une région qui comprend l'Amérique latine et la péninsule ibérique - pour la période 2012-2021. Il présente 26 indicateurs organisés en huit axes ou dimensions de pertinence afin de décrire de manière synthétique l'état de l'enseignement supérieur : 1) Accès à l'enseignement supérieur ; 2) Investissement des pays dans l'enseignement supérieur ; 3) Dynamique et composition

des effectifs ; 4) Évolution et composition des diplômés ; 5) Participation des femmes ; 6) Processus d'internationalisation ; 7) Personnel académique.

Morin, V. (2025, janvier 7). **Enseignement des mathématiques : comment sortir la France de sa place de «lanterne rouge»**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2025/01/07/enseignement-des-mathematiques-comment-sortir-la-france-de-sa-place-de-lanterne-rouge_6486095_3224.html

L'explication des piètres performances hexagonales dans l'étude internationale de décembre 2024 est à chercher dans les dysfonctionnements du système scolaire.

Mougenot, L. (2024, décembre 17). **Réforme du brevet : « choc des savoirs » ou course à la performance scolaire ?** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/reforme-du-brevet-choc-des-savoirs-ou-course-a-la-performance-scolaire-245688>

La réforme du brevet est censée contribuer à un « choc des savoirs ». Mais rendre l'examen obligatoire pour accéder aux filières générales du lycée ne renforce-t-il pas la compétition ?

Mukherjee, S., Joshi, R., & Thakur, D. (2025). **Examining the Preparedness for Achieving Goal 4 of the SDGs in India: A Case Study on School Governance vis-à-vis Outcome for Primary Schools in Rural Maharashtra**. *Management in Education*, 39(1), 32-48. <https://doi.org/10.1177/08920206211069731>

The study inspects the status of school governance and school outcome at primary school level and set up roadmap for all the stakeholders to achieve the mandate of Goal 4 in SDGs within 2030, especially in the context of rural India. The status of school governance and school outcome are assessed under 4 dimensions and 16 parameters through a survey of 21 rural primary schools from rural Maharashtra. Two different indices have been constructed for school outcomes and school governance using multi-stage principal component analysis. Public and private-aided schools are compared according to the degree of accountability and transparency. It has been realized that there is an absolute need for strong school governance at ground level which is very poor across public schools in rural India. The study followed the Worldwide Governance Indicators (WGI) project and ASER (2014) and considered these baselines to find the present status of school governance and school outcome for the present study.

Nasi, M. (2025, janvier 8). **La licence de psychologie aussi aimée que méconnue**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/08/la-licence-de-psychologie-aussi-aimee-que-meconnue_6487471_4401467.html

Plébiscitée sur Parcoursup, la discipline figure parmi les licences les plus attractives. Pourtant, les étudiants se méprennent souvent sur le contenu de la formation tout comme sur ses débouchés.

Nguyen, Doroudi, & Epstein. (2025). **Optimal Academic Plan Derived from Articulation Agreements: A Preliminary Experiment on Human-Generated and (Hypothetical) Algorithm-Generated Academic Plans**. *Community College Journal of Research and Practice*, 49(1), 44-54. <https://doi.org/10.1080/10668926.2024.2395277>

Our preliminary experiment examined a potential pain point with ASSIST, California's database of articulation agreements. That pain point is cross-referencing multiple

articulation agreements to manually develop an optimal academic plan. Optimal is defined as the minimal set of community college courses that satisfy all transfer requirements for the multiple universities a student is preparing to apply to. Accordingly, we designed a low-fidelity prototype that lists the minimal set of courses a hypothetical optimization algorithm would output based on selected articulation agreements. Twenty-four students were tasked with creating an optimal academic plan using either ASSIST (which requires manual optimization) or the optimization prototype (which already provides the minimal set of classes). Prototype users had less optimality mistakes, were faster, and provided higher usability ratings compared to ASSIST users. Going forward, future research needs to move beyond our proof of value of a hypothetical optimization algorithm and toward actually implementing an algorithm.

Normand, R. (2024). **Le leadership pour l'éducation du XXI^e siècle**. Consulté à l'adresse <https://www.lulu.com/fr/shop/romuald-normand/le-leadership-pour-l%C3%A9ducation-du-xxie-si%C3%A8cle/ebook/product-849yyvj.html>

Ce livre est une synthèse d'articles publiés régulièrement depuis trois ans sur LinkedIn. A partir de la recherche européenne et internationale, il explore les réformes éducatives et les pratiques de leadership scolaire efficaces pour améliorer les résultats des élèves, notamment celles mises en œuvre dans les pays ayant obtenu de bons résultats depuis plusieurs années dans l'enquête PISA. Il met en avant l'importance des équipes de direction dans la réussite scolaire et examine les stratégies basées sur des données probantes. Les réformes des programmes scolaires, l'utilisation des technologies numériques, et le regroupement par niveaux sont analysés, montrant des effets variés sur la réussite des élèves. Le livre souligne également l'importance de la sécurité à l'école, du port de l'uniforme, des devoirs, et de l'application prudente des neurosciences. Il examine différentes approches de leadership, comme le leadership transformationnel, pédagogique, distribué et systémique, et présente des études de cas internationales, notamment en Estonie, Finlande, Singapour et Ontario. L'auto-évaluation des établissements est mise en avant comme un outil clé pour l'amélioration continue, avec des exemples de succès en Nouvelle-Zélande et à Singapour. Le développement professionnel des enseignants est essentiel, avec des programmes de formation initiale rigoureux et des opportunités de formation continue. Enfin, le livre aborde l'importance de l'évaluation pour les apprentissages, des espaces d'apprentissage bien conçus, et de l'organisation du temps scolaire pour maximiser les possibilités d'apprentissage. En conclusion, il met en avant l'importance d'un leadership collaboratif, de l'utilisation efficace des données, de la formation rigoureuse des enseignants, et de l'autonomie des établissements pour améliorer les résultats scolaires et réduire les inégalités de réussite.

OECD. (2024). **An institutional capacity assessment of Latvia's education system** (p. 116). Consulté à l'adresse OCDE website: https://www.oecd.org/en/publications/an-institutional-capacity-assessment-of-latvia-s-education-system_40166c48-en.html

Latvia's Education Development Guidelines 2021-2027 set out the country's vision for a high-quality and inclusive education system. The Guidelines call for the efficient management and use of resources across all levels of the system. To help realise this objective and ultimately the country's education vision, the Ministry of Education and Science (MoES) of Latvia invited the OECD to undertake an institutional capacity assessment of its education system that focused on the following organisations: the MoES, four national level agencies and Latvia's municipalities. This policy perspective offers

concrete recommendations for enhancing the capacity of these organisations for education quality monitoring and providing improvement support, aimed at improving teaching and student learning in all of Latvia's schools and education institutions. This report will be valuable not only for Latvia, but also to the many countries that are looking to strengthen the institutional capacity of their education systems.

Ogay, T., & Conus, X. (2024). **Développer la qualité de l'école, mais prudemment: le difficile exercice d'équilibrisme des cadres d'une administration scolaire.** *L'éducation en débats : analyse comparée*, 14(2), 234-252. <https://doi.org/10.51186/journals/ed.2024.14-2.e1751>

Quality development is an ambitious but necessary project for who runs an education system. While institutional texts claim to consider parents as partners, what place does the institution give them in such a process? An ethnographic study carried out within the school administration of the canton of Fribourg (Switzerland) shows the many pitfalls encountered by managers in implementing a quality policy: confronted on all sides, and first and foremost internally, with the diversity of views on what schools are and should be, managers proceed cautiously, seeking to allay the fears of professionals in the field, to convince rather than impose, in order to avoid resistance and conflicts that would call the process into question. Since the relationship between school and families is a major source of tension within the teaching profession, the involvement of parents in the quality development process was seen as one threat too many, and parents were kept out of the process. Beyond the issue of school-family partnership, it is the possibility for managers to lead a policy that is implemented by all schools that is questioned.

Pastore, S. (2024). **Institutionalising formative assessment through school reform: when educational policy and teacher education are misaligned.** *Cogent Education*, 11(1), 2428075. <https://doi.org/10.1080/2331186X.2024.2428075>

The interest in formative assessment, which is highly valued in current conceptualisations of teacher assessment literacy, has led to a renewed focus on initial teacher education (ITE) programmes, as well as on the assessment education domain. The conceptual understanding of the theory and practice of formative assessment has been long advocated by scholars. However, most of the research conducted over the years has primarily focused on the effectiveness of pre-service courses in promoting teacher assessment literacy, while the assessment content and pedagogies provided to teacher students have received limited attention. Given the emphasis on formative assessment, recently introduced as a compulsory practice in the Italian school system, this study offers a first scan of educational assessment courses provided by the national (ITE) programmes. Using nationwide data from 74 syllabi of educational assessment courses, a content analysis has been performed to detect if, and to what extent, ITE programmes have been revised to reflect the new formative assessment demands. More specifically, the analysis determined the existence and frequency of formative assessment content. Findings indicate a limited presence of formative assessment (theory and practice) elements across the selected syllabi. Implications and future directions for educational practice, research, and policy are finally discussed.

PME: Partenariat mondial pour l'éducation. (2024). **Rapport sur les résultats 2024.** Consulté à l'adresse https://assets.globalpartnership.org/s3fs-public/document/file/2024-gpe-rapport-sur-les-resultats.pdf?VersionId=Zp5e1C0wkDikpa2_50P1ZpPlsc.K2lxH

Face aux enjeux mondiaux (conflits, catastrophes climatiques, augmentation du nombre de personnes déplacées), des systèmes éducatifs nationaux résilients sont essentiels. Le rapport présente les progrès réalisés dans l'atteinte des objectifs de la stratégie du GPE 2025 « Produire rapidement des résultats en matière d'accès, d'apprentissage et d'égalité des genres dans le secteur de l'éducation grâce à des systèmes éducatifs équitables, inclusifs et résilients, conçus pour le 21^e siècle ». Il met en avant les faits saillants - nombre record de financements approuvés et de bénéficiaires, priorité à l'égalité des genres et à la qualité des apprentissages, tirer parti des partenariats pour répondre aux ambitions des pays - puis s'intéresse aux progrès réalisés, à la contribution du GPE aux réformes des systèmes pour une éducation de qualité pour tous et à l'évaluation de la qualité des apprentissages.

PME : Partenariat mondial pour l'éducation & IDRC-CRDI : Centre de recherches pour le développement international. (2024). **Education options for out-of school children and those at risk of dropping out: a research synthesis**. Consulté à l'adresse https://www.gpekix.org/sites/default/files/2024-11/KIX%20OOSCY%20Synthesis%20Report%20Final_0.pdf

Entre 2021 et 2024, le programme GPE KIX, en collaboration avec le CRDI au Canada, a mené quatre projets de recherche dans 15 pays pour améliorer l'accès à une éducation de qualité pour les enfants et jeunes non scolarisés ou à risque de décrochage. Ces projets ont exploré des modèles éducatifs novateurs tels que des programmes d'éducation accélérée et des classes passerelles en Afrique (Ghana, Nigeria, Sierra Leone, Mali, etc.) et en Asie (Bangladesh, Bhoutan, Népal). Plus de 30 initiatives ont été évaluées avec la participation des acteurs clés, offrant des leçons sur les approches efficaces et leur mise à l'échelle. Ce rapport synthétise les résultats, enrichissant les débats éducatifs régionaux et mondiaux.

Rajasekaran, S., Adam, T., & Tilmes, K. (2024). **Digital pathways for education: enabling greater impact for all**. Consulté à l'adresse <https://policycommons.net/artifacts/17951949/digital-pathways-for-education/18848021/>

Cet ouvrage propose une approche stratégique aux décideurs politiques pour entreprendre des réformes de transformation numérique dans les systèmes d'éducation et de développement des compétences. Il s'appuie sur le cadre de vision de l'éducation de la Banque mondiale proposé pour réaliser l'avenir de l'apprentissage en analysant le domaine transversal numérique « Investir judicieusement dans la technologie », et en examinant comment le faire pour maximiser l'impact à grande échelle pour tous. Les auteurs prônent un optimisme prudent et un réalisme technologique, en clarifiant comment le secteur de l'éducation et des compétences peut utiliser les technologies numériques en étant proactif, stratégique et fondé sur des preuves, en réfléchissant soigneusement aux raisons d'utiliser le numérique et aux conditions dans lesquelles les technologies existantes et émergentes pourraient être exploitées positivement. Il est largement reconnu qu'il n'existe pas de solution unique et que les décideurs politiques doivent se concentrer sur l'apprentissage, en évaluant les besoins contextuels.

Raybaud, A. (2025, janvier 11). **Dans les prépas BL, le cursus d'élite de ceux qui sont « bons partout »**. Le Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/11/dans-les-prepas-bl-le-cursus-d-elite-de-ceux-qui-sont-bons-partout_6492071_4401467.html

Pluridisciplinaire, exigeante, scientifique autant que littéraire, la classe préparatoire BL entend donner à ses étudiants les clés pour penser le monde contemporain.

Salazar-Morales, D., Amaral, L., & Rodriguez, P. P. (2024, décembre 16). **Pourquoi certains pays ferment-ils leurs écoles en temps de crise et d'autres non ?** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-certains-pays-ferment-ils-leurs-ecoles-en-temps-de-crise-et-dautres-non-241957>

Les fermetures prolongées d'écoles ont des effets importants sur le développement des enfants. Revenir sur les expériences de crises passées est essentiel pour renforcer la résilience éducative.

Sieber, J. (2024). **Les changements pédagogiques à l'école : analyse d'une réforme des devoirs à domicile dans le canton de Berne.** *L'éducation en débats : analyse comparée*, 14(2), 287-305. <https://doi.org/10.51186/journals/ed.2024.14-2.e1754>

This article looks at the nature and process of educational change in schools. On the one hand, it attempts to understand how schools change and what this change entails when it is pedagogical in nature. In the first part, we propose a theoretical framework for constructing an operational concept of social change by looking at its object, context and sequences of action. These elements make it possible to distinguish different types and realities of change and to specify how change can be considered pedagogical. After a brief explanation of the methodology used to collect and analyze the data, centered on comprehensive interviews, we look at how teachers understand the reforms and translate them into their teaching methods. We present some results of cross-sectional analyses from a doctoral thesis. This enables us to contextualize this complex, multifactorial process and gain a better understanding of how educational reforms are implemented by the players involved.

Simmons, R. (2024). **A Private Function: Independent Providers of Vocational Education and Training in Post-War England.** *British Journal of Educational Studies*, 72(6), 765-782. <https://doi.org/10.1080/00071005.2024.2359101>

This paper focuses on independent training providers (ITPs) – in other words, private companies – as suppliers of vocational education and training in post-war England. Whilst acknowledging the central role of further education (FE) colleges in delivering vocational learning, it draws attention to a large, diverse sector of ITPs operating alongside FE colleges, particularly during the 1960s and 1970s. Data suggest that around 15–20% of vocational learners were enrolled as fee-paying customers with private providers at that time – a figure broadly similar to today. There are, it is argued, three related reasons for this. First, the post-war policy environment, and the varied and uneven nature of colleges at that time, allowed significant room for ITPs to operate as alternative providers of vocational education. Second, the far-reaching 'efficiency' gains required since FE colleges left local authority control have largely attenuated the space in which ITPs previously operated. Third, neoliberal assumptions about the superiority of private enterprise mean that ITPs now receive significant funding from the state, largely to deliver Apprenticeships and other programmes of work-related learning – which has, somewhat perversely, reduced the incentive for them to act as bone fide commercial providers of a broader range of vocational learning.

Smythe, F. (2025). **Young Migrants and Integration into Mainstream Learning in Schools: A Comparative Study of Inclusive Approaches within Education Systems in France and**

Aotearoa New Zealand. In *Young Migrants and Integration into Mainstream Learning in Schools*. Consulté à l'adresse <https://brill.com/display/title/71594>

Tham, M., Huo, S., & Wade, A. (2024). **Does School Academic Selectivity Pay Off? The Education, Employment and Life Satisfaction Outcomes of Australian Students.** *British Journal of Educational Studies*, 72(6), 743-763. <https://doi.org/10.1080/00071005.2024.2365189>

The long-term benefits of academically selective schools have not been thoroughly explored in the Australian context. This research draws on data from a longitudinal study of Australian young people (n = 2933) and utilises Nearest-neighbour matching techniques to explore whether individuals who attend academically selective schools have better outcomes than those who attend non-selective schools. This research explores a range of post-school outcomes, including engagement in education or employment, years of education and life satisfaction. Participants who graduated from academically selective schools reported slightly higher general life satisfaction scores. Limitations around the available data and measures used for identifying selective schools are discussed, but these results indicate that attending an academically selective school is not associated with major benefits for individuals. We argue that academically selective schools contradict the principles of inclusive and equitable education which underpin Australia's school system. The results speak to policy makers who play a key role in evaluating and regulating selective processes.

Thomas, P. (2024). **British Educators Preventing Terrorism Through 'Safeguarding' the 'Vulnerable'.** *British Journal of Educational Studies*, 72(6), 675-692. <https://doi.org/10.1080/00071005.2024.2318697>

Educators are central to the implementation of Britain's Prevent Strategy, through the 'Prevent duty'. This mandatory reporting responsibility, shared with professional practitioners in health and welfare, requires educators to spot and refer individual students potentially 'vulnerable to' or 'at risk' of radicalisation. The Prevent duty explicitly instructs educators and educational institutions to understand this responsibility as 'safeguarding' and to operationalise it through existing safeguarding paradigms and mechanisms, an approach mirrored by other Western countries. This framing of terrorism prevention as 'safeguarding' within education, health and welfare has come under strong criticism from scholars who see it both as a perversion and as a securitisation of 'traditional' safeguarding. There has been too little consideration of what 'safeguarding' represents within modern education and how coherently, therefore, terrorism prevention approaches such as the Prevent duty fit. The article contributes to addressing this deficit, arguing that safeguarding within modern education is a form of anticipatory security, an approach of 'new public management', which sees anticipating and preventing risk to students as a core responsibility for all professionals. In this way, the article argues that counter-terrorism prevention responsibilities for educators, such as Britain's Prevent duty, are entirely consistent with broader, pre-existing safeguarding paradigms within education.

Toader, A., Rakocevic, R., Farrugia, A., & Gaudry-Lachet, A. (2024). **L'Europe de l'éducation en chiffres 2024.** Consulté à l'adresse Direction de l'évaluation, de la prospective et de la performance (DEPP) website: <https://www.education.gouv.fr/l-europe-de-l-education-en-chiffres-2024-416032>

Les comparaisons internationales constituent aujourd'hui un levier essentiel pour piloter les systèmes éducatifs et élaborer des politiques publiques d'éducation. Il est donc

crucial de garantir leur qualité et leur pertinence pour les utiliser de manière optimale et en tirer des interprétations fiables.

UNESCO. (2024). **Transforming Education Towards SDG 4: Report of a global survey on country actions to transform education.** <https://doi.org/10.54675/OBBC3458>

UNESCO : United Nations Educational, S. and C. O. (2024). **Insights from the science of learning for education: leveraging scientific knowledge for innovations in teaching and learning.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000392085?posInSet=53&queryId=N-dd4262f1-42d1-42ad-b31d-dd87eab718ef>

Les connaissances scientifiques sur la manière dont les humains apprennent ont un immense potentiel pour stimuler les innovations dans l'éducation, à la fois pour remettre en question la pensée conventionnelle et pour tester de nouvelles idées sur le terrain concernant les pratiques d'enseignement et d'apprentissage. Appliquer ces connaissances pour améliorer les politiques éducatives et les résultats d'apprentissage reste cependant un défi, nécessitant une traduction efficace de la recherche à l'action. Ce recueil de notes de recherche et de politique partage des idées et des récits sur la science de l'apprentissage, montrant comment ces connaissances peuvent être appliquées. Il souligne qu'une collaboration plus étroite entre les scientifiques, les chercheurs, les décideurs politiques et les éducateurs est nécessaire pour transformer l'éducation.

Walton, E., Thondhlana, J., Monk, D., & Wedekind, V. (s. d.). **Education for disabled refugees in South Africa, Uganda and Zimbabwe: a cross-case analysis.** *Compare: A Journal of Comparative and International Education*, 0(0), 1-18. <https://doi.org/10.1080/03057925.2024.2429835>

International treaties mandate the educational inclusion of refugees and disabled people, but many remain excluded with disabled refugees facing compounded exclusions. We compare research about educational access and inclusion for disabled refugees in South Africa, Zimbabwe, and Uganda, with data generated from policy analyses and interviews with disabled refugee students and families, education officials and NGOs. A vertical cross-case analysis was conducted, drawing on conceptual tools from a social ecosystem approach. We assert that for disabled refugees: Systems beyond education have a significant impact; Access to education is uncertain and insecure, and when education is accessed, participation, progression and success are not guaranteed; The family, school personnel and community influence the extent of educational access; and NGOs and community-based advocates are relied upon to secure the right to education. We conclude with a call to address imbalances in global and local power structures that constrain educational opportunities for disabled refugees.

WatreLOT, P. (2024, décembre 26). **Pourquoi les hommes politiques ne défendent pas davantage l'école publique.** Consulté 3 janvier 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/hommes-politiques-ne-defendent-davantage-lecole-publique/00112986>

Les ministres se succèdent et la « bienveillance » à l'égard de l'enseignement privé se manifeste à chaque nomination.

Williams, E. M., & Rose, P. (2024). **Mapping early childhood development research outputs in sub-Saharan Africa: cross-country mapping report** (p. 47). Consulté à l'adresse Research for Equitable Access and Learning (REAL) Centre; Education Sub-Saharan Africa (ESSA) website: https://essa-africa.org/sites/default/files/inline-files/ECD_Cross-country%20mapping%20report.pdf

Xu, W. (2025). **Study in China and 'Agency in Mobility': Insights from African International Students' Narratives**. *Journal of Studies in International Education*, 29(1), 24-41. <https://doi.org/10.1177/10283153241284128>

This article addresses two under-theorised subjects in international student mobility (ISM) research: non-Asian students and students in non-traditional study destinations. Drawing upon the notion of 'agency in mobility', I explored African international students' narratives of their enactment of four different forms of agency in China. The findings reveal that they are not 'insufficient', 'lazy' and 'dumb' populations as essentialised in the existing literature, instead, the participants exhibited high level of agency in response to adversity, study needs and life issues, and their future aspirations. Notwithstanding the same forms of agency displayed in previous 'agency in mobility' research undertaken in the West, I argue that agency performance was entangled with scholarship status; scholarship recipients tended to navigate institutional and social structures with a softer approach. The findings have important implications for higher education institutions to change their practices to enhance China's higher education brand for global competitiveness.

Yu, L. (2023). **Arts and Cultural Practices in France's Higher Education, a Pathway to Democracy**. *The Value of Diversity in Education and Educational Research*. Présenté à Glasgow, United Kingdom. Consulté à l'adresse <https://hal.science/hal-04857428>

Yu, L. (2024). **A Cartographic exploration of arts and culture education in French higher education**. In *The Value of Diversity in Arts Educational Research. Proceedings of ECER 2023. NW 29. Research on Arts Education. Glasgow, 22 - 25 August 2023. Girona: University of Girona - Dipòsit Digital*. Consulté à l'adresse <https://hal.science/hal-04855284>

This paper is a follow-up to a presentation at the ECER conference in 2023, Network 29 that focuses on Research on Arts Education. In France, Arts and Cultural Education (EAC) programs are widely available for K12 students. These programs aim to provide students with knowledge, live encounters with artworks in art places, meetings with artists and professionals, and an initiation to the practice of different arts. Interestingly, while the EAC policy emphasizes these aspects for K12, there is a lack of specific provisions for higher education, despite acknowledging arts teaching in this context. The primary objective of this paper is to offer a set of instructions to generate a descriptive map of arts and culture actions in higher education across France. These guidelines are based on a sample of programs and activities featured on the websites of three higher education institutions in Lyon. We note that the programs and activities implemented vary enormously depending on each institution. There is a need to classify them to understand and acknowledge their diverse benefits for both students and institutions.

Ziegler, M., & Sedel, C. (2024). **Les fonds communs de l'éducation en Afrique : principes, mises en œuvre et études de cas pays** (p. 137). Consulté à l'adresse AFD website: <https://www.afd.fr/fr/ressources/fonds-communs-education-afrique>

Pratiques enseignantes

Abboud, M., & Emprin, F. (2024). **Classroom simulators: a new training approach to investigate teachers' professional knowledge and support its development.** *Proceedings of the Twenty-Sixth ICMI Study. Advances in Geometry Education*. Présenté à Reims, France. Consulté à l'adresse <https://hal.science/hal-04813187>

This paper offers an empirical study for supporting teachers' educators. It presents a new form of professional learning based on the use of a classroom simulator in training courses. Among the various research questions that this training approach makes it possible to tackle, we choose to focus in this paper on the way in which teachers' beliefs and geometry knowledge can be revealed by means of simulation.

Ackerman, T. A., & Luecht, R. M. (2024). **Still Interested in Multidimensional Item Response Theory Modeling? Here Are Some Thoughts on How to Make It Work in Practice.** *Educational Measurement: Issues and Practice*, 43(4), 93-100. <https://doi.org/10.1111/emip.12645>

Aguirre-Muñoz, Z., Pando, M., & Pantoya, M. (2024). **Developing Emergent Bilinguals' Science and Engineering Disciplinary Literacy with Targeted Language and Developmental Scaffolds.** *The Elementary School Journal*, 125(2), 177-210. <https://doi.org/10.1086/732764>

In this qualitative, descriptive case study, we examine how elementary emergent bilinguals (EBs) use disciplinary language as they engage in integrated science and engineering instruction. Instruction incorporated language and developmental scaffolds corresponding to EBs' language and content learning needs. Oral production of EB kindergarten to second-grade triads was analyzed to assess disciplinary literacy relevant to science inquiry and the engineering design process (EDP). Results demonstrate EBs' use of disciplinary language shifted from paraphrasing ideas to "build on" others' ideas and to challenge ideas or reason about evidence in ways that approximated science and engineering disciplinary communication norms. The scaffolds incorporated into the integrated science and engineering units allowed early EBs to successfully engage in disciplinary discourse practices leveraging their full semiotic resources. These results indicate young EBs can reason about evidence and engineering design constraints when provided instructional activities and scaffolds designed to address their language and developmental needs.

Albores, M. J., & Baguio, J. (2024). **Classroom Interactive Problems of Students and Coping Mechanisms of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 154-165. <https://doi.org/10.9734/ajess/2024/v50i81515>

This study was conducted to determine the relationship between the classroom interactive problems of students and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City. This employed universal sampling, the non-experimental quantitative research design utilizing the correlational method, the respondents of the study were 132 teachers in public elementary school teachers. The statistical tools were the mean, Pearson Product Moment Coefficient Correlation (Pearson r) and regression analysis. The classroom interactive problems of students in terms of family problems, examination stress, financial difficulties and relationship difficulties is high and oftentimes manifested by the students. The coping mechanisms of teachers in terms of talk positively, exercises, eat nutritious foods, adequate sleep,

meditation, family interaction, massage, learn to say “no”, are moderate and sometimes manifested by the teachers. However, there is a significant relationship between the degree of classroom interactive problems among students and coping mechanisms of teachers. Moreover, the domains of classroom interactive problems of students significantly influenced teachers' coping mechanisms. It is recommended that schools implement comprehensive training programs and support systems. These programs may enhance teachers' classroom management strategies and students' social-emotional learning competencies. By fostering a positive and supportive environment, both teachers and students can effectively navigate classroom dynamics and contribute to a conducive learning atmosphere.

Alega, G. P., & Baguio, J. B. (2024). **Revealing Convenient Learning Practices and Professional Growth of Public Elementary School Teachers.** *Asian Journal of Education and Social Studies*, 50(12), 210-219. <https://doi.org/10.9734/ajess/2024/v50i121689>

This study described the revealing of convenient learning practices and professional growth of public elementary school teachers in Paquibato District, Division of Davao City. A non-experimental quantitative research design was used, employing a correlational method. The study involved 136 public elementary school teachers as respondents, selected through universal sampling. Data analysis included the use of mean, Pearson r , and regression analysis. The findings revealed that the degree to which teachers revealed convenient learning practices was moderate, as indicated by a mean score of 3.31, suggesting these practices were sometimes manifested. In contrast, the level of professional growth among teachers was high, with a mean score of 3.45, indicating that it was oftentimes demonstrated. Statistical analysis showed a significant relationship between the revealing of convenient learning practices and professional growth, with a p -value of 0.000. Additionally, the analysis found that the domains of convenient learning practices significantly influenced teachers' professional growth, as evidenced by an overall p -value of 0.000. Based on the findings, public school teachers may benefit from attending targeted conferences and training programs organized by the Department of Education (DepEd). These programs may focus on evidence-based teaching strategies, classroom management, and technology integration. Additionally, mentorship programs, peer collaborations, and workshops may help enhance teacher effectiveness. Regular assessments may track progress, provide feedback, and foster school-family partnerships to support student achievement.

Alison, T. J. C., & Baguio, J. B. (2024). **Strategies for Emerging Instructional Materials and Interpersonal Field of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 376-385. <https://doi.org/10.9734/ajess/2024/v50i111662>

This study explored the strategies for utilizing emerging instructional materials and the interpersonal field of teachers in public elementary schools in Bangoy District, Division of Davao City. A non-experimental quantitative research design, employing the correlational method, was used. The respondents consisted of 132 public elementary school teachers selected through universal sampling. Data analysis included the use of mean, Pearson r , and regression analysis. The findings revealed that the strategies for utilizing emerging instructional materials were often demonstrated by the teachers. Similarly, their interpersonal field was frequently evident. A significant relationship was found between the strategies for emerging instructional materials and the interpersonal field of teachers in public elementary schools. Furthermore, it was shown that the domains of strategies for emerging instructional materials significantly influenced the

teachers' interpersonal field. It is recommended that schools provide continuous professional development programs to enhance teachers' skills in utilizing emerging instructional materials effectively. Additionally, initiatives to strengthen teachers' interpersonal field may be prioritized to foster a collaborative and supportive learning environment.

Almerol, J., & Baguio, J. (2024). **Resourceful Solidarity and Classroom Liability of Language Teachers in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 529-537. <https://doi.org/10.9734/ajess/2024/v50i81549>

This study examined the relationship between resourceful solidarity and classroom obligations among public secondary school language teachers in Manay District, Davao Oriental, Philippines. Utilizing a correlational research design, data were collected from all 131 language teachers in the district. Mean, Pearson r , and regression analysis were employed to analyze the data. Results indicated high levels of resourceful solidarity and moderate levels of classroom obligations among teachers. A significant positive relationship was found between these two variables, with specific dimensions of resourceful solidarity influencing classroom obligations. Based on these findings, it is recommended that school administrators provide ongoing professional development to enhance teachers' collaborative capacity and implement supportive systems to strengthen their classroom practices.

Alvar, G. L., & Baguio, J. B. (2024). **Classroom Structure Schemes of Teachers and Language Communication Difficulties of Students in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 572-579. <https://doi.org/10.9734/ajess/2024/v50i81556>

This study investigated the relationship between teachers' classroom structure schemes and secondary students' language communication difficulties in Cluster 13, Division of Davao City. A correlational design was employed to analyze data from 147 public secondary school teachers using universal sampling. Results indicated a significant positive correlation between teachers' classroom structure schemes and students' language communication difficulties, with the latter being frequently manifested. The study further revealed that specific domains of classroom structure significantly influenced students' language communication challenges. To mitigate language communication difficulties, schools should prioritize enhancing classroom structure by establishing clear expectations, promoting accountability, and optimizing resource allocation. Teacher professional development should focus on simplifying instructional materials and incorporating students' native dialects to foster effective communication. These strategies can contribute to improved student outcomes and overall language proficiency.

Alvarez, D. (2024). **L'auto-positionnement des enseignants débutants pour repérer des besoins en formation. Une enquête dans l'académie de Toulouse.** 8ème colloque du gEvaPP " Les instruments et les dispositifs d'évaluation des pratiques professionnelles et leurs effets ". Présenté à Bruxelles- Université Libre de Bruxelles (ULB), Belgium. Consulté à l'adresse <https://hal.science/hal-04830620>

119 part-time trainees and 179 full-time trainees from the Toulouse Midi-Pyrénées academy responded to an online survey at the start of their 2021/2022 academic year. During this period, they teach responsibility in a establishment of the academy and follow, in parallel, professional training at INSPE. This questionnaire, nourished by certain

contributions from clinical didactics, invites respondents to self-position themselves on each of the skills that professors, librarians and principal advisors · education must be mastered in order to exercise their profession. This skills framework is published, in France, in the official bulletin of July 25, 2013. For this, the requested trainees had to estimate their level between 0 (I do not think I have the basics of the skills) and 4 (I think I will be able to demonstrate my ability to use this skill). National education considers that satisfactory mastery for a beginning teacher must be at level 2 (I think I have mastered the basics of this skill sufficiently to act independently). Through the main results, this second communication of the symposium will present the gaps between the expectations of the institution and the self-positioning of trainee teachers. It will also highlight certain disparities between different skills. These findings are likely to identify more or less urgent training needs.

Andro, G. (2024). « **Mise en contexte** » scolaire et « **contextualisation** » historique : une **lecture épistémologique du cas français**. *Revue française de pédagogie*, 223(2), 41-54. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-41>

Badolato, G. L., & Baguio, J. B. (2024). **Appealing Classroom Organization and Building Community Teaching of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(11), 94-101. <https://doi.org/10.9734/ajess/2024/v50i111637>

This study examined the relationship between appealing classroom organization and building community teaching among public elementary school teachers in Manay District, Davao Oriental, Philippines. A non-experimental quantitative research design using a correlational method was employed. A total of 135 teachers were surveyed using universal sampling. Data were analyzed using mean, Pearson-r correlation, and regression analysis. The findings revealed that teachers often manifested appealing classroom organization in terms of vision, sensitivity, needs, and risk-taking. However, they sometimes demonstrated building community teaching practices such as supportive, instructive, preventive, and responsive approaches. A significant positive correlation was found between appealing classroom organization and building community teaching. Furthermore, the domains of appealing classroom organization significantly influenced building community teaching practices. Based on these findings, it is recommended that public school teachers participate in DepEd-sponsored conferences and trainings to enhance their professional capabilities. This can contribute to improved teaching practices, better support for learners, and ultimately, higher academic achievement.

Balssa, F. (2024). **Facile à Lire et à Comprendre (FALC) et école inclusive : Questionnements et applications des règles FALC en école élémentaire** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04807443>

Les règles européennes Facile à Lire et à Comprendre ou FALC ont pour objectif de rendre l'information accessible à tous (Inclusion Europe, 2009). En Allemagne (Bock et al., 2017) ou en Suède (Engblom, 2019) le FALC est notamment utilisé pour l'apprentissage de la langue ou pour aider les enfants en difficulté de compréhension ou de lecture. En France, les règles du FALC sont surtout utilisées dans le domaine du handicap mental et peinent à dépasser ces frontières. Cependant, elles pourraient être intéressantes pour adapter les textes aux élèves ayant une faible maîtrise de la langue afin de les aider à comprendre un texte (Mazeau et Loty, 2020). Cette réflexion s'inscrit dans le contexte

d'école inclusive en France qui garantit « l'inclusion scolaire de tous les enfants, sans aucune distinction. » (J.O 8 juillet 2013, article L. 111-1) et dont l'objectif est d'offrir à la fois une intégration physique, sociale et pédagogique aux élèves (Thomazet, 2008). Cependant, les enseignants peuvent se retrouver en difficulté : manque de ressources adaptées, charge supplémentaire de travail et manque de formation (Lavoie et al., 2013). Le FALC pourrait donc être un moyen pertinent pour aider les enseignants en école élémentaire française afin de favoriser l'inclusion des élèves à besoins spécifiques. Plusieurs problématiques émergent alors : Le FALC est-il connu et utilisé par les enseignants en école élémentaire ? Peut-il s'adapter à des problématiques d'enseignement en France ? Comment favoriser l'usage du FALC par les enseignants ? Au regard de la littérature, les objectifs de cette thèse sont donc les suivants : 1. S'interroger sur la place du Facile à Lire et Comprendre dans l'éducation. 2. Co-construire une méthode d'application du FALC avec les enseignants. 3. Évaluer l'apport des règles FALC pour une école inclusive. 4. Accompagner l'intégration du FALC dans les pratiques professionnelles des enseignants. Pour y répondre, nous avons réalisé une enquête préliminaire par questionnaire (Balssa et Lespinet, 2022) complétée par des entretiens. L'analyse des résultats nous a permis de créer des personas illustrant une pluralité d'enseignants confrontés à des situations variées, mais aussi d'identifier des facteurs pouvant impacter l'acceptabilité du FALC. Nous avons donc défini un modèle d'acceptabilité, à priori, du FALC par les enseignants (Balssa et Lespinet, 2023). Dérivé de l'UTAUT-2 (Venkatesh et al., 2012), il permet de s'interroger sur les freins et les leviers à prendre en compte pour concevoir une solution en FALC. Basé sur l'intention d'usage, c'est un support pour adapter le FALC et préparer le terrain à son usage, mais il ne garantit pas son acceptation en situation réelle ni son adoption à long terme (Bobillier Chaumon, 2016). Sur un principe de Recherche-Action-Formation (Gay et Prud'homme, 2011), deux enseignantes volontaires ont expérimenté le FALC en classe. L'objectif était de co-construire avec elles un projet de recherche autour du FALC, qui soit adapté à leur pédagogie et aux besoins de leurs élèves afin d'évaluer l'apport des règles du FALC en contexte scolaire. L'analyse des données recueillies se base sur les évaluations réalisées par l'enseignante, sur son expérience mais aussi sur les retours des élèves (Balssa et al., 2023b; Balssa et al., 2024). Ce travail a mis en lumière l'intérêt du FALC pour offrir aux élèves en difficulté une aide à la lecture, à la compréhension et plus largement à l'inclusion. Il souligne aussi la nécessité de moduler le FALC pour qu'il puisse s'adapter au contexte scolaire. La dernière partie de la thèse nous a permis de développer la première version d'une plateforme afin d'accompagner les enseignants dans l'usage du FALC. Elle s'articule autour de vidéos de formation, d'un guide pour l'usage des règles et d'un outil d'aide à la traduction en FALC afin d'adapter le FALC aux besoins pédagogiques.

Baquido, M. B., & Baguio, J. B. (2024). **Contemplative Pedagogy and Interpersonal Trust of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(10), 344-351. <https://doi.org/10.9734/ajess/2024/v50i101624>

This study was conducted to determine the level of contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. This employed universal sampling, using the non-experimental quantitative research design utilizing the correlational method. The respondents of the study were 131 public elementary school teachers. Data were analyzed using the mean, Pearson Product Moment Coefficient Correlation (Pearson r), and regression analysis. The interpersonal trust among public elementary school teachers in terms of respect,

competence, personal regard, and integrity was oftentimes manifested. The contemplative pedagogy of public elementary school teachers in terms of academics, ability, and class was manifested oftentimes. There was a statistically significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers. Moreover, the domains of contemplative pedagogy significantly influence interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. This result may serve as the basis of school heads showing good and effective school heads to enhanced by the teacher mostly on the part of lowest features which are being sure of themselves in class situation and thinking of their ability is sufficient to cope with school work.

Bennett, R. E. (2024). **Personalizing Assessment: Dream or Nightmare?** *Educational Measurement: Issues and Practice*, 43(4), 119-125. <https://doi.org/10.1111/emip.12652>
Over our field's 100-year-plus history, standardization has been a central assumption in test theory and practice. The concept's justification turns on leveling the playing field by presenting all examinees with putatively equivalent experiences. Until relatively recently, our field has accepted that justification almost without question. In this article, I present a case for standardization's antithesis, personalization. Interestingly, personalized assessment has important precedents within the measurement community. As intriguing are some of the divergent ways in which personalization might be realized in practice. Those ways, however, suggest a host of serious issues. Despite those issues, both moral obligation and survival imperative counsel persistence in trying to personalize assessment.

Bragat, M. M., & Baguio, J. B. (2024). **Classroom Manager Communication Abilities and Social Interaction Skills of Language Teachers in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 397-405. <https://doi.org/10.9734/ajess/2024/v50i111664>

The aim of this study was to examine the relationship between the classroom management communication abilities and social interaction skills of language teachers in public secondary schools in Arakan North District, Division of Cotabato. The study employed a descriptive correlation method. The respondents were language teachers from public elementary schools, who assessed their own communication and social interaction skills through a questionnaire administered by the researcher. Universal sampling was used to select the participants. The data collected were categorized, analyzed, and interpreted using statistical tools, including the mean and Pearson's r correlation. The findings revealed that the level of classroom management communication abilities among the teachers is high, and these abilities are oftentimes demonstrated in their teaching practices. Similarly, social interaction skills were also rated high and oftentimes exhibited by the teachers. Additionally, a significant relationship was found between classroom management communication abilities and social interaction skills, leading to the rejection of the null hypothesis. Based on these results, it is recommended that teachers continue to enhance their communication and social interaction skills to foster a better work environment for themselves and their colleagues. The study's findings may serve as a source of motivation for teachers to remain engaged in their professional duties and maintain dignity and effectiveness in their roles. Moreover, the results can guide teachers in adapting to the changing dynamics of the school environment. Finally, this study provides a foundation for future research, offering insights into how these variables can be further explored in broader contexts.

Briggs, D. C. (2024). **The Past, Present, and Future of Large-Scale Assessment Consortia.** *Educational Measurement: Issues and Practice*, 43(4), 62-72. <https://doi.org/10.1111/emip.12634>

This article provides a history of the two large-scale assessment consortia that were funded in 2010 as part of the Race to the Top Competition, the Partnership for the Assessment of Readiness for College and Career (PARCC), and the Smarter-Balanced Assessment Consortium (SBAC). I compare the goals the consortia were funded to meet between 2011 and 2015 with the assessment systems PARCC and SBAC were able to deliver. Two notable accomplishments of both consortia were the development of high-quality summative assessments that were carefully designed to be accessible to all test-takers. I describe factors that led many states to withdraw from consortia membership between 2011 and 2015, and which led to the effective dissolution of PARCC. I discuss lessons learned from serving on the PARCC and SBAC technical advisory committees, and make a case for the value proposition of assessment consortia in the future.

Browman, A. S., & Miele, D. B. (2024). **Are low-ability students mentally represented as low-SES, academically incapable, and undeserving of support?** *Journal of Social Issues*, 80(4), 1289-1314. <https://doi.org/10.1111/josi.12649>

In seven studies, this research demonstrates that both the general public and educators may hold culturally-shared, class stereotype-laden mental representations that they reflexively use both to subjectively identify particular students as being high or low in academic ability, and determine who should receive educational support. Using procedures designed to capture people's mental images of others, we first observed that both the general public and aspiring educators mentally represent low-ability students as qualitatively and quantitatively distinct from high-ability students. Furthermore, the representations of low (vs. high) ability students captured from the public and aspiring educators were more likely to be associated with negative class-based academic stereotypes by separate samples of the public and educators, such that a student who "looks" low in ability was also more likely to be labeled as being low-SES, and having poorer academic motivation and work ethic. As a result, the low (vs. high) ability student was more likely to be denied college admissions or scholarship support by members of the American public and to be exposed to unsupportive instructional practices by teachers. Implications for our understanding of teacher biases are discussed.

Brown, C. P., McKenzie, L. C., Reyes, P., DeMatthews, D. E., & Woulfin, S. L. (2024). **A Case Study of How Principals in Texas Conceptualize and Support the School Readiness of Children Entering Their Schools.** *The Elementary School Journal*, 125(2), 294-321. <https://doi.org/10.1086/732784>

Elementary school principals play a key role in leading school personnel to provide prekindergartners and kindergartners with the support needed to ensure their short- and long-term school success. Yet, few studies examine how principals conceptualize what it means for children to be ready for school and how principals support students as they progress through school. In this case study, we examine how a sample of elementary school principals in Texas (N = 14) conceptualized school readiness and their role in supporting prekindergarten and/or kindergarten students' progress through school. We found these principals framed school readiness as a moment at school entry from which they, as instructional leaders, sought to build early learning experiences with their teachers to support students' success. We use such findings to consider how to expand

and support principals' understandings of school readiness beyond the deficit-based neoliberal logic that prioritizes children thriving in a competitive learning landscape.

Camara, W. (2024). **Admission Testing in Higher Education: Changing Landscape and Outcomes from Test-Optional Policies.** *Educational Measurement: Issues and Practice*, 43(4), 104-111. <https://doi.org/10.1111/emip.12651>

Access to admission tests was greatly restricted during the COVID-19 pandemic resulting in widespread adoption of test-optional policies by colleges and universities. Many institutions adopted such policies on an interim or trial basis, as many others signaled the change would be long term. Several Ivy League institutions and selective public flagship universities have returned to requiring test scores from all applicants citing their own research indicating diversity and ensuring academic success of applicants can be best served by inclusion of test scores in the admissions process. This paper reviews recent research on the impact of test-optional policies on score-sending behaviors of applicants and differential outcomes in college and score sending. Ultimately, test-optional policies are neither the panacea for diversity that proponents suggested nor do they result in a decay of academic outcomes that opponents forecast, but they do have consequences, which colleges will need to weigh going forward.

Camusson, C. (2023). **Conception et usage par les enseignants des supports de classe, entre contraintes et ressources. Les pratiques des maitres de cours moyen en histoire et étude de la langue : quels potentiels effets inégalitaires ?** (Phdthesis, Université Paris 8 - Vincennes-Saint-Denis). Consulté à l'adresse <https://theses.hal.science/tel-04716331>

En France, l'enseignant est libre de choisir et de concevoir ses supports d'enseignement. Il sélectionne une ou plusieurs ressources qu'il décide parfois de modifier. Ensuite, en classe, le support peut être utilisé par le professeur de nombreuses manières. Par conséquent, les supports et leur appropriation (l'instrumentalisation enseignante) sont multiples. Cette thèse entend permettre une meilleure compréhension de l'activité instrumentale des professeurs tout en s'intéressant à ce qui pourrait lors de cette activité conduire à alimenter ou réduire des inégalités scolaires. L'analyse des réponses à un questionnaire auquel ont participé 511 maitres de cours moyen ainsi que l'étude de leurs supports de cours (en histoire et en orthographe) montrent que deux-tiers d'entre eux transforment les ressources en agissant davantage sur la forme que sur le fond. Cette appropriation a alors des répercussions sur les caractéristiques internes des supports, elles diminuent la complexité sémiotique et langagière (ce qui facilite le traitement du contenu par tous les élèves) tout en, par la même occasion, diminuant l'exigence. L'enquête de terrain (16 séances observées et 14 entretiens d'enseignants) précise les logiques et surtout les contraintes sous-jacentes à la genèse des supports et étudie la mise en œuvre de ces outils en classe. Nous identifions qu'un type de support, plus que les autres, encourage le maître à l'utiliser de manière à ce que tous les élèves de la classe soient actifs et mobilisés sur des activités exigeantes pour apprendre. Cependant celui-ci est rare car très peu élaboré par les concepteurs de ressources. Enfin, notre méthodologie à la fois quantitative et qualitative révèle que l'instrumentalisation enseignante varie principalement selon la discipline, le contexte social et matériel de l'école, les formations, le sexe du professeur et selon la pression que le temps exerce sur le travail.

Canedo, D. D., & Baguio, J. B. (2024). **Career Progression and Classroom Facility Adeptness of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(12), 184-193. <https://doi.org/10.9734/ajess/2024/v50i121685>

This study aimed to explore the career progression and classroom facility adeptness of teachers in public elementary schools in the Sta. Maria District, Division of Davao Occidental. In this context, career progression refers to the development of teachers' professional skills, while classroom facility adeptness pertains to how teachers utilize available resources to enhance student learning. A non-experimental quantitative research design was employed, using correlational methods to examine the relationship between career progression and classroom facility adeptness. Additionally, regression analysis was used to determine the significant influence of the domains of career progression on teachers' classroom adeptness. The study involved 135 public elementary school teachers, selected using universal sampling. Data were analyzed using mean scores, Pearson's *r*, and regression analysis. The results revealed that career progression was often reflected in teachers' commitment to excellence, honesty and integrity, respect for others, compassion, and social responsibility. Classroom facility adeptness, on the other hand, was sometimes manifested in terms of collaboration, decision-making, resource utilization, and communication. A significant relationship was found between career progression and classroom facility adeptness, with a Pearson *r*-value of 0.988 and a *p*-value of 0.00, indicating a strong correlation between the two variables. Additionally, the regression analysis revealed that classroom facility adeptness significantly influenced the domains of career progression. The regression results indicated the following relationships between career progression and classroom facility adeptness: commitment to excellence ($B = -0.075$, $t = -0.503$, $p = 0.000$), honesty and integrity ($B = 0.014$, $t = 0.125$, $p = 0.000$), respect for others ($B = -0.218$, $t = -1.807$, $p = 0.000$), compassion ($B = -0.074$, $t = -0.502$, $p = 0.000$), and social responsibility ($B = 0.015$, $t = 0.126$, $p = 0.000$). Based on the findings, it is recommended that public school teachers engage in professional development programs, such as conferences and training sessions offered by the Department of Education (DepEd), to improve their skills and enhance their capacity to better support student learning and academic success.

Cariou, D., & Coutant, M. (2024). **Contextualisation et critique des documents en classe d'histoire.** *Revue française de pédagogie*, 223(2), 101-112. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-101>

Cerna, M. G. B. D., & Baguio, J. B. (2024). **Classroom Structure Strategies of Teachers and Language Communication Hitches of Students in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 198-205. <https://doi.org/10.9734/ajess/2024/v50i81520>

This study described the classroom structure strategies employed by teachers and the language communication challenges faced by public secondary school students in Kidapawan District, Division of Kidapawan City, Philippines. The study utilized a non-experimental quantitative research design with a correlational method. The respondents included 147 teachers and students from public secondary schools, selected using universal sampling. Data analysis involved mean, Pearson's *r*, and regression analysis. The findings revealed that teachers frequently implemented classroom structure strategies in areas such as setting expectations, accountability, simplicity, preparation, and building rapport. Additionally, the study found that public secondary school students often encountered language communication challenges related to dialects, speech, word

choice, and grammar. A significant relationship was identified between teachers' classroom structure strategies and students' language communication difficulties. Furthermore, the study suggests that various domains of classroom structure strategies significantly influence students' language communication issues. Based on these findings, the study recommends that educators engage in targeted professional development programs to enhance their classroom management skills and instructional strategies. These programs should focus on improving language proficiency and communication among students.

Chaaban, Y., Sawalhi, R., & Lundberg, A. (2025). **Middle leaders' sensemaking of their leadership practices in response to educational disruption: A Q-methodology study.** *Educational Management Administration & Leadership*, 53(1), 65-82. <https://doi.org/10.1177/17411432231152357>

Middle leaders were required to navigate the complexities of educational disruption and respond to internal and external demands throughout the pandemic. This shifting educational context necessitated a sensemaking process to better understand and act on the issues which gave rise to ambiguities in their school environment. This study investigated the sensemaking processes employed by 27 middle leaders from 20 government schools in Qatar, at a time when COVID-related restrictions had been lifted and face-to-face learning had resumed. To collect and analyze data, Q-methodology was applied. A 34-statement Q-sample was developed based on a proposed conceptual framework of sensemaking during times of disruption which included three dimensions: intrapersonal, relational, and institutional. Q-factor analysis revealed two significantly different viewpoints regarding how participants enacted certain practices in response to educational disruption. These were (1) sensemaking as a relational endeavor and (2) sensemaking as an agentic endeavor. The two viewpoints differed in sources of sensemaking and its mechanisms. Sensemaking offered a useful theoretical construct as it revealed middle leaders' perceptions and enactments, and their struggles in maintaining a balance between structure and agency. The study has implications for middle leadership policy and practices in times of educational disruption and beyond, with its distinctive methodological and contextual contributions.

Chamoun-Nicolas, H., Rabadán Pérez, F., & Ramirez Muñoz, M. V. (2024). **Teaching Tools to Enhance Student Engagement in Higher Education.** *Multidisciplinary Journal of School Education*, 13(2 (26)), 351-372. <https://doi.org/10.35765/mjse.2024.1326/17>

Objectives of the research: This project aims to identify the most effective tools for increasing student engagement. Research methods: An ad hoc questionnaire to measure the engagement capacity of teaching tools, principal component analysis (PCA), and machine learning forward regression. Structure of the article: Introduction, methodology and results (sampling, PCA, forward regression), discussion, and conclusions. Research findings: Active interaction and modular organization promote student engagement. A student's inability to respond to questions about improving a subject often indicates a lack of interest. Engagement increases when previous teaching experiences have not incorporated interactive tools. Pre-class homework assignments enhance interest and make courses more practical. Tools that facilitate teacher-student interaction improve engagement, regardless of whether the teaching style is based on the teacher's practical experience or a student-centered approach. Conclusions and recommendations: This research identifies several factors that significantly influence student engagement, including a modular structure, active classroom participation, pre-

and post-class assignments, content quality, teaching style, and interaction through discussion platforms.

Charalampopoulou, C., Carminatti, N., & Carnus, M.-F. (2024). **Le sujet-enseignant au coeur de l'hybridation lors de la " domiciliarisation " des situations d'enseignement/apprentissage en période de pandémie.** *Les Dossiers des sciences de l'éducation*, 50, 85-103. Consulté à l'adresse <https://hal.science/hal-04851804>

L'article vise à éclairer le processus d'hybridation dans le domaine de l'éducation au prisme de la didactique clinique dans un contexte de « domiciliarisation » de l'enseignement/apprentissage. Il donne à voir les formes que l'hybridation a pu prendre dans la pratique enseignante pendant la pandémie de la COVID-19 et propose un modèle permettant d'étudier les situations hybrides d'enseignement/apprentissage. La partie empirique de l'article est alimentée par des données recueillies lors de la mise en œuvre de deux ingénieries hybrides didactiques cliniques coopératives (IH2DC) dans le secondaire et le supérieur. Des questionnements surgissent quant à l'importance du temps de travail asynchrone réalisé à domicile et de sa gestion.

Chen, W.-Y. (2025). **What motivates teachers to lead? Examining the effects of perceived role expectations and role identities on teacher leadership behaviour.** *Educational Management Administration & Leadership*, 53(1), 83-101. <https://doi.org/10.1177/17411432231163020>

The development of teacher leadership is closely intertwined with the transformation of teacher roles. However, few studies have investigated how this concept, first developed in North America, is affected by teachers' role identities (RIs) in an Asian context. To this end, this study aimed to examine the effects of teachers' perceived role expectations (PREs) and RIs on their leadership behaviour. The sage teacher, professional teacher and labourer teacher framework was used for analysis, and 498 junior high school teachers in Taiwan participated in a survey. Structural equation modelling and bootstrap analysis were employed to analyse the data. The results showed that teachers' PREs as professional and sage teachers were more significant than for labourer teachers. Their RIs also presented the same pattern. Moreover, although teacher leadership is closely related to the development of teacher professionalism, of the three types of teacher roles, only the PRE and RI of the sage teacher can significantly motivate teachers to lead in direct and indirect ways.

Cizek, G. J. (2024). **You Win Some, You Lose Some.** *Educational Measurement: Issues and Practice*, 43(4), 126-136. <https://doi.org/10.1111/emip.12643>

In a 1993 EM:IP article, I made six predictions related to measurement policy issues for the approaching millenium. In this article, I evaluate the accuracy of those predictions (Spoiler: I was only modestly accurate) and I proffer a mix of seven contemporary predictions, recommendations, and aspirations regarding assessment generally, NCME as an association, and specific psychometric practices.

Cruz, J. B. D., & Baguio, J. B. (2024). **Exploring the Predictors of Successful Learning Action Cell Practices of Special Education Teachers.** *Asian Journal of Education and Social Studies*, 50(10), 352-361. <https://doi.org/10.9734/ajess/2024/v50i101625>

Learning Action Cells (LACs) have emerged as a powerful tool for fostering professional development among educators. By creating collaborative learning communities, LACs empower teachers to share knowledge, reflect on practice, and implement innovative

strategies. This study aimed to explore the factors influencing the effective implementation of LACs among Elementary Special Education (SPED) teachers in Davao City. Specifically, the study investigated the extent of LAC session practices and the level of self-efficacy of SPED teachers. A regression analysis was employed to examine the relationship between these variables. The findings revealed a significant positive correlation between LAC session practices and teachers' self-efficacy. SPED teachers demonstrated strong performance in various aspects of LAC implementation, including contextualization, process adherence, and content delivery. Similarly, they exhibited high levels of self-efficacy in classroom management, student engagement, instructional practices, and commitment. These results underscore the effectiveness of LACs in enhancing the professional capabilities of SPED teachers and ultimately improving student outcomes. The study recommends the continued implementation of LACs, with a focus on integrating 21st-century skills and assigning specific roles to team members to maximize their expertise. Future research could explore the long-term impact of LACs on teacher retention, student achievement, and overall school improvement.

Cui, Z. (2024). **Introduction to the Special Section on the Past, Present, and Future of Educational Measurement.** *Educational Measurement: Issues and Practice*, 43(4), 38-39. <https://doi.org/10.1111/emip.12660>

Da Ronch, M., & Mili, I. (2024). **Savoirs professionnels de l'enseignant et Situations de Recherche pour la Classe dans un dispositif de formation des enseignants du primaire.** *Actes de la COPIRELEM 2024*. Présenté à Bonneuil sur Marne, France. Consulté à l'adresse <https://hal.science/hal-04601848>

Dans cet article nous présentons nos réflexions sur la conception, l'implémentation et la mise en œuvre d'un dispositif proposé à des étudiants en formation initiale à l'enseignement primaire dans une Haute École Pédagogique de Suisse romande (HEP-VS). Ce dispositif vise à faire évoluer les conceptions et les pratiques des étudiants sur l'activité mathématique en résolution de problèmes. Il est né de besoins relevés dans des recherches récentes qui pointent à la fois des carences aussi bien au niveau curriculaire (Da Ronch, Gardes et Mili, 2023 ; Mili, Da Ronch et Gardes, 2025) que dans les conceptions et les pratiques des étudiants primo-entrants en formation à l'enseignement primaire sur l'activité mathématique en contexte de résolution de problèmes (Da Ronch et Mili, 2024). Ce dispositif, basé sur une stratégie par homologie (Houdement et Kuzniak, 1996), s'appuie sur des situations de formation issues des Situations de Recherche pour la Classe (Grenier et Payan, 2003). À cette occasion, des savoirs professionnels relatifs aux savoirs à enseigner d'ordre mathématique et aux savoirs pour enseigner d'ordre didactique feront l'objet d'un point d'attention particulier afin de contribuer, en plus des dispositifs de formation préexistants, au développement professionnel des futurs enseignants du primaire.

Dardick, W. R., & Harring, J. R. (2025). **A Novel Numerical Method for Solving Unknown Statistical Quantities in Multivariate Regression Models.** *Journal of Educational and Behavioral Statistics*, 50(1), 102-127. <https://doi.org/10.3102/10769986241240083>

Simulation studies are the basic tools of quantitative methodologists used to obtain empirical solutions to statistical problems that may be impossible to derive through direct mathematical computations. The successful execution of many simulation studies relies on the accurate generation of correlated multivariate data that adhere to a particular model with known parameter values. In this article, we use a kernel inspired by path

tracing rules to algebraically solve unknown causal effects in the context of a multivariate general linear model. The algebraic solution is the basis of the mathematical extension, which integrates a model solver. Examples are used to illustrate a range of applications, where information regarding parameter values and predictor correlations can be partially specified. Code for examples is provided.

Dawes, M., Malamut, S. T., Guess, H., & Lohrbach, E. (2024). **Teachers' Attitudes Toward Bullying and Intervention Responses: A Systematic and Meta-analytic Review.** *Educational Psychology Review*, 36(4), 122. <https://doi.org/10.1007/s10648-024-09951-5>

Teachers are key to antibullying efforts, and their attitudes toward bullying can influence their intervention responses. There has been a proliferation of this type of research but thus far no review has been performed to coalesce the evidence. Following PRISMA and Cochrane guidelines, we performed a systematic and meta-analytic review. A total of 3990 titles and abstracts identified across 7 databases (PsycINFO, Education Source, ERIC via EBSCOhost, ERIC via ProQuest, Web of Science, ProQuest Dissertations and Theses, Google Scholar) were screened against inclusion and exclusion criteria. After screening, 27 studies were included in the systematic review, 25 of which were included in meta-analyses. The association between antibullying attitudes and intervention responses differed depending on whether (1) measures assessed retrospective reports of intervention responses (i.e., how often teachers used that response) versus intervention intentions (i.e., likelihood they would intervene in hypothetical scenarios) and (2) the specific type of intervention response. Results indicate that teachers' antibullying attitudes were positively related to some responses (disciplining/punishing bullying, victim support, involving parents, involving peer bystanders), negatively related to some responses (advocating avoidance, encouraging independent coping), and unrelated to others (advocating assertion, enlisting other adults, separating students). Results also indicate a positive overall association between antibullying attitudes and intervention likelihood. No moderation by form of bullying was found. Implications for preservice training and in-service teachers' professional development to target bullying attitudes are discussed.

De Khovrine, N. (2023). **Évaluer autrement avec le numérique : coévaluation instrumentée pour la production d'écrit en français langue première au cycle 4 du collège français** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse <https://theses.hal.science/tel-04860619>

Face à l'hétérogénéité des classes au collège, l'École française incite ses enseignants à pratiquer la différenciation pédagogique, mais cette approche se limite souvent à des dispositifs d'individualisation des apprentissages, susceptibles de conforter, malgré les efforts, une baisse du sentiment d'efficacité chez les élèves, notamment lors des évaluations. Or, selon le paradigme du collectif apprenant, les pédagogies coopératives permettent d'envisager une modalité selon laquelle apprenants et enseignants participent conjointement au processus évaluatif, à travers ce qu'il convient d'appeler la coévaluation. Une telle modalité évaluative est toutefois difficilement envisageable sans recourir à des outils numériques. La présente recherche collaborative par méthodes mixtes vise à mesurer les effets d'un dispositif pédagogique numérique de coévaluation sur les apprentissages de collégiens en maîtrise de la langue et production d'écrit en français langue première et sur leur sentiment d'efficacité personnelle. Conçu selon un détournement d'usage du logiciel libre Moodle Atelier, ce dispositif a été expérimenté à 9 reprises en 2021-2022 avec 80 élèves issus de 4 classes de cycle 4 (5e, 4e, 3e), dans 3

collèges différents, dans les académies de Paris et Montpellier. Un algorithme rend compte de la performance de chaque élève, comme scripteur et comme évaluateur, selon l'approche par compétences. Le sentiment d'efficacité personnelle des élèves participants est mesuré avant et après chaque itération du protocole quasi-expérimental, tandis que des données qualitatives issues de l'observation directe et indirecte sont recueillies pour éclairer la genèse instrumentale de ce dispositif de coévaluation médiatisée. Les résultats indiquent une augmentation significative du sentiment d'efficacité personnelle des élèves participants, ainsi que de leurs performances comme scripteurs et comme évaluateurs. Un nombre substantiel de conflits instrumentaux se sont toutefois manifestés, accompagnés de phénomènes de régulation dans la plupart des cas : une typologie est proposée pour analyser ces dynamiques de conflictualité/régulation et éclairer les usages.

Delalande, J., & Bedoin, D. (2024). **Interroger la forme scolaire à partir de pratiques et de dispositifs pédagogiques actuels : dossier**. *REE : Recherches en éducation*, (56), 2-105. Consulté à l'adresse <https://journals.openedition.org/ree/12812>

Diédhiou, S. B. M., Thi, D. T. D., Robichaud, A., & Diouf, M. K. D. (2024). **Le savoir-évaluer des enseignants formés à l'étranger face aux exigences de l'approche démocratisante de la réussite au Québec : une adhésion négociée entre renoncement à des cadrages de l'évaluation maîtrisés et ouverture à des repères d'évaluation peu maîtrisés**. *e-JIREF*, 10(3), 77-93. <https://doi.org/10.48782/e-jiref-10-3-77>

La présente contribution s'inscrit dans notre programmation de recherche sur le transfert interculturel du savoir-évaluer des enseignants formés à l'étranger (EFE), au Québec. Empruntant à la sociologie interactionniste un modèle de reconnaissance de la qualité de « membre », nous avons étudié la reconstruction du savoir-évaluer et de l'identité au travail (Sainsaulieu, 1977) à partir d'entretiens individuels à orientation biographique (Eb), combinés à une série d'entretiens collectifs de coanalyse (Ec) avec six EFE qui s'intègrent dans les écoles au Québec. Considérant les interactions sociales avec leurs partenaires de travail comme des terrains d'investigation, à la fois réflexifs et, sans doute, originaux pour l'apprentissage des conventions partagées concernant l'évaluation, nos résultats mettent en relief des compromis au cœur des processus d'adhésion des EFE à l'approche démocratisante de la réussite. L'analyse fine de ces compromis montre que l'acquisition par les EFE d'une qualité de « membre » de leur écologie professionnelle est façonnée par des renoncements à des repères connus et maîtrisés de l'évaluation pour embrasser dans un élan d'ouverture et de développement professionnel une perspective compréhensive de l'évaluation.

Doussot, S., & Fink, N. (2024). **La contextualisation en histoire : une étude didactique sur les rapports entre épistémologie scolaire et épistémologie de référence**. *Revue française de pédagogie*, 223(2), 9-26. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-9>

Doussot, S., & Gomes, L. (2024). **Cadrage historiographique et transposition du travail d'enquête : une négociation entre des didacticiens et un enseignant d'histoire**. *Revue française de pédagogie*, 223(2), 69-85. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-69>

El Hage, S. (2025). **Un cadre d'analyse didactique de l'autonomie des élèves et de son développement par les enseignants en classe de physique.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131p0>

Cet article est issu de ma note de synthèse en vue de l'obtention de l'habilitation à diriger des recherches (HDR) en sciences de l'éducation et de la formation intitulée Un cadre d'analyse didactique de l'autonomie des élèves et de son développement par les enseignants en classe de physique. Elle a été présentée en novembre 2023 à l'université de Reims Champagne-Ardenne. Ce cadre d'analyse a été développé en réponse au contexte institutionnel évoquant l'autonomie sans qu'une ou des définitio...

El Youssfi, S., Ben Filali, I., & El Hammoumi, M. M. (2024). **Teaching for a sustainable future: Implementing education for sustainability in a Moroccan high school.** *International Review of Education*, 70(6), 979-1008. <https://doi.org/10.1007/s11159-024-10082-w>

This article shares the first author's experiences at a high school in Fez, Morocco, while implementing education for sustainable development (ESD) in the curriculum. In this action research project, the researcher aimed to embed ESD in the current school curriculum and evaluate whether the strategies and methods used affected the students' attitudes and behaviour towards the environment. A mixed-methods approach was used to collect data. A questionnaire was administered to 60 high school students aged between 16 and 18 immediately after the ESD training. In-depth interviews were then conducted with 44 respondents who completed the questionnaire. The results of the study suggest that formal education, class activities and extracurricular activities can contribute to reshaping students' attitudes and behaviour towards the environment, reflecting not only academic but also personal and social growth. The findings reveal that there are multiple effective ways to embed ESD in a high school curriculum. The study also provides a pedagogical framework for teachers aiming to integrate ESD into their curriculum. While the research involved a limited sample, it could serve as a background for future studies to investigate a larger population.

Elerian, M., Papanastasiou, E. C., & Solomou, E. A. (2024). **International Mindedness in Emerging Contexts of International Schooling. Cyprus, A Case Study.** *British Journal of Educational Studies*, 72(6), 783-804. <https://doi.org/10.1080/00071005.2024.2311717>

International Mindedness (IM) has become an underpinning philosophy of the International Baccalaureate and schools which adopt its programmes. However, the concept of IM is relevant to any school that offers international education given its potential and importance to drive the school's mindset and mission. The international school market has grown significantly in terms of the number of schools and their diversity. Increasing in popularity are schools that follow the British-based International General Certificate of Secondary Education (IGCSE) and A-level programmes. Moreover, the greatest expansion of international schools is now occurring in local markets, in which students are no longer predominantly expatriates but come from the host countries. This study explores the concept of international mindedness in six international schools in Cyprus. Based on data collected from headteachers and teachers, we argue that international mindedness is applicable in various contexts of international schooling and that factors other than the curriculum can affect its development within a school.

Éthier, M.-A., & Lefrançois, D. (2024). **Des pratiques de contextualisation : des indices d'heuristiques de la pensée historique sont-ils perceptibles dans des travaux d'historiens patentés ? Une étude de cas à partir d'articles québécois récents.** *Revue française de*

pédagogie, 223(2), 55-68. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-55>

European Commission Joint research centre, Karpinski, Z., Pietro, G. D., & European Commission. Joint research centre. (2024). **Teaching mathematics for success: a data-driven review and analysis of best practices**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/78294a2b-bdca-11ef-91ed-01aa75ed71a1>

L'enquête PISA 2022 montre qu'une proportion relativement importante d'élèves de l'Union Européenne ont des résultats insuffisants en mathématiques. Afin d'identifier des programmes efficaces pour améliorer les compétences des élèves en mathématiques, le rapport synthétise la littérature sur le sujet. Les données de PISA 2022 sont utilisées pour étudier l'impact des ressources numériques sur les résultats des tests de mathématiques. L'efficacité des tutorats a été mise en évidence ainsi que les programmes d'enseignement destinés aux élèves ayant des difficultés d'apprentissage. Par ailleurs, le rapport remet en question le rôle des technologies numériques dans l'amélioration des performances des élèves en mathématiques. Toutefois, les estimations empiriques suggèrent que les élèves obtiennent de meilleurs résultats quand les enseignants ont suivi une formation professionnelle dans le domaine de l'intégration des ressources numériques dans l'enseignement des mathématiques.

Fabre, M. (2024). **Contextualisation et problématisation : du langage à l'histoire**. *Revue française de pédagogie*, 223(2), 27-39. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-27>

Fan, T., Hui, L., Luo, L., & de Bruin, A. B. H. (2024). **Improving the Use of Retrieval Practice for Both Easy and Difficult Materials: The Effect of an Instructional Intervention**. *Educational Psychology Review*, 36(4), 115. <https://doi.org/10.1007/s10648-024-09945-3>

Recent research has suggested that students prefer restudying over retrieval practice when learning difficult materials, despite the latter being a more effective learning strategy. The current study investigated whether an instructional intervention can improve the use of retrieval practice for both easy and difficult materials. In Experiment 1, after initial learning of each item, participants rated their perceived mental effort (PME) and judgment of learning (JOL) for each item. Then, participants chose whether to restudy or take retrieval practice for that item. The results showed that participants chose to take retrieval practice less frequently for difficult items compared to easy ones. Furthermore, participants' ratings of PME and JOL sequentially mediated the relationship between item difficulty and their learning strategy choices. Specifically, difficult items resulted in higher levels of PME, which in turn led to lower JOL, ultimately reducing the likelihood of choosing retrieval practice. In Experiment 2, half of the participants received an instructional intervention, which revealed that while students prefer restudying for difficult items, retrieval practice benefits both easy and difficult items in long-term retention. The remaining half did not receive such intervention and were designated as the control group. The results indicated that, compared to the control group, students who received the intervention increased the odds of choosing retrieval practice for both types of materials after the intervention. The findings of this study suggest that students can be supported to use retrieval practice regardless of item difficulty.

Fink, N., & Honoré, É. (2024). **La contextualisation comme catégorie d'analyse de la construction de savoirs en classe d'histoire : exemple de deux expérimentations au**

primaire. *Revue française de pédagogie*, 223(2), 87-100. Consulté à l'adresse <https://shs.cairn.info/revue-francaise-de-pedagogie-2024-2-page-87>

Fitzgerald, K. G., & Tipton, E. (2025). **Using Extant Data to Improve Estimation of the Standardized Mean Difference.** *Journal of Educational and Behavioral Statistics*, 50(1), 128-148. <https://doi.org/10.3102/10769986241238478>

This article presents methods for using extant data to improve the properties of estimators of the standardized mean difference (SMD) effect size. Because samples recruited into education research studies are often more homogeneous than the populations of policy interest, the variation in educational outcomes can be smaller in these samples than is reflective of the true variation in the population. This affects effect size estimation since the sample standard deviation is used in the denominator of the SMD. We propose leveraging extant data on sample variance estimates from multiple studies, made available via clearinghouse databases such as the What Works Clearinghouse, to standardize a mean difference. This allows effect sizes to be benchmarked across a common and broad population, thus enabling better comparability across studies and interventions. We derive the new estimators of the population variance and the corresponding SMD, which pool sample variances from multiple studies using both an analysis of variance and a meta-analytic framework. We demonstrate the properties of these estimators via analytic and simulation results and offer recommendations for when these estimators are appropriate in practice.

Fracheboud, O., Hull, J., & Magni, G. (2024). **Déconstruire les stéréotypes de genre au sein de sa classe : étude sur l'influence des enseignant·es dans les classes primaires de Genève.** *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131dh>

Dans une société où les inégalités structurelles entre les sexes persistent, un changement serait envisageable si l'institution scolaire s'investissait activement dans des initiatives visant à promouvoir l'égalité des sexes. Dans la lutte contre les stéréotypes de genre à l'école primaire l'enseignant·e joue un rôle central, mais est-ce qu'elle ou il détient une réelle marge de manœuvre pour les contrer au sein de sa classe ? Cette recherche a pour objectif de comprendre si le changement des représentations des élèves par un enseignement à l'égalité des sexes relève d'une utopie ou si les enseignant·es détiennent un impact réel sur les représentations des futures générations. À cette fin, le dispositif mis en place vise à comparer une classe d'élèves de 2Ph (5-6 ans) avec une classe d'élèves de 8Ph (11-12 ans), afin d'estimer la marge de manœuvre de l'enseignant·e au début de l'école obligatoire en Suisse, jusqu'au terme du cursus primaire. Par « marge de manœuvre », nous entendons la possibilité d'action des enseignant·es visant à amener les élèves vers une évolution dans leurs représentations. Nous montrerons que l'école peut faire bouger les élèves dans leur socialisation primaire, malgré la socialisation qu'ils/elles peuvent acquérir hors de l'école.

Fremer, J. (2024). **Measurement Reflections.** *Educational Measurement: Issues and Practice*, 43(4), 101-103. <https://doi.org/10.1111/emip.12654>

Fu, D., Qin, C., Luo, Z., Li, Y., Yu, X., & Ye, Z. (2025). **Using Regularized Methods to Validate Q-Matrix in Cognitive Diagnostic Assessment.** *Journal of Educational and Behavioral Statistics*, 50(1), 149-179. <https://doi.org/10.3102/10769986241240084>

One of the central components of cognitive diagnostic assessment is the Q-matrix, which is an essential loading indicator matrix and is typically constructed by subject matter

experts. Nonetheless, to a large extent, the construction of Q-matrix remains a subjective process and might lead to misspecifications. Many researchers have recognized the importance of estimating or validating the Q-matrix, but most of them focus on the conditions of relatively large sample sizes. This article aims to explore Q-matrix validation possibilities under small sample conditions and uses regularized methods to validate the Q-matrix based on the compensatory reparametrized unified model and generalized deterministic inputs, noisy “and” gate models. Simulation studies were conducted to evaluate the viability of the modified least absolute shrinkage and selection operator (Lasso) and modified smoothly clipped absolute deviation (SCAD) methods, comparing them with existing methods. Results show that the modified Lasso and the modified SCAD methods outperform the stepwise, Hull, and MLR-B methods in general, especially under the conditions of small sample sizes. While good recovery in all small sample size conditions is not guaranteed, the modified methods demonstrate advantages across various item quality conditions. Also, a real data set is analyzed to illustrate the application of the modified methods.

Fukushima, K., Uchida, N., & Okada, K. (2025). **Modeling Partial Knowledge in Multiple-Choice Cognitive Diagnostic Assessment**. *Journal of Educational and Behavioral Statistics*, 50(1), 5-43. <https://doi.org/10.3102/10769986241245707>

Diagnostic tests are typically administered in a multiple-choice (MC) format due to their advantages of objectivity and time efficiency. The MC-deterministic input, noisy “and” gate (DINA) family of models, a representative class of cognitive diagnostic models for MC items, efficiently and parsimoniously estimates the mastery profiles of examinees. However, the existing models often overestimate the latent traits of examinees when they respond with partial knowledge, which is often observed in educational assessment. Therefore, the novel models of the MC-DINA family that can appropriately handle such responses were developed in this study. Unlike the existing models, the proposed models placed no restrictions on the Q-vector, which represents attribute specifications. Simulation and empirical studies verified that the proposed approach could resolve the overestimation problem.

Gadille, M., Vincent, C., Rémon, J., Impedovo, M. A., Corvasce, C., Privas-Bréauté, V., & Feuilladiéu, S. (2024). **Une recherche-action participative à l'épreuve des communautés de pratiques en éducation A participatory action-research at stake in communities of practice in education**. *Recherche et Formation*, (99). Consulté à l'adresse <https://hal.science/hal-04875431>

Cet article traite des interactions dans la construction de savoirs au sein d'une recherche-action participative pour l'appropriation d'une technologie numérique en éducation. Cette co-construction est étudiée à travers l'action professionnelle individuelle et collective comme mode légitime de connaissance et de professionnalité. Les savoirs produits sont mixtes car issus de formations « sur le tas » à la frontière de ces deux communautés, en amont de formations formelles. Ils reposent sur un partage de connaissances technologiques, pédagogiques et didactiques issues de la pratique interdisciplinaire dans et entre les deux communautés.

Gampo-An, N. T., & Baguio, J. B. (2024). **Transdisciplinary Teaching and Social Responsiveness of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(11), 326-334. <https://doi.org/10.9734/ajess/2024/v50i111657>

This study explored the transdisciplinary teaching practices and social responsiveness of teachers in public elementary schools in the Bunawan District, Division of Davao City. It employed a non-experimental quantitative research design, utilizing a correlational method. The sample comprised 132 teachers from public elementary schools, selected through universal sampling. Data analysis was performed using mean, Pearson r , and regression analysis. The findings indicated that teachers exhibited high level of transdisciplinary teaching practices in areas such as project-based learning, standards of learning, instructional practices, and assessment of learning. Similarly, teachers demonstrated a high level of social responsiveness, particularly regarding students' ethnic backgrounds, their role as educators, sensitivity to language, and an inclusive curriculum. The study revealed a significant relationship between transdisciplinary teaching and social responsiveness. Additionally, it was found that various domains of transdisciplinary teaching significantly influenced the social responsiveness of teachers in these schools. Based on these findings, it is recommended that public school teachers may participate in seminars and professional development programs organized by the Department of Education (DepEd) to enhance their instructional skills. These initiatives may focus on fostering professional growth, enriching teaching practices, and promoting rigorous education opportunities that support the academic success of all learners.

Gilbert, J. B., Miratrix, L. W., Joshi, M., & Domingue, B. W. (2025). **Disentangling Person-Dependent and Item-Dependent Causal Effects: Applications of Item Response Theory to the Estimation of Treatment Effect Heterogeneity.** *Journal of Educational and Behavioral Statistics*, 50(1), 72-101. <https://doi.org/10.3102/10769986241240085>

Analyzing heterogeneous treatment effects (HTEs) plays a crucial role in understanding the impacts of educational interventions. A standard practice for HTE analysis is to examine interactions between treatment status and preintervention participant characteristics, such as pretest scores, to identify how different groups respond to treatment. This study demonstrates that the identical patterns of HTE on test score outcomes can emerge either from variation in treatment effects due to a preintervention participant characteristic or from correlations between treatment effects and item easiness parameters. We demonstrate analytically and through simulation that these two scenarios cannot be distinguished if analysis is based on summary scores alone. We then describe a novel approach that identifies the relevant data-generating process by leveraging item-level data. We apply our approach to a randomized trial of a reading intervention in second grade and show that any apparent HTE by pretest ability is driven by the correlation between treatment effect size and item easiness. Our results highlight the potential of employing measurement principles in causal analysis, beyond their common use in test construction.

Glazerman, S., Campuzano, L., & Murray, N. (2025). **Education Experiments in Latin America: Empirical Evidence to Guide Evaluation Design.** *Evaluation Review*, 49(1), 115-146. <https://doi.org/10.1177/0193841X241241354>

Randomized experiments involving education interventions are typically implemented as cluster randomized trials, with schools serving as clusters. To design such a study, it is critical to understand the degree to which learning outcomes vary between versus within clusters (schools), specifically the intraclass correlation coefficient. It is also helpful to anticipate the benefits, in terms of statistical power, of collecting household data, testing students at baseline, or relying on administrative data on previous cohorts from the same school. We use data from multiple cluster-randomized trials in four Latin American

countries to provide information on the intraclass correlations in early grade literacy outcomes. We also describe the proportion of variance explained by different types of covariates. These parameters will help future researchers conduct statistical power analysis, estimate the required sample size, and determine the necessity of collecting different types of baseline data such as child assessments, administrative data at the school level, or household surveys.

Grapin, N., & Vantourout, M. (2025). **Questionnaire : formation des enseignants à l'évaluation des connaissances des élèves**. Consulté à l'adresse <https://hal.science/hal-04863176>

Le questionnaire est structuré en 5 parties : -la présentation du répondant (sexe, âge, ancienneté, etc.) ; -la conception que l'enseignant a de l'évaluation : le rôle qu'il lui attribue, les compétences qu'il juge nécessaires pour évaluer, les difficultés ressenties, etc. (7 questions) ; -ses besoins de formation (3 questions) ; -les contenus relatifs à l'évaluation qui ont été abordés lors de sa formation initiale et continue (9 questions) ; -ses connaissances sur des notions spécifiques à l'évaluation : approche par compétences, validité et fidélité, docimologie, qualification (14 questions).

Grønli, K. M., Walgermo, B. R., McTigue, E. M., & Uppstad, P. H. (2024). **Teachers' Feedback on Oral Reading: A Critical Review of its Effects and the use of Theory in Research**. *Educational Psychology Review*, 36(4), 121. <https://doi.org/10.1007/s10648-024-09957-z>

Teachers' feedback is critical for student learning, particularly during oral reading, where it supports skill development and fosters students' agency and reader identity. However, research has yet to provide clear recommendations for effective classroom feedback. This critical-constructive review aims to achieve two objectives: to present evidence of effective feedback strategies for reading development and to explore the theoretical foundations of feedback in oral reading. The review analyzes twenty-four empirical studies (1995–2022) on effects of teachers' feedback in K–5 settings. Findings reveal significant variability in effective feedback types and content, making clear-cut generalizations challenging and emphasizing the need for a nuanced understanding of feedback's influence on fluency, motivation and engagement. While many studies utilized theoretical frameworks, their limited diversity constrains our understanding of students' emotional, cognitive, and behavioral responses to feedback, highlighting a gap in research that often prioritizes reading processes over the role of feedback. This study discusses the potential for integrating feedback and reading development theories to better align interventions with contemporary understandings. By adopting a more comprehensive approach, we can inform teaching strategies that support reading development and redefine how we assist young readers. Additionally, the study offers an example and approach for aligning theory across the different phases of performing empirical research, with implications that extend beyond the current review.

Guez, S., Fernagu, S., & Viazzi, C. (2025). **Processus de problématisation et mobilisation de la forme « problème » dans les pédagogies des écoles d'ingénieurs : une analyse de cas par les capacités**. *Recherches en éducation*, (57). <https://doi.org/10.4000/131ox>

Les méthodes de pédagogie active désignent un ensemble de démarches pédagogiques qui cherchent à mettre les apprenants en situation d'être acteurs de leurs apprentissages. Pour cela, elles s'appuient dans leurs modalités de mise en œuvre sur l'expérience des apprenants et encouragent l'implication par l'investigation, la participation, la réflexion critique, l'appropriation par le faire et la collaboration dans les

processus d'apprentissage. Dans ce texte, nous allons rendre compte d'une recherche portant sur l'une de ces méthodes, celle de la forme problème. Nous verrons que la mise en capacité à résoudre des problèmes n'est pas un allant de soi, et que cet objectif ne peut être atteint que s'il s'accompagne d'une autre mise en capacité, celle à problématiser. La mise en capacité à problématiser des apprenants est, en ce sens, un véritable enjeu d'une pédagogie de la forme problème, et il convient d'en analyser les conditions de déploiement. Notre recherche rend compte d'une partie de celles-ci grâce à l'analyse du vécu d'un groupe de 22 étudiants en première année de cycle préparatoire d'une école d'ingénieurs. Nous verrons, en mobilisant le cadre théorique des capacités, que ces mises en capacité ne peuvent être analysées uniquement à partir des dispositions des apprenants ou des méthodes pédagogiques mises en œuvre, mais convoquent également une analyse des opportunités offertes par les environnements de formation proposés.

Hall, G. J., Putzeys, S., Kratochwill, T. R., & Levin, J. R. (2024). **Discovering Internal Validity Threats and Operational Concerns in Single-Case Experimental Designs Through Directed Acyclic Graphs.** *Educational Psychology Review*, 36(4), 128. <https://doi.org/10.1007/s10648-024-09962-2>

Single-case experimental designs (SCEDs) have a long history in clinical and educational disciplines. One underdeveloped area in advancing SCED design and analysis is understanding the process of how internal validity threats and operational concerns are avoided or mitigated. Two strategies to ameliorate such issues in SCED involve replication and randomization. Although replication and randomization are indispensable tools in improving the internal validity of SCEDs, little attention has been paid to (a) why this is the case; or (b) the ways in which these design features are not immune from internal validity threats and operational concerns. In the current paper, we describe the use of directed acyclic graphs (DAGs) to better understand, discover, and mitigate internal validity threats and operational concerns in SCEDs. DAGs are a tool for visualizing causal relations among variables and can help researchers identify both causal and noncausal relations among their variables according to specific algorithms. We introduce the use of DAGs in SCEDs to prompt applied researchers to conceptualize internal validity threats and operational concerns, even when an SCED includes replication and randomization in the design structure. We discuss the general principles of causal inference in conventional "group" designs and in SCEDs, the unique factors impacting SCEDs, and how DAGs can be incorporated into SCEDs. We also discuss the limitations of DAGs applied to SCEDs, as well as future directions for this area of work.

Harris, D. J. (2024). **AI: Can You Help Address This Issue?** *Educational Measurement: Issues and Practice*, 43(4), 9-12. <https://doi.org/10.1111/emip.12655>

Harris, D. J., Welch, C. J., & Dunbar, S. B. (2024). **In the beginning, there was an item....** *Educational Measurement: Issues and Practice*, 43(4), 40-45. <https://doi.org/10.1111/emip.12647>

Hédacq, P. (2023). **Co-élaborer des savoirs pour une ingénierie de formation : de la référentialisation à l'émancipation. Le cas d'une Recherche-Intervention conduite dans le champ de la santé** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04835101>

Cette thèse, inscrite dans la discipline des sciences de l'Éducation et de la formation, s'intéresse au processus de co-élaboration des savoirs entre le monde académique et le monde professionnel. Elle étudie la mise en œuvre d'une Recherche-Intervention (R-I) contractualisée avec la commission du médicament et des dispositifs médicaux stériles (CoMÉDiMS) du Centre hospitalier universitaire de Toulouse. La démarche de Recherche-Intervention proposée à la CoMÉDiMS entretient un lien particulier avec les pratiques professionnelles (qu'elle cherche à améliorer et à comprendre) tout en soutenant la participation des acteurs au processus d'élaboration des savoirs permettant un changement. Elle s'appuie sur un espace nommé le tiers-espace socio-scientifique (TESS) favorisant l'articulation de la recherche et de l'action. La commande de la R-I poursuit un double objectif : praxéologique en accompagnant la CoMÉDiMS dans une ingénierie de formation en lien avec la sécurisation de la prise en charge médicamenteuse du patient, et heuristique, en produisant des savoirs sur le TESS. La thèse s'attache à décrire et comprendre le processus de co-élaboration des savoirs dans ce contexte de recherche participative et met à l'épreuve que la co-élaboration des savoirs est de nature à favoriser une dynamique émancipatrice des acteurs. L'émancipation est étudiée dans sa dimension individuelle, collective, sociale et politique. Pour co-élaborer les dispositifs de formation, la démarche de référentialisation a été mobilisée. La référentialisation est une démarche d'enquête qui permet l'identification des référents, critères et indicateurs définissant dans notre situation les dispositifs de formation. La référentialisation a été utilisée comme un opérateur de la co-élaboration des savoirs au sein du TESS en mettant en interaction les savoirs des experts (de la CoMÉDiMS), les savoirs d'action (des professionnels de santé) et les savoirs scientifiques du chercheur. À partir d'une méthodologie qualitative, la thèse présente les résultats de l'accompagnement de deux groupes de travail responsables de la conception d'un dispositif de formation pour les nouveaux-arrivants et de l'amélioration de la procédure de rangement des armoires à pharmacie. Les résultats de l'analyse des entretiens semi-directifs et des interactions lors des focus groups proposent une modélisation du processus de co-élaboration des savoirs au sein du TESS de la Recherche-Intervention. La R-I permet de repenser les liens science-société par la participation des acteurs à la co-élaboration des savoirs qu'elle soutient. Elle accompagne par un processus d'émancipation les acteurs à « penser et agir » autrement dans le monde qui les entoure en reliant au sein d'un seul et même espace les visées de « connaître » et « d'agir ».

Her, C. L. (2024). **Décrire et comprendre l'activité des cellules d'animation pédagogique zonales au Sénégal : entre prescriptions institutionnelles et perceptions du dispositif par les enseignants à Dakar et en Casamance** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04836952>

L'objet de ce travail est de décrire et de comprendre l'organisation de la collaboration entre enseignants à des fins de professionnalisation en contexte sénégalais. L'étude des prescriptions et des pratiques réelles permet de repérer plusieurs tendances. La perte de sens peut se traduire par les différentes visées évolutives des enseignants qui modifient l'organisation et le choix des thématiques abordées dans les échanges. La discontinuité entre le prescrit et le réel peut expliquer le manque de diversité des thématiques et l'absentéisme de certains enseignants. Des tensions et des contradictions sont observées à propos de l'engagement des acteurs et l'utilisation des outils informatiques et didactiques. Les initiatives personnelles d'enseignants montrent une volonté de continuer à collaborer à travers les cellules d'animation pédagogique zonales. Les discours

institutionnels mettent en avant les réussites liées à l'intégration des outils informatiques dans le dispositif, en particulier en Casamance, alors que les postures d'acteurs en pratique, diffèrent selon les cas. Ils s'ajustent en fonction de la dynamique collective et individuelle du système, dans une approche descendante, ascendante ou itérative. Ainsi, la collaboration entre enseignants dans un cadre de travail est présentée comme une des voies de professionnalisation possibles.

Ho, A. D. (2024). **Measurement Must Be Qualitative, then Quantitative, then Qualitative Again.** *Educational Measurement: Issues and Practice*, 43(4), 137-145. <https://doi.org/10.1111/emip.12662>

Educational measurement is a social science that requires both qualitative and quantitative competencies. Qualitative competencies in educational measurement include developing and applying theories of learning, designing instruments, and identifying the social, cultural, historical, and political contexts of measurement. Quantitative competencies include statistical inference, computational fluency, and psychometric modeling. I review 12 commentaries authored by past presidents of the National Council on Measurement in Education (NCME) published in a special issue prompting them to reflect on the past, present, and future of educational measurement. I explain how a perspective on both qualitative and quantitative competencies yields common themes across the commentaries. These include the appeal and challenge of personalization, the necessity of contextualization, and the value of communication and collaboration. I conclude that elevation of both qualitative and quantitative competencies underlying educational measurement provides a clearer sense of how NCME can advance its mission, "to advance theory and applications of educational measurement to benefit society."

Isler, D., Hefti, C., Schönberger, J., & Sticca, F. (2024). **Sprachbildung im Kindergartenalltag – Entwicklung des Instruments EULE zur Einschätzung des erwerbsunterstützenden Lehrpersonenhandelns.** *Swiss Journal of Educational Research*, 46(3), 138-152. <https://doi.org/10.24452/sjer.46.3.1>

In the EmTiK intervention study, children's oral text abilities and the scaffolding quality of their teachers were examined in 65 classrooms. This article presents the instrument « Erwerbsunterstützendes Lehrpersonenhandeln » (EULE). The construct consists of four facets: framing and control, adaptation, stimulation, and linguistic means. These facets were assessed using video recordings, combining a holistic basic rating with a criterion-guided additional rating. Empirical testing revealed sufficient inter-rater reliability, scalar measurement invariance across the three measurement occasions, and high internal consistency. EULE thus proves to be a reliable instrument for assessing the quality of scaffolding in oral text abilities.

Jacob, E., & Magnani, F. (2024). **Former à l'interdisciplinarité via l'intégration du design à la gestion de projet.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(2). Consulté à l'adresse <https://hal.science/hal-04859771>

Interdisciplinarity is the subject of much scientific and theoretical interest. Although it is often advocated by institutional players, successful examples are rare in the literature. This article presents the results of a 3-year study on a model for interdisciplinary training in project management and design at an engineering school. The aim of the model presented, reinforced by the triangulation of feedback from students, participating teachers and teachers in charge of the approach, is to highlight the contributions and

limitations of the training put in place. The limits and prospects will enable us to transfer the approach implemented to other establishments, or to inspire similar approaches.

Jacquemart, J., Clercq, M. D., & Galand, B. (2024). **Développement et validation d'un protocole d'observation des pratiques enseignantes dans l'enseignement supérieur.** *e-JIREF*, 10(3), 95-129. <https://doi.org/10.48782/e-jiref-10-3-95>

Dans le contexte de l'enseignement supérieur, les études d'observation des pratiques enseignantes sont rares. Disposer d'un protocole d'observation et d'un instrument de mesure valide et fiable pour décrire ces pratiques permettrait des avancées significatives. L'objectif de cette étude est de développer un protocole d'observation systématique et d'éprouver ses qualités psychométriques. Suite à un processus de validation extensif, les analyses de données collectées auprès d'un échantillon de 96 enseignants issus de six universités belges, montrent une fiabilité inter-juges, une cohérence interne et une fidélité test-retest très satisfaisantes de l'outil d'observation Just Teach tout en identifiant huit dimensions des pratiques enseignantes. Les analyses descriptives indiquent également que les pratiques des dimensions cadre soutenant et gestion de l'attention sont assez fréquentes, alors que les pratiques des dimensions questionnement réflexif et critique et cadre menaçant sont rares.

Juan, F. M. D., & Baguio, J. B. (2024). **Social-emotional Domain in Relation to Didactic Teaching Development of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(12), 200-209. <https://doi.org/10.9734/ajess/2024/v50i121688>

This study described the socio-emotional domain in relation to didactic teaching development of teachers in public elementary schools in Paquibato District, Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were 136 teachers in public elementary schools using universal sampling. The data analysis utilized the mean, Pearson r and regression analysis. The findings disclosed that the degree of socio-emotional domain of teachers was sometimes manifested. Moreover, the level of didactic teaching development of teachers was sometimes manifested by the teachers. It was found that there was a significant relationship between the socio-emotional domain in relation to didactic teaching development. It was revealed further that the domains of socio-emotional domains significantly influence didactic teaching development. Based on the findings, public school teachers may develop the socio-emotional competencies that they can use to connect with students on a deeper level, understanding each student's needs, motivations, and challenges. This understanding enables teachers to tailor their didactic approaches, adapting lessons to meet diverse learning styles and fostering an environment where all students feel supported and valued. Socio-emotional development may enhance teachers' didactic abilities and also create a nurturing, inclusive classroom that empowers both teachers and students to thrive.

Kong, B., Li, Z., Ratner, S., Hemberg, E., & Haque, S. (2024). **Artificial intelligence for education in Bangladesh: Insights from the first small-scale artificial intelligence needs assessment and training for primary education teachers.** Consulté à l'adresse <https://www.adb.org/sites/default/files/publication/1017476/sdwp-101-artificial-intelligence-education-bangladesh.pdf>

Ce rapport vise à fournir des lignes directrices et une feuille de route pour les éducateurs et décideurs au Bangladesh qui souhaitent intégrer les technologies d'intelligence

artificielle (IA) dans l'éducation. L'évaluation des besoins en IA et les initiatives de formation montrent un fort intérêt des enseignants bangladais de l'enseignement primaire pour intégrer ces outils d'IA, perçus comme utiles pour planifier les cours, créer des évaluations et personnaliser l'enseignement. Cependant, exploiter pleinement le potentiel de l'IA nécessite des infrastructures solides, des contenus adaptés au contexte local, des formations pratiques et un soutien communautaire. Le rapport recommande ainsi d'investir dans des infrastructures numériques fiables, de proposer des outils en langue bangla et d'impliquer la communauté afin de renforcer la confiance des différents acteurs éducatifs en l'IA.

Lambolez, M. (2024). **Le rôle des enseignant·es de français dans l'éducation sentimentale de leurs élèves : étude de cas de la séquence de 4ème « Dire l'amour »**. *Genre Éducation Formation*, (8). <https://doi.org/10.4000/131de>

Cet article questionne la place des discours enseignants, au sein du cours de français de classe de 4ème (13 ans), dans l'éducation sentimentale de leurs élèves. Il se base sur un travail de terrain effectué dans trois collèges publics, aux différences sociales marquées, situés dans une métropole française et sa banlieue, ainsi que sur des entretiens. Les élèves de quatrième ont suivi une séquence intitulée « Dire l'amour » conformément au programme du Ministère de l'Éducation nationale. L'étude révèle que cette séquence devient l'occasion pour les enseignant·es d'aborder le sujet des relations amoureuses, dans et hors de la littérature, et d'interagir avec les élèves à ce sujet. Les enseignant·es, en tant que figures d'autorité, participent à l'incorporation de normes relatives à l'amour et au couple. Pour certaines enseignantes, le cours devient une opportunité de relayer des discours de prévention contre le sexisme et les violences auprès des adolescent·es.

Le Her, C. (2023). **La perception des enseignants de l'intérêt de l'utilisation des technologies informatisées dans les communautés d'apprentissage professionnelles (CAP) en Afrique francophone. Le cas des Cellules d'animation pédagogiques et culturelles (CAPC) au Sénégal**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (14), 46-66. <https://doi.org/10.52358/mm.vi14.309>

Depuis les Indépendances, il existe ce qu'on appelle les Cellules d'animation pédagogiques et culturelles (CAPC) au Sénégal. Pouvant être assimilés à des communautés d'apprentissage professionnelles (CAP) ou plus généralement des communautés de pratiques (CoP), ces groupes d'enseignants titulaires ou contractuels d'une ou plusieurs écoles élémentaires de proximité se rejoignent en dehors des temps de classe pour échanger sur leurs pratiques d'enseignement-apprentissages, leurs difficultés et leurs réussites. Depuis 2017, le ministère de l'Éducation nationale du Sénégal et ses partenaires internationaux ont souhaité redynamiser les CAPC de la région de Casamance avec notamment l'intégration des technologies informatisées (TI) appelées communément le numérique. Le Projet d'amélioration de l'éducation de base en Casamance (PAEBCA) a permis de doter les CAPC de tablettes numériques et de vidéoprojecteurs pour filmer l'enseignant en situation de classe (Diop et Wallet, 2017). À partir d'une grille d'observation, ils analysent ensuite le film projeté pour tenter d'améliorer la démarche pédagogique et les pratiques de classe. Dans le cadre d'une recherche doctorale en cours, nous tenterons d'apporter des éléments de réponse à la question : comment l'utilisation des technologies informatisées est-elle perçue par les enseignants au sein des CAPC au Sénégal ? Les premiers résultats des entretiens semi-directifs réalisés auprès de 21 enseignants en Casamance montrent une pratique variée

d'outils et une volonté institutionnelle d'intégrer les technologies dans la formation continue des enseignants. Les discours montrent également une volonté des enseignants de remédier aux difficultés d'utilisation, notamment à travers les échanges virtuels à distance synchrones et asynchrones qu'on appelle ici application mobile multiplateforme (AMM). Néanmoins, nous avons observé un manque de réflexivité autour des questions d'instrumentation des pratiques pour une véritable intégration des technologies dans les communautés.

Lee, S.-M., & Kim, S.-Y. (2025). **Preservice teachers' learning by design through space construction in the metaverse.** *British Journal of Educational Technology*, 56(1), 208-230. <https://doi.org/10.1111/bjet.13493>

Teachers who know what, how and why to teach are essential for successful student learning. However, many preservice teachers (PSTs) lack teaching experience and the ability to integrate theory and practice. To help bridge this gap, this study employed a learning-by-design project approach in which 22 Korean PSTs developed lesson plans for middle school English classes, constructed virtual classrooms in the metaverse based on their English lesson plans, and conducted microteaching in the virtual classrooms. The study used a qualitative research method and focused on an emic perspective with multiple data sets, including the PSTs' reflection papers and post-interviews as primary data, and their lesson plans, virtual classrooms and recordings of microteaching as secondary data. The results showed that the project supported learning by design, and that it also helped PSTs understand learners and learning, redefine the teacher's role as a designer and facilitator, connect theories to practice and improve their teaching skills. The findings can be used as a reference for future teacher training. Practitioner notes What is already known about this topic Teachers' content, pedagogical and technological knowledge and skills are essential attributes for effective performance. Preservice teachers (PSTs) have difficulty transferring their knowledge to real classrooms because their knowledge often focuses on the 'know-what' of teaching, but not on the 'know-how'. Microteaching in virtual environments helps PSTs connect knowledge and practice and prepare for real classroom situations. What this paper adds The study applied a learning-by-design approach to preservice teachers' microteaching to help them connect their pedagogical knowledge to classroom practice. The study focused on describing how the PSTs' virtual classroom design influenced the way they planned and implemented their microteaching. Implications for practice and/or policy Teacher educators can incorporate the design-based approach into their teacher training modules to help teachers understand learner needs when planning and implementing English lessons. Teachers can develop technological literacy and positive attitudes about using technology in their classrooms.

Lee, W.-C., & Kim, S. Y. (2024). **Comparative Analysis of Psychometric Frameworks and Properties of Scores from Autogenerated Test Forms.** *Educational Measurement: Issues and Practice*, 43(4), 13-23. <https://doi.org/10.1111/emip.12648>

This paper explores the psychometric properties of scores derived from autogenerated test forms by introducing three conceptual frameworks: Alternate Test Forms, Randomly Parallel Forms, and Approximately Parallel Forms. Each framework provides a distinct perspective on score comparability, definitions of true score and standard error of measurement (SEM), and the necessity of equating. Through a simulation study, we illustrate how these frameworks compare in terms of true scores and SEMs, while also assessing the impact of equating on score comparability across varying levels of form

variability. Ultimately, this study seeks to lay the groundwork for implementing scoring practices in large-scale standardized assessments that use autogenerated forms.

Lemente, M. D. B., & Baguio, J. B. (2024). **Classroom-based Learning of Teachers in Relation to Curriculum Procedure of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(12), 261-269. <https://doi.org/10.9734/ajess/2024/v50i121694>

This study aimed to examine the relationship between classroom-based learning and curriculum procedures of teachers in public elementary schools in the Caraga District, Division of Davao Oriental. A non-experimental quantitative research design was utilized, employing the correlational method, which examines the relationship between two variables. The study involved 139 teachers selected through universal sampling, meaning all teachers in the population were considered for inclusion. Data were analyzed using the Mean and Pearson Product-Moment Correlation Coefficient (Pearson r). The results indicated that both classroom-based learning and curriculum procedures were at a moderate level. A significant relationship was found between the two variables. These findings suggest that integrating classroom-based learning can enhance curriculum procedures by providing teachers with the flexibility to adjust lesson pacing, methods, and content based on student needs. Classroom-based learning also encourages teachers to adopt a reflective approach to curriculum design and promotes collaboration among educators, which can improve teaching practices and student outcomes.

Li, Y., Wang, X., Chen, J., Lee, J. C.-K., Yan, Z., & Li, J.-B. (2024). **The Intervention Effects on Teacher Well-being: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 36(4), 129. <https://doi.org/10.1007/s10648-024-09966-y>

This meta-analytical review aims to investigate the overall effect of comprehensive interventions on teacher well-being and the factors that moderate the effect by synthesizing empirical evidence. A total number of 176 effect sizes from 44 studies were included in this study. The results reported the mean effect size of intervention on teacher well-being was significant ($g = 0.35$). The study quality ($F = 5.38$, $p < .01$), intervention type ($F = 3.03$, $p < .05$), and intervention duration ($F = 2.80$, $p < .05$) were identified as the statistically significant moderators for the overall effect. The further multiple moderator model reported a significant outcome ($F = 2.91$, $p < .01$). This study is the first attempt to synthesize the impact of the intervention on teacher well-being using a three-level model. Conceptual, methodological, and practical implications were provided and particular guidelines for professionals and education policy makers to better promote teacher wellness were also presented.

Liang, Z., Ga, R., Bai, H., Zhao, Q., Wang, G., Lai, Q., ... Zhou, Z. (2025). **Teaching expectancy improves video-based learning: Evidence from eye-movement synchronization.** *British Journal of Educational Technology*, 56(1), 231-249. <https://doi.org/10.1111/bjet.13496>

Video-based learning (VBL) is popular, yet students tend to learn video material passively. Instilling teaching expectancy is a strategy to promote active processing by learners, but it is unclear how effective it will be in improving VBL. This study examined the role of teaching expectancy on VBL by comparing the learning outcomes and metacognitive monitoring of 94 learners with different expectancies (teaching, test or no expectancy). Results showed that the teaching expectancy group had better learning outcomes and

no significant difference in the metacognitive monitoring of three groups. We further explored the visual behaviour patterns of learners with different expectancies by using the indicator of eye-movement synchronization. It was found that synchronization was significantly lower in both the teaching and test expectancy groups than in the no expectancy group, and the test expectancy group was significantly lower than the teaching expectancy group. This result suggests that both teaching and test expectancy enhance the active processing of VBL. However, by sliding window analysis, we found that the teaching expectancy group used a flexible and planned attention allocation. Our findings confirmed the effectiveness of teaching expectancy in VBL. Also, this study provided evidence for the applicability of eye-tracking techniques to assess VBL. Practitioner notes What is already known about this topic Video-based learning has become a popular way, yet students tend to learn video material passively. When students learn with teaching expectancy, they are more likely to engage in deep processing, which has been proven in static multimedia learning. Individuals show high eye-movement synchronization when watching the same video, and this synchronization may be reduced when they engage in top-down processing. What this paper adds Teaching expectancy improves learning performance in Video-based learning. Teaching expectancy enhances active cognitive processing in Video-based learning. During the video viewing, learners with teaching expectancy not only followed the instructor's explanations but also engaged in active top-down processing, demonstrating flexible and planned attention allocation. Implications for practice and/or policy Utilizing teaching as an intention can serve as an effective learning strategy for Video-based learning. The use of eye-movement intersubject correlation to analyse visual behaviour patterns provides a new way to explore how people learn from dynamic multimedia materials.

Liu, C., Cuddy, M. M., He, Q., Ouyang, W., & Artman, C. (2024). **Using Process Data to Evaluate the Impact of Shortening Allotted Case Time in a Simulation-Based Assessment.** *Educational Measurement: Issues and Practice*, 43(4), 24-32. <https://doi.org/10.1111/emip.12656>

The Computer-based Case Simulations (CCS) component of the United States Medical Licensing Examination (USMLE) Step 3 was developed to assess the decision-making and patient-management skills of physicians. Process data can provide deep insights into examinees' behavioral processes related to completing the CCS assessment task. In this paper, we utilized process data to evaluate the impact of shortening allotted time limit by rescoring the CCS cases based on process data extracted at various timestamps that represented different percentages of the original allotted case time. It was found that examinees' performance as well as the correlation between original and newly generated scores both tended to decrease as the timestamp condition became stricter. The impact of shortening allotted time limit was found marginally associated with case difficulties, but strongly dependent on the case time intensity under the original time setting.

Liu, L., Huang, Y., Liu, X., & Zhang, L. (2024). **Why do teachers intervene? understanding the relationship between subjective norms and teachers' intervention in real-life bullying incidents.** *Social Psychology of Education*, 28(1), 8. <https://doi.org/10.1007/s11218-024-09965-5>

This empirical study examined how subjective norms (SNs) and perceived severity affected teachers' intention to intervene and their intervention behaviors in real-life

bullying incidents in primary and secondary schools. A total of 362 teachers who witnessed or were told about bullying incidents participated in this study by completing related questionnaires. Results showed that (a) SNs were positively related to teachers' intervention, and intention to intervene partially mediated the association between SNs and teachers' intervention behaviors in bullying incidents; (b) The mediation effects were moderated by perceived severity, meaning that SNs predicted teachers' intention to intervene positively and significantly only at a low level of perceived severity. These results suggested that higher subjective norms may be more conducive to promoting teachers' intervention in less severe incidents of bullying or increasing the intervention behavior of teachers who do not perceive bullying to be a serious problem. Therefore, future anti-bullying program should focus on improving teachers' anti-bullying norms and scientific perceptions of bullying through regular teacher training and integrating anti-bullying rules and policies into the school climate.

Liu, M.-H., Chang, T.-T., & Chung, M.-L. (2024). **Does open classroom climate uniformly benefit students' civic outcomes? The moderating role of students' perceptions of teacher–student relationships.** *Social Psychology of Education*, 28(1), 3. <https://doi.org/10.1007/s11218-024-09975-3>

Although an open classroom climate for discussion has been demonstrated to benefit students' civic outcomes, individual differences in its effectiveness have not been fully investigated. In this study, we hypothesized that the positive effects of an open classroom climate for discussion would be moderated by positive teacher–student relationships. Based on Taiwanese data (N = 3953, Mage = 14.11, 52% male) compiled by the International Civic and Citizenship Education Study in 2016, this study examined how an open classroom climate for discussion and teacher–student relationships jointly predicted students' civic knowledge and expected electoral participation. The results of multi-level modeling reveal a cross-level interaction effect between an open classroom climate for discussion (as the classroom-level predictor) and students' perception of teacher–student relationships (as the student-level moderator). Specifically, students who had less positive relationships with their teachers benefited more from an open classroom climate for discussions in terms of civic outcomes compared to those who had more positive relationships with their teachers. These findings have important implications for citizenship education.

Maamria, Y., Archieri, C., & Guérin, J. (2025). **Approche ethnographique et effets de l'enquête scientifique sur l'activité d'étudiants se préparant au concours d'enseignant : le cas des étudiants en éducation physique et sportive.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131oz>

Cet article rend compte d'une relation de collaboration entre un chercheur et des étudiants préparant le concours national de recrutement des enseignants en éducation physique et sportive en France. Dans le cadre d'une approche par l'analyse de l'activité et d'une démarche ethnographique, les résultats décrivent la dimension collaborative de l'activité de recherche entre le chercheur et les étudiants. L'analyse de l'activité des étudiants et du chercheur met en évidence la dynamique de l'investigation sur le terrain et notamment de l'évolution de l'engagement des étudiants tout au long de l'enquête scientifique. Elle décrit et interprète la manière dont l'activité du chercheur et les instruments méthodologiques sont devenus petit à petit des ressources pour l'activité de préparation d'un groupe d'étudiants aux épreuves du concours. Cet article met en

évidence que l'enquête scientifique est une activité collaborative dynamique porteuse de transformations potentielles des acteurs et de leur environnement.

Mabilon, A. (2025). **La communauté de pratique comme outil de formation pour mieux tenir compte du stress lié aux évaluations sommatives. Étude auprès d'enseignants du secondaire en Suisse.** *Recherches en éducation*, (57). <https://doi.org/10.4000/131oy>

Cet article présente la manière dont l'accompagnement de communautés de pratique d'enseignants du secondaire peut amener à réinterroger leurs pratiques évaluatives en considérant les enjeux relatifs au stress des élèves inhérents aux évaluations sommatives. Une série de rencontres avec les professionnels ont mis en évidence les pratiques adoptées et contestées pour élaborer un référentiel de pratiques qui soit signifiant et applicable localement. Cette démarche a conduit à la mise en place de pratiques évaluatives co-construites soutenantes pour les apprentissages et suffisamment significatives pour être intégrées dans la culture professionnelle, aussi bien à un niveau individuel que collectif.

Mamon, C. D. L., & Baguio, J. B. (2024). **Communication Capacities and Mutual Connection System of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 259-267. <https://doi.org/10.9734/ajess/2024/v50i111651>

This study examined the communication capabilities and mutual connection system of public elementary school teachers in the Davao Central District, Division of Davao City. A universal sampling method was employed using a non-experimental quantitative research design with a correlational approach. The respondents were 132 public elementary school teachers. Statistical tools utilized included the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. The findings revealed that the communication capabilities of public elementary school teachers—measured in terms of connections, compelling communication, stability, manners, listening, and charm—were often demonstrated. Similarly, the mutual connection system, assessed through revision, goal achievement, unification, and potential, was also frequently evident. A significant relationship was found between the teachers' communication capabilities and their mutual connection system. Furthermore, specific domains of communication capabilities significantly influenced the mutual connection system. These results underscore the synergistic relationship between communication capabilities and a mutual connection system, where effective communication enhances mutual connections, and a well-structured connection system fosters continuous and efficient communication. Conversely, weaknesses in these areas could result in communication breakdowns, misunderstandings, or diminished group cohesion. The study highlights the importance of fostering both robust communication skills and a supportive connection system among public elementary school teachers to promote collaboration and effectiveness in the educational setting. This study was limited to public elementary school teachers in the Davao Central District, which may affect the generalizability of the findings to other contexts. Future research could explore other educational levels or regions and consider mixed methods to provide deeper insights and validate the results.

Mastrokourou, S., Longobardi, C., Fabris, M. A., & Lin, S. (2024). **Subjective socioeconomic status and life satisfaction among high school students: the role of teacher-student relationships.** *Social Psychology of Education*, 28(1), 11. <https://doi.org/10.1007/s11218-024-10015-3>

Comprehending the factors that contribute to the well-being of students holds great importance within educational settings. This study aims to investigate the interplay between subjective socioeconomic status (SES), teacher-student relationship (TSR), and life satisfaction among high school students, particularly focusing on the psychological impact of perceived socioeconomic status. A total of 806 high school students (468 females, Mage= 16.82, SD = 1.54) from Northern Italy took part in this study. The collection of data involved the use of questionnaires, following the acquisition of consent from both school principals and participants. Measures included the MacArthur Scale of Subjective Social Status-Youth Version for SES and the Student Perception of Affective Relationship with Teacher Scale for TSR. Path analysis results revealed that positive TSR enhances life satisfaction, while conflict and negative expectations undermine it. These factors mediate the relationship between subjective SES and life satisfaction. Based on these findings, it is proposed to improve TSR to reduce the impact of SES. It is important to advocate for methods that promote building close relationships between teachers and students to improve student well-being and ensure equal educational outcomes.

Mayola, M. A. Y., & Baguio, J. B. (2024). **Classroom Leadership Communication Capabilities and Communal Interface of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 191-197. <https://doi.org/10.9734/ajess/2024/v50i81519>

This study aimed to determine the relationship between classroom leadership communication capabilities and the communal interface of teachers in public elementary schools. This study used the descriptive correlation method. The respondents of this study were the 132 teachers of elementary public schools. The researcher used the universal sampling process to select the respondents. The gathered data were classified, analyzed, and interpreted using statistical tools such as mean and person r. Results revealed that the level of communication capabilities and the communal interface of teachers were described as high and oftentimes manifested. Meanwhile, there was no significant relationship between the level of communication capabilities and the communal interface of teachers. Furthermore, the school administrator may continue to improve in building a better work-related environment for themselves and their teachers. This study's results may motivate the teachers to continue participating and working on their daily tasks. It may inform teachers regarding how they would act with dignity and work effectively in school at all times. It may help the teachers cope with the changes in the school atmosphere. The findings of this study may provide future researchers a starting point on how to expand the research's coverage in terms of the variables covered in the study.

Mendador, A. M. G., & Baguio, J. B. (2024). **Educational Management Stratagems and Instructional Standpoints of Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(8), 411-418. <https://doi.org/10.9734/ajess/2024/v50i81539>

This study investigated the relationship between educational management strategies and instructional practices of teachers in public elementary schools in Mati District, Davao Oriental, Philippines. A correlational research design was employed to examine the data collected from 131 teachers through a quantitative survey. Mean, Pearson r, and regression analysis were utilized to analyze the data. Results indicated that both educational management strategies and instructional practices were moderately manifested among teachers. A significant positive relationship was found between these

variables, with specific educational management domains significantly influencing instructional practices. Based on these findings, it is recommended that school administrators enhance their management strategies by addressing areas with lower manifestation levels. Furthermore, targeted professional development programs should be implemented to improve teachers' instructional capabilities.

Miano, M. S. D., & Baguio, J. B. (2024). **Application of Curriculum Mapping in Relation to Classroom Learning Outcomes of Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 136-145. <https://doi.org/10.9734/ajess/2024/v50i111641>

This study was conducted to determine the relationship between the application of curriculum mapping and classroom learning outcomes of public elementary schools in South District of Governor Generoso, Division of Davao Oriental. This utilized the non-experimental quantitative research design employing correlational method. The respondents were composed of teachers using universal sampling. The statistical tools used were Mean, Pearson Product Moment Coefficient Correlation (Pearson r) and Regression Analysis. The application of curriculum mapping and classroom learning outcomes in public elementary schools is oftentimes manifested by the teachers. There is a significant relationship between application of curriculum mapping and classroom learning outcomes in public elementary schools. The domains of analysis on the application of curriculum mapping indicators significantly influence classroom learning outcomes indicators. Thus, the application of curriculum mapping in relation to learning outcomes should be strengthened in school to help the teachers recognize the school vision, arm them with the motivation and tools to achieve it and compensate them appropriately for their efforts by being aware of teachers need and treating everyone fairly, to find that employees will be more motivated to do their work.

Middleton, K. V., Omonkhodion, C. H., Amoateng, E. Y., Okam, L. O., Cardoza, D., & Oakley, A. (2024). **From Mandated to Test-Optional College Admissions Testing: Where Do We Go from Here?** *Educational Measurement: Issues and Practice*, 43(4), 33-37. <https://doi.org/10.1111/emip.12649>

Miflores, M. J. C., & Baguio, J. B. (2024). **Intellectual Inspirations and Productive School Culture of Language Teachers in Public Elementary Schools.** *Asian Journal of Education and Social Studies*, 50(12), 227-236. <https://doi.org/10.9734/ajess/2024/v50i121691>

This study aimed to determine the level of intellectual inspiration and the productive school culture among public elementary school teachers in the Marilog District, Division of Davao City, Philippines. The study highlights the educational context of the Marilog District, a geographically and socio-economically diverse area, addressing unique challenges such as limited resources and access to professional development opportunities while exploring avenues to enhance teacher innovation and school culture. Employing a non-experimental quantitative research design, the study utilized the correlational method and included 133 public elementary school teachers selected through universal sampling. Data analysis methods encompassed mean, Pearson r, and regression analysis. The findings revealed that intellectual inspiration, in terms of novelty, creativity, critical thinking, and problem-solving, is oftentimes demonstrated among the teachers. Similarly, productive school culture, measured through areas like interactions, social skills, role modeling, rules, and positive reinforcement, is also oftentimes exhibited. A significant relationship was found between intellectual inspiration and productive school culture, with intellectual stimulation domains significantly influencing the latter.

Practical implications include recommendations for school leaders to prioritize creating a stable and supportive environment that promotes collaboration and teacher interaction. Additionally, teachers may be encouraged to engage in continuous professional development, fostering creativity, critical thinking, and innovation to enrich the school culture and enhance student outcomes.

Miranda, C. P. (2025). **Justice-oriented assessment in immigrant serving schools: a critical ethnographic case study of the elements of performance assessment.** *International Journal of Qualitative Studies in Education*, 38(1), 162-179. <https://doi.org/10.1080/09518398.2024.2365188>

This critical ethnographic case study explores the impact of Performance-Based Assessment Tasks (PBATs) on high school dynamics and instructional practices, particularly in schools serving immigrant communities. PBATs, considered alternatives to standardized testing, have shown promise in enhancing student engagement, critical thinking, and college readiness. Drawing on interviews and fieldwork at four International High Schools, the study investigates how PBAT adoption influences day-to-day operations, teacher-student interactions, and school culture. Results reveal that PBAT implementation requires early investment in skill development and mentorship, transforming educators into facilitators and students into active learners. Moreover, the oral presentation aspect fosters multilingual proficiency. Despite challenges, PBATs offer a pathway to equitable assessment practices and educational transformation. Framed within a justice-oriented framework, this research highlights the potential of PBATs to create inclusive and empowering learning environments for immigrant and marginalized students.

Moukaddam, D. (2024). **L'évaluation à visée émancipatrice de la compétence éthique dans la formation enseignante.** *e-JIREF*, 10(3), 5-26. <https://doi.org/10.48782/e-jiref-10-3-5>

Le projet mené vise à explorer Dans le cadre de la formation à l'éthique professionnelle au sein de la formation enseignante, la complexité de l'évaluation est telle qu'il est impossible de la limiter à une trajectoire complètement et préalablement définie. Comment évaluer la compétence éthique de façon à favoriser l'émancipation par la pensée, le positionnement et le dialogue? la complexité du concept d'évaluation émancipatrice et à expliciter les postures des acteurs à l'aune des démarches entreprises et du dispositif établi. L'objectif est d'optimiser le positionnement de l'étudiant acteur et responsable en améliorant les dispositifs et les fonctionnements propices à l'instauration de l'évaluation émancipatrice de façon planifiée, conscientisée et évolutive. L'étude réflexive et exploratrice met l'accent sur les particularités d'un processus centré sur le développement de la personne comme fin en soi. Le positionnement de l'évaluateur et de l'évalué dans le processus ont complètement changé avec le passage d'un rapport passif à l'évaluation à un rapport de coconcepteur, d'une dynamique individuelle à une dynamique alliant des synergies intra et interpersonnelles, collectives entre pairs et collectives avec le formateur. L'explicitation et l'étude de la démarche entreprise nous ont permis d'étayer le concept de l'évaluation émancipatrice et de jaloner le parcours avec des balises plus élaborées. Le processus se détermine au rythme d'une communication réflexive, authentique, interactive et constructive, en faveur de l'émergence du sens et de l'inédit.

Mugat, O. V., & Baguio, J. B. (2024). **Workstation Collaboration and Classroom Culpability of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, 50(7), 589-598. <https://doi.org/10.9734/ajess/2024/v50i71489>

This study was conducted to determine the relationship between workstation collaboration and classroom culpability of public elementary school teachers in Babak District, Island Garden City of Samal. The research employed a non-experimental quantitative research design utilizing the correlational method, with universal sampling. The respondents of the study were 131 public elementary school teachers who answered researchers-made questionnaires. The statistical tools used were the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. The results showed that workstation collaboration among public elementary school teachers is high and is oftentimes manifested by the students. Similarly, the classroom culpability of public elementary school teachers is high and is moderately demonstrated by the teachers. A significant relationship was found between workstation collaboration and classroom culpability of public elementary school teachers. Furthermore, the domains of workstation collaboration significantly influence the classroom culpability of teachers in public elementary schools. These results may serve as a basis for teachers to refine workstation collaboration and classroom culpability practices in public elementary schools. It is recommended that school teachers consider enhancing problem-solving processes related to workstation collaboration, potentially through a separate course, distinct curriculum, or integrated daily lesson plans.

Mulaimović, N., Richter, E., Lazarides, R., & Richter, D. (2025). **Comparing quality and engagement in face-to-face and online teacher professional development**. *British Journal of Educational Technology*, 56(1), 61-79. <https://doi.org/10.1111/bjet.13480>

In order for teachers to successfully gain new knowledge during professional development (PD), courses must be of high quality and stimulate active involvement from participants. More and more PD courses are taking place online, without clear evidence of whether face-to-face and online courses differ in terms of their quality or level of participants' engagement. The present study investigates differences between face-to-face and online PD with respect to certain quality characteristics: clarity and structure, cognitive activation, collaboration and practical relevance, as well as participants' behavioural, cognitive and affective engagement. The study is based on 2210 teachers from Germany who participated in 1 of 137 face-to-face or 54 online PD courses. Although participants rated face-to-face and online courses very positively regarding all quality characteristics and engagement dimensions, they evaluated online courses slightly less favourably compared to face-to-face courses. Implications for practice and research are derived to help ensure high-quality PD offerings in the future. Practitioner notes What is already known about this topic Face-to-face and online PD have the potential to be similarly effective. PD quality and participants' engagement can be assumed to be predictors of PD effectiveness. PD quality contains clarity and structure, cognitive activation, collaboration and practical relevance. Engagement is a three-dimensional construct composed of behavioural, cognitive and affective components. What this paper adds PD quality was rated very positively for online and face-to-face courses. Participants rated the quality of online PD lower compared to face-to-face PD. Participants rated their engagement in online PD lower compared to face-to-face PD. Implications for practice and/or policy PD format should always be chosen with which a higher benefit can be achieved. Quality assurance should take place before PD is conducted.

Murali, R., Lallé, S., & Conati, C. (2024). **An Intelligent Pedagogical Agent for In-The-Wild Interaction in an Open-Ended Learning Environment for Computational Thinking.** *Proceedings of the ACM International Conference on Intelligent Virtual Agents*, 1-9. <https://doi.org/10.1145/3652988.3673948>

Adaptive support can help learners in Open-Ended Learning Environments (OELEs), where the free-form nature of the interaction can be confusing to students. In this paper, we design and evaluate an Intelligent Pedagogical Agent (IPA) for an OELE designed to foster Computational Thinking (CT). Specifically, we design help interventions for an in-the-wild scenario where students interact with the OELE in an unmonitored, self-directed manner. We build a student model by extracting meaningful student behaviors on real-world interaction data obtained during interaction in online classrooms and including expert insights. We show that these student models perform better than a baseline and have the potential for adaptive support in self-directed interaction with the OELE. We design an IPA with the help of teachers, leveraging the student behaviors extracted from data. Lastly, we get insights into the value of these help interventions by empirically evaluating the IPA in a formal user study. CCS CONCEPTS • Human-centered computing → User models; User studies; Field studies.

Nadav, N., Benoliel, P., & Schechter, C. (2025). **Principals' systems thinking and school effectiveness: The mediating role of collective teacher efficacy.** *Educational Management Administration & Leadership*, 53(1), 195-213. <https://doi.org/10.1177/17411432231152355>

Relying on the social cognitive theory, which postulates that human behaviour is due to social experiences and cognitive interpretation, the current study seeks to investigate the mediating role of collective teacher efficacy (CTE) in the relationship between principals' systems thinking (PST) and school effectiveness in terms of academic emphasis and student academic achievement after accounting for students' socioeconomic backgrounds. A three-source survey design with self-report and non-self-report data was used, from a sample of 423 participants from 71 elementary schools in Israel. The sample included school management team (SMT) members and teachers who were not SMT members. Data were aggregated at the school level of analysis. The results from structural equation modelling and bootstrapping analysis indicated that CTE partially mediates the relationship between PST and academic emphasis, irrespective of the students' socioeconomic backgrounds. Theoretical and practical implications are discussed.

Naud, S., Girardet, C., & Sander, E. (2024). **La comparaison analogique comme soutien au changement conceptuel sur l'évaluation.** *e-JIREF*, 10(3), 131-165. <https://doi.org/10.48782/e-jiref-10-3-131>

La conception intuitive de l'évaluation s'apparente à une pratique formelle, ponctuelle et instrumentée permettant d'attribuer une note. L'erreur serait donc à éviter car synonyme d'échec. Toutefois les recherches dans le champ s'inscrivent dans une perspective visant à dépasser cette approche « sanction » de l'évaluation et à faire prévaloir une évaluation comme soutien à l'apprentissage. Le paradigme de comparaison analogique, processus de comparaison guidée, est reconnu comme favorisant une meilleure compréhension des concepts et de leurs relations. Cet article est composé de deux études réalisées en Suisse romande avec des étudiants en formation à l'enseignement secondaire. La première explore leurs conceptions à propos

de l'évaluation et de l'erreur. La seconde questionne les effets de la comparaison analogique de textes académiques (tâche contrôle) versus de textes métaphoriques (tâche expérimentale) sur le changement conceptuel des participants à propos de l'évaluation et de l'erreur. Les résultats, issus d'analyses qualitatives et quantitatives, confirment que l'évaluation est prioritairement conçue par analogie avec la mesure et que l'erreur est intuitivement perçue comme un échec. La deuxième étude met en évidence qu'une formation s'appuyant sur la comparaison analogique contribue à soutenir le changement conceptuel des participants. Les effets varient suivant la nature des textes support de la comparaison analogique mais tendent vers le développement d'une conception plus intégrative de l'évaluation. L'interrelation des concepts de l'évaluation et leur influence sur le changement conceptuel sont finalement discutées.

Nelson-Barber, S., Boxerman, J., Johnson, Z., Silberglitt, M., & Trumbull, E. (2024). **The culture factor: Paths to culturally relevant education for teachers and learning communities in the United States of America.** *International Review of Education*, 70(6), 1009-1042. <https://doi.org/10.1007/s11159-024-10076-8>

To increase the number of teachers of colour teaching science, technology, engineering and mathematics (STEM) in schools in the United States (US), teacher educators and preschool-to-higher education (P-20) teachers must engage with increasingly multicultural student populations through the practice of culturally relevant education (CRE). However, teacher strategies for CRE are not well described in the literature, and educators have few examples of what full implementation of CRE approaches can look like. For generations, Indigenous communities have applied culturally relevant education as a means of nurturing their languages and cultural traditions among their youth. Unlike many conventional approaches to CRE, Indigenous approaches are well-developed, diverse and highly context-sensitive. They offer visible, vibrant examples of what effective culturally relevant education and teaching strategies can achieve. To build greater understanding of advances in the field of culturally relevant education, this article compares six pedagogic approaches under the CRE umbrella. The authors focus on content-first approaches to CRE as well as the more comprehensive context-first approaches that Indigenous communities have advanced in recent decades.

Nishen, A. K., Schieck, D., Heuer-Kinscher, M., & Kessels, U. (2024). **Begegnung mit ethnisch-kultureller Heterogenität im Klassenzimmer: Eine Interviewstudie zu Sorgen von Lehramtsstudierenden.** *Swiss Journal of Educational Research*, 46(3), 153-166. <https://doi.org/10.24452/sjer.46.3.2>

The assessment of concerns of pre-service teachers when encountering ethnic-cultural heterogeneity can indicate issues about which they are still uncertain and where they could be supported. Based on research on "teacher concerns", this interview study examines for the first time whether pre-service teachers in Germany (n = 20) report concerns about encountering students whose background is different from their own. Using content analysis, concerns relating to oneself, interaction partners and environmental conditions (e.g., influence of own prejudice, acceptance of women as authority, understandability of the material) as well as reasons for non-existing concerns emerged. Limitations and implications are discussed.

Nordholm, D. E., Ritacco Real, M., & Bezzina, C. (2025). **Newly appointed principals' professional identity – insights from a Swedish perspective.** *Educational Management Administration & Leadership*, 53(1), 6-24. <https://doi.org/10.1177/17411432231151521>

The aim of the article is to explore newly appointed principals' professional identity formation in Sweden. By addressing five specific aspects of principals' professional identity, the article analyses how principals depict their 'knowledge', 'understandings', 'experiences and wisdom', 'values' and 'beliefs' in forming a professional identity. Another focus is on newly appointed principals' knowledge, understandings, experiences and wisdom, values and beliefs, given their biographical histories. The empirical analysis rests on a qualitative survey conducted with 87 principals who were about to begin the National Principal Training Programme that all newly appointed principals in Sweden have to follow. Theoretically, the analytical work rests on a biographical perspective on principals' professional identity. The main results show that the identity of newly appointed principals is diverse and also fragmented. Moreover, from a biographical point of view, there are facts prior to professional experience-knowledge that are significant in identity construction and that give meaning to an identity as school principals.

Okiri, P. O., & Hercz, M. (2025). **The tenets of distributed pedagogical leadership in educational contexts—A systematic literature review on perception and practice.** *Educational Management Administration & Leadership*, 53(1), 47-64. <https://doi.org/10.1177/17411432231154444>

The concept of distributed pedagogical leadership (DPL) practice in education is advanced as an acceptable element in enhancing the quality of pedagogical improvement and the academic achievement of learners across educational contexts. This concept is conceived as a leadership style, where stakeholders are formally and informally involved in the leadership process. The interdependence of stakeholders in the enactment of this concept is underpinned by the five dimensions of DPL, namely: enhancing shared consciousness of visions, and strategies between stakeholders; distributing responsibilities for pedagogical leadership; distributing and clarifying power relationship between the stakeholders; distributing the enactment of pedagogical improvement within centers; and developing a strategy for DPL. This study employed a systematic literature review that mapped relevant literature to the topic. The database of sources consists of 10 articles on DPL published in the English language and in high-ranking journals between January 2010 and December 2021. The review highlights empirical and theoretical-conceptual contributions to the literature on DPL including the methodologies used in the studies. The study extensively expounds on the underpinning theoretical and conceptual frameworks to elucidate this concept. The result implies the need to promote the culture of DPL in all learning levels and spheres of education.

Ortube, A. F., Panadero, E., & Dignath, C. (2024). **Self-Regulated Learning Interventions for Pre-service Teachers: a Systematic Review.** *Educational Psychology Review*, 36(4), 113. <https://doi.org/10.1007/s10648-024-09919-5>

Self-regulated learning (SRL) is a key competence for pre-service teachers to develop, both for their own activities as learners and for their future activities as teachers. Therefore, it is crucial to understand how pre-service teachers can be supported in acquiring SRL competence in their initial training. To reach this aim, we conducted a systematic review of SRL interventions for pre-service teachers. Sixty-six intervention studies fulfilled the inclusion criteria. We explored three aspects of those SRL interventions, and how they moderate the interventions' effectiveness: (1) the theoretical and practical underpinnings of SRL, (2) whether the intervention aimed to promote SRL learning and/or teaching of SRL, and (3) the intervention's pedagogical characteristics

and content related to the SRL professional competences. We found that the most effective SRL interventions (1) focused the training on one or two SRL areas (especially cognition and metacognition); (2) when targeted both, SRL learning and teaching of SRL, pre-service teachers' SRL skills improved as well as their pedagogical skills; and (3) addressed direct and implicit SRL instruction, inside which self-assessment of learning and teaching practices appear as an effective pedagogical method. We derive implications from our findings for designing effective SRL interventions for prospective teachers.

Pacino, M. B., & Baguio, J. B. (2024). **Organizational Behavior and Workplace Environment of Technology and Livelihood Education (TLE) Teachers in Public Secondary Schools.** *Asian Journal of Education and Social Studies*, 50(11), 349-356. <https://doi.org/10.9734/ajess/2024/v50i111659>

This study examined the relationship between organizational behavior and the workplace environment of Technology and Livelihood Education (TLE) teachers in public secondary schools in Marilog District, Cluster 8-A, Davao City Division. A descriptive-correlational research design was used, with 132 TLE teachers participating in the study and assessing their organizational behavior and workplace environment via a standardized questionnaire. Universal sampling ensured full participation from the population. Data were analyzed using mean scores and Pearson's product-moment correlation (Pearson r). The findings revealed high levels of organizational behavior across four dimensions—autocratic, collegial, custodial, and supportive—and high ratings for the workplace environment, including induction, appraisal, promotion, staff development, and grievance procedures. However, no significant relationship was found between the levels of organizational behavior and the workplace environment. These results suggest that other factors may influence teacher effectiveness and job satisfaction. The study recommends continued efforts to foster harmonious working relationships among teachers and to prioritize improvements in the workplace environment to enhance teacher motivation and capacity to equip students with practical vocational skills. Future research could explore additional variables influencing TLE teachers' performance and well-being.

Papadopoulou, M. (2024, décembre 15). **Formation à distance : comment accompagner les apprenants qu'on ne rencontre pas?** Consulté 3 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/formation-a-distance-comment-accompagner-les-apprenants-quon-ne-rencontre-pas-241999>

Une formation ne se limite pas à la transmission de connaissances, elle suppose aussi un partage d'expériences. Mais comment réaliser cet accompagnement quand un cursus se déroule à distance ?

Qiu, X., de la Torre, J., Wang, Y.-G., & Wu, J. (2024). **Item Response Theory Models for Polytomous Multidimensional Forced-Choice Items to Measure Construct Differentiation.** *Educational Measurement: Issues and Practice*, 43(4), 157-168. <https://doi.org/10.1111/emip.12621>

Multidimensional forced-choice (MFC) items have been found to be useful to reduce response biases in personality assessments. However, conventional scoring methods for the MFC items result in ipsative data, hindering the wider applications of the MFC format. In the last decade, a number of item response theory (IRT) models have been developed, majority of which are for MFC items with binary responses. However, MFC items with polytomous responses are more informative and have many applications. This paper

develops a polytomous Rasch ipsative model (pRIM) that can deal with ipsative data and yield estimates that measure construct differentiation—a latent trait that describes the degree to which the personality constructs (e.g., interests) distinguish between each other. The pRIM and its simpler form are applied to a career interests assessment containing four-category MFC items and the measures of interests differentiation are used for both intra- and interpersonal comparisons. Simulations are conducted to examine the recovery of the parameters under various conditions. The results show that the parameters of the pRIM can be well recovered, particularly when a complete linking design and a large sample are used. The implications and application of the pRIM in the personality assessment using MFC items are discussed.

Rienzo, S. (2024). **La mise en œuvre de la collaboration école-familles : de l'interprétation des prescriptions institutionnelles à leur réappropriation par les enseignant-es.** *L'éducation en débats : analyse comparée*, 14(2), 269-286. <https://doi.org/10.51186/journals/ed.2024.14-2.e1753>

Faced with the growing challenges of schooling, school-family collaboration is an essential means of combating school failure and inequality in Geneva's primary education system. The aim of this article is to gain a better understanding of how teachers interpret and reappropriate the injunction to collaborate in the day-to-day practices of their profession. The aim is also to identify the collaborative strategies and practices implemented by teachers according to their interpretation of this injunction. The corpus on which the results are based is made up of in situ observations of meetings between teachers and parents, semi-structured interviews with teachers, and institutional documents framing school-family collaboration. Analysis of the data reveals that the definition of school-family collaboration remains vague and implicit, leaving it open to interpretation by teachers. As a result, they implement collaborative strategies and practices to ensure that collaboration with parents meets their needs and enables them to overcome the difficulties they encounter. Ultimately, the study shows that this is an asymmetrical collaboration, in which inequalities in parental participation play a part and can exacerbate social and educational inequalities.

Roehe, M. A., Trost, C., Grundnig, J. S., Anvari-Pirsch, A., & Holzinger, A. (2024). **Evaluating the Dynamics of Learning Approaches: A Systematic Review Investigating the Nexus Between Teaching Methods and Academic Performance in Medical and Dental Education.** *Educational Psychology Review*, 36(4), 118. <https://doi.org/10.1007/s10648-024-09952-4>

In recent decades, a noticeable trend has emerged in medical and dental schools to adjust their curricula to promote learning strategies and habits geared towards long-term knowledge retention. This systematic review therefore sought to examine whether different teaching methods influence students' preferred learning approaches (deep, strategic, and surface approach) and indirectly affect their academic performance. Furthermore, it provides a comprehensive overview of the inconsistencies evident in previous literature regarding the relationship between learning approaches and academic performance of medical and dental students. A thorough search across eight databases yielded 49 relevant studies published between the years 2000 and 2023. The majority of studies revealed that whilst deep and strategic learners tend to excel at medical or dental school, surface learners appear to struggle under intense workload and pressure. Hence, a common consensus emerged amongst the existing literature that there is a relative benefit in attempting to guide students towards deep and strategic

learning habits and to minimise surface-related learning strategies. However, results also conveyed that merely modifying the teaching methods used in medical and dental schools has limited merit. As such, the results emphasised the lack of a 'one-size-fits-all' teaching method. Common factors influencing learning approaches were subsequently identified, and based on these findings, an outlook was put forth to integrate a cognitive neuroscience approach into higher education. These directions for future investigations aim to help students reach their full potential by understanding the processes underlying efficient learning and by being mindful of respective encouraging and discouraging factors.

Royet, T., Vors, O., Cece, V., & Lentillon Kaestner, V. (2024). **Education for Sustainable Development and Physical Education: A Systematic Scoping Review**. *Sport, Education and Society*, 1-22. <https://doi.org/10.1080/13573322.2024.2440886>

Education for Sustainable Development (ESD) in the school context is recognized scientifically and politically as fundamental to training citizens capable of transforming tomorrow's society. Physical education (PE) could represent an original way that complemented cognitive approaches by drawing on the bodily dimension and learning in action, affective and sensory aspects. Research could lead to qualitatively implement ESD in PE. The aim of this systematic scoping review was therefore to review the state of the art and summarize the results of research into the implementation of ESD in PE and to identify avenues for future studies aimed at setting up ESD sequences in PE. A 5-step methodological framework including the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology was used to carry out this scoping review for which 30 studies were included. The results showed that the research was very recent, mainly in Europe, and frequently referred to the institutional framework of the Sustainable Development Goals. They also highlighted that PE program make few explicit references to the concept of sustainability or ESD, and that PE teachers, while inclined to implement ESD in PE, lack control of the concepts and training. Finally, the few sequences claiming to be based on ESD in PE focused on a single dimension of the concept of sustainability (social or ecological), ignoring its holistic dimension. Research recommendations concerning the implementation of ESD in PE have been made, particularly regarding program and teacher training. The integration of a holistic ESD in PE was also discussed.

Savka, I., Kozlovska, I., Tsiupryk, A., Havryliuk, M., & Busko, M. (2024). **Psychological support for teachers in extreme conditions**. *International Review of Education*, 70(6), 893-915. <https://doi.org/10.1007/s11159-024-10070-0>

Extreme conditions, such as the COVID-19 pandemic and the Russian attack on Ukraine, cause major disruptions, with teachers struggling to uphold educational provision. The study presented here aimed to substantiate and experimentally confirm the effectiveness of providing teachers with psychological support in extreme situations in order to optimise the balance of the psychological and pedagogical components in their professional activity. Regular teacher training in Ukraine includes a standard course, "Pedagogy and Psychology", which provides teachers with basic knowledge of pedagogical psychology. Building on this basic course, the authors of this article developed an advanced training course entitled "Psychological support for teachers in extreme conditions". A supplementary course of this kind is especially important in extreme conditions such as a war, as it is designed to clarify the methods of professional activity in practice, based on updated and expanded psychological knowledge. The

authors piloted the course with a group of 190 teachers (80% female, 20% male) from a wide range of backgrounds in terms of age, years of experience, subject field, type of institution etc. They compared the effect with a control group of 190 teachers (85% female, 15% male) who had only taken the basic course. Findings of the pilot study suggest that awareness of the importance of psychological knowledge in education increases in proportion to the teacher's experience. A key issue is the teachers' motivation to engage in psychological training: they must clearly understand how and where they can apply the acquired psychological knowledge in their professional activity. Having conducted their pilot study in conditions of martial law in Ukraine, the authors conclude that improving teachers' psychological readiness for extreme conditions not only preserves the quality of the educational process, but also helps to preserve the psyche of students in conditions of war.

Schochet, P. Z. (2025). **Power Analyses for Estimation of Complier Average Causal Effects Under Random Encouragement Designs in Education Research: Theory and Guidance.** *Journal of Educational and Behavioral Statistics*, 50(1), 44-71. <https://doi.org/10.3102/10769986241233790>

Random encouragement designs evaluate treatments that aim to increase participation in a program or activity. These randomized controlled trials (RCTs) can also assess the mediated effects of participation itself on longer term outcomes using a complier average causal effect (CACE) estimation framework. This article considers power analysis methods for such CACE analyses for a range of RCT designs, including nonclustered, clustered, and random block designs. The focus is on behavioral encouragements to promote action, such as text messaging, that are increasingly being tested in education trials. We derive asymptotic distributions of the CACE estimators using generalized estimating equations theory, which underlie the power formulas. We incorporate noncompliance from both the actual receipt of the encouragement and participation itself. An illustrative power analysis provides sample size guidance using an available Shiny R dashboard.

Schoen, R. C., LaVenita, M., Tazaz, A. M., Gersten, R., & Smolkowski, K. (2024). **Effects of a Mathematics Teacher Professional Development Program on Grades 3–5 Student Achievement: A Multisite Cluster-Randomized Trial.** *The Elementary School Journal*, 125(2), 322-346. <https://doi.org/10.1086/732783>

Early mathematics achievement is a strong predictor of later mathematics achievement, and student competence in fractions and division may be the strongest predictor of success in secondary-level algebra. We used a multisite cluster-randomized trial to estimate the impact of a mathematics teacher professional development (PD) program on student mathematics achievement. Designed for grades 3–5 teachers, the program consisted of 9 days of teacher workshops and focused on number, operations, and algebraic thinking with emphasis on fractions. The randomized sample included 149 teachers and their students, representing 31 schools in 9 public school districts in Florida. With a low per student cost, the Cognitively Guided Instruction 3–5 PD program had a positive impact on student performance on the Elementary Mathematics Student Assessment ($g = 0.19$, $p = .004$). The magnitude of the impact on student mathematics achievement suggests that these results may also have practical importance.

Scrimin, S., Girardi, P., & Mastromatteo, L. Y. (2024). **Sensitive children's attention and emotional response to student-teacher interactions.** *Social Psychology of Education*, 28(1), 5. <https://doi.org/10.1007/s11218-024-09971-7>

Student-teacher interactions capture bystanders' attention causing an emotional arousal that takes away the focus of attention from the assigned task. To assess attentional and emotional response to socio-emotional interactions within the classroom, student's eye movement and dilatation were registered while investigating children's environmental sensitivity. Primary school children's pupil response ($n = 95$) while watching different interaction scenes were registered. Children self-reported on environmental sensitivity. Two mixed-effects regression models for pupil fixation durations and dilatation showed that students' attention was captured more by the teacher yet the focus on the student caused greater arousal. The association between emotional arousal and focus of attention was moderated by students' environmental sensitivity with incongruent socio-emotional exchanges causing greater emotional arousal in highly sensitive children compared to low sensitive ones. Intervention should promote emotionally positive and in-tune teacher-student interactions to avoid students' distraction and sympathetic arousal, especially in more environmentally sensitive students.

Sermier Dessemontet, R., Geyer, M., Linder, A.-L., Atzemian, M., Martinet, C., Meuli, N., ... de Chambrier, A.-F. (2024). **Effects of shared text reading for students with intellectual disability: A meta-analytical review of instructional strategies.** *Educational Research Review*, 44. <https://doi.org/10.1016/j.edurev.2024.100615>

Although they are an important part of learning to read, listening comprehension skills are often hindered among students with intellectual disability (ID). An increasing number of studies have shown that they can be enhanced through shared text reading interventions. In the current multilevel meta-analysis, we aimed to measure the effect of shared text reading on the listening comprehension skills of students with ID and to identify efficient instructional strategies. The meta-analysis included 19 single-case experimental studies encompassing 67 participants with ID. We found a significant average effect size of shared text reading on the listening comprehension skills of students with ID (log response ratio [LRR] = 1.05, 95% CI [0.87, 1.24]) whether or not they needed alternative or augmentative communication systems to communicate effectively. We found no significant moderator, but instructional strategies backed up by sufficient solid evidence to be considered evidence-based could be identified, with clear implications for practice.

Shepard, L. A. (2024). **What Should Psychometricians Know about the History of Testing and Testing Policy?** *Educational Measurement: Issues and Practice*, 43(4), 46-61. <https://doi.org/10.1111/emip.12650>

In 2023, a National Council on Measurement in Education Presidential Task Force developed a consensus framework for foundational competencies in educational measurement to guide graduate programs and subsequent professional development. This article elaborates on the social, cultural, historical, and political context subdomain from that framework. A graduate course on the history of testing and testing policy in the United States is proposed to help measurement professionals develop an understanding of historic belief systems and theories of action that affect every aspect of testing applications—definition of constructs, instrument design, respondents' interactions, interpretations and use of results, and both intended and unintended consequences. Two, accessible, key readings are proposed for each of 14 weeks addressing the

following topics: IQ testing and deficit perspectives; special education placements, disproportionality, and accommodations; grade retention and tracking; college admissions testing; standards-based reforms; 1990s performance assessment innovations; NCLB and school accountability; achievement gaps and opportunity to learn; NAEP and international assessments; standard setting and NAEP achievement levels; Common Core State Standards and ESSA; formative assessment and research on learning; culturally responsive assessment.

Sieber, J. (2024). **Les changements pédagogiques à l'école : analyse d'une réforme des devoirs à domicile dans le canton de Berne.** *L'éducation en débats : analyse comparée*, 14(2), 287-305. <https://doi.org/10.51186/journals/ed.2024.14-2.e1754>

This article looks at the nature and process of educational change in schools. On the one hand, it attempts to understand how schools change and what this change entails when it is pedagogical in nature. In the first part, we propose a theoretical framework for constructing an operational concept of social change by looking at its object, context and sequences of action. These elements make it possible to distinguish different types and realities of change and to specify how change can be considered pedagogical. After a brief explanation of the methodology used to collect and analyze the data, centered on comprehensive interviews, we look at how teachers understand the reforms and translate them into their teaching methods. We present some results of cross-sectional analyses from a doctoral thesis. This enables us to contextualize this complex, multifactorial process and gain a better understanding of how educational reforms are implemented by the players involved.

Sireci, S. G., Suárez-Álvarez, J., Zenisky, A. L., & Oliveri, M. E. (2024). **Evolving Educational Testing to Meet Students' Needs: Design-in-Real-Time Assessment.** *Educational Measurement: Issues and Practice*, 43(4), 112-118. <https://doi.org/10.1111/emip.12653>

The goal in personalized assessment is to best fit the needs of each individual test taker, given the assessment purposes. Design-In-Real-Time (DIRTy) assessment reflects the progressive evolution in testing from a single test, to an adaptive test, to an adaptive assessment system. In this article, we lay the foundation for DIRTy assessment and illustrate how it meets the complex needs of each individual learner. The assessment framework incorporates culturally responsive assessment principles, thus making it innovative with respect to both technology and equity. Key aspects are (a) assessment building blocks called "assessment task modules" (ATMs) linked to multiple content standards and skill domains, (b) gathering information on test takers' characteristics and preferences and using this information to improve their testing experience, and (c) selecting, modifying, and compiling ATMs to create a personalized test that best meets the needs of the testing purpose and individual test taker.

Täschner, J., Dicke, T., Reinhold, S., & Holzberger, D. (2025). **"Yes, I Can!" A Systematic Review and Meta-Analysis of Intervention Studies Promoting Teacher Self-Efficacy.** *Review of Educational Research*, 95(1), 3-52. <https://doi.org/10.3102/00346543231221499>

A high level of teacher self-efficacy is considered to be important for a successful and healthy teaching career. This preregistered meta-analysis focuses on whether and to what degree interventions can promote teacher self-efficacy. We included 115 studies representing 11,284 pre-service and in-service teachers in our meta-analysis. Interventions had a significant, positive effect on the promotion of teachers' self-efficacy ($g = 0.47$, RVE SE = 0.04, 95% CI = [0.40, 0.54]) with no significant differences between pre- and in-

service teachers. A fine-grained coding and systematic review of the targeted sources of self-efficacy according to Bandura's sociocognitive theory revealed that overall interventions including mastery experiences did not significantly differ from those without. However, interventions targeting only mastery experiences were the most successful for pre-service teachers ($g = 0.62$, $RVE\ SE = 0.11$, $CI = [0.35, 0.88]$). Based on further moderator analyses, we recommend interventions to integrate reflective elements. Finally, future research should apply stricter study designs and more detailed intervention descriptions.

Tavsanlı, O. F., Graham, S., & Cao, Y. (2024). **The Effect of the Write, Talk, and Rewrite Dialogic Writing Treatment on Argumentative Texts: a Replication Study in Türkiye.** *Educational Psychology Review*, 36(4), 114. <https://doi.org/10.1007/s10648-024-09949-z>

The current study replicated an earlier investigation by Bouwer and van der Veen (2023) where 10 Grade 5 and 6 classrooms in the Netherlands (210 students) were randomly assigned to a treatment or control condition, with treatment students evidencing improvements in the quality of their essays after practice writing argumentative essays, reading and discussing them with a small group of peers, and revising each essay based on the discussion that ensued. In the present study, 12 Grade 2 to 4 classrooms in Türkiye (383 students) were randomly assigned to this write, talk, and rewrite dialogic treatment or to a control condition. Students in the control condition practiced planning and writing the same four argumentative essays as treatment students did during the experiment, and each of these essays was shared with peers (time spent in both conditions was comparable). Control students did not, however, discuss their essay with peers or use such feedback to revise them as was done by students in the write, talk, and rewrite dialogic treatment. When the nested nature of the data and pretest scores were held constant, the quality of the argumentative posttest essays produced by students in the treatment condition evidenced greater improvement than essays written by control students. The same outcome was obtained for the length of essays (number of words) when the nested nature of the data and pretest scores were held constant. This investigation provided evidence that the write, talk, and rewrite dialogic intervention tested by Bouwer and van der Veen (2023) was effective in improving the argumentative writing of even younger students in a different country. Implications for research and practice are provided.

Thompson, W. J., & Clark, A. K. (2024). **Improving Instructional Decision-Making Using Diagnostic Classification Models.** *Educational Measurement: Issues and Practice*, 43(4), 146-156. <https://doi.org/10.1111/emip.12619>

In recent years, educators, administrators, policymakers, and measurement experts have called for assessments that support educators in making better instructional decisions. One promising approach to measurement to support instructional decision-making is diagnostic classification models (DCMs). DCMs are flexible psychometric models that facilitate fine-grained reporting on skills that students have mastered. In this article, we describe how DCMs can be leveraged to support better decision-making. We first provide a high-level overview of DCMs. We then describe different methods for reporting results from DCM-based assessments that support decision-making for different stakeholder groups. We close with a discussion of considerations for implementing DCMs in an operational setting, including how they can inform decision-making at state and local levels, and share future directions for research.

van Liempd, I. H., Oudgenoeg-Paz, O., & Leseman, P. P. M. (2025). **Object exploration is facilitated by the physical and social environment in center-based child care.** *Child Development*, 96(1), 161-175. <https://doi.org/10.1111/cdev.14161>

Object exploration is considered a driver of motor, cognitive, and social development. However, little is known about how early childhood education and care settings facilitate object exploration. This study examined if children's exploration of objects during free play was facilitated by the use of particular spatial components (floor, tables, and activity centers) and types of play (solitary, social, and parallel). Participants were 61 children (aged 11 to 48 months and 50.8% boys, socioeconomic levels representative of the Dutch population). Intraindividual variability in children's object exploration was predicted by the use of particular spatial components and the social setting, with small-to-medium effect sizes. Solitary and parallel play were positively associated with complex object exploration, especially when sitting or standing at child-height tables. During social play, object exploration was mostly absent.

Vergnon, M., Lescouarch, L., & Dubois, É. (2024). **Innovation par la modularisation des enseignements au collège: une variation de forme scolaire pour un meilleur accompagnement des apprentissages des élèves en France.** In A. Capitanescu Benetti, C. Letor, & S. Guillemette, *Les nouvelles formes du travail scolaire. Changer l'école pour la renforcer ?* (p. 57-70). <https://doi.org/10.4000/books.pulm.22029>

Nous nous intéressons ici à une expérimentation pédagogique élaborée en 2017 dans un collège public français faisant partie des établissements expérimentaux au statut dérogatoire établis en 1982 par le ministère de l'Éducation nationale pour répondre à la volonté de certains acteurs de l'éducation, enseignants et élèves, de rompre avec la forme scolaire traditionnelle. Dans le cadre d'un fonctionnement systémique de rupture avec la forme scolaire classique et d'autogestion de l'établissement par l'équipe, les enseignants ont notamment fondé leur démarche sur le constat du décrochage de certains élèves ne maîtrisant pas les prérequis nécessaires à l'investissement de nouveaux apprentissages, dans un contexte national de remise en cause des redoublements. Ils ont donc réfléchi une proposition pédagogique qui permette à chacun de bénéficier du temps qui lui est nécessaire pour acquérir les connaissances et compétences visées au cycle 4 (5ème, 4ème, 3ème) dans chaque matière, voire d'aller au-delà, et ont élaboré un dispositif de modularisation. Inspiré par la formation des adultes, le dispositif supprime la structuration en classes des trois années du cycle pour une partie des enseignements, au profit de groupes de niveau-matière accueillant des élèves des trois années académiques d'inscription, et offre une progressivité grâce à des validations par paliers. Nous interrogeons ainsi les conditions de possibilité de ce dispositif, les difficultés rencontrées dans sa mise en œuvre et son fonctionnement, les motifs de satisfaction des enseignants et des élèves, et les leviers identifiés pour le faire évoluer.

Vessonen, T., Dahlberg, M., Hellstrand, H., Widlund, A., Korhonen, J., Aunio, P., & Laine, A. (2024). **Task Characteristics Associated with Mathematical Word Problem-Solving Performance Among Elementary School-Aged Children: A Systematic Review and Meta-Analysis.** *Educational Psychology Review*, 36(4), 117. <https://doi.org/10.1007/s10648-024-09954-2>

Mathematical word problem-solving skills are crucial for students across their lives, yet solving such tasks poses challenges for many. Therefore, understanding the characteristics of mathematical word problems that are associated with students' performance is important. The objective of this systematic review and meta-analysis was

to evaluate the effects of linguistic and numerical task characteristics associated with mathematical word problem-solving performance among elementary school-aged children (Grades 1 to 6). The systematic review was based on five electronic databases and citation searching. Reporting was conducted following The Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA). The findings ($K = 69$) showed that five of the six investigated linguistic task characteristics (i.e., the position of the unknown, schematic structure, irrelevant information, realistic considerations, and lexical consistency) and one of the two numerical task characteristics (i.e., number of operations) were related ($g = 0.39$ to 4.26) with elementary school-aged children's mathematical word problem-solving. However, the findings did not provide support for a general association between a familiar situational narrative or the required operation with mathematical word problem-solving. The findings highlight that elementary school-aged children especially struggle with mathematical word problems requiring realistic considerations or multiple mathematical operations, containing lexical inconsistency, and problems in which the position of the unknown is the first value. This further understanding of elementary schoolers' word problem-solving performance may guide the design of appropriate and progressive instruction and assessment tools and steer research into the interactions within task characteristics and with individual characteristics.

Vignon, S. (2024). **Évolution des connaissances didactiques du professeur en lien avec ses observations du travail des élèves : étude de situations d'énumération lors d'ateliers en maternelle** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse <https://theses.hal.science/tel-04847786>

Les travaux de recherche menés lors de la rédaction de deux mémoires de Master en Sciences de l'Éducation ont été le point de départ de cette thèse qui cherche à approfondir l'étude des connaissances d'observation du professeur. Notre recherche s'intéresse donc à ce que le professeur des écoles peut comprendre et interpréter de l'activité continue des élèves en maternelle. En effet, l'une des difficultés de l'activité du professeur est la discontinuité de son observation de tous les élèves. Après avoir reconsidéré un premier corpus recueilli et exploité pour les deux Master, notre recherche s'oriente sur ce que l'enseignant peut observer et percevoir de l'activité en situation des élèves en maternelle. Comment interprète-t-il ce qu'il observe ? Comment intervient-il auprès de chaque élève ? Nous nous intéressons donc au temps de l'activité du professeur en le rapportant au temps de l'action de chaque élève en mettant l'accent sur la spécificité instantanée de la situation d'intervention de l'enseignant par rapport à la situation continue de l'activité de l'élève. L'observation du professeur est constituée d'une juxtaposition de fragments d'activités d'élèves dont l'interprétation et la compréhension nécessitent une reconstitution immédiate. Nous cherchons à définir les connaissances d'observation et les connaissances didactiques qui permettent au professeur des écoles de formuler des hypothèses raisonnables sur les stratégies mises en œuvre par les élèves à partir d'une observation parcellaire. Nous avons formalisé une chronologie des interventions du professeur dans le déroulé de l'activité continue de chaque élève d'une classe observée de MS, ce qui nous a permis de modéliser les observables et les observés du professeur. La ré-analyse du recueil de données nous a conduit à la formalisation des dimensions spatiales des logiques d'observation du PE, des dimensions temporelles et didactiques de l'observation des élèves par le professeur. Souhaitant focaliser nos recherches sur ce que perçoit « réellement » le professeur de l'activité des élèves et sur la transformation de ses connaissances didactiques nous avons

éprouvé la nécessité de nous appuyer sur un second protocole expérimental dans des classes de GS en orientant nos recherches vers un nouveau questionnement : Comment le professeur comble-t-il et reconstitue-t-il l'activité de l'élève, selon leur épaisseur, pendant ces laps de temps non observés ? Quelles connaissances didactiques et d'observation le professeur peut-il acquérir lors de son enseignement ? La rotation d'ateliers et la répétition d'une même séance lui permettent-elles d'enrichir ses connaissances d'observation ? L'analyse des données de ce second corpus permet de formaliser et de modéliser la continuité des stratégies utilisées par les élèves lors d'une activité de tri de jetons marqués, ce qui nous amène à mieux comprendre ce que le professeur peut observer de l'activité de ses élèves. Nous pouvons ainsi reconstituer les laps de temps de l'activité de l'élève qu'il n'a pu observer.

Wagner, M. L. (2025). **Perpetuating neoliberal pathologies: what teacher candidates believe students with disabilities should learn.** *International Journal of Qualitative Studies in Education*, 38(1), 1-19. <https://doi.org/10.1080/09518398.2024.2348790>

Teachers' beliefs impact student outcomes. Yet, regulatory agencies look to standardized accountability measures to establish a base for student improvement. This study examines other qualitative factors that impact student success by exploring teacher candidates' beliefs about what students should learn. Specifically, it examines the beliefs of teacher candidates who were enrolled in a course on teaching students with disabilities. Education Journey Maps and interview data were conducted with 24 teacher candidates. Analyzed through a conceptual framework of Disability Critical Race Theory (DisCrit) and neoliberalism, results indicate that teacher candidates possess an economic habitus that seeks standardization, commodifiable skills, and individualism. Teacher candidates implicitly understand that human capacity and diversity are multifaceted but believe that holding the same standards for everyone will rid our education system of discrimination against people with disabilities. This work has implications for wider debates on the impacts of standardization and neoliberalism in teacher education.

Wang, G., Li, J., Liu, H., & Zaggia, C. (2025). **Transformational leadership and teachers' voice behaviour: A moderated mediation model of group voice climate and team psychological safety.** *Educational Management Administration & Leadership*, 53(1), 102-122. <https://doi.org/10.1177/17411432221143452>

Teachers' voice behaviour has attracted growing attention in universities due to its positive outcomes for institutional reform and improvement. This study investigated how and under what conditions university leaders' transformational leadership is beneficial to teachers' voice behaviour using data collected from 434 teachers from universities in China. As a result, we proposed a moderated mediation model of the association between transformational leadership and teachers' voice behaviour in which group voice climate was used as the mediator and team psychological safety as the moderator. The results revealed evidence of an indirect effect of transformational leadership on teachers' voice behaviour through the significant mediating role of group voice climate. Moreover, we found evidence that team psychological safety acts as a significant moderator of group voice climate and teachers' voice behaviour and strengthens the effect of the entire mediating mechanism. Specifically, the mediation effect of group voice climate was significant when team psychological safety levels were at medium or high rather than low levels. Our findings provide a deeper understanding of the benefits and effective mechanism of the impact of transformational leadership on

teachers' voice behaviour in the Chinese university context and offer practical suggestions for facilitating teachers' voice behaviour in institutions.

Wang, Y., & Ahn, J. (2025). **The more the merrier? A network analysis of construct content validity in school leadership literature.** *Educational Management Administration & Leadership*, 53(1), 214-231. <https://doi.org/10.1177/17411432231155730>

School leadership research literature has a large number of widely used constructs. Could fewer constructs bring more clarity? This study evaluates construct content validity, defined as the extent to which a measure's items reflect a theoretical content domain, in school leadership literature. To do so, we reviewed 29 articles that used Teaching and Learning International Survey (TALIS) as data sources to study school leadership, and developed a construct co-occurrence network in which nodes represented constructs in the 29 reviewed articles and ties connected a pair of constructs that used the same TALIS survey items. Among the 82 constructs, 43 constructs had overlapping measures with one another in the TALIS literature on school leadership. Results of network analysis suggest three problematic issues with constructs of TALIS literature on school leadership: (1) same measures for different constructs, (2) different measures for the same constructs, and (3) missing alignment between theoretical and operational definitions. To strive for construct clarity, we provide four recommendations for future research: (1) efforts to prevent construct proliferation, (2) alignment of theoretical and operational definitions, (3) rigorous evaluation of construct validity, and (4) following a fundamental principle of parsimony.

Wigham, C. R., Clavel-Arroitia, B., & Bennett, C. (2024). **Training needs of in-service primary and secondary education teachers when implementing intercultural virtual exchanges.** Consulté à l'adresse <https://hal.science/hal-04851000>

Over the last few years, following a global pandemic which resulted in the rise of communicative technologies and on-line learning, researchers have advocated for virtual exchanges, or telecollaboration, to become more mainstream in education. With little available research on intercultural virtual exchanges being conducted by primary and secondary education teachers, an online questionnaire and focus group interviews addressed to these cohorts were completed to attempt to understand the barriers towards implementing IVE in their schools and the training needs to mitigate any reported challenges. A needs analysis was conducted with the data collected from inservice primary and secondary school teachers' questionnaire and interview feedback. Our findings show that both cohorts struggled with designing intercultural virtual exchange (IVE) materials especially for larger classes and how to structure the exchange over several months. While both also reported needing training with digital tools and platforms, secondary school teachers in particular cited needing support to link these to pedagogical tasks. We believe that the needs of these two groups of teachers can be met through coaching by experienced in-service teachers, a service offered by the E-LIVE project.

Wilson, M. (2024). **What Makes Measurement Important for Education?** *Educational Measurement: Issues and Practice*, 43(4), 73-82. <https://doi.org/10.1111/emip.12646>

This contribution to the Special Issue of EM:IP on the topic of The Past, Present and Future of Educational Measurement concentrates on the present and the future and hence focuses on the goal of improving education. The results of meta-analyses were examined, and it was noted that the largest effect sizes were associated with actual use

of formative assessments in classroom settings—hence classroom assessment (in contrast with large-scale assessment). The paper describes micro assessment, which focuses on in-classroom forms of measurement, and then expands this assessment approach to focus on frames beyond that in terms of summative end-of-semester tests (macro). This is followed by a description of how these approaches can be combined using a construct map as the basis for developing and using assessments to span across these two levels in terms of the BEAR Assessment System (BAS). Throughout, this is exemplified using an elementary school program designed to teach students about geometry. Finally, a conclusion summarizes the discussion, and also looks to the future where a meso level of use involves end-of-unit tests.

Wise, L. L., & Rutstein, D. W. (2024). **Educational Measurement: Models, Methods, and Theory**. *Educational Measurement: Issues and Practice*, 43(4), 83-87. <https://doi.org/10.1111/emip.12642>

This article describes an amazing development of methods and models supporting educational measurement together with a much slower evolution of theory about how and what students learn and how educational measurement best supports that learning. Told from the perspective of someone who has lived through many of these changes, the article provides background on these developments and insights into challenges and opportunities for future development.

Zhao, L., Peng, J., Ke, S., & Lee, K. (2024). **Effectiveness of Unproctored vs. Teacher-Proctored Exams in Reducing Students' Cheating: A Double-Blind Randomized Controlled Field Experimental Study**. *Educational Psychology Review*, 36(4), 126. <https://doi.org/10.1007/s10648-024-09965-z>

Unproctored and teacher-proctored exams have been widely used to prevent cheating at many universities worldwide. However, no empirical studies have directly compared their effectiveness in promoting academic integrity in actual exams. To address this significant gap, in four preregistered field studies, we examined the effectiveness of unproctored and teacher-proctored exam formats in deterring cheating behavior among university students and the role of academic integrity reminders. All four studies used a double-blind, randomized, controlled design. Before taking an exam, students were randomly assigned to take either an unproctored condition or a teacher-proctored exam, with or without receiving an academic integrity reminder. We found that the unproctored exam format is significantly more effective in reducing cheating than the teacher-proctored exam format and adding academic integrity reminders before the exams significantly reduces cheating. These findings demonstrate that incorporating unproctored exams and pre-exam academic integrity reminders into a university's assessment practices may be a useful strategy for reducing academic dishonesty and upholding assessment validity.

Relation formation-emploi

Avdeev, S. (2025). **Balancing Study and Work: Heterogeneous Impact of the Bologna Reform on the Labour Market**. *Oxford Bulletin of Economics and Statistics*, 87(1), 252-286. <https://doi.org/10.1111/obes.12607>

The Bologna reform, the largest European education reform, was implemented in Russia in 2011. The reform shortened the duration of some undergraduate programmes by 1 year and compressed their curricula. Using a difference-in-differences design, I find that

the reform had no short- or medium-term adverse effects on employment. However, I find that null average effects on wages mask considerable heterogeneity. I find that female students with high relative returns worked less during their studies, invested in their human capital, and secured stable wages. In contrast, male students with low relative returns underinvested in human capital and experienced a decline in wages.

Buzan, J., & Sheehy-Skeffington, J. (2024). **Barriers in the Transition From School to Work: How Student Financial Adversity Predicts Deprioritizing Jobs With the Best Long-Term Career Progression.** *Journal of Social Issues*, 80(4), 1460-1483. <https://doi.org/10.1111/josi.12658>

Despite education's potential to reshape societal inequalities, recent gains in broadening university access across the socioeconomic spectrum have not translated into parallel gains in the transition from school to work. This work applies a socioecological approach to understanding this pattern, considering the role of job factors and individual financial background in shaping undergraduate student job choices and perceived career prospects. In two discrete choice experiments (n = 800) UK undergraduate students chose between pairs of job descriptions varying primarily along two dimensions: immediate versus delayed benefits (e.g., starting salary vs. salary progression), and concrete versus abstract benefits (e.g., salary vs. values fit). The findings suggest that career choice may be shaped by socioeconomic constraints above and beyond individual preferences for meaningful work, while the relationship between financial strain and career pessimism is mediated by inequalities in perceived control over life outcomes and personal connections to the job.

Cart, B., Toutin, M.-H., & Lercari, L. (2024). **Avant la réforme de la formation en alternance, comment les jeunes profitent-ils de ces dispositifs dans l'enseignement supérieur ?** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 67-82). <https://doi.org/10.4000/12u2x>

Dupray, A., & Moullet, S. (2024). **Bacheliers professionnels et poursuite d'études : du « bon » usage du temps dans la transition vers l'emploi.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 35-48). <https://doi.org/10.4000/12u2v>

Hwang, I., Park, Y., & Choe, C. (2024). **Formation professionnelle et inadéquation des qualifications: l'exemple de la République de Corée.** *Revue Internationale Du Travail*, 163(4), 693-714. <https://doi.org/10.1111/ilrf.12337>

Résumé Les auteurs examinent l'impact de la formation professionnelle sur l'inadéquation des qualifications - un sujet peu étudié - dans le contexte de la République de Corée, où cette inadéquation est forte. Ils utilisent des données administratives sur la formation professionnelle (2016-2019) et un modèle à effets fixes pour analyser les déterminants des taux d'emploi spécifiques (dans le métier ciblé ou les métiers connexes) au lieu de se cantonner au taux d'emploi total. Ils constatent que le nombre d'heures de formation a un impact positif plus grand sur les taux d'emploi spécifiques que sur le taux d'emploi total, tandis que l'inverse est vrai s'agissant des caractéristiques individuelles.

Knobé, S., Benoit, A., & Pichot, L. (2024). **Les diplômés en STAPS au regard des autres diplômés de l'enseignement supérieur : quelques singularités remarquables, des études à l'emploi.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 49-65). <https://doi.org/10.4000/12u2w>

Marcionetti, J., Zambelli, C., & Rossier, J. (2025). **Influence of Career Adaptability and Job Control on Decent Work and Occupational Stress in a Sample of Apprentices.** *Journal of Career Development*, 52(1), 95-111. <https://doi.org/10.1177/08948453241304328>

This study aimed to analyze how career adaptability and job control can influence apprentices' perceptions of their work as being decent and stressful. The participants included 530 Swiss apprentices enrolled in a three-year vocational education training (VET) program. Structural equation modeling showed a positive association between career adaptability and job control and a strong negative association between decent work perception and occupational stress. Career adaptability had a specific positive relationship with decent work perception, whereas job control had a significant relationship with both decent work and occupational stress. Finally, results indicate that decent work could be a possible mediator between career adaptability and occupational stress and between job control and occupational stress. The study suggests that some personal resources and specific work conditions, such as physical and psychological safety and working hours that allow leisure and rest, could help apprentices perceive their work environment as positive and manage occupational stress.

Marioni, L. da S. (2024). **Les effets du salaire minimum sur l'effort de formation au Brésil.** *Revue internationale du Travail*, 163(4), 599-630. <https://doi.org/10.1111/ilrf.12334>

Résumé L'auteur analyse l'impact du salaire minimum absolu et du salaire minimum relatif sur la prime à la qualification et l'effort de formation en cours d'emploi. Utilisant des données administratives relatives au secteur formel brésilien entre 2006 et 2013, elle tient compte de la variation des prix entre États et périodes pour appréhender l'impact du salaire minimum national. Elle constate que le salaire minimum absolu réduit la prime à la qualification et a, en moyenne, un effet négatif sur la formation, en particulier au bas de l'échelle des salaires. En revanche, le salaire minimum relatif augmente cette prime pour les plus diplômés et n'a pas d'effet significatif sur l'effort de formation moyen. Ses effets semblent cependant différer selon le niveau de la distribution considéré.

Morgan, M. J., & Osborn, D. S. (2025). **College Career Courses and Growth Toward Vocational Identity Achievement Status.** *Journal of Career Assessment*, 33(1), 73-91. <https://doi.org/10.1177/10690727241250352>

This study used a longitudinal quasi-experimental design to explore the intersection of self-regulated learning and career development, while validating a manualized college career course as an effective career intervention. A group of undergraduate students enrolled in a for-credit college career course was compared to students in the general student body on measures of career exploration, career commitment, and commitment resistance to observe whether participation in the career course was associated with growth toward vocational identity achievement as observed by significant increases in both career exploration and career commitment and significant decreases in commitment resistance. Multilevel modeling revealed that the treatment group

experienced significantly more growth toward vocational identity achievement compared to the control group. Additionally, career metacognitions were observed to differentially impact the effects of the career course on career exploration, career commitment, and commitment resistance.

Nunoo, J., Opoku, A., Coffie, M., Nsenkyire, E., & Mefful, J. (2024). **Cognitive and non-cognitive skills effect on labour market outcomes: a systematic review with implications for the African labour market.** *Cogent Education*, 11(1), 2434770. <https://doi.org/10.1080/2331186X.2024.2434770>

The persistent skills gap in Africa poses a significant barrier to both economic growth and individual career advancement. While cognitive skills (CS) are well-recognized for their crucial role in enhancing employability, non-cognitive skills (NCS) have received less attention, especially in African labour markets. This systematic review examines the combined impact of CS and NCS on labour market outcomes in Africa, offering recommendations for aligning educational systems with labour market demands. Following PRISMA 2020 guidelines, the review incorporates 52 peer-reviewed studies published between 2014 and 2024, identified through the Scopus database. The findings highlight that both CS and NCS are crucial for success in Africa's labour market. While foundational cognitive skills, such as literacy and numeracy, remain essential, employers are placing growing importance on non-cognitive skills. NCS significantly enhance job performance, boost wages, and promote career advancement. Furthermore, targeted interventions in NCS development was found to be effective for women, reducing gender wage disparities. Additionally, a significant gap has emerged between the skills cultivated by educational systems and those sought by employers, highlighting the urgent need for reforms. This review offers a unique perspective on the combined effect of CS and NCS on labour market outcomes in Africa.

Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017. (2024). In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017*. Consulté à l'adresse <https://books.openedition.org/cereq/5636>

En 2020, dans le cadre des enquêtes Génération, le Céreq a interrogé un échantillon représentatif des 746 000 jeunes qui ont quitté pour la première fois le système éducatif en 2017 à tous les niveaux de formation. La disponibilité de ces données a été l'occasion de mettre en place un groupe d'exploitation qui a réuni des chargé·es d'études du Céreq et de ses centres associés régionaux ainsi que des chercheurs et chercheuses d'autres organismes. Les différentes études ont abouti à des contributions originales sur des problématiques en lien avec les objets d'études et de recherches du Céreq. In fine, trois thématiques ont émergé de ces travaux et ont donné lieu à trois ouvrages. Ce tome traite des évènements et spécificités du parcours scolaire et leurs effets sur l'insertion.

Réussite scolaire

Andersen, C. M., Brandt, J., Christensen, J. H., Frohn, L. M., Geels, C., Hener, T., ... Skipper, L. (2024). **Air Pollution and Cognition in Children: Evidence from National Tests in Denmark** (CESifo Working Paper Series N° 11434). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11434.htm>

This paper examines the effects of daily outdoor air pollution variation on student test scores. Using Danish register data for all elementary and lower secondary students, we link home addresses to a 1 km x 1 km pollution grid to measure test day and lifetime pollution exposure. An increase in fine particles (PM_{2.5}) from a very clean to an average day reduces math scores by 1.8% and reading by 0.9% of a standard deviation. Even at low pollution levels, student performance is harmed, especially in math. We find no evidence of heterogeneity by health, socio-economic status, or lifetime exposure.

Avcı, S., Özgenel, M., & Avcu, A. (2024). **The importance of family participation in homework: understanding the relationship between student homework behaviors and academic achievement by school level.** *Social Psychology of Education, 28*(1), 6. <https://doi.org/10.1007/s11218-024-09964-6>

The purpose of this study was to examine in detail the relationship between perceived parental involvement in homework (content-oriented and autonomy-oriented forms of involvement) and students' homework behavior (homework time, homework time management, and amount of homework completed). The study also looked at how the relationships between these variables change between middle school and high school. The study was conducted on 528 middle and high school students in grades 5–12. The relationships between the variables used in the study were structured using a theoretical model and tested using the structural equation model method. The results of the study show that parental involvement in homework has a positive relationship with students' homework behaviour. In particular, time management skills have the strongest relationship with parental involvement among the three homework behaviors. However, while there was no direct relationship between parental involvement and overall academic achievement, parental involvement in homework showed a positive relationship with academic achievement through homework completion and time management. At the secondary school level, there is a positive relationship between students' homework time, homework completion and time management skills and academic achievement. Students' homework completion stood out as the variable with the strongest relationship with academic achievement. These findings suggest that parental involvement in the homework process, especially at the secondary school level, can help students to manage their homework more effectively and be more successful academically.

Bernardi, F., & Valdés, M. T. (2025). **Month of Birth, Early Academic Achievement, and Parental Expectations of University Completion: A New Test on Sticky Expectations.** *Sociology of Education, 98*(1), 44-61. <https://doi.org/10.1177/00380407241300306>

Previous studies have shown that educational expectations of individuals with high socioeconomic status (SES) are relatively unaffected by low academic performance, a phenomenon called "sticky expectations." However, this result might be biased by endogeneity and reverse causality between academic achievement and educational expectations. Using data from the Trends in International Mathematics and Science Study from 11 countries with a strict school-entry rule and building on the well-established finding that children born in the months before the school-entry cutoff underperform at school, we use birth month as an instrument to identify the causal effect of early academic achievement on parents' expectations of university completion by parental education. Our findings based on the instrumental variable (IV) regression show that the moderation of social origin in the relationship between children's performance and parental expectations is moderately overestimated in cross-sectional data. Nonetheless,

the stickiness of high-SES parental expectations is confirmed in the IV model, proving that parental expectations are less affected by children's early achievement when the parents are highly educated.

Bortolotti, S., & Loviglio, A. (2024). **The Impact of a Peer-to-Peer Mentoring Program on University Choices and Performance** (IZA Discussion Paper N° 17417). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17417.htm>

We study the impact of a personalized mentoring program on university enrollment choices and academic outcomes. Conducting a randomized controlled trial among 337 high school students, we find that the program significantly influences students' decisions. The likelihood of choosing a field aligned with their mentor increases by 14 to 22 percentage points, depending on the sample and specification, representing a 25% to 45% increase from the baseline. Notably, the program also shifts preferences towards STEM/Economics fields, potentially enhancing prospective wages by 3.1- 3.7%. Using administrative data, we confirm the validity of survey-based evidence and show that the intervention does not negatively impact university performance, even though treated students enroll in more competitive fields.

Buisson-Fenet, H. (2024). **Reprendre la main : les PIAL, une tentative pour maîtriser la réussite de l'école inclusive**. *L'éducation en débats : analyse comparée*, 14(2), 198. <https://doi.org/10.51186/journals/ed.2024.14-2.e1749>

Dans le champ de l'inclusion scolaire « à la française » des élèves en situation de handicap, l'innovation récente des Pôles inclusifs d'accompagnement localisés consiste à structurer l'accompagnement de ces élèves selon une organisation conçue à l'échelon d'un territoire regroupant plusieurs niveaux d'enseignement, et permettant de sécuriser la continuité des parcours de l'école primaire au lycée. À partir d'une enquête qualitative, cette contribution vise à analyser les modalités selon lesquelles ces PIAL se sont déclinés dans l'académie de Lyon. Sur la base d'une analyse documentaire, de l'observation d'une série de réunions de lancement et d'une quinzaine d'entretiens, elle montre que les PIAL se sont d'abord traduits par une focalisation sur la rationalisation des services des Accompagnantes des élèves en situation de handicap (AESH), un personnel non-enseignant de statut précaire, dont la notification est hors de contrôle de l'Éducation nationale. La géométrie variable du dispositif rend alors possible un assez large répertoire de modalités de gestion de ce personnel, ce qui se solde par des fonctionnements de PIAL parfois fort différents d'une circonscription scolaire à l'autre. Au-delà de ce « repli gestionnaire » (Laforgue, 2005), l'étude montre que le PIAL est révélateur d'une politique institutionnelle (Knoepfel, et al., 2015) qui restitue à l'État scolaire certaines de ses capacités affaiblies par la départementalisation de l'action publique sur le handicap

Buisson-Fenet, H., Fontanieu, V., & Marx, L. (2024). **Que sont devenus les élèves issus des dispositifs Ulis et Segpa ? : Un éclairage sur deux volets de la « difficulté scolaire » à travers Génération 2017**. In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Parcours et expériences en formation initiale : quel(s) impact(s) sur l'insertion ? - Tome 3 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 7-22). <https://doi.org/10.4000/12u2t>

Café pédagogique. (2024, décembre 20). **L'École face à l'échec scolaire des plus pauvres**. Consulté 6 janvier 2025, à l'adresse Le Café pédagogique website:

<https://cafepedagogique.net/2024/12/20/lecole-face-a-lechec-scolaire-des-plus-pauvres/>

Apprendre des scolarités abimées, voilà le défi que proposent de relever les auteurices de cette publication des éditions Quart Monde, coordonnée par Régis Félix, ancien professeur et principal de collège,

Café pédagogique. (2025, janvier 13). **Racisme : « Sous la menace du stigmat, les individus peuvent perdre confiance en eux et moins bien réussir »**. Consulté 15 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/13/lhistorienne-carole-reynaud-paligot-sous-la-menace-du-stigmat-les-individus-peuvent-perdre-confiance-en-eux-et-moins-bien-reussir/>

« Comment devient-on raciste ? » est une bande dessinée qui mêle témoignage, réflexion personnelle et scientifique. « J'ai peur pour mes enfants ? » écrit l'illustrateur Ismaël Meziane qui partage sa colère et ses peurs. Il s'est associé à Carole Reynaud-Paligot, historienne et Évelyne Heyer, anthropologue généticienne pour proposer un ouvrage didactique sur le racisme. « On parle assez peu de phénomènes bien connus en psychologie sociale comme la « prophétie auto-réalisatrice », et pourtant c'est essentiel dans le domaine du racisme et du sexisme. Sous la menace du stigmat, les individus peuvent perdre confiance en eux et moins bien réussir, ce sont des phénomènes essentiels dont il faut prendre conscience dans le domaine de l'éducation » explique Carole Reynaud-Paligot. La bande dessinée propose d'identifier, de comprendre le racisme pour en déjouer les mécanismes. L'historienne répond aux questions du Café pédagogique.

Cavaglia, C., Macmillan, L., Maragkou, K., Murphy, R., & Wyness, G. (2024). **The mismatch earnings penalty** [CVER Research Paper]. Consulté à l'adresse Centre for Vocational Education Research website: <https://econpapers.repec.org/paper/cepcverdp/041.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.

Coyne, M. D., Oldham, A., Gage, N. A., Burns, D., Leonard, K., Gillis, M., ... White, J. (2024). **The Effects of Comprehensive and Coordinated Tier 1 Classroom Reading Instruction Implemented within a Multi-Tiered System of Support (MTSS) Framework as Part of a State Reading Initiative**. *The Elementary School Journal*, 125(2), 347-366. <https://doi.org/10.1086/733042>

Classroom reading instruction is the foundation of Multi-Tiered Systems of Support in Reading (MTSS-R) and the focus of many state reading reforms, initiatives, and policies. The purpose of this study was to evaluate whether comprehensive and coordinated Tier 1 core reading instruction was associated with higher early reading outcomes of students in grade K-3 in four elementary schools across four different school districts that were selected to participate in a state MTSS-R initiative. We used a quasi-experimental successive cohort design that compared student early reading outcomes after one and

two years of implementation of comprehensive and coordinated Tier 1 classroom reading instruction to student outcomes during a baseline year during which schools implemented business-as-usual classroom reading instruction. We found that students experienced statistically significantly higher early reading outcomes on a composite measure of early reading outcomes after one year of implementation and larger effects after the second year of implementation.

Darnon, C., Sommet, N., Normand, A., & Manstead, A. S. R. (2024). **Selection and the economic value of education: A barrier to reducing the SES achievement gap?** *Journal of Social Issues*, 80(4), 1238-1261. <https://doi.org/10.1111/josi.12646>

Due to the role that schools play in determining the status of the future occupations of their children (i.e., the selection function of education), high socioeconomic status (SES) parents may not always be supportive of interventions that would reduce the SES achievement gap. In four experiments, we measured the support of parents (Ntotal = 1966) for implementing an equalizing (and, in Experiments 2 and 3, an inequality-maintaining) intervention. In Experiments 1 and 2, a negative association between subjective SES and support for the equalizing intervention was found when the selection function was made salient, an effect that was also observed in Experiment 4 but only for Right-leaning participants. In Experiment 3, where the salience of selection was held constant, we found a negative association between subjective SES and support for the equalizing intervention, but not the inequality-maintaining intervention.

Davier, M. V., Kennedy, A. M., Reynolds, K. A., Fishbein, B., Khorramdel, L., Aldrich, C. E. A., ... Von Davier, M. (2024). **TIMSS 2023 International results in mathematics and science**. Consulté à l'adresse <https://timss2023.org/results/>

Organisée par l'IEA (International Association for the Evaluation of Educational Achievement), TIMSS (Trends in Mathematics and Science Study) est une étude comparative mesurant tous les quatre ans le niveau des connaissances scolaires des élèves en mathématiques et en sciences à la fin de la quatrième année de scolarité obligatoire (CM1 pour la France) et en huitième année (quatrième pour la France). Les évaluations TIMSS sont menées selon des cadres d'évaluation pour les mathématiques et les sciences qui ont été mis à jour à chaque évaluation, au cours des 28 années d'existence de TIMSS. Les cadres sont organisés autour de deux dimensions : une dimension de contenus spécifiant l'objet à évaluer et une dimension cognitive spécifiant les processus de réflexion à évaluer lorsque les élèves s'engagent dans le contenu. En 2023, 61 pays ont participé à l'étude qui concerne la quatrième année et 45 à concernant la huitième année. Ce rapport présente les résultats cette enquête.

Dempsey & Dalrymple. (2025). **Gaps in Information Literacy Preparedness Between Students at Community Colleges and Four-Year Institutions**. *Community College Journal of Research and Practice*, 49(1), 25-43. <https://doi.org/10.1080/10668926.2023.2256253>

Using cross-institutional survey data from 407 first-year college students, differences in information literacy preparation and academic library experiences between community college students and students at four-year institutions are examined. Results show that first-year community college students are more likely to be novice library users, having had fewer interactions with their high school library or librarian before coming to college. By the end of their first year of college, students at four-year institutions are more likely to be familiar with the concepts of ACRL's Framework for Information Literacy for Higher Education (2016), suggesting that greater emphasis needs to be given to these concepts

at community colleges so that their students are on equal footing with their peers at four-year institutions. Implications for community college faculty are presented, as well as recommendations for greater integration of discipline-specific, scaffolded information literacy instruction throughout community college programs of study.

Diaconu-Gherasim, L. R., Elliot, A. J., Zancu, A. S., Brumariu, L. E., Măirean, C., Opariuc-Dan, C., & Crumpei-Tanasă, I. (2024). **A Meta-Analysis of the Relations Between Achievement Goals and Internalizing Problems**. *Educational Psychology Review*, 36(4), 109. <https://doi.org/10.1007/s10648-024-09943-5>

This systematic meta-analytic review investigated the relations between achievement goals and internalizing symptoms and disorders, namely, anxiety and depression. The number of samples for each focal relationship ranged from 3 to 36. The results indicated significant effect sizes for the relations between mastery-approach goals and anxiety ($r = -.10$) and depression ($r = -.18$), as well as performance-avoidance goals and anxiety ($r = .25$) and depression ($r = .16$). A significant effect size was also found for the relation between performance-approach goals and anxiety ($r = .15$), and a non-significant effect size was observed for the relation between performance-approach goals and depression ($r = .05$). Mastery-avoidance goals were not significantly related to either anxiety ($r = .08$) or depression ($r = -.13$). Several moderators representing the conceptualization of achievement goals (e.g., theoretical model), sample characteristics (e.g., education level), and methodology- and publication-based characteristics (e.g., year of publication) were significant, and suggested avenues for future research. These findings herein have implications for intervention programs that could focus on reducing the links between achievement goals and internalizing problems.

Diédhiou, S. B. M., Thi, D. T. D., Robichaud, A., & Diouf, M. K. D. (2024). **Le savoir-évaluer des enseignants formés à l'étranger face aux exigences de l'approche démocratisante de la réussite au Québec : une adhésion négociée entre renoncement à des cadrages de l'évaluation maîtrisés et ouverture à des repères d'évaluation peu maîtrisés**. *e-JIREF*, 10(3), 77-93. <https://doi.org/10.48782/e-jiref-10-3-77>

La présente contribution s'inscrit dans notre programmation de recherche sur le transfert interculturel du savoir-évaluer des enseignants formés à l'étranger (EFE), au Québec. Empruntant à la sociologie interactionniste un modèle de reconnaissance de la qualité de « membre », nous avons étudié la reconstruction du savoir-évaluer et de l'identité au travail (Sainsaulieu, 1977) à partir d'entretiens individuels à orientation biographique (Eb), combinés à une série d'entretiens collectifs de coanalyse (Ec) avec six EFE qui s'intègrent dans les écoles au Québec. Considérant les interactions sociales avec leurs partenaires de travail comme des terrains d'investigation, à la fois réflexifs et, sans doute, originaux pour l'apprentissage des conventions partagées concernant l'évaluation, nos résultats mettent en relief des compromis au cœur des processus d'adhésion des EFE à l'approche démocratisante de la réussite. L'analyse fine de ces compromis montre que l'acquisition par les EFE d'une qualité de « membre » de leur écologie professionnelle est façonnée par des renoncements à des repères connus et maîtrisés de l'évaluation pour embrasser dans un élan d'ouverture et de développement professionnel une perspective compréhensive de l'évaluation.

European Commission Joint research centre, Karpinski, Z., Pietro, G. D., & European Commission. Joint research centre. (2024). **Teaching mathematics for success: a data-**

driven review and analysis of best practices. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/78294a2b-bdca-11ef-91ed-01aa75ed71a1>

L'enquête PISA 2022 montre qu'une proportion relativement importante d'élèves de l'Union Européenne ont des résultats insuffisants en mathématiques. Afin d'identifier des programmes efficaces pour améliorer les compétences des élèves en mathématiques, le rapport synthétise la littérature sur le sujet. Les données de PISA 2022 sont utilisées pour étudier l'impact des ressources numériques sur les résultats des tests de mathématiques. L'efficacité des tutorats a été mise en évidence ainsi que les programmes d'enseignement destinés aux élèves ayant des difficultés d'apprentissage. Par ailleurs, le rapport remet en question le rôle des technologies numériques dans l'amélioration des performances des élèves en mathématiques. Toutefois, les estimations empiriques suggèrent que les élèves obtiennent de meilleurs résultats quand les enseignants ont suivi une formation professionnelle dans le domaine de l'intégration des ressources numériques dans l'enseignement des mathématiques.

Even, U., & BenDavid-Hadar, I. (2025). **Teachers' perceptions of their school principal's leadership style and improvement in their students' performance in specialized schools for students with conduct disorders.** *Management in Education*, 39(1), 5-18. <https://doi.org/10.1177/08920206211054654>

We examined the relationship between the school principal's leadership style, as perceived by the school teachers, and improvement in the performance of students with special education needs enrolled in specialized schools for students with conduct disorders. Our motivation originates in the increasing trend in their share within the general population and the premise that this unique population may respond differently to school principal leadership style. Datasets on students' previous performance, students' background characteristics, teacher profiles, and school features were collected. In addition, a questionnaire on teachers' perceptions of their school principal's leadership style was distributed. Datasets were collected from 92 teachers who worked in special education needs public schools that specialized in conduct disorders. Using STATA software, we measured multilevel fixed-effects models. We found that the more the school principal is perceived as a transformational leader, the higher the students' performance. Additionally, secondary school advantaged students (i.e. having a high level of previous performance, high socioeconomic strata), who are taught by more educated teachers, exhibit higher performance compared with their counterparts. Based on our finding, we recommend that policy makers would consider assigning transformational leaders to low-performing schools. In addition, policy makers may want to allocate extra learning resources and to provide access to learning services to support the disadvantaged students' learning process.

Ferreira, J., Sandholtz, W. A., & Sandholtz, W. (2024). **Sibling Spillovers and Free Schooling** (CESifo Working Paper Series N° 11436). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11436.htm

We use administrative data to measure sibling spillovers on academic performance before and after Tanzania's introduction of Free Secondary Education (FSE). Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. A triple differences analysis, using geographic variation in FSE exposure, shows that FSE caused the reversal. Negative pre-FSE spillovers were concentrated in poorer regions.

Positive post-FSE spillovers were largest for lower-performing younger siblings. Our results demonstrate that FSE alleviated financial constraints, allowing families to distribute educational investments more equitably rather than concentrating resources on high-performing children.

Foster, M. E., Caemmerer, J. M., Hennessy, B., Smith, S. A., López, L. M., & Spencer, T. D. (2024). **Predictors of Kindergarten Science Achievement and Its Growth Across Elementary School for Multilingual and English Monolingual Learners.** *The Elementary School Journal*, 125(2), 233-260. <https://doi.org/10.1086/732691>

Using the Early Childhood Longitudinal Study Kindergarten Cohort (2010–2011), this study is the first to investigate predictors of kindergarten science achievement and growth across elementary school—English language proficiency (ELP), executive functioning, math and reading achievement, parent-engaged science and math activities, and classroom science content coverage—separately for multilinguals ($n = 1,023$) and English monolinguals ($n = 12,329$). Multigroup latent growth curve models indicate initial differences in science are largely explained by the group of predictors, multilinguals learn science more rapidly in early elementary school than English monolinguals, and science scores are not meaningfully different between the fifth-grade groups. Among other notable results, ELP predicts science growth for both groups and math achievement predicts science growth for multilinguals only; reading achievement only predicts growth for English monolinguals. The findings from this study strongly challenge the prevailing belief that being multilingual in the United States leads to poor achievement.

Fridlin, M. (2024). **Parcours et réussite en master à l'université : les résultats de la session 2023.** *Note Flash du SIES*, (33), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-master-l-universite-les-resultats-de-la-session-2023-98154>

Trois quarts des étudiants inscrits pour la première fois en 1^{ère} année de master en 2020 ont obtenu leur diplôme en deux ou trois ans, près de deux tiers d'entre eux l'ont eu en deux ans.

Guille, M., & Skalli, A. (2024). **Les filles réussissent-elles mieux que les garçons leur première année d'études supérieures?** *Éducation & formations*, 107(2), 35-67. <https://doi.org/10.3917/edfo.107.0035>

Ha, C., Zhang, Q., & Roehrig, A. D. (2024). **Early adolescents' motivational regulation and academic achievement: using multi-level modeling analysis based on self-determination theory.** *Social Psychology of Education*, 28(1), 10. <https://doi.org/10.1007/s11218-024-10013-5>

This study examined how students' motivational regulation affects their academic performance based on the self-determination theory (SDT). The research involved data analysis from over 7,056 sixth-grade students in 446 South Korean elementary schools. We applied a stepwise multi-level modeling (MLM) approach to assess the influence of five self-determined motivational regulation impacts (i.e., amotivation, external regulation, introjected regulation, identified regulation, and intrinsic regulation) on students' literacy and math achievements. Additionally, we considered environmental differences among schools, including the type of school (i.e., public or private) and locations (i.e., urban, suburban, or rural). The study highlights the importance of fostering perceived identified regulation to enhance academic achievement in elementary students. The findings

indicate that students tend to show higher academic achievement when they recognize the value of their learning experiences and that their complex motivational regulation patterns can be more thoroughly understood by considering cultural and environmental factors.

Jeppsson, L., & Norrgren, L. (2025). **Can mothers' time preferences predict their children's educational outcomes?** *The Scandinavian Journal of Economics*, 127(1), 149-177. <https://doi.org/10.1111/sjoe.12568>

This paper studies parents' time preferences and adolescents' future educational outcomes. We combine time preference data on adolescents and mothers, measured in 1966 and 1968, with register data on education and labor outcomes up to 2015. Results show that children of patient mothers have higher grades, are more likely to be enrolled in academic elementary school tracks, and are more likely to attain post-secondary education. However, the mother's time preferences are not significantly associated with the adolescent's choice of upper secondary school program or completion. The unique Swedish data also allow us to shed some light on potential mechanisms.

Juma, J. J., Nyaga, M., & Ndwiga, Z. N. (2025). **Strategic planning in secondary schools in Rangwe sub-county, Kenya: Influence on student learning outcomes.** *Management in Education*, 39(1), 25-31. <https://doi.org/10.1177/08920206221104635>

This paper reports on the extent of policy implementation on strategic planning in secondary schools in Kenya. To achieve the aim of the study, all the 41 sary schools in Rangwe sub-county were included. The targeted respondents were school principals and deputy principals. A purposive sampling method was used to select the respondents from each school. A principal questionnaire (PQ) and a document analysis checklist were used for data collection. The data collected was analysed using descriptive and inferential statistics. The study affirms that strategic planning has not been fully embraced in Kenya. This study, therefore, amplifies the need for policies implementation as stipulated and within a time frame to realize their effectiveness in different cultural backgrounds.

Kim, E.-L., Gentile, D. A., & Linder, J. R. (2024). **Social media use and academic outcomes: the mediating role of grit.** *Social Psychology of Education*, 28(1), 4. <https://doi.org/10.1007/s11218-024-09973-5>

The present study examined the associations among social media use and academic self-efficacy, academic procrastination, and academic achievement. Grit was proposed as the potential mediator between social media use and different academic variables. Two samples of undergraduate students recruited from two different universities in the U.S. (Study 1 N=118 and Study 2 N=385) completed a set of questionnaires. Results demonstrated that more social media use was not directly related to academic procrastination or academic self-efficacy; however, grit fully mediated the relation between social media use and academic procrastination/academic self-efficacy. Social media use was not significantly associated with academic achievement (measured by GPA) when academic self-efficacy, procrastination, and grit were taken into account. Results suggest that individual differences in academic beliefs, attitudes, and behaviors may explain the association between social media use and academic outcomes.

Lambert, S. (2025). **The practical application on middle leaders of performing coaching interventions on others.** *Management in Education*, 39(1), 19-24. <https://doi.org/10.1177/08920206221104626>

The role of middle leaders in bringing about improvement in schools is well documented in the UK and abroad, with the ever-present demand for raising standards and achievement. At the same time, the benefits to individuals from receiving coaching or mentoring is also well documented. However, little is known about the benefit to those providing coaching. This article outlines some initial findings emerging from the first stage of a study exploring the benefits to middle leaders in secondary schools in England in their ability to recognise emotions having provided some coaching interventions to others. All participants were asked to complete an online emotional recognition test. After which a subset of the participants provided coaching to a member of staff from within the school for one academic term. After which participants resat the emotional recognition test. Most participants saw their ability to recognise emotions improve as a result of providing the coaching interventions. This is particularly important given existing literature that suggests due to the demands of the role, middle leaders have a deficit in their ability to recognise emotions, leading to a negative impact on those with whom they work.

McCredie, K., Hokke, S., Leach, L. S., & Cooklin, A. R. (2025). **Longitudinal associations between parents' job characteristics, parenting, and adolescent academic outcomes.** *Family Relations*, 74(1), 197-214. <https://doi.org/10.1111/fare.13098>

Objective This study sought to understand the prospective relationship between parents' jobs, parenting, and adolescents' subsequent school performance. **Background** Recent research shows that parents' poor job quality and work-family conflict (WFC) are adversely associated with young people's mental health and socioemotional well-being, with much less known about impacts on adolescents' academic outcomes. **Method** We used data from a nationally representative Australian cohort study to test a longitudinal model linking parents' job characteristics, WFC, and parenting warmth and irritability in early high school, and adolescents' academic achievement in middle high school. Separate models were run for mothers (N = 2,676) and fathers (N = 2,615), and additional multigroup models examined differences between low-income and middle- and high-income parents. **Results** Findings suggest that parents' WFC increases parenting irritability, which in turn is adversely associated with academic outcomes, particularly for low-income mothers. Findings also showed that low-income fathers' WFC was directly associated with poorer academic outcomes. **Conclusion** Parents' WFC in early high school may affect adolescents' achievement in middle high school, with some risks compounded for low-income households. **Implications** This study is among the first to establish a relationship between parents' WFC and adolescents' academic performance and highlights the importance of parents' job resources in supporting adolescent academic outcomes.

Morin, V. (2025, janvier 7). **Enseignement des mathématiques : comment sortir la France de sa place de «lanterne rouge».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2025/01/07/enseignement-des-mathematiques-comment-sortir-la-france-de-sa-place-de-lanterne-rouge_6486095_3224.html

L'explication des piètres performances hexagonales dans l'étude internationale de décembre 2024 est à chercher dans les dysfonctionnements du système scolaire.

Normand, R. (2024). **Le leadership pour l'éducation du XXI^e siècle**. Consulté à l'adresse <https://www.lulu.com/fr/shop/romuald-normand/le-leadership-pour-l%C3%A9ducation-du-xxie-si%C3%A8cle/ebook/product-849yyvj.html>

Ce livre est une synthèse d'articles publiés régulièrement depuis trois ans sur LinkedIn. A partir de la recherche européenne et internationale, il explore les réformes éducatives et les pratiques de leadership scolaire efficaces pour améliorer les résultats des élèves, notamment celles mises en œuvre dans les pays ayant obtenu de bons résultats depuis plusieurs années dans l'enquête PISA. Il met en avant l'importance des équipes de direction dans la réussite scolaire et examine les stratégies basées sur des données probantes. Les réformes des programmes scolaires, l'utilisation des technologies numériques, et le regroupement par niveaux sont analysés, montrant des effets variés sur la réussite des élèves. Le livre souligne également l'importance de la sécurité à l'école, du port de l'uniforme, des devoirs, et de l'application prudente des neurosciences. Il examine différentes approches de leadership, comme le leadership transformationnel, pédagogique, distribué et systémique, et présente des études de cas internationales, notamment en Estonie, Finlande, Singapour et Ontario. L'auto-évaluation des établissements est mise en avant comme un outil clé pour l'amélioration continue, avec des exemples de succès en Nouvelle-Zélande et à Singapour. Le développement professionnel des enseignants est essentiel, avec des programmes de formation initiale rigoureux et des opportunités de formation continue. Enfin, le livre aborde l'importance de l'évaluation pour les apprentissages, des espaces d'apprentissage bien conçus, et de l'organisation du temps scolaire pour maximiser les possibilités d'apprentissage. En conclusion, il met en avant l'importance d'un leadership collaboratif, de l'utilisation efficace des données, de la formation rigoureuse des enseignants, et de l'autonomie des établissements pour améliorer les résultats scolaires et réduire les inégalités de réussite.

Odle, T. K., Gottfried, M. A., Miller, T., & Andrews, R. J. (2025). **Who's matched up? Access to same-race instructors in higher education**. *Economics of Education Review*, 102619. <https://doi.org/10.1016/j.econedurev.2024.102619>

Despite consistent evidence on the benefits of same-race instructor matching in K-12 settings and developing work in higher education, research has yet to conceptualize and document the incidence of same-race matching. That is, even if same-race matching produces positive effects, how likely are racially minoritized students to ever experience an instructor of the same race? Using administrative data from Texas on the universe of community college students and instructors over seven years, we document the rate of same-race matching overall and across racial/ethnic groups, the courses in which students are more or less likely to match, and the types of instructors who most commonly serve as matches. We also leverage student fixed effects models to show descriptive differences in credit accumulation, course pass rates, and course grades between matched and unmatched students and courses. We show that experiencing a same-race match is correlated with meaningfully higher course grades, pass rates, and credit hour accumulation particularly among racially minoritized students. However, we also show that there is substantial variation in the incidence of same-race matching across racial groups. This investigation expands our understanding of the relationship between same-race matching and students' outcomes in college while also offering a new framework for considering access to (or the "take-up" of) the benefits of same-race matching to guide future research and policy.

Osman, A., Lund, A., & Lund, S. (2025). **From segregation to non-incorporation: a study of a failed school desegregation process in Sweden.** *British Journal of Sociology of Education*, 46(1), 113-131. <https://doi.org/10.1080/01425692.2024.2428680>

The present paper delves into how symbolic boundaries in a school that is undergoing a desegregation process come to shape social boundaries of 'we-ness' and 'otherness'. The theoretical framework of the study starts from an interest in analysing whether symbolic and social boundaries emerge in new encounters during a desegregation process and whether this may produce different modes of incorporation. Peer interactions and schoolwork were observed and interviews with school staff were conducted to investigate school desegregation implementation in a large Swedish town. The town we investigated has formulated a desegregation policy that, over time, has not resulted in desegregation in practice. The results highlight that schools without a coherent pedagogy, idea, or practice for social inclusion face challenges. These challenges, in turn, promote internal micro-segregation and non-incorporation of minority students, despite intentions to promote inclusion.

Park, J., Rose, J., McKeown, S., & Washbrook, E. (2024). **Occupational aspirations and academic achievement: Rethinking the direction of effects and the role of socioeconomic status in middle childhood and adolescence.** *Journal of Social Issues*, 80(4), 1408-1432. <https://doi.org/10.1111/josi.12655>

Research into the relation between occupational aspirations and academic achievement has substantially grown. What remains unclear, however, is whether and how this relation, including the direction of effects, (1) unfolds dynamically in middle childhood and adolescence and (2) varies by socioeconomic status (SES). The present study aimed to address this, using the contemporary and nationally representative data from England through the UK's Millennium Cohort Study (Analytic N = 5517) and applying random intercept cross-lagged panel modelling. Results showed that achievement unidirectionally and positively predicted aspirations in middle childhood. Achievement and aspirations predicted each other cyclically in adolescence, although their magnitudes varied. Moderation analysis demonstrated that this cyclical relation in adolescence was only significant amongst high and medium SES groups. For the low SES group, aspirations did not significantly predict achievement at any age point, despite relatively high aspirations. We discuss theoretical and practical implications, especially the differential effect of occupational aspirations in driving academic outcomes by SES.

PME : Partenariat mondial pour l'éducation & IDRC-CRDI : Centre de recherches pour le développement international. (2024). **Education options for out-of school children and those at risk of dropping out: a research synthesis.** Consulté à l'adresse https://www.gpekix.org/sites/default/files/2024-11/KIX%20OOSCY%20Synthesis%20Report%20Final_0.pdf

Entre 2021 et 2024, le programme GPE KIX, en collaboration avec le CRDI au Canada, a mené quatre projets de recherche dans 15 pays pour améliorer l'accès à une éducation de qualité pour les enfants et jeunes non scolarisés ou à risque de décrochage. Ces projets ont exploré des modèles éducatifs novateurs tels que des programmes d'éducation accélérée et des classes passerelles en Afrique (Ghana, Nigeria, Sierra Leone, Mali, etc.) et en Asie (Bangladesh, Bhoutan, Népal). Plus de 30 initiatives ont été évaluées avec la participation des acteurs clés, offrant des leçons sur les approches

efficaces et leur mise à l'échelle. Ce rapport synthétise les résultats, enrichissant les débats éducatifs régionaux et mondiaux.

Poletti, C., Krenger, M., Létang, M., Hennequin, B., & Thevenot, C. (2025). **Finger counting training enhances addition performance in kindergarteners.** *Child Development*, 96(1), 251-268. <https://doi.org/10.1111/cdev.14146>

Our study on 328 five- to six-year-old kindergarteners (mainly White European living in France, 152 girls) shows that children who do not count on their fingers and undergo finger counting training exhibit drastic improvement in their addition skills from pre-test to post-test (i.e., accuracy from 37.3% to 77.1%) compared to a passive control group (39.6% to 47.8%) ($p < .001$, $\eta^2 = .15$). This result was replicated on a much smaller scale (37 five- to six-year-olds, mainly White European, 22 girls) but in more controlled setup and was further replicated with an active control group (84 five- to six-year-olds, mainly White European, 37 girls). Therefore, we demonstrate here for the first time that training finger counting constitutes a highly effective method to improve kindergarteners' arithmetic performance.

Roehe, M. A., Trost, C., Grundnig, J. S., Anvari-Pirsch, A., & Holzinger, A. (2024). **Evaluating the Dynamics of Learning Approaches: A Systematic Review Investigating the Nexus Between Teaching Methods and Academic Performance in Medical and Dental Education.** *Educational Psychology Review*, 36(4), 118. <https://doi.org/10.1007/s10648-024-09952-4>

In recent decades, a noticeable trend has emerged in medical and dental schools to adjust their curricula to promote learning strategies and habits geared towards long-term knowledge retention. This systematic review therefore sought to examine whether different teaching methods influence students' preferred learning approaches (deep, strategic, and surface approach) and indirectly affect their academic performance. Furthermore, it provides a comprehensive overview of the inconsistencies evident in previous literature regarding the relationship between learning approaches and academic performance of medical and dental students. A thorough search across eight databases yielded 49 relevant studies published between the years 2000 and 2023. The majority of studies revealed that whilst deep and strategic learners tend to excel at medical or dental school, surface learners appear to struggle under intense workload and pressure. Hence, a common consensus emerged amongst the existing literature that there is a relative benefit in attempting to guide students towards deep and strategic learning habits and to minimise surface-related learning strategies. However, results also conveyed that merely modifying the teaching methods used in medical and dental schools has limited merit. As such, the results emphasised the lack of a 'one-size-fits-all' teaching method. Common factors influencing learning approaches were subsequently identified, and based on these findings, an outlook was put forth to integrate a cognitive neuroscience approach into higher education. These directions for future investigations aim to help students reach their full potential by understanding the processes underlying efficient learning and by being mindful of respective encouraging and discouraging factors.

Rojo, M., Doabler, C. T., Gersib, J., Fall, A.-M., Longhi, M. A., Roberts, G., ... Therrien, W. J. (2024). **Challenging Educational Inequities in Early STEM Instruction: A Case for Urgency.** *The Elementary School Journal*, 125(2), 211-232. <https://doi.org/10.1086/732865>

It is urgent to ensure that science, technology, engineering, and mathematics (STEM) education meets the needs of our nation's increasingly diverse student population. This study examined whether a second-grade science program, Scientific Explorers, supported educational equity in STEM achievement for diverse student populations. Sociodemographic variables such as race and ethnicity, disability status, socioeconomic status, and gender were explored to determine their impact on student response variation within the program. Results of the moderator analysis indicated that students benefited equitably from the Scientific Explorers program, regardless of their sociodemographic identities, on three out of four science outcomes. Implications of the current study suggest early STEM programs that incorporate validated instructional design and delivery principles can serve as a viable mechanism to reduce sociodemographic achievement gaps in early elementary classrooms by empowering young females, building important science background and vocabulary knowledge, and offering students meaningful discourse and investigative practice opportunities.

Sandrin, Nishimura, Sexton, Barbosa, Marshall, Chapman, ... Tuohy. (2025). **"I Thought It Was a Little Risky": Transfer Barriers for Students with Scholarship Support.** *Community College Journal of Research and Practice*, 49(1), 7-24. <https://doi.org/10.1080/10668926.2023.2256249>

A study of hidden risks, anxieties and barriers to STEM student transfer from community college to a large, comprehensive university is presented. This qualitative study employed a thematic analysis of student responses to a semi-structured interview that asked students about their hesitancy to transfer to a 4-year institution. Participants included students enrolled in a collaborative NSF-sponsored S-STEM scholarship project between three community colleges and a large public university (all in the same large metropolitan area). The project included elements that are well documented in the literature to encourage transfer. These include advising visits by university staff, clear articulation pathways, scholarship support to assist with costs, peer and near peer mentoring opportunities, and cohort-building activities between campuses and on each individual campus. Transfer rates in this group were higher, but still many students with declared interest in transferring did not transfer on time or at all. The authors identified numerous hidden risks and barriers to transfer, in addition to the well-known ones found in the literature. These include additional academic, financial, social, logistical and external/family related barriers. A theme common to many of these barriers was complex bureaucratic processes and events outside of student's direct control. Many student comments highlighted the importance of in-person connections, mentoring and advising.

Schoen, R. C., LaVenía, M., Tazaz, A. M., Gersten, R., & Smolkowski, K. (2024). **Effects of a Mathematics Teacher Professional Development Program on Grades 3–5 Student Achievement: A Multisite Cluster-Randomized Trial.** *The Elementary School Journal*, 125(2), 322-346. <https://doi.org/10.1086/732783>

Early mathematics achievement is a strong predictor of later mathematics achievement, and student competence in fractions and division may be the strongest predictor of success in secondary-level algebra. We used a multisite cluster-randomized trial to estimate the impact of a mathematics teacher professional development (PD) program on student mathematics achievement. Designed for grades 3–5 teachers, the program consisted of 9 days of teacher workshops and focused on number, operations, and algebraic thinking with emphasis on fractions. The randomized sample included 149

teachers and their students, representing 31 schools in 9 public school districts in Florida. With a low per student cost, the Cognitively Guided Instruction 3–5 PD program had a positive impact on student performance on the Elementary Mathematics Student Assessment ($g = 0.19$, $p = .004$). The magnitude of the impact on student mathematics achievement suggests that these results may also have practical importance.

Stallasch, S. E., Lüdtke, O., Artelt, C., Hedges, L. V., & Brunner, M. (2024). **Single- and Multilevel Perspectives on Covariate Selection in Randomized Intervention Studies on Student Achievement.** *Educational Psychology Review*, 36(4), 112. <https://doi.org/10.1007/s10648-024-09898-7>

Well-chosen covariates boost the design sensitivity of individually and cluster-randomized trials. We provide guidance on covariate selection generating an extensive compilation of single- and multilevel design parameters on student achievement. Embedded in psychometric heuristics, we analyzed (a) covariate types of varying bandwidth-fidelity, namely domain-identical (IP), cross-domain (CP), and fluid intelligence (Gf) pretests, as well as sociodemographic characteristics (SC); (b) covariate combinations quantifying incremental validities of CP, Gf, and/or SC beyond IP; and (c) covariate time lags of 1–7 years, testing validity degradation in IP, CP, and Gf. Estimates from six German samples ($1868 \leq N \leq 10,543$) covering various outcome domains across grades 1–12 were meta-analyzed and included in precision simulations. Results varied widely by grade level, domain, and hierarchical level. In general, IP outperformed CP, which slightly outperformed Gf and SC. Benefits from coupling IP with CP, Gf, and/or SC were small. IP appeared most affected by temporal validity decay. Findings are applied in illustrative scenarios of study planning and enriched by comprehensive Online Supplemental Material (OSM) accessible via the Open Science Framework (OSF; <https://osf.io/nhx4w>).

Tham, M., Huo, S., & Wade, A. (2024). **Does School Academic Selectivity Pay Off? The Education, Employment and Life Satisfaction Outcomes of Australian Students.** *British Journal of Educational Studies*, 72(6), 743-763. <https://doi.org/10.1080/00071005.2024.2365189>

The long-term benefits of academically selective schools have not been thoroughly explored in the Australian context. This research draws on data from a longitudinal study of Australian young people ($n = 2933$) and utilises Nearest-neighbour matching techniques to explore whether individuals who attend academically selective schools have better outcomes than those who attend non-selective schools. This research explores a range of post-school outcomes, including engagement in education or employment, years of education and life satisfaction. Participants who graduated from academically selective schools reported slightly higher general life satisfaction scores. Limitations around the available data and measures used for identifying selective schools are discussed, but these results indicate that attending an academically selective school is not associated with major benefits for individuals. We argue that academically selective schools contradict the principles of inclusive and equitable education which underpin Australia's school system. The results speak to policy makers who play a key role in evaluating and regulating selective processes.

Vallet-Giannini, F. (2024). **Rangs de classement sur Parcoursup : analyse des écarts et lien avec la réussite.** *e-JIREF*, 10(3), 27-48. <https://doi.org/10.48782/e-jiref-10-3-27>

En France, dans le cadre de la loi Orientation et Réussite des Etudiants (ORE) votée en 2018, une nouvelle plateforme d'affectation vers les études supérieures, Parcoursup, a

été introduite. Celle-ci invite les formations, y compris universitaires et non sélectives, à classer l'ensemble des candidatures reçues. Les critères retenus suivent le plus souvent une logique de méritocratie scolaire. Par la suite, Parcoursup réajuste ce classement en tenant compte de quotas sociaux et géographiques. Cette recherche propose donc d'évaluer les écarts de rangs des candidats entre le classement réalisé par les formations et l'ordre d'appel final sur Parcoursup. En outre, nous nous intéressons au lien possible entre ces classements et la réussite des étudiants en première année de licence. Pour cela, nous nous sommes appuyés sur un échantillon d'environ 18 000 candidatures de la procédure Parcoursup 2021, ainsi qu'un peu moins de 1700 néo-bacheliers 2021 inscrits en première année, au sein de cinq filières en tension d'une université française. En raisonnant par quartiles de rangs, nous avons pu constater des différences variables entre le classement initial et l'ordre d'appel selon les filières, parfois compensées par les décisions des candidats d'accepter ou de refuser la proposition d'admission. Finalement, l'ordre d'appel n'admet aucun lien statistique avec la réussite académique en première année de licence, contrairement au classement initial, y compris en considérant les caractéristiques socio-démographiques et scolaires des étudiants.

Vandelannotte, I., & Demanet, J. (2024). **People get ready: high school students' college readiness and higher education success.** *Social Psychology of Education*, 28(1), 7. <https://doi.org/10.1007/s11218-024-09974-4>

The high prevalence of delay and non-completion among academic track students across OECD countries raises questions about academic tracks' effectiveness in successfully preparing students for higher education. Yet, empirical studies addressing academic track students' college readiness remain scarce. Therefore, this study investigates the long-term effects of cognitive (i.e., ability) and non-cognitive indicators (i.e., self-efficacy, learning skills, transition knowledge, and cognitive strategies) of college readiness on "on-time" progress throughout higher education. Additionally, this study investigates whether shared teacher expectations (i.e., teachability culture) explain differences in students' college readiness. Results of multilevel analyses based on data from 671 Flemish students across 16 schools (ISCY: 2013–2019), indicated that teachability culture positively affected college-readiness indicators, namely: self-efficacy and cognitive strategies. In turn, self-efficacy positively affected students' "on time" progression throughout higher education. Given its malleable nature, self-efficacy is potentially an interesting tool to increase college-readiness, and ultimately "on time" degree completion.

Yan, S., Liu, Z., Peng, P., & Yan, N. (2024). **The Reciprocal Relations between Externalizing Behaviors and Academic Performance among School-aged Children: A Meta-Analysis of Longitudinal Studies.** *Educational Psychology Review*, 36(4), 120. <https://doi.org/10.1007/s10648-024-09955-1>

Externalizing behavior and low academic performance present key developmental challenges for school-age children, with the potential for these domains to predict each other over time, leading to worsened outcomes. Yet, previous studies have yielded inconsistent conclusions about the directional pathways between externalizing behaviors and academic performance. Moreover, the moderating factors influencing these predictive pathways remain unclear. To clarify these relations, The current study conducted a meta-analysis on the longitudinal predictive relation between externalizing behaviors and academic performance, incorporating data from 124,695 students without clinically diagnosed behavioral problems or learning disabilities across 70

independent studies. The results revealed a bidirectional predictive relation between externalizing behaviors and academic performance, with comparable effect sizes for both the externalizing behavior to academic performance pathway ($r = -.082$, $p < .001$) and the reverse pathway ($r = -.076$, $p < .001$). Moderation analysis revealed that inattention-related behavior, shorter time intervals, and fewer white participants strengthen the predictive effect of externalizing behaviors on academic performance. In particular, as child age increases, the moderating effect of time interval is even stronger. For the academic performance leading to externalizing behavior pathway, inattention-related behavior, teacher-reported externalizing behavior, literacy-related performance, and GPA/grades were identified as factors contributing to an augmentation in the longitudinal predictive effect of academic performance on externalizing behaviors. Overall, the negative cycle between externalizing behavior and academic performance may be influenced by various factors, providing targeted recommendations for intervention and prevention.

Valeurs

Beaurepaire, P.-Y. (2024, novembre 10). **Enseigner les Lumières aujourd'hui : comment l'histoire éclaire les jeunes citoyens**. Consulté 8 janvier 2025, à l'adresse The Conversation website: <http://theconversation.com/enseigner-les-lumieres-aujourd'hui-comment-lhistoire-eclaire-les-jeunes-citoyens-240523>

Les Lumières sont une référence incontournable des discours publics dès qu'il s'agit d'évoquer les valeurs de la République, ce qui fait peser de nombreux enjeux sur leur enseignement.

Café pédagogique. (2025, janvier 7). **Intelligence artificielle et développement durable : un enjeu éducatif**. Consulté 8 janvier 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/01/07/intelligence-artificielle-et-developpement-durable-un-enjeu-educatif-2/>

« En tant qu'enseignants, nous jouons un rôle clé pour transmettre ces enjeux à nos élèves et les guider vers des solutions durables. L'objectif est de les sensibiliser non seulement

Casanova, R., Roelens, C., & Connac, S. (Éd.). (2024). **Figures inspirantes pour une socialisation démocratique dans et par l'éducation**. *Éducation et Socialisation. Les Cahiers Du CERFEE*, (74), n.p. Consulté à l'adresse <https://journals.openedition.org/edso/29365>

Ce dossier cherche à contribuer au complexe champ de réflexion sur la conversion du projet démocratique en pratiques éducatives en s'emparant plus spécifiquement des théoricien.ne.s et de praticien.ne.s que l'on peut à bon droit identifier comme des « figures inspirantes pour une socialisation démocratique dans et par l'éducation ». Il s'agit ainsi en premier lieu de comprendre en quoi chaque figure étudiée, sa personne, son œuvre, ses positions, ses concepts et ses écrits sont aujourd'hui encore inspirants ou en quoi ils ont été inspirants de pensées et pratiques visant à une socialisation démocratique dans et par l'éducation. Mais, avec et au-delà de la personne. Il s'agit également de penser les concepts, les idées, les épistémologies, les méthodologies que ces mêmes figures ont développées.

Chimène, L. (2024). **L'orientation professionnelle sous le prisme du développement durable : focus sur les éco-délégués**. *L'orientation scolaire et professionnelle*, 53(4), 591-621. <https://doi.org/10.4000/12y6s>

Sous la bannière de l'éducation au développement durable, les systèmes éducatifs sont invités à former des personnes citoyennes conscientes et responsables mais aussi professionnelles de demain. Ce deuxième objectif témoigne d'une nouvelle mission attribuée à l'École et à l'orientation, celle de contribuer aux choix d'une carrière compatible avec les objectifs du développement durable. Pour y parvenir, l'Éducation nationale a notamment prescrit la mise en place d'une fonction d'éco-délégué·e qui permet aux élèves d'être à l'initiative d'actions et de promouvoir le développement durable dans leur établissement. À partir d'une recherche par questionnaire complété par 1 725 élèves du secondaire en Bourgogne Franche-Comté, cet article propose d'évaluer la place accordée au développement durable par les personnes éco-déléguées, particulièrement exposées et actives dans cette « éducation à ». En s'appuyant sur des analyses bivariées et sur un modèle de régression logistique, l'étude révèle que les personnes éco-déléguées seraient plus enclines que leurs camarades à choisir un emploi compatible avec le développement durable. Cependant, cette tendance s'expliquerait davantage par des caractéristiques individuelles et une pratique familiale que par le statut d'éco-délégué·e, ce qui questionne notamment la mise en œuvre et les effets de cette « éducation à ».

Coutable, N., Adam, C., & Plaud, C. (2024). **L'éco-socialisation ou les origines du développement d'aspirations professionnelles écologiques chez les élèves-ingénieurs**. *L'orientation scolaire et professionnelle*, 53(4), 653-687. <https://doi.org/10.4000/12y6t>

S'inscrivant dans la socialisation professionnelle des élèves-ingénieurs, cette recherche étudie le développement de leurs aspirations professionnelles écologiques. Vingt entretiens biographiques, réalisés auprès d'élèves-ingénieurs et de jeunes diplômés de deux écoles d'ingénieurs françaises, font l'objet d'une analyse thématique. Les résultats montrent que les dimensions socio-écologiques tiennent généralement une place marginale dans les curricula prescrits. Parallèlement, un processus d'« éco-socialisation », hors des enseignements, participe au développement d'aspirations professionnelles écologiques. Trois facteurs sont identifiés pour que les étudiants développent de telles aspirations : la rencontre avec des discours d'« entrepreneurs de causes », la présence de « passeurs » dans leur cercle proche et la légitimité des enjeux socio-écologiques au sein des groupes de pairs. L'éco-socialisation se déroule au sein des écoles d'ingénieurs et entre donc en interaction avec leurs curricula. C'est alors au croisement de paramètres individuels et collectifs, situationnels et organisationnels, que peut se comprendre le développement de ces aspirations et leurs influences sur les parcours scolaires et professionnels.

Eljerrari, M., & Eladlouni, W. (2024). **Les activités intégrées des écoles marocaines : socle de l'éducation citoyenne**. *African Scientific Journal*, 3(27), 0895-0910. <https://doi.org/10.5281/zenodo.14590423>

The aim of this article is to explore the degree to which learners are involved in the integrated civic activities organised by their schools and to focus on their roles in developing the skills, attitudes and abilities that enable them to be actively involved in social life. To collect the data, the study is based on a quantitative analysis based on an online questionnaire and a qualitative analysis of official documents, reports and surveys carried out around the theme in question. The sample is made up of 60 teachers working

in the public and private sectors in the province of Sidi Slimane. The results show that 46% of teachers say that learners always participate in said activities and 31% say that sometimes. In addition, they ensure that these activities allow learners to develop civic values (62%) that should be taught from an early age (54%). They also specify that several skills can be developed through the above-mentioned activities such as civic skills (38.5%), communicative skills (27%), cultural skills (26%), cognitive skills (7.7%). Finally, taking into account the results achieved, it is recommended that public or private schools should encourage learners to participate actively in integrated activities in view of their role in the development of civic, cultural and communicative competences and education in universal human values

Liu, M.-H., Chang, T.-T., & Chung, M.-L. (2024). **Does open classroom climate uniformly benefit students' civic outcomes? The moderating role of students' perceptions of teacher-student relationships.** *Social Psychology of Education*, 28(1), 3. <https://doi.org/10.1007/s11218-024-09975-3>

Although an open classroom climate for discussion has been demonstrated to benefit students' civic outcomes, individual differences in its effectiveness have not been fully investigated. In this study, we hypothesized that the positive effects of an open classroom climate for discussion would be moderated by positive teacher-student relationships. Based on Taiwanese data (N=3953, Mage=14.11, 52% male) compiled by the International Civic and Citizenship Education Study in 2016, this study examined how an open classroom climate for discussion and teacher-student relationships jointly predicted students' civic knowledge and expected electoral participation. The results of multi-level modeling reveal a cross-level interaction effect between an open classroom climate for discussion (as the classroom-level predictor) and students' perception of teacher-student relationships (as the student-level moderator). Specifically, students who had less positive relationships with their teachers benefited more from an open classroom climate for discussions in terms of civic outcomes compared to those who had more positive relationships with their teachers. These findings have important implications for citizenship education.

Norgren Hansson, M. (2025). **Conserving liberalism within values education.** *British Journal of Sociology of Education*, 46(1), 167-182. <https://doi.org/10.1080/01425692.2024.2433007>

This article underscores the importance of contextualization when analysing values education. The interplay between societal values and those imparted within an educational context significantly affect the interpretation and comprehension of values education. To address this concern, I strategically position sociologist Tiffany Mary Jones framework, 'The Four Orientations Framework,' within Swedish context. The critical examination of Jones' framework and subsequent applications, reveals that these approaches do not fully capture the complex relationship between societal values and values education. Thereafter, three constructive conclusions emerge in response to this initial critique. Firstly, an argument arises for untangling values from function during the analysis of values education. Second, the function of values education is determined by the relation between societal values and the values conveyed within education. Lastly, I emphasize the importance of recognizing and navigating dissonance within and between different value systems.

Rivière, J. B. (2025, janvier 8). **L'éducation au développement durable de la maternelle au bac : suffit-il vraiment de « faire sa part » ?** Consulté 9 janvier 2025, à l'adresse The

Conversation website: <http://theconversation.com/leducation-au-developpement-durable-de-la-maternelle-au-bac-suffit-il-vraiment-de-faire-sa-part-245867>

De plus en plus d'actions et de dispositifs en faveur de la protection de l'environnement se développent dans le cadre scolaire. Mais cette écologisation recouvre des ambivalences.

Royet, T., Vors, O., Cece, V., & Lentillon Kaestner, V. (2024). **Education for Sustainable Development and Physical Education: A Systematic Scoping Review**. *Sport, Education and Society*, 1-22. <https://doi.org/10.1080/13573322.2024.2440886>

Education for Sustainable Development (ESD) in the school context is recognized scientifically and politically as fundamental to training citizens capable of transforming tomorrow's society. Physical education (PE) could represent an original way that complemented cognitive approaches by drawing on the bodily dimension and learning in action, affective and sensory aspects. Research could lead to qualitatively implement ESD in PE. The aim of this systematic scoping review was therefore to review the state of the art and summarize the results of research into the implementation of ESD in PE and to identify avenues for future studies aimed at setting up ESD sequences in PE. A 5-step methodological framework including the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology was used to carry out this scoping review for which 30 studies were included. The results showed that the research was very recent, mainly in Europe, and frequently referred to the institutional framework of the Sustainable Development Goals. They also highlighted that PE program make few explicit references to the concept of sustainability or ESD, and that PE teachers, while inclined to implement ESD in PE, lack control of the concepts and training. Finally, the few sequences claiming to be based on ESD in PE focused on a single dimension of the concept of sustainability (social or ecological), ignoring its holistic dimension. Research recommendations concerning the implementation of ESD in PE have been made, particularly regarding program and teacher training. The integration of a holistic ESD in PE was also discussed.

Skulmowski, A. (2024). **AI-Related Threats to Information Sovereignty and Challenges for Research Ethics**. *Educational Psychology Review*, 36(4), 101. <https://doi.org/10.1007/s10648-024-09939-1>

Unnoticed by most, some technology corporations have changed their terms of service to allow user data to be transferred to clouds and even to be used to train artificial intelligence systems. As a result of these developments, remote data collection may in many cases become impossible to be conducted anonymously. Researchers need to react by reconsidering their mode of data collection, raising awareness, and expanding informed consent to ensure information sovereignty. Considerations for data sharing are discussed.

Yu, L. (2023). **Arts and Cultural Practices in France's Higher Education, a Pathway to Democracy**. *The Value of Diversity in Education and Educational Research*. Présenté à Glasgow, United Kingdom. Consulté à l'adresse <https://hal.science/hal-04857428>