

# Veille de l'IREDU



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## Acquisition de compétences

Belaïd, R. (2024). **Compétences et méthodologies interculturelles: Guide pratique pour les professionnels**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336436166?utm\\_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bParticuliers%5d&utm\\_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336436166?utm_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

Compétences et méthodologies interculturelles constitue un manuel inestimable pour appréhender la communication interculturelle. L'auteur, s'appuyant sur sa vaste expérience, explore en profondeur des concepts cruciaux tels que la culture, l'identité, l'acculturation et le choc culturel. Ce guide offre une perspective novatrice sur les interactions entre diverses cultures, notamment en examinant les dimensions spatio-temporelles qui influent sur ces échanges. La seconde partie de cet ouvrage présente des méthodologies pratiques pour résoudre les malentendus interculturels, enrichies par des exercices concrets et des études de cas. Rachid Belaïd offre ainsi un compagnon essentiel aux professionnels de tous horizons, les guidant dans l'intégration de compétences interculturelles au sein de leur pratique quotidienne. Ce livre leur fournit des outils tangibles pour aborder sereinement la diversité culturelle et en faire une source d'enrichissement dans leurs actions professionnelles.

Cavard, C.-M. (2023). **Le lien entre l'altérité et le sens de l'implication professionnelle chez les travailleurs sociaux en formation. Du théâtre-forum au théâtre-impliqué: vivre l'altérité pour s'impliquer** (Thesis). Consulté à l'adresse <https://theses.hal.science/tel-04450036v1>

Chen, X., Yang, Y., & Zhang, X. (2024). **Validating a measure of growing pattern understanding in Chinese preschool children**. *Early Childhood Research Quarterly*, 67, 24-33. <https://doi.org/10.1016/j.ecresq.2023.11.006>

Recent research has pointed to the importance of patterning skills in early mathematics development. However, there is a lack of psychometrically robust instruments to measure patterning skills, especially growing pattern understanding. In this study, we developed and validated an instrument assessing growing pattern understanding among preschool children. One hundred and thirty-eight preschoolers aged approximately five years in Hong Kong were assessed individually on 10 growing pattern items at two time points over a one-year period. Confirmatory factor analysis showed that a two-factor model (i.e., increasing and decreasing patterns) fit the data best in the second year of preschool (PS2), but a one-factor model (i.e., growing patterns) fit the data best in the third year (PS3). Scale reliability was adequate at both time points. At the item level, Rasch analysis showed that all the items were within an acceptable range of difficulty at both time points. Information curves also suggested that the test items provided the most information (i.e., having high reliability) at high ability levels at PS2 but were a sensitive measure for children of both low and high abilities at PS3. No differential item functioning was detected across boys and girls at PS2 or PS3. Also, expected relations were found between growing pattern understanding and children's performance on repeating patterns and English expressive vocabulary, supporting convergent and discriminant validity. Overall, the results suggest that the growing pattern task has sound psychometric properties and is appropriate for use in preschool children aged five and six years.

Cooper, S., Hebert, M., Goodrich, J. M., Leiva, S., Lin, X., Peng, P., & Nelson, J. R. (2022). **Effects of Automaticity Training on Reading Performance: A Meta-Analysis.** *Journal of Behavioral Education*, 33, 23-52. <https://doi.org/10.1007/s10864-022-09480-7>

The purpose of this meta-analysis was to assess the overall effects of automaticity training of fundamental literacy component skills (i.e., letter names/sounds, individual words) on reading fluency and comprehension. Another purpose was to assess if the effects of automaticity training varied for reading fluency and comprehension. We identified 11 research studies involving students in Grades 1–6 that met the inclusion criteria for this meta-analysis. A total of 83 effect sizes (Hedges  $g$ , corrected for sample size bias) were extracted from these studies. These studies were double-coded for specific features (e.g., student age, student grade, type of automaticity training). We meta-analyzed the effect sizes using a multi-level meta-analytic model and examined whether the outcome measure type (comprehension or fluency) moderated the effects of automaticity training. We also analyzed for publication bias. The overall effect size for automaticity training of fundamental literacy component skills on reading fluency and comprehension was 0.28, although it was not statistically significant. Shifting units of analysis approach indicated there was a statistically significant effect found for reading fluency outcomes [ $g = 0.48$  (CI = .23, .72)] but not for reading comprehension (ES = 0.17 ns). Limitations and recommendations for future research are discussed.

Cox, S. K., Burns, M. K., Hughes, E. M., Wade, T., & Brown, M. (2024). **Defining, Measuring, and Teaching Mathematical Flexibility: A Content Analysis of Extant Research.** *The Elementary School Journal*, 124(3), 479-498. <https://doi.org/10.1086/728591>

Mathematical flexibility is thought to be a critical component of mathematical proficiency, and the term “mathematical flexibility” has been used by teachers, researchers, and policy makers for more than 2 decades. Although there seems to be consensus on the importance of mathematical flexibility as a construct, the way it is defined and described is inconsistent. Without a clear and consistent definition of mathematical flexibility, it is impossible to develop accurate measures of the construct or to improve instructional strategies to promote its use. Therefore, this systematic literature review examines the way mathematical flexibility has been defined, taught, and measured. Using a combination of descriptive statistics and qualitative content analysis, articles were coded for themes around definitions, instruction, and measurement. Finally, we looked at connectivity between authorship to examine relationships between citations of how mathematical flexibility was defined.

Croset, M.-C., Courtier, P., & Gardes, M.-L. (2023). **The impact of the Montessori Education on early number learning in French pre-schools.** *Swiss Journal of Educational Research*, 45(3), 307-319. <https://doi.org/10.24452/sjer.45.3.7>

There is a paucity of research on Montessori Education's impact on learning, especially in France. In this article, we present a study comparing the development of early number learning in preschoolers through Montessori Education with “conventional” education in France. Using a cross-sectional design and random assignment of children, we evaluated 131 French preschoolers (aged 5-6) enrolled at the same public school following either Montessori Education or conventional education over three years. Students were evaluated with the Woodcock-Johnson III (WJ-III) Applied Problems sub-test and a test designed by researchers in math education. The Montessori curriculum was associated with outcomes that were comparable to the conventional curriculum on math.

Eriksen, E. V., Vestad, L., Bru, E., & Caravita, S. C. S. (2024). **Social competencies, classroom relationships, and academic engagement: A latent change score modeling approach among lower secondary school students.** *Social Psychology of Education*, 27(2), 435-459. <https://doi.org/10.1007/s11218-023-09841-8>

This longitudinal study applied latent change score (LCS) modeling to examine individual changes in students' (N = 1205) academic engagement (behavioral and emotional), social competencies (relationship skills and social awareness), and classroom relationships (emotional support from teachers and collaborative peer relations). Average changes during the first year of lower secondary school were investigated, and an LCS model specifying that individual changes in social competencies are related to individual changes in academic engagement partially via individual changes in classroom relationships was tested. The results indicated an average decline for all variables, particularly emotional engagement. Changes in social competencies were associated with changes in classroom relationships and indirectly with changes in academic engagement via changes in emotional support from teachers. A direct association was found between changes in social awareness and behavioral engagement. The findings reflect that the promotion of social competencies in lower secondary school may foster positive classroom relationships and academic engagement, mainly via perceived social awareness for behavioral engagement or via emotional support from teachers for both dimensions of academic engagement.

Ferréol, G. (2024). **L'apprenant au cœur du système éducatif et universitaire: Actes du 3e Forum international de l'Éducation.** Consulté à l'adresse <https://www.editions-academia.be/livre-l-apprenant-au-cœur-du-système-éducatif-et-universitaire-actes-du-3e-forum-international-de-l-éducation-gilles-ferreol-9782806641755-79509.html>

Cet ouvrage, centré sur la place de l'apprenant, regroupe une quinzaine de contributions présentées lors du troisième Forum citoyen international de l'éducation qui s'est tenu à Hammamet en novembre 2022. L'approche privilégiée est à la fois pluridisciplinaire et comparative : elle prend appui sur différentes études de cas relatives à la francophonie (France, Québec, Haïti, Tunisie, Sénégal) et se focalise sur les pratiques innovantes, le travail collaboratif et la reconnaissance des acquis expérimentiels. Sont également discutés les dispositifs de lutte contre le décrochage et les inégalités scolaires, les défis de l'apprentissage et de la formation ou bien encore la problématique de l'altérité et de l'inclusion.

Fumero, K., Wood, C., & Phillips, B. (2024). **Supportive language strategies for preschool dual language learners: Associations with early language outcomes.** *Early Childhood Research Quarterly*, 67, 101-110. <https://doi.org/10.1016/j.ecresq.2023.12.002>

To better understand the language environments of early childhood education (ECE) classrooms with dual language learners (DLLs), we examined the frequency with which adults use various language facilitation strategies, potential classroom characteristics that may predict teacher strategy use and the impact that teacher strategy use may have on DLL children's lexical and morphosyntactic skills. The study included 21 preschool classrooms and 69 children from a Latine background who spoke Spanish at home. Classroom observations were recorded at three different timepoints in one school year. A total of 14 strategies were of interest: English-General (n = 5), Spanish-General (n = 5), and DLL-Specific (n = 4) language facilitation strategies. A between-subjects one-way analysis of variance (ANOVA) indicated that the frequency in which teachers were using

the strategies did not differ by strategy type. Hierarchical linear models (HLM) were used to test the association between classroom characteristics and strategy use and DLL language outcomes. Results indicated that the proportion of DLLs had significant positive associations with teachers' use of general strategies in Spanish and DLL specific language strategies. The analyses also revealed a significant negative association between teachers' use of Spanish general language strategies and children's English lexical outcomes and positive associations between English general language strategy use and children's morphosyntactic outcomes. This study informs our understanding of adult-DLL interactions in ECE programs, the frequency in which different language facilitation strategies are used in these classrooms, and the impact that implementation of such strategies may have on DLL children's language growth.

Haase, J., Höhne, E., Hannover, B., McElvany, N., & Zander, L. (2024). **How do others think about my group? Adolescents' meta-stereotypes about Turkish- and German-origin students' subject-related German and general school competence.** *Social Psychology of Education, 27*(2), 523-542. <https://doi.org/10.1007/s11218-023-09836-5>

In Germany, Turkish-origin students face negative competence-related stereotypes held by different groups in society, including teachers at school. While a large body of research has examined stereotypes (i.e., other-stereotypes) about immigrant students, little is known about their own competence-related meta-stereotypes, i.e., beliefs regarding the other-stereotypes that outgroup peers hold about them. The present study addresses this research gap by examining Turkish- and German-origin students' meta-stereotypes about two dimensions of competencies not yet investigated, namely Turkish- and German-origin students' subject-related German competence as well as their general school competence using a newly developed instrument combining verbal and non-verbal measures. These assessments are juxtaposed to the evaluations of a group of peers with other immigrant backgrounds (i.e., others' meta-stereotypes). In line with previous evidence, we found positive meta-stereotypes (as well as other- and others' meta-stereotypes) towards German-origin students reported by all three groups. However, our study is the first that supports the existence of negative meta-stereotypes (as well as other- and others' meta-stereotypes) towards Turkish-origin adolescents, again, among all participants. This pattern was particularly pronounced regarding the dimension of subject-related German competence. We discuss the findings' potential relevance for students' self-concepts and intergroup interactions in classrooms.

Huang, S.-H., & Tsai, K.-J. (2024). **English for general purposes (EGP) as a means to improve undergraduate freshmen's language proficiency in Taiwan.** *International Journal of Educational Development, 106*, 102997. <https://doi.org/10.1016/j.ijedudev.2024.102997>

In Taiwan, English is termed English for General Purposes (EGP) and is a mandatory subject for university students as part of their general education curriculum. Despite previous discussions on various issues related to EGP, there is limited research on students' overall learning effectiveness of EGP and the influence of language proficiency and gender on EGP learners' learning outcomes. This study collected and analyzed the English test scores of over 2000 undergraduate first-year students from three consecutive academic years. The results indicate that many students showed noticeable progress after receiving EGP instruction. The improvement was more significant for female students than male students, with female students at elementary and intermediate levels most benefiting from the EGP learning experience.

Huo, S., & Zhang, X. (2024). **Direct and indirect effects of visual pattern understanding on word reading in Chinese kindergarten children.** *Early Childhood Research Quarterly*, 67, 218-226. <https://doi.org/10.1016/j.ecresq.2023.12.016>

The present study investigated the direct effect of pattern understanding on Chinese word reading, and the indirect effects via metalinguistic awareness. Participants were 138 children (73 boys, mean age = 59.60 months at the first wave of assessment) recruited from four kindergartens in Hong Kong. They were assessed twice with an interval of 14 months. In the first wave of assessment, which took place in the spring term in the second year of kindergarten, children were assessed regarding pattern understanding, phonological awareness, morphological awareness, and orthographic awareness. Working memory, spatial visualization, and receptive vocabulary were also assessed as control variables. In the second wave, which took place at the end of the third kindergarten year, Chinese word reading was measured using two tasks, i.e. single-character word reading and double-character word reading. Results of a multivariate multiple regression showed that pattern understanding made a unique contribution to subsequent Chinese single- and double-character word reading independently of spatial visualization, working memory, vocabulary, and demographic variables. Results of the mediation model showed that the unique effects of pattern understanding were mediated by phonological awareness. The direct effect of pattern understanding remained significant on Chinese double-character reading. The findings highlight the importance of pattern understanding in Chinese word reading for Chinese kindergarten children.

Karlen, Y., Bäuerlein, K., & Brunner, S. (2024). **Teachers' assessment of self-regulated learning: Linking professional competences, assessment practices, and judgment accuracy.** *Social Psychology of Education*, 27(2), 461-491. <https://doi.org/10.1007/s11218-023-09845-4>

Self-regulated learning (SRL) is crucial for successful lifelong learning and an important educational goal. For students to develop SRL skills, they need appropriate SRL support from teachers in the classroom. Teachers, who are aware of their students' strengths and weaknesses in SRL, can promote SRL more adaptively. This requires teachers to assess students' SRL skills accurately. However, there is little research on teachers' diagnostic competences in SRL. To address this research gap, the present exploratory study investigates teachers' content knowledge about SRL, assessment activities, and accuracy in judging their students' SRL. Furthermore, the study examines whether teachers' characteristics and competences in SRL are associated with the accuracy of their judgments. The study included 41 lower secondary school teachers and their 173 students. The students completed metacognitive knowledge tests on several SRL skills while the teachers made predictions about the students' metacognitive knowledge of those SRL skills. The results indicate that not all teachers were familiar with the assessment of SRL. Moreover, teachers exhibited greater familiarity with offline assessments of SRL than online assessments and a noteworthy proportion of teachers employed assessment activities that were not diagnostic of SRL. Low correlations between students' actual test scores and teachers' judgments generally revealed low accuracy for teachers in assessing their students' metacognitive knowledge of various SRL skills. Teachers' characteristics and competences in SRL were mainly uncorrelated with their judgment accuracy. Overall, these results highlight the need for further attention and support for teachers in developing their diagnostic competences in SRL.

Li, Z., Rubie-Davies, C., & Wu, Z. (2024). **Stronger teacher expectation effects on foreign language learning: Student perceptions of the classroom environment as moderators.** *Social Psychology of Education, 27*(2), 543-566. <https://doi.org/10.1007/s11218-023-09849-0>

This study investigated whether teacher expectation effects on students' foreign language learning would be moderated by students' perceptions of the classroom environment. The participants were 28 teachers and 1030 first-year undergraduate students learning English as a foreign language from public universities in China. Data for teacher expectations of student future performance in the year-end standardised test, students' performance in the prior examination and year-end examination, and students' perceptions of the classroom environment (six factors) were collected. Structural equation modelling was run for data analysis. The results showed that, with students' prior achievement controlled, positive teacher-student relationships, innovative instruction, and clearly structured instruction strengthened the effects of teacher expectations on student year-end academic achievement but cooperative learning lessened the predictive power of teacher expectations. Further, peer relationships and learner autonomy did not significantly impact the magnitude of teacher expectation effects. The findings suggested a positive moderating role of teacher-led behaviours on teacher expectation effects but negative moderation effects of student-led behaviours in tertiary classrooms.

Meng, X., Zhao, L., Chen, X., Zhang, C., Cao, Y., & Yang, X. (2024). **Phonological processing and spatial attention contribute to mathematics performance in different ways: A 3-year longitudinal study.** *Early Childhood Research Quarterly, 67*, 320-329. <https://doi.org/10.1016/j.ecresq.2024.01.010>

This longitudinal study aimed to investigate the differential contributions of phonological processing and spatial attention skills to mathematical performance in Chinese children. The study involved the assessment of 184 children's phonological awareness, phonological memory, rapid automatized naming (RAN), visual-spatial sketchpad, and sustained attention during their kindergarten. Three years later, the same children were evaluated on tasks related to simple addition, non-symbolic comparison, number identification, complex word problems, and multi-digit arithmetic. Through path analysis, the study revealed that phonological awareness in kindergarten directly predicted later word problem-solving abilities. Additionally, simple addition mediated the relationship between visual-spatial working memory and multi-digit arithmetic performance, while number identification mediated the relationship between sustained attention and complex word problems. However, number processing skills did not mediate the relationship between phonological processing and mathematics performance. These findings contribute to our understanding of the complex interplay between visual-spatial skills, phonological processing skills, number processing, and mathematics performance.

Morris, T. H., & Pannone, S. J. (2024). **Homeschooling in a digital age: How digital technologies can help children foster a love for (self-directed) lifelong learning.** *International Review of Education, 70*(1), 29-50. <https://doi.org/10.1007/s11159-023-10041-x>

Opting to homeschool children is a growing trend worldwide. However, surprisingly, there is a dearth of research on understanding how digital technologies are used by learners who opt for homeschooling. Thus, in the present study, semi-structured interviews were conducted with ten homeschoolers in the United States to examine: (1) how digital

technologies are being used; (2) why these technologies are being used to support learning; and (3) what digital technologies are being used. Thematic analysis revealed that homeschooled children used a wide array of digital technologies to support their learning. Children's learning projects commonly stemmed from their interaction with the real world, and a good portion of their learning was self-directed. Digital technologies afforded children access to specific materials and enabled them to collaborate with other learners. Perhaps most importantly, the homeschoolers reported a love for (self-directed) lifelong learning. They tended to learn in a self-directed and autonomous manner, and they commonly used digital technologies constructively and productively.

OECD. (2024). **PISA Vocational Education and Training (VET): Assessment and Analytical Framework**. Consulté à l'adresse [https://www.oecd-ilibrary.org/fr/education/pisa-vocational-education-and-training-vet\\_b0d5aaf9-en](https://www.oecd-ilibrary.org/fr/education/pisa-vocational-education-and-training-vet_b0d5aaf9-en)

This report presents the conceptual foundations of the OECD Programme for International Student Assessment (PISA) Vocational Education and Training (VET), currently in the Development Phase of implementation which aims to provide a comprehensive and rigorous international survey of student knowledge and skills that are essential for success in selected occupational areas. The PISA-VET assessment covers professional knowledge and skills in five occupational areas (automotive technician, business and administration, electrician, nursing/healthcare assistant and hotel receptionist), plus an evaluation of learners' employability skills, including literacy, problem solving, task performance (conscientiousness) and collaboration with others. This publication includes the frameworks for assessing all the knowledge and skills included in the assessment. These chapters outline the content knowledge and skills that learners need to acquire in each domain, how each domain is assessed, and the contexts in which this knowledge and these skills are applied. The publication also presents the frameworks for the various questionnaires distributed to students, principals of VET institutions, teachers and trainers, including a questionnaire for trainers in work-based learning environments and a system level data questionnaire for participating countries. The questionnaires are also included as an annex to the publication.

Parvez, A. (2024). **Inside mathematics learning inequality: an analysis of Young Lives Survey data, India**. *Oxford Review of Education*, 50(2), 232-248. <https://doi.org/10.1080/03054985.2023.2194622>

This paper studies mathematics learning gaps within Indian children at two points in time. Dividing them into two groups, better performing and the rest, we investigate the causes of the difference in the average learning gap between them at those two points. We explore this question using the threefold Blinder-Oaxaca decomposition at these survey points (collected over a gap of four years). We find that when the children were younger the private schooling effect was the core contributor towards this learning gap. When these children got older, the effect vanished and the gap in average years of schooling, which has magnified during this time between these groups of children, contributes most to this learning gap.

Puranik, C., Duncan, M., & Guo, Y. (2024). **Unpacking the relations of transcription and oral language to written composition in kindergarten children**. *Early Childhood Research Quarterly*, 67, 227-238. <https://doi.org/10.1016/j.ecresq.2024.01.003>

In the present study we examined the contributions of transcription and foundational oral language skills to written composition outcomes in a sample of kindergartners. Two



hundred and eighty-two kindergarten students from 49 classrooms participated in this study. Children's writing-related skills were examined using various tasks. Latent structural equation modeling was used to test the hypothesis that transcription moderates the relation between foundational oral language and compositional productivity and quality for kindergarten writers. This hypothesis is one possible manifestation of the Developmental Constraints Hypothesis (DCH). In support of the DCH, transcription had a strong constraining effect on both composition quality and productivity. Additionally, transcription moderated the relation between foundational oral language skills and composition quality, although the moderation was negative. There was no significant moderation of transcription on the foundational oral language -composition productivity relation. Implications of the findings and future directions are discussed including challenges assessing composition in young, beginning writers.

Rammstedt, B., Lechner, C. M., & Danner, D. (2024). **Beyond literacy The incremental value of non-cognitive skills** (p. 1-27) [Report]. Consulté à l'adresse <https://doi.org/10.1787/7d4fe121-en>

This paper reviews a number of previous studies that have investigated how measure of non-cognitive skills predict important life outcomes such as educational attainment, employment, earnings, and self-reported health and life satisfaction. All reviewed studies analyse data from large-scale surveys from multiple countries and rely on the Big-Five framework to assess non-cognitive skills. The paper finds that measures of non-cognitive skills are robustly and consistently associated to indicators of life success in youth and adulthood, and have incremental predictive power over traditional measures of cognitive ability.

Sun, J., Justice, L. M., Jiang, H., Purtell, K. M., Lin, T.-J., & Ansari, A. (2024). **Big little leap: The role of transition difficulties in children's skill development during kindergarten.** *Early Childhood Research Quarterly*, 67, 139-147. <https://doi.org/10.1016/j.ecresq.2023.12.008>

Considerable interest is directed to promoting children's success as they transition to kindergarten. It is generally proposed that children who experience lower levels of transition difficulties at kindergarten entry achieve higher academic and socialemotional gains, although this premise has seldom been explicitly evaluated in tandem with children's kindergarten readiness skills. To improve understanding of the consequences of transition difficulties, this study investigated the role of transition difficulties at the child level to children's achievements at the end of the kindergarten year in a Midwestern state in the US. Results from a series of covariate-adjusted regression models showed that children who experienced less transition difficulties at the beginning of kindergarten demonstrated relatively more gains in math, reading, and social-behavioral skills at the end of kindergarten, even when controlling for kindergarten readiness skills, child and family characteristics, and classroom-level contextual factors. The findings also indicated that the associations between kindergarten transition difficulties and academic and social-behavioral skill development at the end of kindergarten did not vary by children's academic and social-behavioral skills at kindergarten entry. Taken together, these findings suggest that transition difficulties that children encounter within the kindergarten context may have significant and independent implications for children's skill development. Possible practices to ease transition difficulties are discussed.

Vu, K., Dao, V., DeJaeghere, J., & Glewwe, P. (2024). **Collaborative learning in the Vietnam Escuela Nueva Model and students' learning behaviors: A mixed methods**

**longitudinal study.** *International Journal of Educational Development*, 106, 103017. <https://doi.org/10.1016/j.ijedudev.2024.103017>

We study how Vietnam's Escuela Nueva, a pedagogical reform that promotes participatory and collaborative learning in primary schools, affects students' learning behaviors in short and long run. Using a propensity score matching approach, we find that the model increases the likelihood of giving and receiving feedback from peers as well as asking questions in class. The peer-learning effects appear to persist in the long run as students enter lower secondary school. Qualitative interviews with lower secondary teachers and school principals also provide evidence of these long-term effects. However, teachers also highlighted important concerns of this model.

Wu, X., & Zhang, Y. (2024). **Effects of individual attributes, family background, and school context on students' global competence: Insights from the OECD PISA 2018.** *International Journal of Educational Development*, 106, 102996. <https://doi.org/10.1016/j.ijedudev.2024.102996>

Global competence has gained considerable attention in education within a diverse and globalized world. Drawing from the OECD PISA 2018 framework for students' global citizenship, we employ hierarchical linear modelling to examine the effects of individual attributes, family background, and school characteristics on students' global competence in six countries/regions. The results reveal that gender, student self-efficacy in global issues, familial socioeconomic status, and teachers' intercultural attitudes significantly influence students' global competence in all six areas. Moreover, region-specific differences were found. The study provides valuable insights for advancing research, furthering the conceptualization and implementation of education for global competence.

Yuan, H., Kleemans, T., & Segers, E. (2024). **The role of the traditional and digital home literacy environment in Chinese Kindergartners' language and early literacy.** *Early Childhood Research Quarterly*, 67, 67-77. <https://doi.org/10.1016/j.ecresq.2023.11.009>

In this study, we examined whether a digital home literacy environment could be distinguished from a traditional literacy environment in Chinese context and the relationship between parental literacy expectations, traditional and digital home literacy environment, and children's language and early literacy skills. In addition, we explored whether the relationship between HLE and children's language and early literacy would be affected by parental perceived abilities with home literacy activities. One hundred and seventy kindergarten-2 children (82 boys and 88 girls; mean age = 55.15 months) and their parents participated in the study. Parents filled out a questionnaire on the home environment (i.e., parental expectations, home literacy activities, and parental perceived abilities in home literacy activities), and the children were assessed on language skills (vocabulary and grammatical skills) and early literacy (i.e., syllable and tone awareness). Results showed that a digital home literacy environment (DHLE) could be distinguished from a traditional home literacy environment (THLE). Chinese traditional home literacy environment consisted of three distinct aspects (Chinese speaking, Chinese writing, and informal literacy activities). Furthermore, there were no direct or indirect effects of (aspects of) the home literacy environment in predicting language skills, whereas an indirect effect of parental literacy expectations on early literacy was found, via the DHLE only. Finally, there was a positive relationship between DHLE and children's early literacy for parents who experience difficulties in providing the conditions for DHLE. Overall, these findings suggest that the DHLE has already become an important

part of the Chinese home literacy environment. In addition, when it comes to children's early literacy skills, the use of digital learning tools may partly compensate for parent's difficulties in digital home literacy education.

## Aspects économiques de l'éducation

Boring, A., & Brown, J. (2024). **Gender and choices in higher education.** *Economics of Education Review*, 99, 102521. <https://doi.org/10.1016/j.econedurev.2024.102521>

Chen, F., Harris, D. N., & Penn, M. (2024). **The effects of charter school entry on the supply of teachers from university-based education programs.** *Economics of Education Review*, 99, 102520. <https://doi.org/10.1016/j.econedurev.2024.102520>

Coustère, P. (2024). **Économistes et experts : généalogie d'une influence francophone sur la coopération internationale en matière d'éducation pour tous.** *Administration & Éducation*, 181(1), 101-107. <https://doi.org/10.3917/admed.181.0101>

Depuis les années 1990, il est possible de tracer une généalogie des paradigmes et méthodes d'économie de l'éducation développés par de l'expertise française et francophone, et dont l'influence reste profonde, quoique fréquemment confondue avec le corpus général des approches et pratiques des institutions de la coopération éducative internationale. Cette généalogie particulière témoigne d'une capacité de la francophonie institutionnelle, dans ses principes comme dans son fonctionnement, à servir d'incubateur à des approches novatrices.

De Hoyos, R., Djaker, S., Ganimian, A. J., & Holland, P. A. (2024). **The impact of combining performance-management tools and training with diagnostic feedback in public schools: Experimental evidence from Argentina.** *Economics of Education Review*, 99, 102518. <https://doi.org/10.1016/j.econedurev.2024.102518>

Granato, S., Havari, E., Mazzarella, G., & Schnepf, S. V. (2024). **Study abroad programmes and student outcomes: Evidence from Erasmus.** *Economics of Education Review*, 99, 102510. <https://doi.org/10.1016/j.econedurev.2024.102510>

Harris, D. N. (2024). **How Free Market Logic Fails in Schooling—And What It Means for the Role of Government.** *Educational Researcher*, 53(2), 111-122. <https://doi.org/10.3102/0013189X231216953>

Market-based policies, especially school vouchers, are expanding rapidly and shifting students out of traditional public schools. This article broadens, deepens, and updates prior critiques of the free market logic in five ways. First, although prior articles have pointed to some of the conditions necessary for efficient market functioning, I provide a more comprehensive list. Second, with an up-to-date literature review, I show that all of these conditions fail to hold to an unusual extent in schooling relative to other markets. Third, because of these failures, I argue that the most potent critique of the free market approach to schooling comes from the intellectual home of markets—economics. Fourth, I show that the issues leading to inefficiency are the same ones leading to inequity. Fifth, I argue that the analysis points to specific roles for government that go well beyond those included in new universal school voucher policies but are also narrower than the roles of government encompassed in traditional public education. For these reasons, the current policy direction is off track and apparently inconsistent with the main

criteria on which we evaluate education policy and even with the values that voucher advocates profess.

Hirtt, N., & Mottint, O. (2024). **Impact du quasi-marché scolaire sur l'équité des systèmes éducatifs européens**. Consulté à l'adresse Aped (Appel pour une école démocratique) website: <https://hal.science/hal-04511846>

The existence of a relationship between the organization of education systems on the model of a quasi-market and the importance of segregation and social inequalities in school performance is the subject of regular debate. The quantification of such a relationship should be an important element in educational policy choices if we are to move education towards greater equity and diversity. We use the PISA 2022 database to build and calculate three indices: first, a measure of social inequality in school performance; second, a measure of social segregation; thirdly, the degree of free school market. We show the existence of a close correlation between these three variables for the main European countries and conclude on ways to better regulate the school market.

Kaye, N. (2024). **The cumulative impact of socioeconomic disadvantage on educational attainment during austerity: a comparative cross-cohort approach**. *Oxford Review of Education*, 50(2), 186-206. <https://doi.org/10.1080/03054985.2023.2234287>

Despite much empirical evidence highlighting the harmful effect of socioeconomic disadvantage on educational outcomes, there is a relative lack of understanding of how different risk factors impact upon attainment. Importantly, it has yet to be established what effect, if any, austerity cuts have had on the most disadvantaged students. Using rich data from two British cohort studies (Next Steps and MCS), this cross-cohort study explores how educational inequalities impact on attainment in distinct cohorts of students at identical age-points, whilst also examining the role of wider political and socioeconomic circumstances. The analysis reconfirms the detrimental effect of exposure to socioeconomic risk factors on attainment, highlighting the relative importance of some (e.g. social housing) over others, and emphasising the disproportionate association of exposure to multiple risks with poorer outcomes. For both cohorts, the attainment gap is already clear at age 11, and widens at every level of risk across secondary education. Despite the implementation of austerity, no evidence is found for worsening inequalities at an individual level. However, the persistent link between disadvantage and attainment means that, on a cohort level, increasing levels of disadvantage during austerity will inevitably lead to greater proportions of young people facing an attainment 'penalty'.

Kelchen, R., Ortagus, J., Rosinger, K., Baker, D., & Lingo, M. (2024). **The Relationships Between State Higher Education Funding Strategies and College Access and Success**. *Educational Researcher*, 53(2), 100-110. <https://doi.org/10.3102/0013189X231208964>

We compiled the first longitudinal data set with detailed state funding information to examine whether different funding strategies for public higher education correlate with college access and completion, with a focus on outcomes among racially minoritized students. We found no relationships between funding mechanisms and student outcomes at public universities. However, at community colleges, we found that funding strategies that combine base adjustments and enrollment or performance components may increase enrollment, but not completions.

Lowry, D., Page, L. C., Nurshatayeva, A., & Iriti, J. (2024). **Subtraction by addition: Do private scholarship awards lead to financial aid displacement?** *Economics of Education Review*, 99, 102517. <https://doi.org/10.1016/j.econedurev.2024.102517>

Mobhe, B. (2024). **L'Université Responsable: fondements et mise en œuvre par l'approche du changement organisationnel responsable** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2755>

Najam, R. (2024). **Closing the gap: Effect of a gender quota on women's access to education in Afghanistan.** *Economics of Education Review*, 99, 102509. <https://doi.org/10.1016/j.econedurev.2024.102509>

OXFAM. (2024). **Transforming Education Financing in Africa** (p. 1-25). Consulté à l'adresse OXFAM website: [https://oi-files-cng-v2-prod.s3.eu-west-2.amazonaws.com/africa.oxfam.org/s3fs-public/Transforming\\_Education\\_Financing\\_in\\_Africa\\_report.pdf?VersionId=lpmwIGn8B2YcB3z4C.V7U34d3i1K.L0X](https://oi-files-cng-v2-prod.s3.eu-west-2.amazonaws.com/africa.oxfam.org/s3fs-public/Transforming_Education_Financing_in_Africa_report.pdf?VersionId=lpmwIGn8B2YcB3z4C.V7U34d3i1K.L0X)

Skinner, B. T., & Doyle, W. R. (2024). **Predicting postsecondary attendance by family income in the United States using multilevel regression with poststratification.** *Economics of Education Review*, 99, 102508. <https://doi.org/10.1016/j.econedurev.2024.102508>

Strand, S. (2024). **Socio-economic inequality and education.** *Oxford Review of Education*, 50(2), 145-147. <https://doi.org/10.1080/03054985.2024.2307771>

Tan, C. Y. (2024). **Direct and indirect influences of familial socioeconomic status on students' science achievement.** *Oxford Review of Education*, 50(2), 207-231. <https://doi.org/10.1080/03054985.2022.2139672>

The present study challenges the assumption that equipping students with positive learning attitudes and beliefs can compensate for socioeconomic status (SES) effects on students' academic achievement. It unravels the association between SES and students' achievement by examining direct and indirect SES influences (via students' science attitudes and beliefs such as science epistemological beliefs, interest, and self-efficacy) on students' science achievement using an analysis of secondary data involving 5,355 15-year-old students (from 138 schools) and their parents from Hong Kong who participated in the Programme for International Student Assessment (PISA) 2015. Two-level structural equation modelling (SEM) results showed that (a) the total standardised SES effect (direct and indirect) on students' science achievement was 42.46% more when compared to the case where only direct SES effects were accounted for; and (b) the total standardised effect of science classroom variables was much smaller than that associated with SES. These results suggest that the strength of the association between SES and students' achievement is understated if we focus only on direct effects. Relatedly, students' attitudes and beliefs are not insulated from familial SES influences, so they are not as efficacious in circumventing social structures as they are sometimes portrayed in the literature.

Tobin, Z. (2024). **How do public schools respond to competition? Evidence from a charter school expansion.** *Economics of Education Review*, 99, 102519. <https://doi.org/10.1016/j.econedurev.2024.102519>

World Bank. (2024). **Public Expenditure and Institutional Review and Financial Management in Education Analysis: Preventing a Lost Decade in Education in the Lao PDR.** Consulté à l'adresse World Bank website: <https://elibrary.worldbank.org/doi/epdf/10.1596/40940>

The education sector in the Lao PDR (Laos) faces significant challenges. Access to education improved over of the past decade but substantial gaps remain, and previous progress is being undermined ...

## Aspects psychologiques de l'éducation

Alex Smith, R., Allen, A. A., & Alley, J. (2024). **A literature synthesis of curriculum-based measurement in writing for English learners.** *Psychology in the Schools*, 61(4), 1440-1457. <https://doi.org/10.1002/pits.23121>

The purpose of this article is to systematically examine the literature around Curriculum Based Measurement in Writing (CBM-W) for English learners (ELs) in English. We reviewed the literature to identify published research studies examining CBM-W that disaggregated data for ELs. We identified six published studies examining the technical adequacy of CBM-W specifically for ELs. The studies examined a variety of types of CBM-W across diverse populations of ELs but all were restricted to stage 1 of CBM research. Only one study included ELs participating in a bilingual model of instruction and their findings contrasted with other studies including ELs participating in English-only models of instruction. While there is emerging evidence of the technical adequacy for ELs across a variety of CBM-W types for screening purposes, there is little evidence to currently support their use for progress-monitoring or for ELs participating in bilingual models of instruction. Suggestions for current practice and future research are described.

Anapey, G. M. (2024). **Reimagining post-COVID distance education support services with achievement motives and career personality.** *International Review of Education*, 70(1), 87-109. <https://doi.org/10.1007/s11159-023-10038-6>

For a successful transition from distance learning to first careers, adolescents' psychosocial and career decision-making will require analytics-driven support services. However, current distance-education support services in Ghana have yet to adopt psychometric techniques for effective career guidance and innovative pedagogy in the post-COVID period. Hence, the study presented here explored distance-education students' career typologies and their need for achievement motives, using a cross-sectional survey design. John Holland's Self-Directed Search (SDS) inventory, with high reliability coefficients, was administered to 523 first-year distance learners. Data were analysed using multivariate analysis of variance (MANOVA), multiple discriminant analysis (MDA), t-test, and binary logistic regression with relevant assumptions explored. The results indicate a significant relationship between open and distance learning (ODL) students' need for achievement motivation and career personality typologies. Enterprising, Social, and Conventional (ESC) personality typology also emerged as the dominant three-letter career code for students. While gender was not found to be important for categorising career personality styles, significant differences were observed between age and

students' job experience. The study concludes that students' achievement motives have a strong impact on their career personality scores, with ESC codes confirming digitally engineered post-COVID job environments that are demanding innovation, critical thinking, humanity and ethical competencies for students. Given that many adolescents are enrolling in ODL programmes, recommendations are offered for curriculum development, guidance and counselling interventions and distance-education administration to adopt psychometrics analysis for psychosocial and career personality-targeted education support services.

Bariş Pekmezci, F., & Dağdeviren Ertaş, B. (2024). **Pre-service teachers in Türkiye in the framework of attitude towards the teaching profession, school belonging, and motivation.** *Teaching and Teacher Education*, 142, 104514. <https://doi.org/10.1016/j.tate.2024.104514>  
The purpose of the current study is to identify latent model of school belonging and teaching motivation on attitudes toward the teaching profession, and the relationship between the acceptance and exclusion dimension of school belonging, and the intrinsic and extrinsic motivation of teaching motivation. A sample of 534 undergraduate students was selected using a convenience sampling procedure. As a result, significant differences were observed between pre-service teachers' intrinsic and extrinsic motivations, their school commitment to acceptance and exclusion, and their attitudes toward the teaching profession. Multiple profiles among prospective teachers were identified through our extensive research.

Bates, R. A., & Dynia, J. M. (2024). **Psychological and physiological stress and stressors in early childhood educators: An observational pilot study.** *Psychology in the Schools*, 61(4), 1413-1439. <https://doi.org/10.1002/pits.23118>  
While early childhood educators' mental health is important, it may also affect the well-being and education of their students. Yet, little research has described the stress and stressors of early childhood educators (ECEs), particularly as the pandemic wanes. This pilot study aimed to (1) describe ECEs' psychological and physiological stress and (2) examine the association between ECEs' psychological and physiological stress levels with stressors. A convenience sample of 67 ECEs, serving children 0–5 years old, from 13 early educational centers completed surveys on psychological stress (perceived stress, anxiety, and depression), stressors (economic hardship, food insecurity, and adverse childhood experiences), and demographics in Fall 2021. A subsample of ECEs provided hair samples, analyzed for cortisol, to estimate physiologic stress. Regarding stress, 63% met the criteria for major depressive disorder and 41% for generalized anxiety disorder. Only 26% were taking medications to manage mental health. About 25% experienced the stressors of food insecurity and economic hardship, and 80% experienced at least one adverse childhood experience. Only education level significantly predicted perceived stress and depression—above and beyond stressors, household income, race, and age. The results have policy and practice implications for implementing evidence-based solutions to buffer stress and stressors in ECEs.

Batten, J. (2024). **Achieving the educational mission: Are Connecticut school nurses valued?** *Psychology in the Schools*, 61(4), 1514-1531. <https://doi.org/10.1002/pits.23123>  
School nurses are indispensable for students' educational success. They are often the only healthcare professional a child will see who can care for immediate health needs, coordinate care for students' chronic health conditions, and promote healthy behaviors. This qualitative study is the first to investigate the experiences that influence the inclusion

of Connecticut school nurses as valued and essential partners in K-12 education. Interviews with 14 Connecticut school nurses uncovered how they perceive their community values their role and practice in furthering the educational mission. The analysis revealed that although school nurses believe they bring value to students by providing equitable healthcare and wellness education access, they identified four organizational structural gaps in being seen as valued critical partners in the educational setting. They feel dispensable, their workload expectations are overwhelming, they feel undervalued as equal professionals, and they need more access to adequate professional development. This study has significant implications for K-12 education leaders because school nurses are vital partners in the educational mission. They bridge healthcare and education, ensuring students can optimally learn. Recommendations for how leaders can empower school nurses are included.

Bjugstad, A., Cardoso, J. B., Chen, T. A., Brabeck, K. M., & Borja, S. (2024). **Exploring social and environmental predictors of school engagement among first- and second-generation Latino youth: A multidimensional approach.** *Psychology in the Schools, 61*(4), 1375-1392. <https://doi.org/10.1002/pits.23119>

Using a multidimensional, integrative approach this study examined the influence of social position factors (nativity, economic hardship, and language) and environmental contexts (community trauma, geographic location, and discrimination) on three domains of school engagement (cognitive, behavioral, and relational) among a community sample of first- and second-generation Latino adolescents. Findings from this study reveal that both social position and environmental contexts significantly and differentially predicted each of the three domains of school engagement. Participants (n = 306) included students from 11 high schools in two US cities. Fifty-three percent were first-generation immigrants and 80% were born, or had a parent from, Mexico or Central America. Results indicated that all three social position factors (nativity, economic hardship, and language) and two of the three environmental contexts (community trauma exposure and discrimination) significantly and differentially predicted each of the three domains of school engagement. Findings emphasize the direct effects of student's social positionality and environmental contexts on their engagement in school.

Brown, T., Akkurt, M., & Green, D.-A. (2024). **Investigating school counselor-parent relationships, interaction, and involvement.** *Psychology in the Schools, 61*(4), 1724-1740. <https://doi.org/10.1002/pits.23138>

Involvement of parents plays a crucial role in the implementation of a comprehensive school counseling program. For this study, 404 parents participated in a national survey conducted in the United States. The purpose of the study was to investigate parents' perceptions of their involvement with the school counseling program and their relationship with the school counselor. Results suggested concerns regarding school counselor communication and the involvement of parents in their child's education and planning after high school. Results also indicated participants held a positive perception of school counselors (e.g., hopeful, positive, and accepting), their competency, and they felt comfortable with the school counselor.

Bruce, M., Ermanni, B., & Bell, M. A. (2024). **Vocabulary size predicts behavioral problems in emotionally reactive children.** *Early Childhood Research Quarterly, 67*, 265-273. <https://doi.org/10.1016/j.ecresq.2024.01.004>



Internalizing and externalizing behavioral problems place children at an increased risk for low academic achievement and socioemotional maladjustment. Children's language skills and level of emotional reactivity have been shown to predict behavioral problems later in development. Yet, there is an absence of research investigating vocabulary by negative emotionality interactions with respect to the development of behavioral problems during early childhood. Our study sought to fill this gap by examining whether the relation between preschool (age 3) vocabulary size and internalizing/externalizing problems during the early school years (age 6) is moderated by preschool negative emotional reactivity, even after controlling for preschool behavioral problems as well as children's socioeconomic background. Longitudinal data was collected from 256 typically developing children (129 girls, 75% White) and their mothers (64% held a college degree). Linear regression analyses revealed moderate rank-order stability in children's internalizing and externalizing problems across this period of development. Evidence of an interaction effect emerged in both the internalizing and externalizing problems regression models. That is, age 3 vocabulary was negatively related to age 6 behavioral problems, but only among children exhibiting higher levels of negative emotional reactivity. Our results indicate that early vocabulary acquisition may serve as a buffer against adverse behavioral outcomes in children with a natural propensity toward expressing negative emotions. These findings point to a more nuanced picture of the relations between language, emotional reactivity, and behavioral problems in childhood, which are discussed in greater detail to inform future intervention and educational research.

Cai, J., & Lombaerts, K. (2024). **Self-regulation matters: Examining the relationship between classroom learning environments and student motivation through structural equation modeling.** *Social Psychology of Education*, 27(2), 411-434. <https://doi.org/10.1007/s11218-023-09827-6>

The classroom learning environment plays a crucial role in promoting student motivation. With this in mind, this study investigates the relationship between classroom learning environments and student motivation via self-regulation as a mediator. We collected data from 2033 students and analyzed them using structural equation modeling. Task orientation, ongoing assessment, teacher support, cooperation, equity, involvement, and differentiated instruction in the classroom learning environment were found to be related to student motivation. Furthermore, our results suggest that self-regulation mediates the relationship between ongoing assessment, equity, teacher support, task orientation, cooperation, and student motivation. We discussed the implications of these findings for classroom orientation.

Cheng, Y.-C. (2024). **A hypothetic model for examining the relationship between savoring, imagination, perceived hope and resilience: A study of Taiwanese principals.** *Psychology in the Schools*, 61(4), 1491-1513. <https://doi.org/10.1002/pits.23124>

School principals are integral to the success of school operations, particularly in the face of diverse challenges. Resilience emerges as a critical attribute for these educational leaders. This research investigated the sequential mediation effects of imagination and perceived hope on the relationship between savoring and resilience. A survey was conducted with 1306 principals (390 females and 916 males; 302 from senior high schools, 351 from junior high schools, and 653 from elementary schools), representing 34% of the total population. Utilizing Partial Least Squares Structural Equation Modeling, the analysis revealed that: (1) savoring positively correlates with resilience, (2) imagination

significantly mediates the relationship between savoring and resilience, (3) perceived hope significantly mediates the relationship between savoring and resilience, and (4) imagination and perceived hope sequentially mediate the relationship between savoring and resilience. The research concludes by discussing the theoretical and educational implications of these findings and proposes directions for future research.

Collie, R. J., Caldecott-Davis, K., & Martin, A. J. (2024). **Academic buoyancy among female secondary school students: An examination of predictors and outcomes up to age 22.** *Social Psychology of Education, 27*(2), 363-388. <https://doi.org/10.1007/s11218-023-09843-6>

We investigated academic buoyancy—and its predictors and outcomes—among female students attending all-girls and coeducational schools. We examined data from 1,254 female students. Structural equation modeling revealed that students' perceptions of three instructional climate factors (teacher-student relationships, useful content, engaging content) were positively associated with their learning strategies (elaboration, memorization, control) and achievement and, in turn, academic buoyancy (assessed one year later) in similar ways across the two school types. In turn, learning strategies, achievement, and academic buoyancy were associated with academic, well-being, and occupational outcomes assessed up to age 22 in different ways. Together, the findings provide understanding about academic buoyancy among girls, provide guidance for how teachers can support buoyancy and other personal attributes among girls, and yield knowledge about the longer-term outcomes of academic buoyancy.

Croity-Belz, S., & Olry-Louis, I. (2024). **Introduction – S'orienter aujourd'hui dans des contextes en transition: quelques éclairages en psychologie de l'orientation.** *L'orientation scolaire et professionnelle, 53*(1), 3. <https://doi.org/10.4000/osp.18592>

Dans un monde en plein bouleversement sur les plans économique (montée du chômage, précarité), organisationnel (uberisation, télétravail, etc.), écologique et géopolitique (réchauffement climatique, conflits internationaux) mais aussi sanitaire avec l'arrivée de la Covid-19, la question du contexte d'incertitude grandissant et de ses effets est de plus en plus évoquée dans le champ des carrières (Blustein, 2019 ; Soidet et al., sous presse). Ce contexte incertain complexifie la transition voc...

Ding, Y., Lu, G., Chen, S., Liang, Y., Zhang, Y., Peng, Q., ... Chen, C. (2024). **The effect of perfectionism on relative deprivation among nursing students: The role of interpersonal sensitivity and resilience.** *Psychology in the Schools, 61*(4), 1360-1374. <https://doi.org/10.1002/pits.23116>

This study investigated the relationship between perfectionism and relative deprivation among nursing students in China as well as the mediating role of interpersonal sensitivity and the moderating role of resilience in this relationship. A cross-sectional study design involved 682 nursing students participants from two universities in Henan Province, China, using questionnaires about demographics, perfectionism, relative deprivation, interpersonal sensitivity, and resilience. Descriptive statistics, Pearson's correlation analysis and the PROCESS macro in regression analysis were used for data analysis. Adaptive perfectionism was not significantly correlated with relative deprivation, while maladaptive perfectionism was significantly positively correlated with interpersonal sensitivity, relative deprivation, and resilience. Interpersonal sensitivity mediated the relationship between maladaptive perfectionism and relative deprivation, accounting for 41.07% of the total effect. Moreover, the first half path and direct path of this process

were moderated by resilience. These results show that targeted interventions to reduce maladaptive perfectionism, reduce interpersonal sensitivity and improve resilience of nursing students could help reduce their relative deprivation.

Eriksen, E. V., Vestad, L., Bru, E., & Caravita, S. C. S. (2024). **Social competencies, classroom relationships, and academic engagement: A latent change score modeling approach among lower secondary school students.** *Social Psychology of Education*, 27(2), 435-459. <https://doi.org/10.1007/s11218-023-09841-8>

This longitudinal study applied latent change score (LCS) modeling to examine individual changes in students' (N = 1205) academic engagement (behavioral and emotional), social competencies (relationship skills and social awareness), and classroom relationships (emotional support from teachers and collaborative peer relations). Average changes during the first year of lower secondary school were investigated, and an LCS model specifying that individual changes in social competencies are related to individual changes in academic engagement partially via individual changes in classroom relationships was tested. The results indicated an average decline for all variables, particularly emotional engagement. Changes in social competencies were associated with changes in classroom relationships and indirectly with changes in academic engagement via changes in emotional support from teachers. A direct association was found between changes in social awareness and behavioral engagement. The findings reflect that the promotion of social competencies in lower secondary school may foster positive classroom relationships and academic engagement, mainly via perceived social awareness for behavioral engagement or via emotional support from teachers for both dimensions of academic engagement.

Ewell, A., Lopera-Perez, D., Kao, K., Tuladhar, C., Meyer, J., & Tarullo, A. (2024). **Child biological stress and maternal caregiving style are associated with school readiness.** *Early Childhood Research Quarterly*, 67, 13-23. <https://doi.org/10.1016/j.ecresq.2023.11.003>

Low socioeconomic status (SES) is a risk factor for unpreparedness for formal school entry. However, it is unclear how specific SES domains or factors related to SES, such as maternal caregiving style or child biological stress regulation, uniquely contribute to a child's academic competency. We examined the relation between early biological stress, SES, and caregiving style with the academic competency domain of school readiness in a preschool-age sample (N = 91) using multidimensional measures of SES, measures of maternal behavior, child hair cortisol concentrations, and diurnal salivary cortisol. We also investigated which correlates uniquely contribute to academic competency as indexed by the Bracken School Readiness Assessment and the NIH Picture Vocabulary Test. Higher cumulative biological stress, indexed through hair cortisol concentrations, was related to lower scores on both measures. Poor biological stress regulation, indexed by a flatter diurnal cortisol slope, was related to lower receptive vocabulary. More sensitive maternal behaviors and measures indicating higher SES were related to better performance in both academic competency measures. Of these significant associations, maternal intrusion and parental education uniquely contributed to pre-academic skills beyond other measures, whereas maternal structuring and parental education uniquely contributed to receptive vocabulary. These results provide new evidence that biological stress is related to academic competency in early childhood and demonstrate the importance of structured, non-intrusive parenting when preparing children for long-term academic success.

Fisher, A. E., Johnson, L. R., Minnes, S., Miller, E. K., Riccardi, J. S., & Dimitropoulos, A. (2024). **Predictors of social emotional learning in after-school programming: The impact of relationships, belonging, and program engagement.** *Psychology in the Schools*, 61(4), 1318-1335. <https://doi.org/10.1002/pits.23113>

After-school youth development programs support social-emotional functioning which leads to better academic and behavioral outcomes. This article examines three common predictors of social-emotional functioning individually and concurrently to better understand the role of these predictors in the after-school setting. The common predictors are staff/student relationships, sense of belonging, and program engagement. That data came from 144, 3rd through 8th grade, students across 9 different elementary and middle school sites who regularly attended a large youth development program. Regression analyses were run and the results indicated that each variable was an individually significant predictor of social-emotional functioning. Results from multiple regression analyses demonstrated that there was a better model fit when including all three variables in the same model. Interestingly, the results indicated that program engagement was a strong predictor above and beyond staff/student relationships and sense of belonging on self-management and self-efficacy. Sense of belonging and program engagement both predicted social awareness. Implications of these findings for after-school program planning and development are discussed.

Flowers, J., McCleary, D., Dawes, J., & Marzolf, H. (2024). **Review of participatory research assent procedures in school psychology.** *Psychology in the Schools*, 61(4), 1348-1359. <https://doi.org/10.1002/pits.23112>

In the realm of psychology and related fields, like school psychology, obtaining informed consent from clients or participants who are 18 years old or older is mandatory for researchers. However, if the individuals are below 18 years old or under a conservatorship, their assent is crucial even if their parent or legal guardian has provided formal consent. Despite the widespread recognition of the importance of assent during research, there is a lack of research and guidelines on how to obtain it effectively. To bridge this gap, we conducted a review and created a summary of research published in school psychology journals on gaining assent during research studies. The articles were categorized based on the experimental design, population, and level of assent described. Our findings offer a comprehensive overview of the current state of research on gaining assent in school psychology, which will enhance transparency in research methods.

Forcht, E. R., & Van Norman, E. R. (2024). **Comparison of screening methods for computer adaptive tests to predict reading and math performance.** *Psychology in the Schools*, 61(4), 1590-1610. <https://doi.org/10.1002/pits.23132>

The present study compared the diagnostic accuracy of a single computer adaptive test (CAT), Star Reading or Star Math, and a combination of the two in a gated screening framework to predict end-of-year proficiency in reading and math. Participants included 13,009 students in Grades 3–8 who had at least one fall screening score and end-of-year state test score in reading and math. First, diagnostic accuracy statistics were evaluated for a single screening measure to predict proficiency on end-of-year tests. Second, a gated screening framework was simulated to examine the diagnostic accuracy of a combination of screening measures (i.e., scores from the CATs and the end-of-year test). The diagnostic accuracy of each screening method was compared. Results suggest that

diagnostic accuracy did not improve for the gated screening method when compared to the single screening method. The gated screening method tended to yield low sensitivity values ( $M = 0.42$ , range = 0.35–0.48) and high specificity values ( $M = 0.97$ , range = 0.95–0.99). The only condition to reach acceptable sensitivity and specificity ( $>0.70$ ) was a single reading screener predicting reading outcomes. Sample specific cut-scores from receiver operating curve (ROC) analyses led to improved diagnostic accuracy outcomes relative to all other methods.

Frick, M. A., Isaksson, J., Vadlin, S., & Olofsdotter, S. (2024). **Direct and Indirect Effects of Adolescent Peer Victimization and Mental Health on Academic Achievement in Early Adulthood: A 6-Year Longitudinal Cohort Study.** *Youth & Society*, 56(3), 579-596. <https://doi.org/10.1177/0044118X231185364>

Using a three-wave (mean age 14.4, 17.4, and 20.4 years) longitudinal design ( $N = 1,834$ ; 55.6% females), we set out to map direct and indirect effects of adolescent peer victimization and mental health on academic achievement in early adulthood, and the buffering effect of positive family relations. Data was collected in Sweden 2012 to 2018. We found concurrent ( $\beta_s = .13-.28$ ) but no longitudinal transactional effects between peer victimization and symptoms of depression, anxiety, and conduct disorder (CD). Peer victimization, depression, and CD had longitudinal direct effects on poorer academic achievement in early adulthood ( $\beta_s = .09-.11$ ). Positive family relations did not moderate the effects. The results indicate that prevention and interventions against peer victimization and poor mental health may contribute to a higher proportion of individuals graduating from high school.

Gale, A., & Nepomnyaschy, L. (2024). **School Connectedness and Mental Health Among Black Adolescents.** *Journal of Youth and Adolescence*, 53(5), 1066-1077. <https://doi.org/10.1007/s10964-023-01898-0>

Black students' school experiences are important for their mental health. The current study explored the link between school connectedness in middle childhood and depressive symptoms and aggressive behaviors among Black adolescents. Participants were Black youth ( $M_{age} = 9.36$  years,  $SD = 0.38$  at time 1), ( $M_{age} = 15.59$  years,  $SD = 0.60$  at time 2), and 50.2% female. The findings demonstrated a significant association between school connectedness assessed at age nine and reduced depressive symptoms and aggressive behaviors reported at age fifteen. Notably, gender moderated the relationship between school connectedness and depressive symptoms, with a stronger association found for girls. These results offer valuable insights into how early perceptions of school connectedness impact the mental health of Black adolescents as they grow older. These findings also indicate that girls might be more attuned to the social and emotional aspects of their schools. These findings validate the significance of a sense of connection to school with mental health outcomes among Black adolescents and indicate the possibility of school connectedness interventions to enhance their overall well-being.

Haase, J., Höhne, E., Hannover, B., McElvany, N., & Zander, L. (2024). **How do others think about my group? Adolescents' meta-stereotypes about Turkish- and German-origin students' subject-related German and general school competence.** *Social Psychology of Education*, 27(2), 523-542. <https://doi.org/10.1007/s11218-023-09836-5>

In Germany, Turkish-origin students face negative competence-related stereotypes held by different groups in society, including teachers at school. While a large body of

research has examined stereotypes (i.e., other-stereotypes) about immigrant students, little is known about their own competence-related meta-stereotypes, i.e., beliefs regarding the other-stereotypes that outgroup peers hold about them. The present study addresses this research gap by examining Turkish- and German-origin students' meta-stereotypes about two dimensions of competencies not yet investigated, namely Turkish- and German-origin students' subject-related German competence as well as their general school competence using a newly developed instrument combining verbal and non-verbal measures. These assessments are juxtaposed to the evaluations of a group of peers with other immigrant backgrounds (i.e., others' meta-stereotypes). In line with previous evidence, we found positive meta-stereotypes (as well as other- and others' meta-stereotypes) towards German-origin students reported by all three groups. However, our study is the first that supports the existence of negative meta-stereotypes (as well as other- and others' meta-stereotypes) towards Turkish-origin adolescents, again, among all participants. This pattern was particularly pronounced regarding the dimension of subject-related German competence. We discuss the findings' potential relevance for students' self-concepts and intergroup interactions in classrooms.

Hatakeyama, Y., Fujino, H., Yamamoto, T., Ishii, A., & Okuno, H. (2024). **Effects of classroom-based social problem-solving training on elementary school children: Investigating the moderating role of executive function.** *Psychology in the Schools*, 61(4), 1630-1645. <https://doi.org/10.1002/pits.23129>

Social problem-solving (SPS) skills represent an individual's ability to effectively solve daily problems. Although previous studies have demonstrated the positive effects of SPS interventions, there is still a lack of evidence on the relevant moderating factors. Therefore, this study investigated the impact of an SPS intervention on a sample of elementary school children, by focusing on the potential moderating effects of executive function. The participants included a total of 101 fifth graders (mean age of 10.6 years), who were divided into two groups for an immediate intervention (treatment) and delayed intervention (control). The following three aspects were measured pre- and postintervention: SPS skills, emotional regulation, and school adjustment. Preintervention, we measured two aspects of executive function using the Cambridge Neuropsychological Test Automated Battery, including working memory and inhibition. Following the intervention, the participants increasingly generated alternative solutions, which may have contributed to better adaptive functioning and solutions. However, we also observed some negative impacts on participants with lower executive functioning, including deteriorating effects on emotional regulation (problem solving) and life satisfaction. These findings emphasize the need to pay close attention to the individual profiles of the recipients to design more effective interventions.

Hollenstein, L., Rubie-Davies, C. M., & Brühwiler, C. (2024). **Teacher expectations and their relations with primary school students' achievement, self-concept, and anxiety in mathematics.** *Social Psychology of Education*, 27(2), 567-586. <https://doi.org/10.1007/s11218-023-09856-1>

Teacher expectations not only relate positively to student achievement, but also to student beliefs such as their self-concept. Nevertheless, most studies focus on the relations with student achievement, followed by studies on beliefs. Beliefs are a significant determinant of academic success and can include student self-concept or emotions, such as anxiety. The extent to which anxiety can be influenced by teacher expectations has been investigated in very few studies. This paper examined how teacher

expectations related to changes in student achievement, self-concept, and anxiety in mathematics within a school year. The data were from a longitudinal study "Outcomes of teacher education", funded by the Swiss National Science Foundation and based on 28 teachers and 509 primary school students. Teacher expectations were operationalized using the residual approach. Student mathematics achievement was assessed via a standardized mathematics test and their self-concept as well as their mathematics anxiety via a questionnaire. The multi-level structure was considered in the analyses, because the interclass-correlation of student mathematics achievement exceeded the critical value of 10%. The results showed that teacher expectations were positively related to student achievement as well as self-concept and negatively related to anxiety towards mathematics. The change in the explained variance was small (self-concept and anxiety) to large (achievement). The results extend findings on the expectation effect in the classroom, as they focus not only on student achievement but also on student beliefs and are discussed regarding their significance for academic success.

Hosek, B., Kitsantas, A., King, S., Echeverria, R., & Wahidi, S. (2024). **Learning how to learn: Student voices on the function and utility of a student-engaged design intervention in a rural middle school.** *Social Psychology of Education*, 27(2), 335-361. <https://doi.org/10.1007/s11218-023-09816-9>

The purpose of the present study was to explore the voices of high- and low-achieving middle school students around the function and utility of a student-engaged design learning how to learn intervention. The intervention was a year-long standard elective course in the curriculum in which all students enrolled during their time in middle school. Fifteen (N = 15) seventh- and eighth-grade students from a rural middle school participated in focus groups and provided information about their perceptions regarding the function and utility of this intervention. Thematic analysis of the qualitative data revealed that the intervention supported student motivation and self-regulatory skill development. In contrast to high-achieving students, low-achieving students expressed the need for additional support in setting and achieving their learning goals to maximize their experience of the intervention. Implications of these findings regarding future refinement and guidelines for implementation of student-engaged design interventions with respect to teacher training and practice in middle schools are discussed.

Hou, Y., Zhang, Y., Cao, X., Lei, G., & Liu, G. (2024). **The association between perceived social support and resilience among Chinese university students: A moderated mediation model.** *Psychology in the Schools*, 61(4), 1474-1490. <https://doi.org/10.1002/pits.23122>

This study investigated the relationship between perceived social support and psychological resilience among university students while also exploring the mediating role of coping style and the moderating effect of perceived stress. The study collected data from 1356 university students, and a path analysis was used to test the proposed hypotheses. The results revealed that perceived social support had a significant positive effect on psychological resilience. Additionally, positive coping style partially mediated the relationship between perceived social support and psychological resilience. The study also found that the direct predictive effect of perceived social support on psychological resilience, as well as the mediating role of positive coping style, were both moderated by perceived stress. Specifically, the effect of perceived social support on psychological resilience was more significant among university students with lower perceived stress than among those with higher perceived stress. Our results underscore

the importance of perceived social support, positive coping style, and perceived stress in promoting psychological resilience among Chinese university students.

Isoard-Gauthier, S. (2023). **De la spécialisation précoce au développement du burn-out chez les jeunes sportifs·ves.** *Staps*, 143(5), 61-77. <https://doi.org/10.3917/sta.143.0061>

L'objectif de cet article est d'exposer les éléments présentés lors du colloque « Des critiques du sport : controverses interdisciplinaires » (Strasbourg, 4-5 novembre 2021). Le Modèle développemental de la participation sportive (MDPS ; Côté, 1999 ; Côté et al., 2007) présente les caractéristiques des programmes sportifs qui favorisent la participation continue et le développement personnel des jeunes sportifs·ves. Ce modèle a permis d'identifier les conséquences négatives de la spécialisation précoce, en particulier le burn-out sportif (Isoard-Gauthier et al., 2016). Ce dernier peut être conceptualisé comme un syndrome comportant trois dimensions interreliées mais distinctes : le sentiment d'accomplissement réduit, l'épuisement physique et les sentiments négatifs envers le sport (Isoard-Gauthier et al., 2018). Gustafsson, Kenttä et Hassmén (2011) ont proposé un modèle intégrateur et explicatif du burn-out sportif. Ce modèle a permis d'identifier les antécédents majeurs, les signes précurseurs, les conséquences du burn-out et les facteurs liés à la personnalité, aux stratégies de coping et à l'environnement qui pourraient être considérés comme des antécédents et/ou des modérateurs. Dans ce modèle, le cumul du rôle de sportif·ve et d'élève a été identifié comme un antécédent potentiel du burn-out chez les jeunes sportifs·ves. La présentation de ces différents éléments théoriques et empiriques permettra de proposer des pistes d'intervention pour la prévention du burn-out sportif chez les jeunes sportifs·ves.

Jung, H., & Gil, J. (2024). **The heterogeneous impact of college education on happiness by gender.** *Social Science Quarterly*, 105(2), 311-326. <https://doi.org/10.1111/ssqu.13332>

Objective This study examines the heterogeneous impacts of college education on happiness by gender. Methods To yield unbiased impact estimates, we take advantage of a natural experiment known as the graduation quota program, which suddenly and massively expanded the opportunities to attend college in the early 1980s in South Korea. Using whether the birth cohorts were exposed to the graduation quota program as an instrumental variable (IV), this study estimates the longer-term effects of college education on happiness by gender. Results The estimated local average treatment effect by the IV analysis indicates that men who were induced to attend college by the graduation quota program became happier. However, there was no noticeable impact on women's happiness. Conclusions Considering that the subjective happiness in our study was measured in their late 30s and 40s, the impact of college on happiness seems to be long-lasting for men but not for women.

Karabacak-Çelik, A., & Aşantuğrul, N. (2024). **The Mediator Role of Positive Experiences at School in the Relationship between Academic Self-Confidence and School Belonging in Turkish Secondary School Students.** *Child Indicators Research*, 17(2), 683-704. <https://doi.org/10.1007/s12187-023-10101-6>

School belonging is crucial to a student's overall wellbeing and academic success, which refers to their connection and identification with their school community. It encompasses their relationships with peers and teachers and their engagement in academic and extracurricular activities. Research has identified individual and social factors that affect school belonging; however, the factors associated with students' covitality factors and positive psychology dimensions are unclear. Therefore, this study



aims to determine the mediator role of positive experiences in the school in the relationship between academic self-confidence and school belonging of secondary school students. For this purpose, 358 secondary school students in Tokat, Turkey, participated in the study. The research used the School Belonging Scale, Positive Experiences at School Scale, and Academic Self-Confidence Scale as data collection tools. As a result of the study, we determined positive and moderate relationships between academic self-confidence, positive experiences at school, and school belonging. Furthermore, mediation analysis results revealed that positive experiences at school mediated the relationship between academic self-confidence and school belonging. The research findings were interpreted in line with the positive psychology and socioecological model of school belonging literature.

Kaya, S., Eryilmaz, N., & Yuksel, D. (2024). **A Cross-Cultural Comparison of Self-Efficacy as a Resilience Measure: Evidence From PISA 2018.** *Youth & Society*, 56(3), 597-621. <https://doi.org/10.1177/0044118X231186833>

This study explored the equivalence of resilience across countries and economies that participated in PISA 2018. A total of 79 countries and economies were divided into ten sub-groups based on their socio-demographic characteristics. Analysis of the comparability of the PISA self-efficacy scale as a measure of resilience across the participating countries/economies in the study was conducted using multi-group confirmatory factor analysis (MG-CFA). The results demonstrated that across all countries and economies, the configural invariance level, which is the lowest level of invariance, has been reached but the metric and scalar invariance levels have not been reached. Within-group results showed that all sub-groups presented a model fit for the metric level of invariance. However, only the Anglo countries were able to reach the strict invariance level. This finding indicates that the Anglo countries were more homogeneous in terms of their interpretation of self-efficacy in PISA, whereas other sub-groups were more heterogeneous. Confirming the notion of cultural affiliation of resilience, it was concluded that self-efficacy by itself might not be an adequate indicator of resilience. The current study has some recommendations for future research and how PISA can be more inclusive about the constructs it employs.

Kingsford-Smith, A. A., Alonzo, D., Beswick, K., Loughland, T., & Roberts, P. (2024). **Perceived autonomy support as a predictor of rural students' academic buoyancy and academic self-efficacy.** *Teaching and Teacher Education*, 142, 104516. <https://doi.org/10.1016/j.tate.2024.104516>

Students' academic self-beliefs are associated with their school achievement and enjoyment. However, academic self-beliefs appear to be lower in rural schools. In a sample of students in Australian rural schools (N = 974), this study investigated whether perceived autonomy support (PAS) predicted two important self-belief constructs: academic buoyancy and academic self-efficacy. The results revealed that PAS positively predicted academic buoyancy and academic self-efficacy. Multigroup structural equation modeling further identified that primary school students reported more adaptive school experiences than high school students. This research has implications for how teachers can best support students' academic self-beliefs in rural schools.

Lavery, L., & Dahill-Brown, S. (2024). **Overworked & underappreciated: How uncertainty, long hours, & partisan politics undermined teachers' morale throughout the COVID-19**

**pandemic.** *Teaching and Teacher Education*, 142, 104549.  
<https://doi.org/10.1016/j.tate.2024.104549>

Five waves of interviews with teachers' union leaders in diverse settings indicate that fears about health and safety, alongside uncertainty, strained teachers' relationships with administrators and community early in the pandemic. Over time, an unrelenting workload, constantly shifting demands, and partisan political attacks on teachers and schools dampened morale. Pandemic stressors layered on top of preexisting stressors to undermine teacher morale in a way that appears lasting; efforts to improve morale should be multidimensional, addressing working conditions but also public regard.

Li, Z., Rubie-Davies, C., & Wu, Z. (2024). **Stronger teacher expectation effects on foreign language learning: Student perceptions of the classroom environment as moderators.** *Social Psychology of Education*, 27(2), 543-566. <https://doi.org/10.1007/s11218-023-09849-0>

This study investigated whether teacher expectation effects on students' foreign language learning would be moderated by students' perceptions of the classroom environment. The participants were 28 teachers and 1030 first-year undergraduate students learning English as a foreign language from public universities in China. Data for teacher expectations of student future performance in the year-end standardised test, students' performance in the prior examination and year-end examination, and students' perceptions of the classroom environment (six factors) were collected. Structural equation modelling was run for data analysis. The results showed that, with students' prior achievement controlled, positive teacher-student relationships, innovative instruction, and clearly structured instruction strengthened the effects of teacher expectations on student year-end academic achievement but cooperative learning lessened the predictive power of teacher expectations. Further, peer relationships and learner autonomy did not significantly impact the magnitude of teacher expectation effects. The findings suggested a positive moderating role of teacher-led behaviours on teacher expectation effects but negative moderation effects of student-led behaviours in tertiary classrooms.

Ma, S., Kim, N., & An, S. (2024). **The importance of literacy for rural seniors in the Republic of Korea: An investigation of its effect on social inclusion and mental health.** *International Review of Education*, 70(1), 143-162. <https://doi.org/10.1007/s11159-023-10042-w>

This study examined the association between literacy and quality of life among rural seniors in the Republic of Korea. A sample of rural seniors (N = 1,000) was surveyed by the Korea Rural Economic Institute in 2018, which assessed their literacy levels, their lifelong literacy education status and their quality of life. The authors' analyses of the data collected in this survey reveal that higher literacy levels are positively associated with a greater likelihood of social inclusion and better mental health status among rural seniors. Furthermore, seniors with functional literacy demonstrated a higher probability of being included in the rural community compared to those with only basic literacy. Lastly, lifelong literacy education was found to play a crucial role in enhancing the literacy levels of rural seniors. As a policy recommendation, the authors suggest that local governments expand literacy education programmes to more rural areas of South Korea.

Maslakçı, A., Sürücü, L., & Şeşen, H. (2024). **Positive psychological capital and university students' entrepreneurial intentions: does gender make a difference?** *International*

*Journal for Educational and Vocational Guidance*, 24(1), 125-150.  
<https://doi.org/10.1007/s10775-022-09545-z>

Understanding the entrepreneurial intentions of university students is an important factor for increasing the spirit of entrepreneurship in university education. This study's goal is to evaluate the relationship between the positive psychological capital of university students and entrepreneurial intentions in the context of gender differences. This study hypothesized that (1) positive psychological capital positively affects the entrepreneurial intentions of students and (2) gender differentiates the effect of positive psychological capital on entrepreneurial intentions. The hypotheses were tested using a survey of 574 students studying at universities in Northern Cyprus. The results show that positive psychological capital positively affects entrepreneurial intentions, and gender plays a differentiating role in this effect. The article discusses the findings of the study and makes some suggestions for university education.

Méloni, D. (2023). **Souffrances scolaires et des trajectoires créatives**. *Le Carnet PSY*, 264(7), 15-16. <https://doi.org/10.3917/lcp.264.0015>

Mullin, A. C., Sharkey, J. D., Aragon, K. M., Appel, O., Portabales, P., Bouchard, I., & Felix, E. D. (2024). **"It just felt like another thing to do": Examining teacher barriers and motivators to utilizing trauma-informed resources during COVID-19**. *Psychology in the Schools*, 61(4), 1287-1301. <https://doi.org/10.1002/pits.23111>

Given that over two-thirds of children in the United States are exposed to at least one traumatic event by age 16, it is imperative that schools support these students with trauma-informed practices and resources. The current study investigated factors that affected teacher use of trauma-informed resources within two school districts in California during the COVID-19 pandemic. The specific research questions included assessing how intrinsic barriers, extrinsic barriers, administrator support, and school climate affect the use of trauma-informed resources, as well as what barriers to and motivators of implementation teachers report. Eighty-five teachers participated. A logistic regression model indicated that teacher-administrator relationships ( $B = 0.77$ ,  $p = .016$ ) and intrinsic barriers ( $B = -0.84$ ,  $p = .002$ ), were predictive of resource use. Open-ended responses revealed barriers to teacher resource use that included lack of time and district problems. Teachers reported being motivated to use resources based on their concern for the well-being of students and themselves. Results indicate a myriad of extrinsic and intrinsic barriers making it difficult for teachers to use resources despite their motivation to support themselves and their students, and have implications for rethinking the way that teachers are expected to operate within the school system.

Nasi, M. (2024, mars 25). **« Ils ont moins d'idées reçues, osent parler de suicide » : la parole des jeunes sur la santé mentale se libère**. *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/03/25/ils-ont-moins-d-idees-recues-osent-parler-de-suicide-la-parole-des-jeunes-sur-la-sante-mentale-se-libere\\_6224130\\_4401467.html](https://www.lemonde.fr/campus/article/2024/03/25/ils-ont-moins-d-idees-recues-osent-parler-de-suicide-la-parole-des-jeunes-sur-la-sante-mentale-se-libere_6224130_4401467.html)

Alors que de plus en plus d'étudiants sont confrontés à des pensées suicidaires et des tentatives de suicide, les initiatives se multiplient pour évoquer ce sujet, qui interpelle jusque dans l'intime.

Nicoletti, A., & Falissard, B. (2024). **Être-élève: Obstacles aux apprentissages et perception de soi**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336427089?utm\\_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+\(Sciences+hu](https://www.editions-harmattan.fr/livre-9782336427089?utm_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+(Sciences+hu)

[maines%2c+sociologie+et+anthropologie\)+%5bParticuliers%5d&utm\\_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm\\_medium=Emailing&utm\\_source=Sendethic](#)

Être-élève est né de la volonté d'un groupe d'enseignants spécialisés qui se proposent d'aller au bout de leurs démarches pédagogiques afin de mieux comprendre les obstacles rencontrés par leurs élèves. À leur action se joignent d'autres professionnels : une pédopsychiatre, une psychologue clinicienne, une neuropsychologue et une psychomotricienne. Ensemble, ils exercent tous en pédopsychiatrie. L'ouvrage propose plusieurs outils de médiation pédagogique et dégage également un certain nombre de pistes interprétatives empruntées à la psychologie, à la psychanalyse ou à la philosophie. Il traite de la souffrance psychique et de son impact sur le fonctionnement cognitif des jeunes. En affirmant la richesse incommensurable de la relation pédagogique et en essayant d'explicitier l'insondable qui peut s'y traduire comme subjectivation progressive de la personne de l'élève, cet ouvrage est avant tout la trace d'un parcours partagé. Il s'agit d'un texte qui a été écrit pour tous et dont l'action peut être prolongée par chacun. Ce présent, où nos existences s'entrelacent, est capable d'ouvrir l'horizon des possibles.

Nurhidayati, V. A., & Seo, S. (2024). **Parents' perceived risks and benefits on avoidance of street food near schools in Indonesia: Moderating role of school type.** *Psychology in the Schools*, 61(4), 1393-1412. <https://doi.org/10.1002/pits.23117>

This study identified the influence of parents' perceived risks and benefits on children's avoidance of street food near schools in Indonesia. It also assessed how food risk knowledge and trust in food sellers influence risk—benefit perceptions and the moderating effect of school type. An online survey was conducted with 576 parents of elementary schoolchildren in Jakarta and West Java, and structural equation modeling was performed to test the hypotheses. The results showed that parents' avoidance of street food near schools was significantly influenced by parents' health and sanitation risk perception and nutritional benefit perception. Parents' perceived health and sanitation risk and food risk in street food near schools increased as they gained more food risk knowledge. However, trust in food sellers decreased their perception of risks. Multiple group analysis revealed a moderating effect of school type. Some of the influences were observed only in the parents from public school. The findings suggest that government regulations, school-based nutrition education, and parental support are needed to ensure safe and nutritious street food near schools; thus, schoolchildren can access safe, healthy, and nutritious foods.

Ochoa, W., Li, L.-W., Kiyama, F., & McWayne, C. M. (2024). **Are family-teacher communication quality and child and family characteristics associated with head start children's classroom engagement? It's complicated.** *Early Childhood Research Quarterly*, 67, 34-43. <https://doi.org/10.1016/j.ecresq.2023.11.007>

Children's classroom engagement during the first years of formal schooling is foundational to their academic success. Previous research has found that the quality of communication between parents and teachers as well as child and family characteristics are associated with children's engagement scores in the classroom. However, research remains limited, and most has been conducted among middle and high school students. Even less is known about the role of communication quality between parents and teachers on children's classroom engagement during preschool, when children are encountering the formal education system for the first time and the

foundation for their school trajectories are being laid. This study explores the association between parent-teacher communication quality and child and family characteristics on the classroom engagement scores of 326 low-income, ethnoracially and linguistically diverse children attending Head Start, using a teacher and observer-rated measure of child engagement. Results showed that when teachers perceived having a high-quality communication with the child's parent, the child was rated to be more engaged in the classroom by both their teachers and independent observers. However, parent and child characteristics (i.e., parent race/ethnicity, children's English language skills, child gender, and child age) were only significantly associated with children's classroom engagement when rated by their teachers but not by independent observers. These findings suggest that building relationships with families early on might be a promising way that schools can support the wellbeing of minoritized children.

O'Neal, C. R., Meyering, K., Babaturk, L., & Gosnell, N. (2024). **Child anger regulation measure: Psychometric properties, prediction of emotional engagement, and gender differences.** *Psychology in the Schools*, 61(4), 1565-1589. <https://doi.org/10.1002/pits.23128>

The objective of this study was to understand the psychometric functioning of the Child Anger Regulation Measure (CARM), its prediction of emotional engagement, and if the prediction of emotional engagement differs for girls and boys. The sample included 251 upper-elementary school students in the United States (10% Black, 62% White, 6% Latinx, 5% Asian, 12% Multiethnic/Other; 58% female; average age = 9.7 years). Emotional engagement in school was reported by both students and teachers. Confirmatory factor analysis (CFA) indicated adequate fit of the data to the first-order correlated theoretical model at two time points. Internal and test-retest reliability was moderate-strong; the internal reliability of the anger withdraw strategy was weak for boys but adequate for girls. Of the five anger regulation latent predictors, the path analysis indicated that latent pause anger (i.e., waiting before responding to anger) was the strongest and sole predictor of how emotionally engaged a student felt in school, based on both student- and teacher-reported engagement and controlling for other anger regulation (AR) strategies. There was partial measurement invariance across boys and girls, and there were no gender differences in AR prediction of emotional engagement. Implications for assessment, psychoeducation, and school contexts are discussed.

Pasmanik, D., & Jorquera, C. (2024). **Deepening class insight through participatory lesson study: An experience with students specializing in school psychology.** *Psychology in the Schools*, 61(4), 1710-1723. <https://doi.org/10.1002/pits.23136>

Class phenomena have primary significance for the diagnosis and intervention at both an individual and a whole-class level for school psychologists. Trying to bring undergraduate psychology students closer to class and teaching, a learning experience based on an adaptation of Lesson Study, a professional development method for teachers, was designed and evaluated with a group of undergraduate psychology students attending two preparatory and consecutive courses for professional performance in educational environments. Students made participants observations of classes they attended, participated in collaborative reflection with their teachers, and issued a report. Meetings were transcribed, conforming, altogether with their written reports 12 texts, analyzed using thematic analysis. Four primary themes were generated concerning benefits, difficulties, perceived learning facilitators and this experience's contribution to professionalization. The results stress a favorable self-perceived effect in

students' comprehension of the class and the teaching, backed up by an internship experience. Additionally, content expressing empathy toward teachers and an increased perceived self-knowledge as students was reported. Having a previous experience with the method within the first course and a part time internship in the second course, along with the profile of the second course and its emphasis on procedural content, seemed to foster these outcomes.

Pelletier, C., Frenette, É., & Gaudreau, N. (2024). **Liens entre les pratiques enseignantes perçues au collégial, le SEP à réussir ses études et le stress des étudiants.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5479>

Les étudiants inscrits aux études postsecondaires vivent de plus en plus de détresse psychologique. Cette situation, surtout documentée d'un point de vue clinique et dans le but d'organiser les services spécialisés offerts aux étudiants (Baik et al., 2019), a été observée dans les cégeps du Québec (Gosselin et Ducharme, 2017). La présente étude pose la question suivante : que peuvent faire les personnes enseignantes pour développer le sentiment d'efficacité personnelle (SEP) des étudiants et diminuer leur stress? Une meilleure connaissance des pratiques enseignantes susceptibles de développer le SEP des étudiants à réussir leurs études pourrait fournir des éléments de réponse à cette question. Ainsi, cette étude de type quantitatif et exploratoire s'intéresse aux liens unissant les pratiques enseignantes au collégial, le SEP à réussir ses études et le stress (n = 355) à partir d'une analyse acheminatoire. La discussion porte sur les principaux résultats : 1) les perceptions de pratiques enseignantes varient selon le genre, l'âge et le programme d'études, 2) le SEP-études est influencé par quatre types de pratiques : défis d'apprentissage et choix des tâches, modelage par l'enseignant et autres modèles, messages d'efficacité et relations positives, 3) le degré de stress est influencé par le SEP-études, ainsi que par 4) le genre des répondants et les messages de peur de l'enseignant, et 5) le SEP-études présenterait un effet indirect sur la relation entre d'une part les messages d'efficacité et le stress, et d'autre part les relations positives et le stress.

Quintana-Orts, C., Mora-Merchán, J. A., Muñoz-Fernández, N., & Rey, R. D. (2024). **Bully-victims in bullying and cyberbullying: An analysis of school-level risk factors.** *Social Psychology of Education*, 27(2), 587-609. <https://doi.org/10.1007/s11218-023-09846-3>

Considering the increasing rates of bullying in adolescence, more empirical evidence on how multiple factors work together in relation to the bully-victim role is needed. This study aims to explore individual and perceived school-level factors associated with the bully-victim role in the context of traditional bullying and cyberbullying, based on the social-ecological model. Factors such as aggressive conflict resolution, normative adjustment, emotional dysregulation, peer social network, teacher apathy, teacher support, and school connectedness were analyzed. Gender differences were also examined. Participants were 854 students (402 girls) between 11 and 18 years of age (M = 13.65; SD = 1.36) from four secondary schools. Results indicated common factors associated with the bully-victim role in both traditional bullying and cyberbullying, such as aggressive conflict resolution, normative adjustment, and school connectedness. Whereas higher teacher support was associated with the bully-victim role in traditional bullying, lower peer social network was associated with the cyberbully-victim role. Gender interaction effects were found in traditional bullying, with the likelihood of being a bully-victim being higher for girls with higher levels of teacher support and lower school connectedness. Our results highlight that individual factors affect bully-victims in traditional bullying and

cyberbullying, and act in concert with perceived environmental conditions in the education context. Discipline and norm adjustment, as well as socio-emotional competencies such as emotional regulation and adequate conflict resolution, are important for preventing bully-victim involvement. Key factors in the school context to prevent double-role involvement are discussed.

Radiamoda, R. B., Chuang, H.-H., Pernia, R. A., & Borazon, E. Q. (2024). **Investigating resilience of international students at a public university in Southern Taiwan and its implications for the New Southbound Policy.** *International Journal of Educational Development*, 106, 103001. <https://doi.org/10.1016/j.ijedudev.2024.103001>

While the initiative behind Taiwan's New Southbound Policy is largely driven by economic, political and academic priorities, this study promotes strengthening the psychological dimension of the policy to support its increasing international student population. The current study examines how optimism and emotional regulation predicts resilient behavior among a sample of international students in Taiwan. Empirical results from regression analysis showed that there is a positive association between optimism and resilience, while mediation analyses reported that optimism is also a partial mediator between emotion regulation and resilience, which nuances their relationship. The findings bear significant policy implications to Taiwan's educational development initiative.

Santos, N. N., & Monteiro, V. (2024). **Second grade retention: Beliefs, decision-making styles, and factors involved in the decision process.** *Psychology in the Schools*, 61(4), 1646-1666. <https://doi.org/10.1002/pits.23130>

Grade retention decisions are high-risk because this practice can significantly affect students' academic and professional path and their socioaffective development. This study aimed to contribute to a better understanding of second-grade retention decision-making by exploring the factors the professionals consider during the retention decision-making, their beliefs about the effectiveness of grade retention, and their cognitive decision-making style. The study sets in Portugal, where second-grade retention is a common practice. One hundred ninety-four teachers answered an online questionnaire developed for this purpose. Path analysis results suggested that teachers' beliefs and decision-making styles served as a filter, defining what factors they consider relevant or not to make grade retention decisions. Intuitive experiences seem to inform teachers' grade-retention decisions, especially when they believe retention is essential for students' success.

Shen, J., Zhang, H., & Zheng, J. (2024). **The impact of future self-continuity on college students' online learning engagement: A moderated mediation model.** *Psychology in the Schools*, 61(4), 1694-1709. <https://doi.org/10.1002/pits.23133>

Online learning is becoming more and more common, so how to maintain learners' online learning engagement is very important. This study aims to explore the impact of future self-continuity on college students' online learning engagement and its underlying mechanism of action. We utilized the Future Self-Continuity Questionnaire, the Learning Self-regulation Questionnaire, the Implicit Theories of Intelligence Scale, and the Online Learning Engagement Scale to measure the corresponding variables of a sample with 476 college students. The results revealed that future self-continuity, autonomous motivation, and implicit theories of intelligence were significant positive predictors of student's online learning engagement. The positive association between future self-

continuity and student's online learning engagement was mediated by the autonomous motivation. Moreover, the mediating effect of autonomous motivation was moderated by the implicit theories of intelligence. Relation to the individual endorsing entity theorists, the mediating effect of autonomous motivation was stronger for individual holding increment theorists. Future self-continuity has an impact on college students' online learning engagement levels directly or indirectly through autonomous motivation. Attention should be paid to the cultivation training of learners' future scenario imagination and autonomous motivation to facilitate their maintenance of focused online learning engagement.

Shoshani, A. (2024). **Meaning in Life in Preschool Children: Developmental Foundations and Relationship to Well-Being.** *Child Indicators Research*, 17(2), 581-600. <https://doi.org/10.1007/s12187-024-10107-8>

This study aimed to investigate the sources of meaning in life of 3- to 6-year-olds. A sample of 291 children responded orally to questions about the most important aspects of their lives, and parents reported on their children's meaning in life using parent-reported questionnaire. Attachment patterns and Theory-of-Mind abilities were examined as possible antecedents of individual differences in meaning in life. Self, parental and preschool teachers' reports were obtained to assess the children's functioning and well-being. The findings indicated that preschool children are able to articulate their sense of meaning in life. Meaning in life increased with age and was partly mediated by Theory-of-Mind development. Securely attached children expressed more meaning in life than children classified as disorganized or avoidant/insecure. A significant association was found between self and parental reported meaning in life and children's socio-emotional and preschool functioning and well-being. The implications for early interventions in family and preschool settings are discussed.

Spielberger, J., Burkhardt, T., Carreon, E. D., & Gitlow, E. R. (2024). **Fostering healthy social and emotional climates in early childhood classrooms through infant and early childhood mental health consultation.** *Early Childhood Research Quarterly*, 67, 307-319. <https://doi.org/10.1016/j.ecresq.2024.01.009>

Through relationship building and collaboration, Infant and Early Childhood Mental Health Consultation (IECMHC) aims to increase early childhood professionals' capacity to promote children's mental health and reduce the use of exclusionary discipline practices. We conducted a three-year pilot study of a cross-system, embedded model of IECMHC to address gaps in the literature regarding provider and classroom outcomes. Using a matched-comparison group design, the study examined differences between staff in intervention and comparison programs in their ability to create classroom climates that promote children's social and emotional development and explored factors associated with classroom climates. A sample of 120 teachers participated in surveys over a 21-month implementation period. A subsample of teachers participated in classroom observations (n = 28) using the Climate of Healthy Interactions for Learning & Development (CHILD) tool (Reyes & Gilliam, 2017) and semi-structured interviews (n = 30). Regression analyses revealed a significant relationship between the intervention and classroom climate in two domains, directions and rules and equity. Interview data supported these findings and provided further evidence of changes in teacher attitudes and behaviors. We conclude that teachers who received the IECMHC model showed improved ability to establish certain aspects of healthy social and emotional classroom



climates. We also recommend further study of this model using matched-comparison group designs and direct observations of teacher practice.

Vahid, L., Khorasani, N., & Sadeghi, A. (2024). **Psychometric properties of the Childhood Career Development Scale among Iranian elementary school students.** *International Journal for Educational and Vocational Guidance*, 24(1), 241-264. <https://doi.org/10.1007/s10775-022-09555-x>

This study aimed to investigate the reliability and validity of the Childhood Career Development Scale (CCDS) on a sample of 1018 Iranian elementary school students. The Confirmatory factor analysis revealed that the original eight-factor model was of a good fit. Measurement invariance analyses indicated equivalence across gender and grade. A factorial MANOVA was applied to assess gender and grade mean differences in CCDS subscales. Concurrent validity of the CCDS subscales with the measures of Locus of Control and the children's Industry was confirmed. The CCDS Persian version proved to have good psychometric indexes for assessing children's career development.

Wang, H.-S., Tseng, M., & Wei, S.-H. (2024). **Promoting student well-being: Exploring participatory arts in a higher education institution.** *Psychology in the Schools*, 61(4), 1336-1347. <https://doi.org/10.1002/pits.23115>

The proportion of students studying in higher education institutions who are experiencing mental health needs is increasing and becoming a serious concern. Using participatory arts projects may be key to enabling students to maintain well-being despite the pressures inherent in their student role. Therefore, this study aimed to ascertain whether such a course could be feasibly developed within a university setting, and to examine how esthetic experience influences university students' well-being. To understand the differences in students' esthetic experience and well-being before and after engaging in participatory art, this study implemented an intervention and collected quantitative and qualitative data. A total of 39 students volunteered to participate in the study. The results revealed that esthetic experience predicted student well-being, as the more students had an esthetic experience by concentrating on a particular artwork, the more effective it was in terms of enhancing their well-being. In addition, there was a significant difference between the pre- and postintervention, where students' esthetic experience and well-being improved after completing the art activities. These findings have implications for our understanding of university students' well-being, as well as the importance of considering participatory art, on its own, as a target for intervention.

Wang, I. Y., Chan, R. C. H., & Wang, H. (2024). **The associations of procrastination with preservice teachers' stress and experiences during the COVID-19 pandemic: A three-wave longitudinal investigation.** *Social Psychology of Education*, 27(2), 389-409. <https://doi.org/10.1007/s11218-023-09844-5>

Procrastination tendencies are prevalent and are associated with negative psychosocial outcomes. However, how preservice teachers' procrastination tendencies prior to the COVID-19 pandemic link to their experiences during and after the COVID-19 pandemic have not been investigated. The present study collected data from three time points, examining how preservice teachers' procrastination tendencies before the COVID-19 pandemic related to their life satisfaction at the beginning of the COVID-19 pandemic, and their perceived work stress and the COVID-19 impact two and a half years after the outbreak of the pandemic. A total of 385 preservice teachers from Hong Kong were included in this study. Results from structural equation modeling revealed that preservice

teachers' higher procrastination tendencies before the COVID-19 pandemic were associated with lower life satisfaction at the start of the COVID-19 pandemic, which in turn was linked to higher perceived work stress and a more severe COVID-19 impact two and a half years after the COVID-19 outbreak. The results indicated that preservice teachers with procrastination tendencies may be especially vulnerable to experiencing work stress and life disruption in the face of traumatic events or crises. The findings provide valuable insights to both researchers and practitioners, highlighting the importance of addressing procrastination tendencies among preservice teachers.

Wang, J., Hida, R. M., Park, J., Kim, E. K., & Begeny, J. C. (2024). **A systematic review of mixed methods studies published in six school psychology journals: Prevalence, characteristics, and trends from 2011 to 2020.** *Psychology in the Schools*, 61(4), 1302-1317. <https://doi.org/10.1002/pits.23114>

Mixed methods (MM) designs have gained more recognition in psychology in recent years due to the complementary strengths of integrating both quantitative and qualitative approaches. The central elements of a MM design can be particularly useful in the field of school psychology, where both generalizations of group characteristics and exploration of individual perspectives are valued. Given the advantages of MM and their potential benefits in school psychology research, it is important to know the extent to which MM studies are published in school psychology journals and the general characteristics of such studies. This study examined articles published from 2011 to 2020 in six well-known school psychology journals to (a) document the prevalence of MM articles published in each journal and in each year, (b) examine the characteristics of the identified MM studies, and (c) explore possible trends of MM publications in the 10-year period. Findings revealed that although there is a significant increasing trend of MM studies published from the first 5 years (2011–2015) to the second 5 years (2016–2020), the percentage of MM studies is still very small in the journals assessed. Explanations, future study directions, and practical implications are provided to call for more attention and effort in facilitating the training and application of MM research.

Wang, W., Wang, X., Li, S., Ma, T., Poni Liu, M. N., & Sun, H. (2024). **The relationship between emotional interaction and learning engagement in online collaborative learning: Moderated mediating effect.** *Psychology in the Schools*, 61(4), 1549-1564. <https://doi.org/10.1002/pits.23125>

The prevalence of collaborative learning in online virtual environments is on the rise. It is vital to investigate the effect of emotional interaction on the learning engagement of students. The university students who participated in 16 h of online collaborative learning responded to an anonymous survey. The instruments included Collaborative Learning Emotional Interaction Scale, Loneliness Scale, Positive and Negative Rumination Scale, and Learning Engagement Scale. The mediating and moderating roles of variables were tested. Both positive and negative emotional interactions in online collaborative learning positively predicted learning engagement. Positive emotional interaction can inversely predict loneliness, while negative emotional interaction has a positive effect on loneliness. Loneliness inversely predicts learning engagement. In the low level of positive rumination, loneliness has a significant inhibitory effect on learning engagement, and the effect is much greater than that in the high level of positive rumination. In online collaborative learning, loneliness mediates the effect of learners' emotional interaction on learning engagement. The level of positive rumination moderated the connection between loneliness and learning engagement, the second part of the mediation model.

We can begin by increasing learners' positive rumination and reducing the detrimental impact of negative emotional interaction and isolation on learning engagement in online collaborative learning.

Wang, Y., Cheng, G., Zhou, X., Yang, H., Fu, N., & Ding, F. (2024). **Do college students with higher attachment anxiety or avoidance tend to have lower subjective social status? Evidence from a cross-sectional and a longitudinal study.** *Psychology in the Schools*, 61(4), 1611-1629. <https://doi.org/10.1002/pits.23131>

The present study examined the relationship between adult attachment and subjective social status (SSS) in college students through a cross-sectional survey (Study 1) and a longitudinal study (Study 2). In Study 1, 1300 college students were recruited via research flyers and online campus advertisements. They completed measures of adult attachment and SSS. The results showed that higher attachment anxiety and avoidance negatively predicted SSS. In Study 2, 958 freshmen students were recruited via the Freshmen Entrance Ceremony and underwent assessment four times (T1, T2, T3, and T4) at monthly intervals. The latent growth model results showed a significant decline in SSS during the first month of campus life, followed by a slow increase over the subsequent 2 months. While attachment avoidance did not predict a decline in SSS, attachment anxiety positively predicted the rate of decline in SSS, which meant that the higher the attachment anxiety was, the slower the rate of decline in SSS. Both studies indicated that both dimensions of attachment influence freshmen's SSS and that only attachment anxiety plays a role in the dynamics of SSS.

Webster, C. A., Mîndrila, D., Murphy, A. D., Banićević, I., Perić, D., Stankić, D., & Banićević, Ž. (2024). **Student profiles of physical activity, screen time, sleep quality and dietary habits and their association with mental health and school satisfaction: An exploratory study.** *Psychology in the Schools*, 61(4), 1667-1693. <https://doi.org/10.1002/pits.23127>

The interrelated nature of mental health and indicators of school success in children and adolescents has been under-investigated from a person-centered perspective. In this exploratory study, we examined patterns of health behavior in relation to mental health and school satisfaction. A convenience sample of 315 students (Mage = 11.39; SD = 2.045) from two British schools in Dubai, the United Arab Emirates participated in an online survey that included self-report measures of physical activity, screen time, sleep quality, dietary habits, mental health, and school satisfaction. Based on latent profile analysis, we identified four distinct health behavior profiles: high, low, average, and poor sleep and diet. Significant variation across profiles was evident for mental health subscores, age, and gender, although the results for gender were due to a high number of participants identifying as "other" or preferring not to say their gender. Profile membership was significantly associated with mental health and school satisfaction with students in the high health behavior profile reporting the highest scores on these outcomes. This study presents novel findings about students' health behaviors and school satisfaction and provides impetus for continuing research in this area of inquiry from a person-centered perspective.

Yan, Y., Muenks, K., Mata, R. A., & Yang, Y. (2024). **How do undergraduate students' perceptions of professor cultural competence and growth mindset relate to motivation to engage in intercultural interactions?** *Social Psychology of Education*, 27(2), 299-334. <https://doi.org/10.1007/s11218-023-09840-9>

In this paper, we explore associations among undergraduate students' perceptions of professor cultural competence, students' perceptions of professor growth mindset, and students' motivation to engage in intercultural interactions. In two studies (Nstudy 1 = 351, Nstudy 2 = 277), we find that when students perceive their professor to be more culturally competent, they report higher self-efficacy, value, and mastery-approach orientation toward intercultural interactions. However, somewhat unexpectedly, students who perceive their professors to have higher cultural competence also report higher performance-avoidance orientation toward intercultural interactions. When students perceive their professors to have a stronger growth mindset, they report lower emotional costs toward intercultural interactions. Further, in Study 1 but not Study 2, we find interactions between perceived professor cultural competence and perceived professor mindset such that the combination of perceiving high cultural competence and high growth mindset led to the highest student-reported self-efficacy and the lowest emotional cost toward engaging in intercultural interactions. Although exploratory and preliminary in nature, these findings suggest that students in classes where professors demonstrate high cultural competence may be more motivated to engage in intercultural interactions; however, it may be important for professors to also communicate a growth mindset if they want to reduce potential threats associated with engaging in intercultural interactions.

Zeng, Q., Wang, J., He, Y., Huang, F., Luo, H., Wu, J., & Zhang, M. (2024). **The effect of career-related parental support on life satisfaction among vocational school students.** *Psychology in the Schools*, 61(4), 1532-1548. <https://doi.org/10.1002/pits.23126>

The current study examines hope and career adaptability as two potential mediators, parent-child closeness as a moderator of the relationship between career-related parental support and life satisfaction. A total of 521 vocational high school students responded to this study. The result revealed that hope and career adaptability independently and serially mediated the relationship between parental career-related support and life satisfaction. Moreover, the moderating effect of parent-child closeness on career-related parental support and hope was found. When students' parent-child closeness was high (vs. low), the indirect pathway linking parental career-related support to hope to career adaptability to life satisfaction was stronger. This study enlightens parents should give career-related support to their children and establish a close bond with children.

Zink, H. H., Van Norman, E. R., & Klingbeil, D. A. (2024). **Multiple baseline and multiple probe design studies targeting academic skills: Trends over time in effect sizes.** *Psychology in the Schools*, 61(4), 1458-1473. <https://doi.org/10.1002/pits.23120>

Single-case design (SCD) is a quantitative experimental technique in which participants serve as their own control. The use of an effect size in SCD allows evaluation of outcomes as well as comparison of outcomes via meta-analyses. Characteristics of SCD research make the selection of an appropriate effect size complicated. Additionally, there are a number of factors that complicate the use of SCDs as a means to improve academic skills. The purpose of this study was to examine patterns by which SCD effect sizes are used to quantify outcomes from academic interventions. To do so, a descriptive analysis of an extant database of SCD studies was conducted. The authors created frequency tables for each effect size identified in the database as well as graphs to show the extent to which the use of effect sizes changed over time. The authors also determined whether the most frequently used effect sizes were appropriate for summarizing changes in

academic outcomes. Although many effect sizes have been developed, only a small number are routinely used in SCD research for academic skills. The most frequently used effect sizes were those that come from standardized statistics, compared with those that utilized principles of regression or Bayesian analysis.

## Aspects sociaux de l'éducation

Adeleke, R. (2024). **Geographical analysis of gender disparity in out-of-school children in Nigeria.** *Child Indicators Research*, 17(2), 637-655. <https://doi.org/10.1007/s12187-023-10097-z>

There are over 10 million children of primary school age out-of-school in Nigeria. Thus, school non-attendance is still a major problem in the country. A few studies have been done to understand the causes. Nevertheless, there is a dearth of studies that have examined the gender variations in out-of-school children (OOSC) and the underlying predictors across the country. Investigating the gender dimension of school non-attendance will enhance gender specific policies as the causes of school non-attendance are likely to vary between gender and across states or regions. To this end, this study conducts a spatial analysis to determine the geographical differences in OOSC, the hotspots of OOSC, and the underlying predictors using spatial statistical techniques. Contrary to the widely held opinion, findings indicate that more boys are out-of-school than girls. Across the country, the northern region accounts for a significant percentage of OOSC. The state-level analysis shows that Bauchi State is the hotspot for male school non-attendance while Sokoto, Kebbi, and Niger States are the hotspots for female school non-attendance. Evidence from the spatial analysis indicates that poverty is a significant predictor of OOSC majorly in the northwest and northeast regions of the country. The study recommends the need to alleviate poverty to improve school enrolment and the expansion of back-to-school programs for out-of-school boys.

Akuffo, A. G. (2024). **Who gets to go to school? Exploring the micro-politics of girls' education in Ghana.** *International Journal of Qualitative Studies in Education*, 37(4), 1006-1030. <https://doi.org/10.1080/09518398.2023.2178685>

Government implemented education access policies occupy a prominent place in the discourse on access to education. Education access issues have, thus, been examined almost exclusively from macro-level structural perspective. The micro-politics that take place behind the scenes after structural access issues have been resolved is minimally broached. Drawing on qualitative data from first generation educated women in Ghana and their mothers, this paper addresses the dark underbelly of girls' access to education, and the resistance activities undertaken by women to ensure that girls who become casualties of non-enrolment decisions are enrolled. Thus, the paper is guided by two questions. How do girls who become casualties of non-enrolment decisions go to school? How does the resistance activities women take against such non-enrolment decisions enable access for girls? In presenting the roles played by different actors such as mothers and kins, this paper makes an argument that, through women's resistance activities such as subverting the norms, covert diplomacy, and infractions of gendered rules in decision-making, women resist structural distribution of norms that exclude them from decision-making before girls can go to school unimpeded.

Armagnague, M., & Boulin, A. (2023). **Regards de jeunes sur leur orientation scolaire : une analyse de l'agentivité de fin de collège d'élèves primo-migrants en France.** *Cahiers de*

*la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 47-67.  
<https://doi.org/10.4000/cres.6678>

Centré sur le vécu d'élèves primo-migrants concernant leur orientation post-collège en France, cet article propose une analyse des principales logiques animant leur agentivité. À partir d'entretiens individuels et collectifs réalisés en fin d'année scolaire avec des jeunes de troisième scolarisés dans deux Unités pédagogiques pour élèves allophones arrivants (UPE2A), nous montrerons que même si l'agentivité de ces élèves est en partie cadrée par l'école et dépendante de leurs compétences scolaires, il n'existe pas systématiquement de correspondance stricte entre ces dispositions scolaires manifestes et leur appropriation subjective. Nous soulignerons ainsi que l'agentivité de ces jeunes repose également sur d'autres ressources objectives et subjectives externes à l'école, leur permettant quelquefois des appropriations institutionnellement distancées de leur parcours scolaire.

Armagnague, M., Boulin, A., & Persini, C. (2023). **Quelle orientation scolaire pour les jeunes primo-migrants allophones ? Un état de la question.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 5-26. <https://doi.org/10.4000/cres.6613>

Le projet de réforme de l'enseignement de Jean Zay en 1937 institutionnalise la notion d'orientation en France, avec l'instauration des classes d'orientation dès le primaire et la création d'un centre d'orientation professionnelle dans chaque département. Son objectif est de prolonger la scolarité des élèves de l'enseignement primaire dans des filières professionnelles sachant que jusqu'alors, 85 % d'une génération quittait l'école à 12 ans (Dhume & alii, 2011). Ainsi, dès son origine, l'orie...

Asadullah, M. N., Webb, A., & Islam, K. M. M. (2024). **SDG 4 mid-point challenge: Fixing the broken interlinkages between education and gender equality.** *International Journal of Educational Development*, 106, 103015. <https://doi.org/10.1016/j.ijedudev.2024.103015>

While the UN's SDG Summit 2023 marks the midpoint of the 2030 Agenda, many of the SDGs are moderately to severely off-track. In this commentary, we place emphasis on addressing hidden quality gaps that can help fix broken interlinkages, and in turn create positive correlations and harness untapped synergies, across goals. To illustrate broken interlinkages between SDGs 4 and 5, we focus on the puzzle of "education without employment" in South Asia. We argue that a hidden form of gender inequality in education quality -- gender stereotypes in learning materials -- potentially undermines interlinkages between SDG targets in the region, among other factors. If gender inequality in educational production is overlooked, a focus on enrolling more girls will not fix the broken links between SDGs 4 and 5. Addressing hidden gaps in public service quality should be a priority during the final half of the SDG campaign.

Bacha, Y., & Cortier, C. (2024). **Enjeux sociodidactiques pour une éducation plurilingue: Repenser le rôle des langues de socialisation à l'école algérienne.** Editions L'Harmattan. Partant de l'hypothèse que le plurilinguisme social exerce une incidence sur la situation didactique, cet ouvrage, qui s'adresse aux chercheurs et aux étudiants, étudie, en contexte algérien, l'impact des représentations et de la langue de référence sur l'apprentissage du français. L'enquête conduite auprès d'enseignants et apprenants, montre, à partir des entretiens semi-directifs, des observations des situations didactiques et des analyses des productions écrites, qu'en didactique des langues, partir de la langue de référence pour s'approprier la langue étrangère peut être une voie

prometteuse. L'apprentissage d'une nouvelle langue obéit aux normes de la/des langue(s) de famille et au parti pris que s'en font l'enseignant et les apprenants. C'est pourquoi, valoriser en classe les langues de familles – souvent scotomisées et occultées institutionnellement – et positiver les représentations sur les langues, c'est inscrire l'apprenant dans un plurilinguisme de fait et (re)nouer également le lien entre le sociétal et le scolaire. L'ouvrage s'efforce sur certaines questions ayant trait à la sociolinguistique et à la didactique des langues d'apporter des réponses adaptées, dans une visée sociodidactique.

Barnes, A., Came, H., Dey, K., & Humphries-Kil, M. (2024). **Eyes wide open: exploring the limitations, obligations, and opportunities of privilege; critical reflections on Decol2020 as an anti-racism activist event in Aotearoa New Zealand.** *International Journal of Qualitative Studies in Education*, 37(4), 1191-1209. <https://doi.org/10.1080/09518398.2023.2181423>

Te Tiriti o Waitangi (Te Tiriti) signed in 1840 by the British Crown and a number of indigenous hapū (subtribes) collectively named Māori has been widely positioned as the foundation document for the colonial state of Aotearoa New Zealand. Devastating consequences of breaches of Te Tiriti form an injustice perpetuated through overt and covert institutional racism. Such racism undermines Māori sovereign status, harms the wellbeing of contemporary Māori, contradicts a justice aspired to among democratic nations, and diminishes the justification of ourselves as a just people. As authors the demand to eradicate such racism is influenced by many Māori leaders whose efforts to honour Te Tiriti have never waned. We describe Decol2020 as a creative collaboration among community and scholarly activists intent on transforming racism. We offer this paper as a contribution to how such collaborations may be invigorated wherever any institutionalized injustice requires redress.

Ben Hamouda, L. (2024, mars 26). **Enseignements de spécialité : origine sociale et genre pèsent toujours sur les choix.** Consulté 27 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/26/enseignements-de-specialite-origine-sociale-et-genre-pesent-sur-les-choix/>

Dans une note parue récemment, la direction de l'évaluation, de la prospective et de la performance dresse le bilan des choix d'enseignements de spécialité et d'enseignements optionnels à la rentrée 2023, des choix « globalement très proches de ceux observés à la rentrée précédente ». « Les six enseignements de spécialité les plus choisis sont les « mathématiques », les « sciences économiques et sociales » (SES), la « physique-chimie », l'« histoire-géographie, géopolitique et sciences politiques » (HGGSP), les « sciences de la vie et de la Terre » (SVT) et les « langues, littérature et cultures étrangères et régionales » (LLCER) » indique la note. « La combinaison la plus fréquemment choisie en terminale est « mathématiques, physique-chimie », suivie de « HGGSP, SES » et « physique-chimie, SVT ». Y est aussi confirmé qu'une grande majorité des combinaisons d'enseignements spécialisés correspondent à une filière du baccalauréat avant la réforme.

Bihan-Poudec, A., Marion, J.-M., & Dubreil-Frémont, V. (2024). **Évolution de la représentation sociale de la statistique chez des étudiants en sciences humaines et sociales.** *Statistique et Société*, 11(3). Consulté à l'adresse <https://uco.hal.science/hal-04500706>

En comparant les résultats d'une même enquête menée à près de vingt ans d'écart auprès d'étudiants en Sciences humaines et sociales, les auteurs s'interrogent sur l'évolution de la représentation sociale de cette discipline, notamment en rapport avec la place accordée à la statistique dans l'enseignement secondaire français. Si les mots pour en parler sont plus nombreux et plus variés, il s'avère que l'image de la statistique reste ancrée dans les mathématiques.

Blank, A., Holt, R. F., & Schoppe-Sullivan, S. (2024). **Broadening understanding of executive function in children with different hearing histories: The roles of fathers and coparenting.** *Early Childhood Research Quarterly*, 67, 239-251. <https://doi.org/10.1016/j.ecresq.2024.01.005>

Fathers and family-level characteristics are understudied but potentially impactful contributors to at-risk outcomes for deaf and hard-of-hearing (DHH) children who use spoken language. We investigated associations between paternal parenting stress, paternal self-efficacy for supporting language, and executive function (EF) development in DHH children and children with typical hearing (TH). Main and moderating effects of the coparenting relationship were also investigated. TH fathers of DHH children (n = 44) and TH children (n = 46) completed the Parenting Stress Index-4-Short Form, the Scale of Parental Involvement and Self-Efficacy, and the Coparenting Relationship Scale. Child EF was assessed via the Behavior Rating Index of Executive Function. Regression analyses revealed that paternal parenting stress was significantly associated with child EF difficulties regardless of child hearing status. Coparenting undermining moderated relations between paternal parenting stress and child difficulties with inhibition in the full sample. Coparenting undermining was associated with greater child difficulties with set-shifting for DHH children only. Paternal parenting stress represents a possible risk factor for child EF development, particularly in families with higher levels of coparenting undermining. DHH children might also be susceptible to adverse coparenting relations. Fathers of DHH children have previously been shown to be less involved and integrated during intervention, and a better understanding of the important contributions fathers have to child development could lead to novel, father-embedded intervention models.

Boring, A., & Brown, J. (2024). **Gender and choices in higher education.** *Economics of Education Review*, 99, 102521. <https://doi.org/10.1016/j.econedurev.2024.102521>

Briscoe, K. L. (2024). **"Campus racial climate matters too": Understanding Black graduate students' perceptions of a president's response.** *International Journal of Qualitative Studies in Education*, 37(4), 1210-1228. <https://doi.org/10.1080/09518398.2023.2181426>

This qualitative, descriptive single case study examined Black graduate students' perceptions of campus racial climate at a predominantly white institution (PWI) and how they were shaped by a president's response to racialized incidents. A greater understanding of how Black graduate students' narratives reveal how whiteness inhabits the PWI and the president's responses to racism presented. Guided by the Multi-contextual Model for Diverse Learning Environments (MMDLE) and Critical Race Theory, I unpack whether or not Black graduate students are prioritized in presidents' responses to racialized incidents and larger campus racial climate conversations. This study's findings further illustrate the significance of the role of the presidency when addressing issues of race and racism, and how their responses have the power to disrupt or harm both the personal experiences of individuals and the broader campus racial climate for Black graduate students.



Cain, L. K., Denton, J. M., Alvarez, R., & Smith, A. (2024). **Examining trans student narratives of transitioning while in college.** *International Journal of Qualitative Studies in Education*, 37(4), 1174-1190. <https://doi.org/10.1080/09518398.2023.2181422>

We collected narratives from five undergraduates who identified as either in the process of or had formerly transitioned from one gender to another while enrolled in a postsecondary institution. We used a narrative life story protocol to explore the greater context of participants as individuals. Participant stories focused on: the importance of relationships including roommates, friends, romantic partners, and role models; their experiences during enrollment, and institutional structures such as campus environments, faculty, and staff. We found the presence of health services focused on trans students' needs and a trans-specific student organization contributed to perceptions of an affirming campus. We also found that gender binary norms still impacted participants through their struggle to align with cisnormative practices. Implications for higher education educators and administrators include proper training of faculty and staff on trans issues and the need to systemically address practices and policies rooted in the gender binary.

Carmichael, T. R. (2024). **A quare theory analysis of black gay men college students at predominantly white institutions.** *International Journal of Qualitative Studies in Education*, 37(4), 1046-1060. <https://doi.org/10.1080/09518398.2023.2178686>

Because there is a lack of research related to Black gay men college students, this study presents experiences of five participants who attend predominately White institutions (PWI). Framed by quare theory, in-depth semi-structured interviews were conducted for each participant. The thematic analysis demonstrates strong correlation to what it means to be a Black man in America who happens to be gay. To that end, it is with hope that this article informs researchers of the complexities and intersectionality of Black gay men college students and how they navigate collegial White spaces.

Cutuli, J. J., Torres Suarez, S., Truchil, A., Yost, T., & Flack-Green, C. (2024). **Strategies to Better Identify Student Homelessness Using Data in an Urban School District.** *Educational Researcher*, 53(3), 146-155. <https://doi.org/10.3102/0013189X231215347>

We tested 10 data-based strategies to better identify student homelessness in Camden City School District, which has a student body from minoritized backgrounds. We operationalized strategies through a research-practice partnership, following the federal homelessness definition. Data span 5 years (2014–15 through 2018–19), including integrated education, municipal, and health records. Nine strategies indicated significant unidentified student homelessness (min: 15; max: 5,008; p-values < .001). Consistent with homelessness, six strategies produced groups with lower attendance (p-values < .01) and seven with increased school mobility (p-values < .05). Homelessness was 34% greater in the most conservative interpretation, though counts could be as much as 454% greater. Student homelessness is more prevalent than recognized, data-based strategies can guide proactive outreach, and cross-system partnerships are warranted.

Décret-Rouillard, R. (2024). **Genre et pratiques numériques selon l'origine sociale et le territoire, à l'entrée dans l'adolescence.** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26774>

Notre article porte sur les pratiques des réseaux sociaux numériques et des jeux vidéo par des adolescents et adolescentes âgé·e·s de 13 ans. La recherche présentée qui s'inscrit

dans un modèle intersectionnel, interroge les pratiques adolescentes genrées à l'ère du numérique et ce, en les confrontant à l'origine sociale et au territoire de scolarisation des enquêtés. Les résultats sont issus d'une enquête quantitative auprès de 2475 élèves et qualitative auprès de 180 élèves menée dans l'académie de Rennes. Si notre travail confirme la place déterminante du genre dans la différenciation des pratiques numériques adolescentes, il nuance l'exclusivité de la variable genre dans l'explicitation de ces pratiques, en particulier chez les filles. Les pratiques numériques des filles sont différenciées socialement et dans une moindre mesure, territorialement. L'entre-soi numérique genré des garçons, à la différence de celui des filles, est bien moins soumis aux effets de la catégorie sociale des parents.

DEPP. (2024). **Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, édition 2024.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3931> [Report]. Consulté à l'adresse Direction de l'évaluation website: <https://www.education.gouv.fr/filles-et-garcons-sur-le-chemin-de-l-egalite-de-l-ecole-l-enseignement-superieur-edition-2024-413799>

Cette publication met en évidence des différences de parcours et de réussite, de choix d'orientation et de poursuite d'études entre filles et garçons, qui auront des incidences ultérieures sur l'insertion dans l'emploi ainsi que sur les inégalités professionnelles et salariales entre les femmes et les hommes. La DEPP prend en compte et rend compte de la dimension genrée pour les élèves et apprentis, dans toutes ses statistiques, études et publications. Elle conduit par ailleurs des analyses à part entière sur ces problématiques que ce soit les parcours et compétences des filles et les garçons dans le système éducatif, en particulier pour essayer de comprendre d'où viennent ces différences. Télécharger les données associées à la publication.

Devauchelle, B. (2024, mars 15). **L'informatique a conforté les inégalités, l'école n'y a rien fait!** Consulté 22 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/15/linformatique-a-conforte-les-inegalites-lecole-ny-a-rien-fait/>

Le numérique, source d'inégalités ? « Trop focalisé sur l'objet technique et pas assez sur les usages et les contenus, le monde scolaire n'a pas mesuré

Diamond, J. B. (2024). **Defending the Color Line: White Supremacy and the Legacy of Brown.** *Educational Researcher*, 53(3), 135-145. <https://doi.org/10.3102/0013189X231216450>

Building on W. E. B. Du Bois's color line concept, I argue that white supremacy is deeply embedded in U.S. educational organizations and that White racial actors, opportunity hoarding, and the cultivation of racial ideology and racial ignorance help sustain it. In doing this, I seek to move away from the aspirational progress narratives often associated with Brown to the racial hierarchies and various forms of harm that schools reproduce, even when they are racially diverse. Taking the recent attacks against critical race theory as a backdrop, I argue that educational institutions not only contribute to educational inequity but also socialize people into relations of racial domination and subordination through organizational practices and individual actions. In the article's conclusion, I highlight my efforts to disrupt these patterns and work toward the creation of more liberatory education spaces.

Douglas, S. N., Shi, Y., Das, S., & Biswas, S. (2024). **Initial validation of wearable sensors to measure social engagement of young children.** *Early Childhood Research Quarterly*, 67, 343-351. <https://doi.org/10.1016/j.ecresq.2024.02.002>

Early childhood is a critical time for the development of social skills. However, some children struggle to develop social competence due to a variety of factors. Although supporting social development is an instructional goal for many early childhood educators it can be difficult to measure these skills objectively in order to inform instruction. This manuscript provides results from a two-phase validation of a new, unobtrusive, wearable sensor technology designed to objectively measure social engagement among young children in educational settings. As a first step to validation we focus on the constructs of proximity and frontal orientation, key indicators of early social engagement. We validate these modalities by comparing sensor data to video coded data for social engagement between child-child and teacher-child dyads. Results provide initial evidence that the wearable sensor technology can accurately measure social engagement for children and their teachers in early childhood settings. Limitations as well as future adjustments and validations to the sensor technology are discussed. We also discuss practical applications and future research directions.

Douniès, T. (2023). **L'institution du réalisme. Ce que les tensions de l'action publique font aux pratiques d'orientation des élèves allophones.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 27-45. <https://doi.org/10.4000/cres.6628>

Si le discernement entre le réaliste et l'irréaliste est un mode majeur de construction des verdicts d'orientation, cet article propose de l'éclairer à l'aune de ce que des dynamiques d'action publique trouvant leur origine dans et en dehors de l'école font aux pratiques professionnelles à l'intérieur des établissements. L'étude repose sur le cas de l'orientation post-troisième des élèves de l'UPE2A d'un collège situé en éducation prioritaire. L'analyse montre que le rétrécissement des possibles scolaires pour les élèves prend sens dans la façon dont les professionnels négocient la tension entre le mot d'ordre institutionnel d'une scolarité devant se dérouler « comme les autres » et les conditions réelles de prise en charge qui en fragilisent la réalisation, de la difficile faisabilité de l'incitation à l'« inclusion » aux contraintes de logiques extrascolaires liées à la prise en charge des publics migrants hors de l'école.

Egan, F. (2024). **Teaching gender in and through uncertainty.** *Journal of Sociology*, 60(1), 248-264. <https://doi.org/10.1177/14407833221135939>

Where higher education classrooms can be sites of both cultural contestation and epistemic violence, this article examines the critical and ethical value of building uncertainty into our teaching of gender. The reflective piece draws on my own experience in a new subject at Monash University, and situates this one very small site of knowledge production within the wider processes that shape the (neoliberal) Australian university, and the discipline of sociology. I elaborate a theoretical framework for embracing epistemic uncertainty that is informed by feminist pedagogies and begins with a feminist provocation, and present my practical strategies for organizing knowledge within this framework, as well as the strategies of the students themselves. An analysis of the students' project work (collaborative virtual exhibitions) reveals their capacity to navigate uncertainty through an interpersonal and contextualized approach to knowledge, and produce new learning spaces which unsettle harmful truths and make material new realities.

Ewell, A., Lopera-Perez, D., Kao, K., Tuladhar, C., Meyer, J., & Tarullo, A. (2024). **Child biological stress and maternal caregiving style are associated with school readiness.** *Early Childhood Research Quarterly*, 67, 13-23.  
<https://doi.org/10.1016/j.ecresq.2023.11.003>

Low socioeconomic status (SES) is a risk factor for unpreparedness for formal school entry. However, it is unclear how specific SES domains or factors related to SES, such as maternal caregiving style or child biological stress regulation, uniquely contribute to a child's academic competency. We examined the relation between early biological stress, SES, and caregiving style with the academic competency domain of school readiness in a preschool-age sample (N = 91) using multidimensional measures of SES, measures of maternal behavior, child hair cortisol concentrations, and diurnal salivary cortisol. We also investigated which correlates uniquely contribute to academic competency as indexed by the Bracken School Readiness Assessment and the NIH Picture Vocabulary Test. Higher cumulative biological stress, indexed through hair cortisol concentrations, was related to lower scores on both measures. Poor biological stress regulation, indexed by a flatter diurnal cortisol slope, was related to lower receptive vocabulary. More sensitive maternal behaviors and measures indicating higher SES were related to better performance in both academic competency measures. Of these significant associations, maternal intrusion and parental education uniquely contributed to pre-academic skills beyond other measures, whereas maternal structuring and parental education uniquely contributed to receptive vocabulary. These results provide new evidence that biological stress is related to academic competency in early childhood and demonstrate the importance of structured, non-intrusive parenting when preparing children for long-term academic success.

Ferréol, G. (2024). **L'apprenant au cœur du système éducatif et universitaire: Actes du 3e Forum international de l'Éducation.** Consulté à l'adresse <https://www.editions-academia.be/livre->

[l-apprenant au c ur du systeme educatif et universitaire actes du 3e forum international de l education gilles ferreol-9782806641755-79509.html](https://www.editions-academia.be/livre-l-apprenant-au-c-ur-du-systeme-educatif-et-universitaire-actes-du-3e-forum-international-de-l-education-gilles-ferreol-9782806641755-79509.html)

Cet ouvrage, centré sur la place de l'apprenant, regroupe une quinzaine de contributions présentées lors du troisième Forum citoyen international de l'éducation qui s'est tenu à Hammamet en novembre 2022. L'approche privilégiée est à la fois pluridisciplinaire et comparative : elle prend appui sur différentes études de cas relatives à la francophonie (France, Québec, Haïti, Tunisie, Sénégal) et se focalise sur les pratiques innovantes, le travail collaboratif et la reconnaissance des acquis expérimentiels. Sont également discutés les dispositifs de lutte contre le décrochage et les inégalités scolaires, les défis de l'apprentissage et de la formation ou bien encore la problématique de l'altérité et de l'inclusion.

Gale, A., & Nepomnyaschy, L. (2024). **School Connectedness and Mental Health Among Black Adolescents.** *Journal of Youth and Adolescence*, 53(5), 1066-1077.  
<https://doi.org/10.1007/s10964-023-01898-0>

Black students' school experiences are important for their mental health. The current study explored the link between school connectedness in middle childhood and depressive symptoms and aggressive behaviors among Black adolescents. Participants were Black youth (Mage = 9.36 years, SD = 0.38 at time 1), (Mage = 15.59 years, SD = 0.60 at time 2), and 50.2% female. The findings demonstrated a significant association between school connectedness assessed at age nine and reduced depressive

symptoms and aggressive behaviors reported at age fifteen. Notably, gender moderated the relationship between school connectedness and depressive symptoms, with a stronger association found for girls. These results offer valuable insights into how early perceptions of school connectedness impact the mental health of Black adolescents as they grow older. These findings also indicate that girls might be more attuned to the social and emotional aspects of their schools. These findings validate the significance of a sense of connection to school with mental health outcomes among Black adolescents and indicate the possibility of school connectedness interventions to enhance their overall well-being.

Gee, K. A., Gottfried, M. A., Freeman, J. A., & Kim, P. (2024). **Explaining disparities in absenteeism between kindergarteners with and without disabilities: A decomposition approach.** *Early Childhood Research Quarterly*, 67, 295-306.  
<https://doi.org/10.1016/j.ecresq.2024.01.002>

The disparity in absenteeism between kindergarteners with and without disabilities is a persistent phenomenon across schools in the United States and reflects ongoing systemic inequities that disadvantage young children with disabilities. Yet, evidence of factors underlying this disparity remains less well understood, limiting the ability for schools to transform how they support students with disabilities in ways that could help narrow the disparity. In our study, we investigate how a set of factors, grounded in a socioecological framework of absenteeism, correlates with chronic absenteeism in kindergarteners with and without disabilities. Importantly, we examine the extent to which distributional differences in these factors between children with and without disabilities explain the attendance disparity. Our study draws upon a nationally representative sample of N = 13,860 kindergarteners (52 % male, 48 % female, Mage = 5.5 years, n = 1240 with disabilities) from the Early Childhood Longitudinal Survey Kindergarten Class of 2010–11. We analyze our data using multiple logistic regression to identify significant factors that correlate with chronic absenteeism and leverage the Kitagawa-Blinder-Oaxaca decomposition method to describe how distributional differences in those factors contribute to absenteeism disparities. Results show that internalizing behaviors in students with disabilities and their parents' health are significantly associated with chronic absenteeism as well as help explain the disparity (12 % and 3 % of the disparity, respectively). Importantly, since differences in internalizing behaviors can be generated, in part, by school practices and policies that treat early elementary students with disabilities inequitably, our work suggests that reducing gaps in early absenteeism may require schools to reduce exposure to experiences that can lead to internalizing problem behaviors in young children with disabilities.

Génolini, J.-P., & Morales, Y. (2023). **Participation vs prescription : vers une réduction des inégalités sociales en promotion de la santé par le sport.** *Staps*, 143(5), 41-60.  
<https://doi.org/10.3917/sta.143.0041>

L'article montre à partir d'une analyse socio-historique que la politique « sport santé bien-être » en France s'est construite en suivant une approche médicale de la prévention et une gestion néo-libérale d'une offre sportive. La sédentarité apparaît comme un nouveau facteur de risque et l'activité physique adaptée une nouvelle thérapeutique. D'un côté, la prescription médicale d'un sport sur ordonnance accentue la médicalisation et de l'autre l'accessibilité d'une offre d'activité physique adaptée dépend de la compétition des moyens. Le « sport-santé » apparaît comme le résultat d'une adéquation réussie entre une demande et une offre sportive adaptée. Suivant

cette approche, les inégalités sociales de santé sont traitées en référence à un modèle redistributif. Or les travaux actuels permettent d'envisager d'autres solutions qui reposent sur la reconnaissance des usagers. La participation citoyenne à la co-construction de l'offre sport-santé devrait permettre de traiter les injustices épistémiques qui fondent en partie les inégalités sociales. L'article développe quelques pistes permettant d'utiliser le sport-santé pour innover des actions préventives en phase avec la démocratie sanitaire.

Global Education Monitoring Report Team. (2024). **#HerEducationOurFuture: Investing in girls' and women's education: a smart investment to accelerate development; the latest facts on gender equality in education.** Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388934/>

Grapin, S. E. (2024). **The Complex Terrain of Equity for Multilingual Learners in K–12 Education.** *Educational Researcher*, 53(3), 167-174. <https://doi.org/10.3102/0013189X231215345>

The field of multilingual learner education has become increasingly complex, with longstanding efforts focused on promoting access to multilingual learners being criticized for failing to transform systems responsible for these students' marginalization. This essay brings clarity to the complex terrain of equity for multilingual learners in K–12 education by highlighting how conceptions of equity as access and as transformation underpin vexing issues in the field related to (a) how learners are categorized, (b) what is being learned, and (c) what instructional arrangements facilitate learning. The essay closes by proposing ways forward across research, policy, and practice toward shaping a field that is mutually engaged yet productively diverse as well as better positioned to foster interdisciplinary dialogue with other fields.

Guan, S.-S. A., Ashcroft, J., Horowitz, B., Ie, E., Vasquez-Salgado, Y., & Saetermoe, C. (2024). **Sociocultural and contextual determinants of science career goal at a community college and baccalaureate-granting institution.** *International Journal for Educational and Vocational Guidance*, 24(1), 59-75. <https://doi.org/10.1007/s10775-022-09547-x>

Guided by social cognitive career theory (SCCT; Lent et al. in *J Vocat Behav* 45(1):79–122, 1994), we assessed sociocultural (e.g., home-school cultural value mismatch) and contextual barriers (e.g., institutional climate) in science education and career development at both a baccalaureate-granting institution (BGI) and community college (CC) among 263 students (72.4% female; Mage = 22.96, SD = 5.70) in the USA. For BGI students, path analyses suggest proximal factors such as in-class prejudice negatively predicted science self-efficacy and prejudice from faculty and staff predicted lower career outcome expectations. For CC students, home-school cultural value mismatch directly predicted science career goals. Implications for future research, intervention and policy are discussed.

Hjálmsdóttir, A., & Rafnsdóttir, G. L. (2024). **Gender, doctorate holders, career path, and work–life balance within and outside of academia.** *Journal of Sociology*, 60(1), 192-208. <https://doi.org/10.1177/14407833221128842>

Research on satisfaction with work–life balance among doctorate holders is scarce when considering those working outside academia. In this article, we present research on work–life balance among female and male doctorate holders working within and outside academia, and examine how satisfied are they with their work–life balance, and

the role of gender and career path in that satisfaction. We study the role of time and flexibility, and whether differences are found in career path among doctorate holders working within and outside academia. The findings, based on open-ended interviews with 32 doctorate holders in Iceland, indicate that the doctorate holders find it difficult to balance their work and family life and feel they are always in a rush. Nevertheless, the academics expressed more complex feelings about their daily lives than those outside academia, especially the women, as their flexible working arrangements allowed them to be always working meant they were always working.

Hookway, N. S., & Cruickshank, V. (2024). **Changing masculinities? Using caring masculinity to analyse social media responses to the decline of men in Australian primary school teaching.** *Journal of Sociology*, 60(1), 229-247. <https://doi.org/10.1177/14407833221136018>

Commentators have predicted that Australian male primary school teachers will be extinct within 50 years. Drawing upon sociological ideas about the emergence of 'caring masculinities', this article qualitatively examines popular Australian understandings about male primary school teachers, their importance, why they are declining and whether, and how, this gender imbalance can be addressed. The study analyses data from 541 comments posted in response to nine online media pieces on male primary school teachers in Australia. The article shows that commenters believe men teaching young children experience stigmatised masculine identities but misplace the cause of this as the result of women and anti-feminist 'anti-male bias' rather than the constraining impact of hegemonic masculinity. The article suggests that until more caring and progressive forms of masculinity are culturally and economically valued in Australia we will see little change in the numbers of men entering primary school teaching.

Jung, H., & Gil, J. (2024). **The heterogeneous impact of college education on happiness by gender.** *Social Science Quarterly*, 105(2), 311-326. <https://doi.org/10.1111/ssqu.13332>

Objective This study examines the heterogeneous impacts of college education on happiness by gender. Methods To yield unbiased impact estimates, we take advantage of a natural experiment known as the graduation quota program, which suddenly and massively expanded the opportunities to attend college in the early 1980s in South Korea. Using whether the birth cohorts were exposed to the graduation quota program as an instrumental variable (IV), this study estimates the longer-term effects of college education on happiness by gender. Results The estimated local average treatment effect by the IV analysis indicates that men who were induced to attend college by the graduation quota program became happier. However, there was no noticeable impact on women's happiness. Conclusions Considering that the subjective happiness in our study was measured in their late 30s and 40s, the impact of college on happiness seems to be long-lasting for men but not for women.

Karlen, Y., Bäuerlein, K., & Brunner, S. (2024). **Teachers' assessment of self-regulated learning: Linking professional competences, assessment practices, and judgment accuracy.** *Social Psychology of Education*, 27(2), 461-491. <https://doi.org/10.1007/s11218-023-09845-4>

Self-regulated learning (SRL) is crucial for successful lifelong learning and an important educational goal. For students to develop SRL skills, they need appropriate SRL support from teachers in the classroom. Teachers, who are aware of their students' strengths and weaknesses in SRL, can promote SRL more adaptively. This requires teachers to assess

students' SRL skills accurately. However, there is little research on teachers' diagnostic competences in SRL. To address this research gap, the present exploratory study investigates teachers' content knowledge about SRL, assessment activities, and accuracy in judging their students' SRL. Furthermore, the study examines whether teachers' characteristics and competences in SRL are associated with the accuracy of their judgments. The study included 41 lower secondary school teachers and their 173 students. The students completed metacognitive knowledge tests on several SRL skills while the teachers made predictions about the students' metacognitive knowledge of those SRL skills. The results indicate that not all teachers were familiar with the assessment of SRL. Moreover, teachers exhibited greater familiarity with offline assessments of SRL than online assessments and a noteworthy proportion of teachers employed assessment activities that were not diagnostic of SRL. Low correlations between students' actual test scores and teachers' judgments generally revealed low accuracy for teachers in assessing their students' metacognitive knowledge of various SRL skills. Teachers' characteristics and competences in SRL were mainly uncorrelated with their judgment accuracy. Overall, these results highlight the need for further attention and support for teachers in developing their diagnostic competences in SRL.

Kaye, N. (2024). **The cumulative impact of socioeconomic disadvantage on educational attainment during austerity: a comparative cross-cohort approach.** *Oxford Review of Education*, 50(2), 186-206. <https://doi.org/10.1080/03054985.2023.2234287>

Despite much empirical evidence highlighting the harmful effect of socioeconomic disadvantage on educational outcomes, there is a relative lack of understanding of how different risk factors impact upon attainment. Importantly, it has yet to be established what effect, if any, austerity cuts have had on the most disadvantaged students. Using rich data from two British cohort studies (Next Steps and MCS), this cross-cohort study explores how educational inequalities impact on attainment in distinct cohorts of students at identical age-points, whilst also examining the role of wider political and socioeconomic circumstances. The analysis reconfirms the detrimental effect of exposure to socioeconomic risk factors on attainment, highlighting the relative importance of some (e.g. social housing) over others, and emphasising the disproportionate association of exposure to multiple risks with poorer outcomes. For both cohorts, the attainment gap is already clear at age 11, and widens at every level of risk across secondary education. Despite the implementation of austerity, no evidence is found for worsening inequalities at an individual level. However, the persistent link between disadvantage and attainment means that, on a cohort level, increasing levels of disadvantage during austerity will inevitably lead to greater proportions of young people facing an attainment 'penalty'.

Keleş, U., Yazan, B., Üzümlü, B., & Akayoğlu, S. (2024). **Teacher candidates' dichotomous construction of educational and gender inequalities in Türkiye during a telecollaboration project.** *Teaching and Teacher Education*, 142, 104529. <https://doi.org/10.1016/j.tate.2024.104529>

Utilizing critical discourse analysis, this study explored how teacher candidates from Türkiye (TCTs) (re)produced the East/West binary extant in hegemonic socio-economic and sociopolitical discourses while discussing educational and gender inequalities during telecollaboration with their peers from the US. The TCTs had dichotomous views about Türkiye's education system (eastern schools, understaffed and lacking resources; western schools, established and affluent). Gender wise, the TCTs had similar opinions (eastern



women in domestic roles with little education/western women as educated and working). These reductionist representations aligned with hegemonic discourses. Teacher education programs should address such stereotypes to improve TCs' social justice awareness.

Kilic, A. (2023). **Le «travail d'orientation».** **Cultures professionnelles en tension dans l'orientation scolaire de jeunes migrants : une étude de cas.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 69-88. <https://doi.org/10.4000/cres.6713>

L'objet de cet article est de définir, à partir d'une étude de cas réalisée dans deux collèges de milieux contrastés, les contenus de ce que les enseignants d'UPE2A et les cheffes d'établissement désignent comme « le travail d'orientation » c'est-à-dire le travail effectué pour accompagner l'orientation des élèves. L'article traite de la manière dont les enseignants d'UPE2A et les cheffes d'établissement se positionnent dans la division du travail d'orientation des élèves migrants en fonction de leur culture professionnelle. Pour les professeurs, l'objectif est d'accompagner les jeunes afin d'aboutir à une orientation qu'ils nomment eux-mêmes « choisie », c'est-à-dire correspondant aux goûts et aux ambitions des jeunes et suivant un idéal méritocratique. Les cheffes d'établissements assument, quant à elles, une orientation que les acteurs nomment « typée ». Celle-ci correspond à une version plus pragmatique de l'orientation de ces jeunes migrants et tient compte du marché local des formations après la classe de troisième.

Kingsford-Smith, A. A., Alonzo, D., Beswick, K., Loughland, T., & Roberts, P. (2024). **Perceived autonomy support as a predictor of rural students' academic buoyancy and academic self-efficacy.** *Teaching and Teacher Education*, 142, 104516. <https://doi.org/10.1016/j.tate.2024.104516>

Students' academic self-beliefs are associated with their school achievement and enjoyment. However, academic self-beliefs appear to be lower in rural schools. In a sample of students in Australian rural schools (N = 974), this study investigated whether perceived autonomy support (PAS) predicted two important self-belief constructs: academic buoyancy and academic self-efficacy. The results revealed that PAS positively predicted academic buoyancy and academic self-efficacy. Multigroup structural equation modeling further identified that primary school students reported more adaptive school experiences than high school students. This research has implications for how teachers can best support students' academic self-beliefs in rural schools.

Konidari, V. (2024). **Territoriality as an analytical lens for exploring educational disadvantage. A qualitative study of VET students in Italy, France, and Greece.** *International Journal of Qualitative Studies in Education*, 37(4), 1093-1110. <https://doi.org/10.1080/09518398.2023.2180158>

This study argues that the long-standing difficulties in addressing educational disadvantage point to the need to change the analytical categories used and takes territoriality as an analytical lens to explore how students perceive their place in the world. The study presents the results of a qualitative study investigating how 222 14–19-year-old vocational education students in Italy, France and Greece perceive a scenario of possibility. The results from reflexive cartographies and elicitation interviews show that a significant percentage of students with similar socio-economic characteristics have difficulty imagining and narrating scenarios about their possible future selves, and that

there are similar themes and patterns in all three countries. The article argues that the above findings reveal hidden forms of vulnerability that impact on students' academic trajectories and concludes by pointing out the analytical value and policy implications of the above findings in discussing educational disadvantage.

Lafontaine, D., & Jaegers, D. (2024, mars 19). **Inciter les filles à faire des maths : le rôle essentiel des profs**. Consulté 22 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/inciter-les-filles-a-faire-des-maths-le-role-essentiel-des-profs-222337>

En maths, à performances égales, les filles ont moins confiance en elles que les garçons, ce qui influence leurs choix d'orientation. Mais certains ajustements de pédagogie peuvent changer la donne.

Lahiri-Roy, R., & Martinussen, M. (2024). **“Do our diversities count?” Collaborative reflections on dwelling in academe’s intersectional shadowlands**. *International Journal of Qualitative Studies in Education*, 37(4), 975-989. <https://doi.org/10.1080/09518398.2023.2178037>

The promotion of equity, diversity and inclusion initiatives has become routine within Anglophone universities in the Global North. However, critical race scholars have demonstrated that these well-intentioned policies are often formulated in ways that transact empty performatives, where discussions of racism are deemed too challenging. Moreover, the dynamics of social class are often missing from university diversity regimes. Using autoethnography as methodology, we suggest that the practices of “border crossings” of intersectional academics can help track the multidirectional impacts of institutional diversity and inclusion discourses within Australian universities. As class and race intermix, we operate in a metaphorical “shadowland”; our border criss-crossings and places of dwelling highlight the blurriness of privileged and marginalised identities, with some minoritised statuses seemingly too visible while others are obscured. Despite this, and albeit brought into being through largely unrewarded emotional labour, our emphasis is on demonstrating how intersectional subjects’ dialoguing in academe is a form of quiet resistance, offering hope for creating new becomings.

Lang, S. N., Tebben, E., Luckey, S. W., Hurns, K. M., Fox, E. G., Ford, D. Y., ... Pasque, P. A. (2024). **Early childhood teachers’ dispositions, knowledge, and skills related to diversity, inclusion, equity, and justice**. *Early Childhood Research Quarterly*, 67, 111-127. <https://doi.org/10.1016/j.ecresq.2023.12.005>

All children deserve quality early care and education (ECE) experiences that value them and lay a foundation for positive life trajectories. Unfortunately, many minoritized children in ECE experience inequities including a greater likelihood of exclusion and far fewer opportunities to see their identities affirmed or centered. These early experiences impact children’s development, and the dispositions, knowledge, and skills (DKSs) of ECE teachers are key drivers of these experiences. Accordingly, our study sought to understand ECE teachers’ current DKSs related to diversity, inclusion, equity, and justice (DIEJ) through a critical culturally relevant pedagogy framework. To do so, we analyzed data from four focus groups with 15 center-based infant, toddler, and preschool teachers using Reflexive Thematic Analysis (Braun & Clarke, 2022). Key DKSs, including teachers’ attitudes about children and teaching, their perspectives about DIEJ, and their understanding of positionality and context as well as their perception of DIEJ as an age-appropriate topic, occurred across groups. Minoritized teachers and teachers working

with diverse groups of children tended to demonstrate a deeper and more critical engagement with DIEJ than White teachers working primarily with White children. Furthermore, we also found evidence that this engagement may be influenced by teachers' DKs. Policy and practice implications are discussed with respect to ensuring that all children have the experiences they deserve to thrive.

Lavy, V., & Megalokonomou, R. (2024). **The Short- and the Long-Run Impact of Gender-Biased Teachers**. *American Economic Journal: Applied Economics*, 16(2), 176-218. <https://doi.org/10.1257/app.20210052>

The Short- and the Long-Run Impact of Gender-Biased Teachers by Victor Lavy and Rigissa Megalokonomou. Published in volume 16, issue 2, pages 176-218 of American Economic Journal: Applied Economics, April 2024, Abstract: We examine the persistence of teachers' gender biases by following teachers ove...

Lenoir, Y. (2024). **Bourdieu éducateur: De l'habitus aux principes devant guider les pratiques de l'enseignement**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-bourdieu-educateur-de-l-habitus-aux-principes-devant-guider-les-pratiques-de-l-enseignement-yves-lenoir-9782924801673-79454.html>

Le concept clef d'habitus, qui caractérise la théorie sociologique de Pierre Bourdieu, a l'immense avantage de s'inscrire le subjectivisme (phénoménologique, sartrien, etc.) et l'objectivisme (structuralisme, fonctionnalisme, etc.). Bourdieu met en évidence l'existence de sujets humains disposant d'espaces de liberté où s'inscrivent les interactions sociales, mais ancrés dans des structures sociales, elles-mêmes structurantes, où les sujets sont déterminés dans leurs pensées et pratiques par l'héritage culturel, par leur milieu de naissance et de vie durant l'enfance (socialisation primaire), par leur trajectoire de vie ultérieure (socialisation secondaire). Un habitus est modifiable, adaptable et peut en conséquence répondre de manière qualitativement supérieure aux exigences d'une pratique d'enseignement en plus grande adéquation avec la formation d'êtres humains. Les principes suivants, soutenus par deux préalables, l'éthique et la responsabilité, sont abordés : la reconnaissance de la dimension humaine ; une école éthique à fonction culturelle ; la structuration curriculaire à caractère interdisciplinaire ; le rapport dialogique dans les processus d'enseignement-apprentissage ; des processus d'enseignement-apprentissage doublement médiatisés.

Loya, K. I., Friedensen, R. E., & Ro, H. K. (2024). **World-travelling: foreign-born faculty women of color navigating multiple identities in US academia**. *International Journal of Qualitative Studies in Education*, 37(4), 1156-1173. <https://doi.org/10.1080/09518398.2023.2181421>

Framed by post- and decolonial feminist perspectives and using Lugones's concept of "world-travelling," we examined the shared experiences of foreign-born faculty women of color in navigating U.S. colleges and universities. We employed a qualitative interpretative phenomenological research design and conducted semi-structured interviews with 10 self-identified foreign-born faculty women of color (FBFWOC). We found that these women continually performed multiple, and at times conflicting, identities as they travelled in and out of academic and non-academic worlds. In doing so, they deployed strategies that required additional efforts to successfully function in their faculty roles. The world-travelling that FBFWOC engage in involves a constant learning process that, while enriching, also taxes their time and energy. This world-

travelling is a form of border thinking and resisting forms of difference. We offer suggestions for future research and implications for practice.

Ma, S., Kim, N., & An, S. (2024). **The importance of literacy for rural seniors in the Republic of Korea: An investigation of its effect on social inclusion and mental health.** *International Review of Education*, 70(1), 143-162. <https://doi.org/10.1007/s11159-023-10042-w>

This study examined the association between literacy and quality of life among rural seniors in the Republic of Korea. A sample of rural seniors (N = 1,000) was surveyed by the Korea Rural Economic Institute in 2018, which assessed their literacy levels, their lifelong literacy education status and their quality of life. The authors' analyses of the data collected in this survey reveal that higher literacy levels are positively associated with a greater likelihood of social inclusion and better mental health status among rural seniors. Furthermore, seniors with functional literacy demonstrated a higher probability of being included in the rural community compared to those with only basic literacy. Lastly, lifelong literacy education was found to play a crucial role in enhancing the literacy levels of rural seniors. As a policy recommendation, the authors suggest that local governments expand literacy education programmes to more rural areas of South Korea.

Manduca, R. (2024). **"I Was Open to Anywhere, It's Just This Was Easier:" Social Structure, Location Preferences, and the Geographic Concentration of Elite College Graduates.** *Qualitative Sociology*, 47(1), 153-185. <https://doi.org/10.1007/s11133-023-09551-9>

Over the past 40 years, college graduates in the USA have become increasingly concentrated in a small number of cities. This paper uses qualitative interviews to explore the processes bringing recent graduates of elite universities to one such city, metropolitan Boston, after graduation. Most respondents reported that their move to Boston was not driven by a clear preference for living there. Rather, they saw themselves as simultaneously choosing a job and a location in one bundled decision, with the job generally determining where they ended up. To reduce the cognitive complexity of the joint job-and-location search, graduates eliminated most options with minimal consideration. The options that remained were disproportionately in cities where the graduates or their universities had preexisting connections—even when the graduates themselves would have preferred to live elsewhere. The social nature of the post-college job search thus served to geographically concentrate these graduates beyond what either their own preferences or the geography of job opportunities would require.

Martin, C. L., Xiao, S. X., Fabes, R. A., Hanish, L. D., DeLay, D., & Oswald, K. (2024). **Are Coeducational Classes Truly Coeducational?** *The Elementary School Journal*, 124(3), 413-433. <https://doi.org/10.1086/728674>

Boys and girls sit together in most classrooms, but do they interact? Based on 40-year-old evidence, coeducational classes may not be coeducational but instead segregated by gender, which may undermine student success. Our goal is to answer this question in today's classrooms. We used longitudinal data to assess gender segregation in 26 classes in 3 US coeducational elementary schools over an academic year. Third- to fifth-grade students (n = 515) from diverse backgrounds were asked how often they work with (frequency) and how well they work together (quality) with each classmate. Analyses illustrated a strikingly consistent pattern: for every grade, gender, and classroom, and across both fall and spring, students reported that they interacted more frequently with and had higher-quality interactions with same- than with other-gender classmates. Given

the findings, teachers should encourage mixed-gender interactions; students likely will benefit socially and academically from these efforts.

Maslakçı, A., Sürücü, L., & Şeşen, H. (2024). **Positive psychological capital and university students' entrepreneurial intentions: does gender make a difference?** *International Journal for Educational and Vocational Guidance*, 24(1), 125-150. <https://doi.org/10.1007/s10775-022-09545-z>

Understanding the entrepreneurial intentions of university students is an important factor for increasing the spirit of entrepreneurship in university education. This study's goal is to evaluate the relationship between the positive psychological capital of university students and entrepreneurial intentions in the context of gender differences. This study hypothesized that (1) positive psychological capital positively affects the entrepreneurial intentions of students and (2) gender differentiates the effect of positive psychological capital on entrepreneurial intentions. The hypotheses were tested using a survey of 574 students studying at universities in Northern Cyprus. The results show that positive psychological capital positively affects entrepreneurial intentions, and gender plays a differentiating role in this effect. The article discusses the findings of the study and makes some suggestions for university education.

McDonald, S., Stahl, G., Nguyen, T., & Fairbairn, K. (2024). **Resourcing Their Own Aspirations: First-In-Family Young People and DIY Career Counselling.** *British Journal of Educational Studies*, 72(2), 235-252. <https://doi.org/10.1080/00071005.2023.2279571>

The relationship between career counselling and widening participation is increasingly capturing the attention of educational researchers, especially those interested in its social justice implications. International research on first-in-family students demonstrates the continual class-based barriers they are faced with which influence their progression into and through higher education. Career counselling has an important role to play in both supporting first-in-family students to not only enter university but also set them on a career trajectory which allows them to fulfil their aspirations. However, access to effective forms of career counselling remains fragmented and highly dependent on social class. This article explores how first-in-family students engage in what we call 'DIY career counselling,' where they draw on their informal networks and the internet to enhance their understanding of their future prospects and possible trajectories. Their efforts suggest a strong desire to learn more about what university can offer them and how they can position themselves advantageously in the job market; furthermore, their efforts also suggest a consumerist awareness that the career counselling on offer in their secondary schools was lacking.

Miller, M. (2024, mars 24). « **En école d'ingénieur, je me suis rendu compte que les gens populaires sont surtout ceux qui écrasent les autres** ». *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/03/24/en-ecole-d-ingenieur-je-me-suis-rendu-compte-que-les-gens-populaires-sont-surtout-ceux-qui-ecrasent-les-autres\\_6223911\\_4401467.html](https://www.lemonde.fr/campus/article/2024/03/24/en-ecole-d-ingenieur-je-me-suis-rendu-compte-que-les-gens-populaires-sont-surtout-ceux-qui-ecrasent-les-autres_6223911_4401467.html)

« Premières fois » : récits de moments charnières autour du passage à l'âge adulte. Cette semaine, Astrid (son prénom a été modifié), 22 ans, raconte comment sa première année dans une grande école d'ingénieurs parisienne lui a laissé un souvenir mitigé.

Millward, C. (2024). **Improving but not equalising opportunity: the objective and effect of regulating fair access to higher education in England, and their implications for**

**understanding higher education policy.** *Oxford Review of Education*, 50(2), 148-166.  
<https://doi.org/10.1080/03054985.2023.2211255>

Since 2006, universities in England that want to charge higher fees to their domestic undergraduates have been required to agree a plan with an access regulator appointed by the government. This article identifies the objective for the regulation as equalising opportunity, then considers its effect, drawing on policy literature, ministerial statements, legislative and regulatory texts, and national data. In doing so, it exposes how the policy objective has been implemented through legislation, regulatory guidance and university practice, and how this has yielded improving but not equalising opportunity. This is due to the limited influence of the powers available to, and guidance issued by, the regulators in a system of competing autonomous universities, which yields stratification based on the entry grades of young people and their social background. The lesson for higher education policy is the imperative for closer alignment between policy objectives, legislation to empower their implementation, approaches taken by regulators and university practice. In competitive systems within which universities have autonomy in relation to their admissions, policies to equalise opportunity require legislation and regulation that is influential enough for universities to prioritise more equitable outcomes ahead of other imperatives.

Najam, R. (2024). **Closing the gap: Effect of a gender quota on women's access to education in Afghanistan.** *Economics of Education Review*, 99, 102509.  
<https://doi.org/10.1016/j.econedurev.2024.102509>

Observatoire des inégalités. (s. d.). **Jeunes femmes : des études plus longues, mais de moins bons emplois.** Consulté 28 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Jeunes-femmes-des-etudes-plus-longues-mais-de-moins-bons-emplois>

Trois ans après la fin des études, femmes et hommes ont le même accès à l'emploi. Mais les jeunes femmes ont plus souvent un diplôme de l'enseignement supérieur. Elles devraient donc être plus souvent cadres que les débutants masculins, ce qui n'est pas le cas.

Ochoa, W., Li, L.-W., Kiyama, F., & McWayne, C. M. (2024). **Are family-teacher communication quality and child and family characteristics associated with head start children's classroom engagement? It's complicated.** *Early Childhood Research Quarterly*, 67, 34-43. <https://doi.org/10.1016/j.ecresq.2023.11.007>

Children's classroom engagement during the first years of formal schooling is foundational to their academic success. Previous research has found that the quality of communication between parents and teachers as well as child and family characteristics are associated with children's engagement scores in the classroom. However, research remains limited, and most has been conducted among middle and high school students. Even less is known about the role of communication quality between parents and teachers on children's classroom engagement during preschool, when children are encountering the formal education system for the first time and the foundation for their school trajectories are being laid. This study explores the association between parent-teacher communication quality and child and family characteristics on the classroom engagement scores of 326 low-income, ethnoracially and linguistically diverse children attending Head Start, using a teacher and observer-rated measure of child engagement. Results showed that when teachers perceived having a high-quality

communication with the child's parent, the child was rated to be more engaged in the classroom by both their teachers and independent observers. However, parent and child characteristics (i.e., parent race/ethnicity, children's English language skills, child gender, and child age) were only significantly associated with children's classroom engagement when rated by their teachers but not by independent observers. These findings suggest that building relationships with families early on might be a promising way that schools can support the wellbeing of minoritized children.

Okello, W. K. (2024). **"Look a Negro!": self-authorship, self-definition, and the wake of anti-blackness.** *International Journal of Qualitative Studies in Education*, 37(4), 990-1005. <https://doi.org/10.1080/09518398.2023.2178684>

In this manuscript, I lift Black feminisms as a methodological intervention on a holistic meaning-making theory and its relationship to anti-Blackness. Specifically, I employed a Black feminist literary criticism, which presumes that Black people have cultivated living and survival practices throughout their history in the United States. I analyzed 7 full-length books and essays written by James Baldwin and Audre Lorde. Additionally, in attending to Black feminist theorizing, I used creative prose to situate myself in the text by locating the curated findings from the literary analysis in my mother's rearing practices. Pointing to the historical ways Black people have lived in the wake of anti-Black structures, I depart from the meaning-making pathways articulated by self-authorship and point to the possibilities of self-defining praxis for Black people.

O'Neal, C. R., Meyering, K., Babaturk, L., & Gosnell, N. (2024). **Child anger regulation measure: Psychometric properties, prediction of emotional engagement, and gender differences.** *Psychology in the Schools*, 61(4), 1565-1589. <https://doi.org/10.1002/pits.23128>

The objective of this study was to understand the psychometric functioning of the Child Anger Regulation Measure (CARM), its prediction of emotional engagement, and if the prediction of emotional engagement differs for girls and boys. The sample included 251 upper-elementary school students in the United States (10% Black, 62% White, 6% Latinx, 5% Asian, 12% Multiethnic/Other; 58% female; average age = 9.7 years). Emotional engagement in school was reported by both students and teachers. Confirmatory factor analysis (CFA) indicated adequate fit of the data to the first-order correlated theoretical model at two time points. Internal and test-retest reliability was moderate-strong; the internal reliability of the anger withdraw strategy was weak for boys but adequate for girls. Of the five anger regulation latent predictors, the path analysis indicated that latent pause anger (i.e., waiting before responding to anger) was the strongest and sole predictor of how emotionally engaged a student felt in school, based on both student- and teacher-reported engagement and controlling for other anger regulation (AR) strategies. There was partial measurement invariance across boys and girls, and there were no gender differences in AR prediction of emotional engagement. Implications for assessment, psychoeducation, and school contexts are discussed.

Page, D. (2024). **Family engagement and compassion fatigue in Alternative Provision.** *International Journal of Inclusive Education*, 28(3), 282-295. <https://doi.org/10.1080/13603116.2021.1938713>

In a sector largely ignored in policy and the public imagination, Alternative Provision works to care for and educate children for whom mainstream schooling does not work. Central to their mission is the engagement of families, often seen as both the cause of

their child's difficulties and the solution to their successful educational re-engagement. Practitioners within Alternative Provision work within sophisticated strategies of family engagement, from regular communication to the more intensive interventions of home visits, supporting families with everything from filling in forms to cleaning, from managing outbursts to sourcing furniture. With the majority of families living within contexts of deprivation, many have life histories containing trauma, trauma that Alternative Provision Practitioners listen to, confront and, often, internalise, risking 'compassion fatigue'. This article focuses on the potential for compassion fatigue within family engagement in Alternative Provision, beginning with the impact on practitioners. It then discusses the role of leadership in building an assemblage of organisation interventions to both mitigate compassion fatigue and maximise 'compassion satisfaction', the fulfilment that comes from empathic work. Finally, it examines how compassion satisfaction could mitigate the deleterious impact of vicarious trauma.

Parvez, A. (2024). **Inside mathematics learning inequality: an analysis of Young Lives Survey data, India.** *Oxford Review of Education*, 50(2), 232-248. <https://doi.org/10.1080/03054985.2023.2194622>

This paper studies mathematics learning gaps within Indian children at two points in time. Dividing them into two groups, better performing and the rest, we investigate the causes of the difference in the average learning gap between them at those two points. We explore this question using the threefold Blinder-Oaxaca decomposition at these survey points (collected over a gap of four years). We find that when the children were younger the private schooling effect was the core contributor towards this learning gap. When these children got older, the effect vanished and the gap in average years of schooling, which has magnified during this time between these groups of children, contributes most to this learning gap.

Patton, L. D. (2024). **Still Climbing the Hill: Intersectional Reflections on Brown and Beyond.** *Educational Researcher*, 53(2), 73-84. <https://doi.org/10.3102/0013189X231216389>

National Youth Poet Laureate Amanda Gorman's poem "The Hill We Climb"—among the most powerful moments of the 2021 presidential inauguration—inspired the central inquiry of the 18th Annual Brown Lecture in Education Research: Why are we still climbing the hill of educational equity 67 years after the U.S. Supreme Court's landmark decision in *Brown v. Board of Education*? The purpose of this article is to challenge dominant narratives surrounding *Brown* and introduce perspectives that might help account for a general lack of progress—perspectives that typically are overlooked or erased in wider *Brown* discourses. Inspired by her poem, Patton Davis offers a scholarly analysis and contributes a robust understanding of *Brown* and its historical and contemporary meanings in the sociopolitical contexts of racism and white supremacy. Patton Davis considers pressing questions: How can study of the circumstances that have intensified the COVID-19 pandemic fuel collective understanding of racial inequities and intersectional injustices in education? How might a critical race lens guide educators, policymakers, and researchers toward a more progressive realization of the promises of *Brown*? What would it take for education researchers, the majority of whom are situated in postsecondary settings, to engage in activism modeled after the work of communities still fighting for the racial and educational equity envisioned in *Brown*?

Persini, C. (2023). **Entretien avec Aziz Jellab, sociologue, professeur des universités associé à l'INSEI (ex-INSHEA), inspecteur général de l'éducation, du sport et de la**



**recherche.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 113-126. <https://doi.org/10.4000/cres.6808>

Pouvez-vous nous parler de ce qui vous a amené à vous intéresser aux parcours scolaires des jeunes issus de l'immigration ? À vrai dire, je ne me suis pas initialement intéressé à la thématique des parcours scolaires des jeunes issus de l'immigration, et en tout cas, cela n'était pas l'objet central de mes premières enquêtes, notamment celles menées sur l'insertion des jeunes fréquentant les missions locales, puis celles, plus conséquentes, qui ont porté sur les élèves scolarisés dans les lyc...

Priorité à l'égalité, UNGEI, & UNICEF. (2024). **Initiative « Priorité À L'égalité » (GCI) Atelier Multi-Pays sur la Planification Sectorielle de L'éducation Sensible au Genre** (p. 1-16). Consulté à l'adresse Priorité à l'égalité; UNGEI; Unicef website: [https://www.ungei.org/sites/default/files/2024-02/Report\\_GRESP\\_Regional\\_Workshop\\_report\\_FRENCH\\_V1.pdf](https://www.ungei.org/sites/default/files/2024-02/Report_GRESP_Regional_Workshop_report_FRENCH_V1.pdf)

Dans le cadre du soutien du Ministère fédéral allemand de la Coopération économique et du Développement (BMZ) à l'initiative Priorité à l'égalité (GCI), UNGEI, la GIZ, UNICEF et Gender at Work ont coorganisé un atelier d'apprentissage multi-pays sur la Planification Sectorielle de l'Éducation Sensible au Genre (GRESF) du 5 au 8 décembre 2023 à Dakar, au Sénégal. La session s'est appuyée sur les expériences des pays de la GCI (Burkina Faso, Mali, Nigeria) et des pays non-membres de la GCI (République centrafricaine, République du Congo, Égypte, Libéria, Malawi) pour un apprentissage mutuel sur l'intégration de l'égalité des sexes dans la planification du secteur de l'éducation, avec un accent particulier sur le processus de partenariat avec le GPE.

Riban, C., & Noûs, C. (2023). **La mobilisation des pères de familles populaires par les enseignants : des effets sur les mères qui interrogent l'idéal égalitaire.** *Revue internationale de l'éducation familiale*, 52(2), 153-175. <https://doi.org/10.3917/rief.052.0153>

Un ensemble de recherches connecte les approches globales et locales pour questionner les processus et expériences de racisation ainsi que la lutte contre les discriminations culturelles et ethnoraciales dans nos sociétés postcoloniales. Ce dossier Contextes pluriculturels et prévention du racisme, dirigé par Tatiane C. Rodrigues (université de Sao Carlos), Ana Cristina Cruz (université de Sao Carlos) Anete Abramowicz (université de Sao Paulo) et Véronique Francis (université d'Orléans), aborde l'impact des violences ethnoraciales et du racisme structurel dans les contextes éducatifs et les espaces urbains ségrégués. Il examine la responsabilité des institutions et l'expérience des parents face aux vécus discriminatoires des enfants. En présentant des approches collaboratives de reconstruction historique et mémorielle, des dispositifs pour soutenir les projets éducatifs des familles ou encore un programme d'action affirmative de mobilité universitaire, les études dessinent de nouvelles voies pour la conquête de la justice éducative.

Rigoni, I. (2023). **L'orientation scolaire des mineurs isolés étrangers. L'accompagnement différencié des professionnels de l'enseignement, du travail social et des bénévoles associatifs.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 89-111. <https://doi.org/10.4000/cres.6778>

La problématique de l'accès à l'éducation, à la scolarisation et à la formation se situe à la croisée des actions des professionnels et des bénévoles intervenant auprès des mineurs isolés étrangers. C'est aussi le point névralgique qui cristallise des perspectives

hétérogènes, tant sur les outils à mettre en place pour ce public à besoins éducatifs particuliers que sur les questions d'orientation. À partir d'une enquête qualitative de terrain menée au cours de l'année scolaire 2019-2020 dans un département en région repéré pour sa forte progression du nombre de mineurs non accompagnés (MNA), nous proposons une analyse des processus d'orientation scolaire de ces jeunes, au prisme du traitement social, scolaire et plus largement éducatif qui leur est réservé à la fois par les professionnels de l'enseignement, du travail social et par les bénévoles associatifs qui les accompagnent. Après avoir abordé l'hétérogénéité et les spécificités des dispositifs scolaires accueillant des MNA, nous traiterons de la construction des choix d'orientation tels qu'ils sont proposés par les professionnels et les bénévoles de l'accompagnement socio-éducatif.

Rodrigues, T. C., Cruz, A. C., & Abramowicz, A. (2023). **Projet familial et condition noire dans le système d'éducation supérieur brésilien. Les jeunes étudiants du programme Abdias Nascimento.** *Revue internationale de l'éducation familiale*, 52(2), 23-45. <https://doi.org/10.3917/rief.052.0023>

Un ensemble de recherches connecte les approches globales et locales pour questionner les processus et expériences de racisation ainsi que la lutte contre les discriminations culturelles et ethnoraciales dans nos sociétés postcoloniales. Ce dossier Contextes pluriculturels et prévention du racisme, dirigé par Tatiane C. Rodrigues (université de Sao Carlos), Ana Cristina Cruz (université de Sao Carlos) Anete Abramowicz (université de Sao Paulo) et Véronique Francis (université d'Orléans), aborde l'impact des violences ethnoraciales et du racisme structurel dans les contextes éducatifs et les espaces urbains ségrégués. Il examine la responsabilité des institutions et l'expérience des parents face aux vécus discriminatoires des enfants. En présentant des approches collaboratives de reconstruction historique et mémorielle, des dispositifs pour soutenir les projets éducatifs des familles ou encore un programme d'action affirmative de mobilité universitaire, les études dessinent de nouvelles voies pour la conquête de la justice éducative.

Rodriguez, L. A., & Welsh, R. O. (2024). **The Ties That Bind: An Examination of School-Family Relationships and Middle School Discipline in New York City.** *Educational Researcher*, 53(2), 85-99. <https://doi.org/10.3102/0013189X231203696>

Inequities in exclusionary discipline result from a complex process involving students, families, and school personnel. However, little research has explored the topic from parent perspectives. This study used parent survey data from New York City to investigate the link between school-family relationships and students experiencing exclusionary discipline. Results indicate that stronger parental trust toward teachers is connected to a reduced probability that a student receives an office discipline referral, while greater trust in principals is associated with a lower chance of suspension. Several aspects of school-family relationships, such as parent-principal trust, parental involvement, and school outreach and communication, heterogeneously predict a lower likelihood of experiencing exclusionary discipline by student race and special education status. These findings demonstrate the interdependent role of families and school staff in child development and highlight the need to cultivate positive school-family relationships as a potential strategy for addressing exclusionary discipline disparities.

Rodriguez, S., & Wy, G. C. (2024). **Struggling to Belong: Evidence From a Survey of Youth Belonging in Public Schools.** *Educational Researcher*, 53(2), 123-127. <https://doi.org/10.3102/0013189X231216949>

This brief reports findings from a survey with middle and high school youth in a midsize district in the Mid-Atlantic. We find that belonging varies by race and ethnicity for young people. Overall, Black and Latino/x youth report lower belonging when compared to their White peers in a pro-diversity and inclusion district. Implications for policy and practice are addressed to improve sense of belonging for racially/ethnically and linguistically diverse youth.

Sánchez Tyson, L. (2024). **'Learning to read and write is to defend yourself': Exploring Indigenous perspectives and reimagining literacies for self-determination in Mexico.** *International Journal of Educational Development*, 106, 102992. <https://doi.org/10.1016/j.ijedudev.2024.102992>

This study considers some of the ways in which engagements with literacies are embedded in social practices and produced and enacted through distinct ethnolinguistic and cultural histories. Drawing on research with learners and facilitators in an adult literacy program for Indigenous language speakers in Mexico, the findings reveal various meanings, values, and uses attached to literacies, including as a defense, a necessity, access to full knowledge, to express oneself, and to learn from one another. The study concludes that literacies are connected to the broader project of Indigenous self-determination.

Santiago, F., Oriel Pereira, A., & Ernst, D. C. (2023). **Familles noires africaines, migration et éducation de la petite enfance au Brésil.** *Revue internationale de l'éducation familiale*, 52(2), 47-63. <https://doi.org/10.3917/rief.052.0047>

Un ensemble de recherches connecte les approches globales et locales pour questionner les processus et expériences de racisation ainsi que la lutte contre les discriminations culturelles et ethnoraciales dans nos sociétés postcoloniales. Ce dossier Contextes pluriculturels et prévention du racisme, dirigé par Tatiane C. Rodrigues (université de Sao Carlos), Ana Cristina Cruz (université de Sao Carlos) Anete Abramowicz (université de Sao Paulo) et Véronique Francis (université d'Orléans), aborde l'impact des violences ethnoraciales et du racisme structurel dans les contextes éducatifs et les espaces urbains ségrégués. Il examine la responsabilité des institutions et l'expérience des parents face aux vécus discriminatoires des enfants. En présentant des approches collaboratives de reconstruction historique et mémorielle, des dispositifs pour soutenir les projets éducatifs des familles ou encore un programme d'action affirmative de mobilité universitaire, les études dessinent de nouvelles voies pour la conquête de la justice éducative.

Sheffler, P., & Cheung, C. S. (2024). **Growth mindset and social comparison effects in a peer virtual learning environment.** *Social Psychology of Education*, 27(2), 493-521. <https://doi.org/10.1007/s11218-023-09850-7>

Peers become especially influential in adolescence, a developmental period marked by a nadir in school motivation. In the classroom, adolescents often engage in social comparison with their peers to ascertain their own academic competence, which can have substantial effects on their motivation and learning. The present experimental study examined how peer mindset and social comparison processes may interact to affect adolescents' learning outcomes and responses to social comparison. Participants

(N = 120, Mage = 12.73 years, 58% female) created avatars to virtually represent themselves and heard growth mindset or neutral statements from purported peer avatars. They then completed a series of online, self-report surveys measuring their learning outcomes, completed problem-solving tasks, and received feedback on their and their peers' performance via a virtual leaderboard. Multivariate between-group comparison revealed growth mindset peers increased adolescents' learning outcomes, while social comparison dampened outcomes. No interactions between peer growth mindset and social comparison were found.

Shukla, P. K., Reddy A, B., & Kumar, D. (2024). **Class in caste: Inequalities in human capital investments in children in India.** *International Journal of Educational Development*, 106, 103004. <https://doi.org/10.1016/j.ijedudev.2024.103004>

Caste is a unique marker of social stratification in India. There are significant economic inequalities and considerable disparities in educational achievements between historically disadvantaged caste groups and Others. Unequal investments in their children's human capital by caste can perpetuate income inequalities and reproduce class differences between caste groups. This paper analyses caste-based disparities in household expenditure on children's school education using nationally representative social expenditure data on education from 2007–08 and 2017–18 in India. The paper uses a recentered influence function (RIF) based decomposition analysis to pinpoint the key factors underpinning the disparity in private educational expenditure between disadvantaged caste groups and Others. Further, to overcome the problem of heterogeneity of data the study also employs propensity score matching (PSM) as robustness check for the decomposition analysis. The findings from decomposition and matching approaches reveal that differences in endowments, specifically income differences, between caste groups explain most of the caste-based gap in children's human capital investments. The study has implications for public policy to address educational and economic disparities between disadvantaged caste groups (ST, SC and OBC) and Others in India.

Siccard, A. (2023). **L'orientation scolaire de jeunes ruraux, une construction conjointe entre élèves, familles et personnels: le cas de quatre collèges du département de Manche** (Thesis). Consulté à l'adresse <https://theses.hal.science/tel-04459384v1>

Sitcharn, K. (2023). **Les préjugés raciaux dans les familles et l'école aux Antilles des années 1950 aux années 1970.** *Revue internationale de l'éducation familiale*, 52(2), 111-130. <https://doi.org/10.3917/rief.052.0111>

Un ensemble de recherches connecte les approches globales et locales pour questionner les processus et expériences de racisation ainsi que la lutte contre les discriminations culturelles et ethnoraciales dans nos sociétés postcoloniales. Ce dossier Contextes pluriculturels et prévention du racisme, dirigé par Tatiane C. Rodrigues (université de Sao Carlos), Ana Cristina Cruz (université de Sao Carlos) Anete Abramowicz (université de Sao Paulo) et Véronique Francis (université d'Orléans), aborde l'impact des violences ethnoraciales et du racisme structurel dans les contextes éducatifs et les espaces urbains ségrégués. Il examine la responsabilité des institutions et l'expérience des parents face aux vécus discriminatoires des enfants. En présentant des approches collaboratives de reconstruction historique et mémorielle, des dispositifs pour soutenir les projets éducatifs des familles ou encore un programme d'action affirmative de mobilité universitaire, les études dessinent de nouvelles voies pour la conquête de la justice éducative.

Smeplass, E., Rapp, A. C., & Corral-Granados, A. (2024). **Understanding how institutional dynamics can contribute to educational inequality in Nordic cities.** *Oxford Review of Education*, 50(2), 290-307. <https://doi.org/10.1080/03054985.2023.2274027>

This article explores the institutional dynamics that contribute to educational inequality within Nordic cities. The persistent issue of social inequality in education remains a prominent challenge for the Nordic welfare states. By investigating the gaps between educational policies and their practical implementation, this study sheds light on the mechanisms that drive educational inequality. Through the application of qualitative methods, the research examines the impediments to achieving educational equity within three distinct municipalities in Norway, Sweden, and Finland. The study identifies several contributing factors to the prevailing educational inequality, encompassing housing policies, urban spatial segregation, diverse principles governing school choice and marketisation, and variations in organisational models intended to promote equity. The research not only offers novel insights into the gaps between educational policy formulation and implementation but also underscores their pivotal role in both generating and perpetuating educational inequality. In the subsequent discussion, the study addresses these identified gaps and outlines their potential implications for future policy-making and practical implementation in Nordic education.

Speight Vaughn, M., King, J. E., & Amado Cardoso, I. (2023). **Collaborer avec des jeunes et des familles noires aux États-Unis et au Brésil. Patrimoine Africana et partenariat communautaire pour la justice éducative.** *Revue internationale de l'éducation familiale*, 52(2), 65-92. <https://doi.org/10.3917/rief.052.0065>

Un ensemble de recherches connecte les approches globales et locales pour questionner les processus et expériences de racisation ainsi que la lutte contre les discriminations culturelles et ethnoraciales dans nos sociétés postcoloniales. Ce dossier Contextes pluriculturels et prévention du racisme, dirigé par Tatiane C. Rodrigues (université de Sao Carlos), Ana Cristina Cruz (université de Sao Carlos) Anete Abramowicz (université de Sao Paulo) et Véronique Francis (université d'Orléans), aborde l'impact des violences ethnoraciales et du racisme structurel dans les contextes éducatifs et les espaces urbains ségrégués. Il examine la responsabilité des institutions et l'expérience des parents face aux vécus discriminatoires des enfants. En présentant des approches collaboratives de reconstruction historique et mémorielle, des dispositifs pour soutenir les projets éducatifs des familles ou encore un programme d'action affirmative de mobilité universitaire, les études dessinent de nouvelles voies pour la conquête de la justice éducative.

Strand, S. (2024). **Socio-economic inequality and education.** *Oxford Review of Education*, 50(2), 145-147. <https://doi.org/10.1080/03054985.2024.2307771>

Tan, C. Y. (2024). **Direct and indirect influences of familial socioeconomic status on students' science achievement.** *Oxford Review of Education*, 50(2), 207-231. <https://doi.org/10.1080/03054985.2022.2139672>

The present study challenges the assumption that equipping students with positive learning attitudes and beliefs can compensate for socioeconomic status (SES) effects on students' academic achievement. It unravels the association between SES and students' achievement by examining direct and indirect SES influences (via students' science attitudes and beliefs such as science epistemological beliefs, interest, and self-efficacy)

on students' science achievement using an analysis of secondary data involving 5,355 15-year-old students (from 138 schools) and their parents from Hong Kong who participated in the Programme for International Student Assessment (PISA) 2015. Two-level structural equation modelling (SEM) results showed that (a) the total standardised SES effect (direct and indirect) on students' science achievement was 42.46% more when compared to the case where only direct SES effects were accounted for; and (b) the total standardised effect of science classroom variables was much smaller than that associated with SES. These results suggest that the strength of the association between SES and students' achievement is understated if we focus only on direct effects. Relatedly, students' attitudes and beliefs are not insulated from familial SES influences, so they are not as efficacious in circumventing social structures as they are sometimes portrayed in the literature.

Tight, M. (2024). **Should The More Highly Educated Get More Votes? Education, Voting and Representation.** *British Journal of Educational Studies*, 72(2), 219-234. <https://doi.org/10.1080/00071005.2023.2258193>

This article examines the relation between education, voting and representation, and, in particular, the argument that more highly educated people should have more votes, as they should be better at judging important political decisions. In the past this issue attracted the attention of great thinkers such as Plato, Aristotle, Newman and Mill. In the UK there is also a practical precedent, rarely recalled today, where for centuries university graduates had their own representatives in Parliament. There are also some interesting contemporary arguments on the topic put forward in favour of an epistocracy (as some call it) by social scientists, but not educators. It seems that most educators would not now dare to suggest that the more highly educated might be given more votes, largely on the grounds of equity.

Tillapaugh, D. (2024). **Masculinity as violence: college men sexual violence survivors and the impact of hegemonic masculinity.** *International Journal of Qualitative Studies in Education*, 37(4), 944-959. <https://doi.org/10.1080/09518398.2022.2127019>

This article focuses on the concept of masculinity as violence and how hegemonic masculinity ultimately serves as a secondary form of violence among men who survived sexual violence in college. I used Jackson and Mazzei's concept of "thinking with theory" framing both hegemonic masculinity and administrative violence as theoretical frameworks to understand how masculinity as violence mediates these college men's lived experiences. This study was a secondary analysis of interview data from 15 cisgender and transgender men who survived sexual violence during college between 2005 and 2015, using a qualitative collective case study approach. Findings included: (1) the inevitability of masculinity as violence; (2) masculinity as violence and its impact on coping; (3) the shame, fear, and frustration of masculinity as violence; and (4) systemic administrative (masculine) violence in higher education.

Titan, E., Otoiu, A., Paraschiv, D., & Manea, D. (2024). **Can earmarked admission places help address the perceived rural disadvantage in higher education access? Evidence from Romania.** *Oxford Review of Education*, 50(2), 167-185. <https://doi.org/10.1080/03054985.2022.2136151>

The perceived disadvantage faced by high school students from rural areas in pursuing higher education is often associated with the fact that these areas are by default affected by socio-economic disadvantages. The analysis of the results from the high

school baccalaureate examination for Romania, which is mandatory for admission to higher education, and which plays a major role in ranking the applicants, shows the potential outcomes of the university admission policy targeting high school baccalaureate holders from rural areas. Under different scenarios, this can lead to either targeted admission places being allocated to students that would have been otherwise successfully admitted by competing on general admission places or could have helped students from other disadvantaged backgrounds. These results may help as a basis for guiding policy designs that can better target admission places for students from disadvantaged backgrounds.

UNGEI : United nations girl's education initiative & UNICEF : Fonds des Nations unies pour l'enfance. (2024). **Initiative « priorité à l'égalité » (GCI) - Atelier multi-pays sur la planification sectorielle de l'éducation sensible au genre (GRESP)**. Consulté à l'adresse [https://www.ungei.org/sites/default/files/2024-02/Report\\_GRESP\\_Regional\\_Workshop\\_report\\_FRENCH\\_V1.pdf](https://www.ungei.org/sites/default/files/2024-02/Report_GRESP_Regional_Workshop_report_FRENCH_V1.pdf)

Cet atelier multi-pays (Burkina Faso, Mali, Nigeria, République centrafricaine, République du Congo, Égypte, Libéria et Malawi) sur la Planification sectorielle de l'éducation sensible au genre (décembre 2023) visait à : 1. Améliorer la compréhension des participants sur les questions d'égalité des sexes et les principes d'un système éducatif équitable et inclusif ; 2. Les familiariser avec l'analyse de genre et les outils ; 3. Renforcer leurs capacités à appliquer une perspective de genre aux politiques et à la planification ; 4. Accroître leur engagement à utiliser leur leadership pour promouvoir l'égalité des sexes ; 5. Faciliter le partage d'expériences entre eux, notamment la promotion de la collaboration entre ministères, société civile et agences de coordination de la subvention du GPE au niveau national.

Velandia, E. A., Farr, A., Musso, S., Soto, N., & Fettes, D. L. (2024). **Parents' adverse childhood experiences matter too: The impact of multigenerational trauma on participation in early childhood education for Latinx children**. *Early Childhood Research Quarterly*, 67, 208-217. <https://doi.org/10.1016/j.ecresq.2023.12.007>

Childhood trauma impacts most children in the United States, with exposure to adverse childhood experiences (ACEs) like abuse, neglect, or witnessing violence linked to negative outcomes across the lifespan. Early childhood education (ECE) programs, such as therapeutic preschools, that utilize two-generation approaches to services have demonstrated proven benefits for children with trauma exposure; however, less is known about the impact of ACEs on early childhood program engagement and retention. The current study, set in a two-generation therapeutic preschool program, examined 173 pairs of primarily Latinx parents and children to understand in what ways parent and child ACEs, coupled with family contextual risks like homelessness and child welfare involvement, impact program engagement for children with trauma histories. Results indicate that children whose parents had an elevated ACE score (four or more trauma experiences) were more likely to terminate ECE participation early compared to children whose parents had less cumulative trauma. Families with parents and children who both had high ACEs were over six times more likely to terminate program participation early. However, once accounting for early termination, ACEs had minimal impact on ECE engagement. These findings highlight the need for ECE programs to consider the whole family at entry and target early retention efforts towards families with greater cumulative trauma histories.

Wei, W. S. (2024). **Heterogeneity in the household experiences of young children in head start and associations with absenteeism.** *Early Childhood Research Quarterly*, 67, 363-373. <https://doi.org/10.1016/j.ecresq.2024.02.003>

Understanding who is absent and what levers may reduce absenteeism is important for promoting not only children's attendance at school but also their learning and development across the school year. The absenteeism literature has primarily focused on socioeconomic status as a key predictor of absenteeism, which ignores the heterogeneity in the lived experiences of children from low-income households that are relevant for their absenteeism. Within a nationally representative sample of children enrolled in Head Start (N = 2,439), this study used latent profile analysis to understand whether and how patterns of household factors predicted children's absenteeism, as well as for whom two school-home connection factors may be more versus less salient levers for reducing absenteeism. Five household profiles emerged in this sample of children enrolled in Head Start. These combinations meaningfully predicted absenteeism above and beyond household income alone. Moreover, parents' satisfaction with Head Start and programs' provision of family support services were negatively associated with children's absenteeism, and these associations did not vary by profile. These findings highlight the importance of examining the heterogeneity in the types and combinations of household characteristics children may experience and point to school-home connections as an important focus area for programs.

Williams, E. M., Padmadas, S. S., & Väisänen, H. (2024). **Falling behind in school: Mother's economic empowerment and its association with children's grade progression in Malawi.** *International Journal of Educational Development*, 106, 103022. <https://doi.org/10.1016/j.ijedudev.2024.103022>

Malawi has experienced slow and uneven progress in school progression and completion rates, thus there is need to rethink the approaches needed for reforming education systems. Mothers are more likely to invest in children's nutrition and well-being and take primary responsibility for children's education. However, the association between women's economic empowerment and their offspring's school progression rates is not systematically understood in Malawi, or elsewhere. We investigate how economic empowerment of mothers is associated with children's progression through grades at appropriate ages. Using the 2016/17 Malawi Integrated Household Survey data, we show that women's economic empowerment is positively associated with being on-time for grade, with a steeper slope for girls than boys, particularly at secondary school level. The stronger association for girls in secondary school, who otherwise typically experience a higher risk of dropping out of school than boys, implies higher education attainment, and probably lower teen pregnancies and early marriage. We conclude that investment in women's economic empowerment can significantly enhance school progression and completion rates and can contribute to human capital development and poverty reduction in Malawi and elsewhere in sub-Saharan Africa.

Wu, X., & Zhang, Y. (2024). **Effects of individual attributes, family background, and school context on students' global competence: Insights from the OECD PISA 2018.** *International Journal of Educational Development*, 106, 102996. <https://doi.org/10.1016/j.ijedudev.2024.102996>

Global competence has gained considerable attention in education within a diverse and globalized world. Drawing from the OECD PISA 2018 framework for students' global citizenship, we employ hierarchical linear modelling to examine the effects of individual



attributes, family background, and school characteristics on students' global competence in six countries/regions. The results reveal that gender, student self-efficacy in global issues, familial socioeconomic status, and teachers' intercultural attitudes significantly influence students' global competence in all six areas. Moreover, region-specific differences were found. The study provides valuable insights for advancing research, furthering the conceptualization and implementation of education for global competence.

Zhang, X., Gu, X., Chu, T. L. (Alan), Lee, J., & Zhang, T. (2024). **Weight Status and Socio-Demographic Disparities in Children's Physical Activity Intensity during Different Segments of the School Day.** *The Elementary School Journal*, 124(3), 499-512. <https://doi.org/10.1086/728407>

This study was to evaluate weight status and sociodemographic disparities in physical activity (PA) intensities (i.e., vigorous PA [VPA], moderate PA [MPA], and light PA [LPA]) during different segments of the school day, including physical education (PE), recess, and lunchtime. Participants were 287 third-grade students (Mage = 8.38, SD = 0.50). PA was measured using accelerometers. Children, on average, spent 88.48 minutes of MPA and 13.35 minutes of VPA. Disparities in VPA were observed in sex (higher in boys in PE and recess) and weight status (higher in the healthy-weight group in recess and lunchtime). Sex disparities in MPA were observed in recess (higher in girls) and in lunchtime (higher in boys). Hispanic girls had more LPA in PE compared with non-Hispanic girls. Disparities in PA behaviors at PE, recess, and lunchtime are evident but different regarding children's demographics. Schools may tailor PA opportunities to promote children's PA and reduce disparity.

## Climat de l'école

Ben Hamouda, L. (2024, mars 26). **Les désordres en classe : obstacle à éviter ou occasion à saisir ?** Consulté 27 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/26/les-desordres-en-classe-obstacle-a-éviter-ou-occasion-a-saisir/>

Comment s'emparer de la régulation des « désordres » et des « comportements inappropriés » en classe de primaire pour construire aussi des savoirs ? C'est la question que posent

Bonasio, R., Fondeville, B., & Lefeuvre, G. (2024). **L'enseignant face aux désordres en classe: appropriation de dispositifs à l'école primaire.** Rennes: Presses universitaires de Rennes.

Confrontés à des comportements d'élèves qu'ils jugent inappropriés, les enseignants de l'école primaire mettent en œuvre des dispositifs de régulation de ces désordres. Au-delà du seul rétablissement de l'ordre, ces dispositifs sont porteurs d'enjeux éducatifs : les enseignants tentent de faire participer les élèves à la résolution des problèmes, d'engendrer chez eux une posture réflexive, voire d'enseigner des compétences sociales. Certains de ces dispositifs sont connus et font l'objet d'une valorisation sociale, comme par exemple le conseil d'élèves. D'autres existent de manière plus clandestine : alors que les enseignants éprouvent une forme d'efficacité dans leur mise en œuvre, ils préfèrent en taire la réalité du fait de l'illegitimite présumée de leur intérêt éducatif. Sans a priori sur leur valeur pédagogique, cette étude se centre sur l'appropriation de ces dispositifs par des enseignants en analysant

leur activité effective en classe. Il s'agit de savoir ce qui, chez ces acteurs, fait tantôt ressource ou contrainte dans des situations de travail ordinaire. C'est à partir de ces constats qu'une expérimentation est conçue entre enseignants et chercheurs : la régulation des désordres y est envisagée à partir d'une démarche d'enquête avec les élèves. Les désordres vécus y apparaissent comme des opportunités d'apprentissages

Briscoe, K. L. (2024). **"Campus racial climate matters too": Understanding Black graduate students' perceptions of a president's response.** *International Journal of Qualitative Studies in Education*, 37(4), 1210-1228. <https://doi.org/10.1080/09518398.2023.2181426>

This qualitative, descriptive single case study examined Black graduate students' perceptions of campus racial climate at a predominantly white institution (PWI) and how they were shaped by a president's response to racialized incidents. A greater understanding of how Black graduate students' narratives reveal how whiteness inhabits the PWI and the president's responses to racism presented. Guided by the Multi-contextual Model for Diverse Learning Environments (MMDLE) and Critical Race Theory, I unpack whether or not Black graduate students are prioritized in presidents' responses to racialized incidents and larger campus racial climate conversations. This study's findings further illustrate the significance of the role of the presidency when addressing issues of race and racism, and how their responses have the power to disrupt or harm both the personal experiences of individuals and the broader campus racial climate for Black graduate students.

Bruck, Z., Ignatjeva, S., Fedina, L., & Volosnikova, L. (2024). **Measuring Subjective Well-Being of High School Students: Between the Desired and the Real.** *Child Indicators Research*, 17(2), 525-549. <https://doi.org/10.1007/s12187-024-10104-x>

Subjective well-being of high-school students depends on the relationship of the desired and the real. This distance creates conditions for the development of self-regulation and motivation for achievement. The article presents a study of the structure of subjective well-being (SWB) of senior schoolchildren. The study involved 3,282 students in grades 7–11 living in the Tyumen Region of the Russian Federation. The instrumentation used in the study was the author-developed questionnaire based on the questionnaire of The International Survey of Children's Well-Being – Children's World. The authors suggest that the study of subjective well-being of high school students should more accurately and reliably measure children's desires and evaluations. In addition to the Family, School, Health, and Safety factors, the factor analysis allowed us to identify new factors – Agency and Romance which received high factor loadings. Dispersing the factors of SWB of high school students in the system of desired and real evaluations allowed us to identify internal contradictions. The research design offers the high school students to answer identical questions from two perspectives: how they evaluate the fact that a particular indicator is present in their lives (real level), and how important it is to them (desired level). In the system of evaluations of SWB by high school students, the desired level of factors appeared to be slightly higher than the real one. A two-stage cluster analysis in the space of selected factors made it possible to divide schoolchildren into 3 cluster groups: Romantics, Conformists, and Rebels. The study proves once again that there is no universal formula for well-being. Analysis of the weight coefficients of the desired and real level of SWB in all three groups demonstrated that those more satisfied and prosperous, in whom the structure of all SWB factors is harmoniously correlated are the Romantics, whereas the low level of SWB is noted in Rebels.

Doga, M., & Salaméro, É. (2024). **Le yoga en EPS : une activité de « bien-être » accessible à tous les élèves ?** *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15240>

À partir d'une enquête par entretiens et observations menée auprès de lycéens et lycéennes dits à besoins éducatifs particuliers, cet article interroge les inégalités d'accès au bien-être dans une séquence d'enseignement de yoga comptant pour le baccalauréat. Il analyse de concert contexte éducatif, contenus et déroulé pédagogiques, et propos des élèves. Il met plus particulièrement en avant la différenciation des expériences des élèves selon leur parcours de socialisation scolaire (orientation et perception de sa place à l'école) et corporelle (notamment dans des loisirs corporels encadrés ou libres). Il questionne ainsi les conditions de bien-être et de réussite des élèves aux profils hétérogènes, face à un cadre et contenu pédagogique communs. Les autrices soulèvent ainsi la nécessité d'interroger ces conditions, y compris dans une activité perçue comme intrinsèquement bienfaisante.

Dumonteil, J. (2024). **Le corps comme clé d'une inclusion réussie ? Des enseignants autistes interrogent le bien-être à l'École.** *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15282>

Cette étude se propose d'aborder la question du bien-être à l'École à travers les pistes proposées par d'anciens élèves autistes devenus enseignants. Les problématiques générales de bien-être scolaire prennent en effet une dimension singulière en raison des spécificités de fonctionnement sur les plans relationnel et sensoriel que peuvent présenter les personnes autistes. C'est donc à la première personne que ces singularités en matière de bien-être, en lien avec les questions de santé physique et mentale, seront abordées. Pour donner à entendre cette parole, l'approche méthodologique choisie est celle de la recherche biographique. L'étude des pistes qu'offrent ces enseignants autistes invite à penser le rapport au corps comme clé d'un mieux-être à l'École.

Eriksen, E. V., Vestad, L., Bru, E., & Caravita, S. C. S. (2024). **Social competencies, classroom relationships, and academic engagement: A latent change score modeling approach among lower secondary school students.** *Social Psychology of Education*, 27(2), 435-459. <https://doi.org/10.1007/s11218-023-09841-8>

This longitudinal study applied latent change score (LCS) modeling to examine individual changes in students' (N = 1205) academic engagement (behavioral and emotional), social competencies (relationship skills and social awareness), and classroom relationships (emotional support from teachers and collaborative peer relations). Average changes during the first year of lower secondary school were investigated, and an LCS model specifying that individual changes in social competencies are related to individual changes in academic engagement partially via individual changes in classroom relationships was tested. The results indicated an average decline for all variables, particularly emotional engagement. Changes in social competencies were associated with changes in classroom relationships and indirectly with changes in academic engagement via changes in emotional support from teachers. A direct association was found between changes in social awareness and behavioral engagement. The findings reflect that the promotion of social competencies in lower secondary school may foster positive classroom relationships and academic engagement, mainly via perceived social awareness for behavioral engagement or via emotional support from teachers for both dimensions of academic engagement.

Hotez, E., Perrigo, J. L., Bigsby, M., Mixson, L. S., Stanley, L., & Halfon, N. (2024). **A Descriptive Study of Well-Being and Assets in Middle Childhood during the COVID-19 Pandemic in a Los Angeles County School District.** *Child Indicators Research*, 17(2), 869-899. <https://doi.org/10.1007/s12187-023-10098-y>

There is burgeoning interest in monitoring children's well-being and assets at the population-level, particularly in light of the detrimental impacts of the COVID-19 pandemic. There has been, however, a lack of population-level research during the pandemic focusing specifically on middle childhood (i.e., ages 10 – 13), a developmental period characterized by distinct biological, cognitive, social, and emotional changes. In addition, there is a lack of self-report data from this population, which impedes our understanding of their experiences and perspectives during this important developmental period. To address these gaps, the current study analyzed a population-level, self-report measure—the Middle Years Development Instrument (MDI)—administered to 4th and 7th graders in a primarily Hispanic Los Angeles County school district between May – June 2021. This research aimed to 1) describe students' self-reported social and emotional well-being, connectedness to peers and to adults, school experiences, physical health, and use of after-school time; and 2) investigate students' social and contextual assets, including adult and peer connectedness, school experiences, health habits, and after-school program participation. Logistic regression analyses controlling for demographic characteristics revealed that 7th graders had lower odds of well-being on four out of the five MDI Well-Being Index measures: Optimism, Happiness, Self Esteem, and General Health, as well as lower odds of three assets: Adult Relationships, After-School Activities, and School Experiences. This study can inform efforts to optimize positive development in middle childhood during and post-COVID-19.

Morales, Y., Thémines, A., & Travaillot, Y. (2024). **L'Éducation à la santé et au bien-être en Éducation Physique et Sportive en France des années soixante à nos jours. Débats et controverses sur le corps « entraîné ».** *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15325>

Cette étude est centrée sur l'éducation à la santé et au bien-être en EPS durant ces 60 dernières années. Elle souligne les évolutions institutionnelles tout en repérant les débats et controverses qui les accompagnent. La 1ère période (1967-1985) présente la santé sous l'angle d'une conception adaptative référée à une perception biomédicale du corps performant. C'est un « allant de soi pédagogique » résultant d'un entraînement par le sport et de son effet sur la condition physique des élèves. Le bien-être est référé au « plaisir » éprouvé dans la pratique. La 2nde période (1985-2000), valorise une conception de la santé plus ouverte aux ressources sociales, personnelles et physiques des élèves. L'objectif de santé est associé aux connaissances « concernant l'entretien de ses potentialités et l'organisation de sa vie physique ». Le bien-être renvoie à une conscientisation des élèves. La dernière période (2001-2023), caractérise une EPS participant à l'éducation à la santé et au bien-être des élèves selon une conception appropriative et salutogène qui accompagne l'objectif du « savoir s'entraîner ».

Paintendre, A., & Schirrer, M. (2024). **Enseignement du yoga et apprentissages sensoriels : Une éducation au bien-être corporel par la dialectique confort-inconfort postural ?** *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15349>

Le bien-être des élèves semble désormais préoccuper le système éducatif français, notamment l'Éducation Physique et Sportive (EPS) (MEN, 2015 ; 2019a ; 2021). Si de vives

critiques émergent pour dénoncer un autocontrôle des individus par l'injonction au bien-être, un bien-être corporel pourrait toutefois être visé à l'école et en EPS, à travers des pratiques allant à l'encontre de l'objectivation de soi. Dans le présent article, nous analyserons l'expérience de deux étudiants engagés dans une séquence de yoga scolaire. Cette pratique leur permet-elle, par une exploration sensible et une compréhension de leur corps, de construire des repères pour leur bien-être corporel ? Inscrite méthodologiquement dans la cadre du programme de recherche du cours d'action (Theureau, 2019), cette recherche analyse notamment les préoccupations relatives au compromis visé lors de la réalisation de postures en yoga « entre l'effort, la fermeté (sthira) et le confort, l'aisance » (MEN, 2019b). Nous identifions ainsi la construction par les étudiants de repères, connaissances et savoir-faire pour leur bien-être corporel via la réduction de tensions ou d'inconforts générés par certaines postures.

Paintendre, A., Schirrer, M., Doga, M., & Salaméro, É. (2024). **Bien-être à l'école : renouvellement d'une notion par la valorisation des vécus corporels**. *Recherches & éducatives*, (27). <https://doi.org/10.4000/rechercheseducations.15317>

Introduction du numéro En 2017, la revue Recherches et Éducatives consacrait deux tomes à la question du bien-être à l'école, interrogeant les conditions du bien-être au sein du système scolaire. Le tome 1 soulignait le fait que « Actuellement, le bien-être est une préoccupation majeure des politiques en matière de santé publique, et plus particulièrement des politiques éducatives à l'école. » (2017, p. 1). Toutefois, le Tome 2 envisageait de travailler la tension entre bien-être et mal-être ...

Quintana-Orts, C., Mora-Merchán, J. A., Muñoz-Fernández, N., & Rey, R. D. (2024). **Bully-victims in bullying and cyberbullying: An analysis of school-level risk factors**. *Social Psychology of Education*, 27(2), 587-609. <https://doi.org/10.1007/s11218-023-09846-3>

Considering the increasing rates of bullying in adolescence, more empirical evidence on how multiple factors work together in relation to the bully-victim role is needed. This study aims to explore individual and perceived school-level factors associated with the bully-victim role in the context of traditional bullying and cyberbullying, based on the social-ecological model. Factors such as aggressive conflict resolution, normative adjustment, emotional dysregulation, peer social network, teacher apathy, teacher support, and school connectedness were analyzed. Gender differences were also examined. Participants were 854 students (402 girls) between 11 and 18 years of age ( $M = 13.65$ ;  $SD = 1.36$ ) from four secondary schools. Results indicated common factors associated with the bully-victim role in both traditional bullying and cyberbullying, such as aggressive conflict resolution, normative adjustment, and school connectedness. Whereas higher teacher support was associated with the bully-victim role in traditional bullying, lower peer social network was associated with the cyberbully-victim role. Gender interaction effects were found in traditional bullying, with the likelihood of being a bully-victim being higher for girls with higher levels of teacher support and lower school connectedness. Our results highlight that individual factors affect bully-victims in traditional bullying and cyberbullying, and act in concert with perceived environmental conditions in the education context. Discipline and norm adjustment, as well as socio-emotional competencies such as emotional regulation and adequate conflict resolution, are important for preventing bully-victim involvement. Key factors in the school context to prevent double-role involvement are discussed.

Schwimmer, M., Lessard, O., & Danis, J. (2024). **Les pratiques de présence attentive à l'école : le point de vue des intervenantes scolaires québécoises**. *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15390>

Les interventions basées sur la présence attentive (IBPA) sont de plus en plus populaires dans les écoles québécoises, car on estime qu'elles peuvent grandement contribuer au bien-être des élèves. Toutefois, plusieurs critiques ont émergé pour dénoncer le fait que la mise en œuvre non réfléchie de ces pratiques à l'école est éthiquement et politiquement discutable. Toute la réflexion sur la compatibilité entre IBPA et formation des élèves en milieu scolaire est demeurée très théorique. L'objet de cet article est de mettre en lumière le point de vue des intervenantes scolaires québécoises sur la question. L'article présente d'abord une brève revue de littérature faisant état d'études récentes qui font valoir le potentiel de formation critique, civique et démocratique des IBPA. Il expose ensuite les résultats d'une recherche qualitative faite auprès d'intervenantes scolaires à propos de leurs pratiques et rationalités lors de l'implantation d'IBPA.

Shoshani, A. (2024). **Meaning in Life in Preschool Children: Developmental Foundations and Relationship to Well-Being**. *Child Indicators Research*, 17(2), 581-600. <https://doi.org/10.1007/s12187-024-10107-8>

This study aimed to investigate the sources of meaning in life of 3- to 6-year-olds. A sample of 291 children responded orally to questions about the most important aspects of their lives, and parents reported on their children's meaning in life using parent-reported questionnaire. Attachment patterns and Theory-of-Mind abilities were examined as possible antecedents of individual differences in meaning in life. Self, parental and preschool teachers' reports were obtained to assess the children's functioning and well-being. The findings indicated that preschool children are able to articulate their sense of meaning in life. Meaning in life increased with age and was partly mediated by Theory-of-Mind development. Securely attached children expressed more meaning in life than children classified as disorganized or avoidant/insecure. A significant association was found between self and parental reported meaning in life and children's socio-emotional and preschool functioning and well-being. The implications for early interventions in family and preschool settings are discussed.

Spielberger, J., Burkhardt, T., Carreon, E. D., & Gitlow, E. R. (2024). **Fostering healthy social and emotional climates in early childhood classrooms through infant and early childhood mental health consultation**. *Early Childhood Research Quarterly*, 67, 307-319. <https://doi.org/10.1016/j.ecresq.2024.01.009>

Through relationship building and collaboration, Infant and Early Childhood Mental Health Consultation (IECMHC) aims to increase early childhood professionals' capacity to promote children's mental health and reduce the use of exclusionary discipline practices. We conducted a three-year pilot study of a cross-system, embedded model of IECMHC to address gaps in the literature regarding provider and classroom outcomes. Using a matched-comparison group design, the study examined differences between staff in intervention and comparison programs in their ability to create classroom climates that promote children's social and emotional development and explored factors associated with classroom climates. A sample of 120 teachers participated in surveys over a 21-month implementation period. A subsample of teachers participated in classroom observations (n = 28) using the Climate of Healthy Interactions for Learning & Development (CHILD) tool (Reyes & Gilliam, 2017) and semi-structured interviews (n = 30). Regression analyses revealed a significant relationship between the intervention and

classroom climate in two domains, directions and rules and equity. Interview data supported these findings and provided further evidence of changes in teacher attitudes and behaviors. We conclude that teachers who received the IECMHC model showed improved ability to establish certain aspects of healthy social and emotional classroom climates. We also recommend further study of this model using matched-comparison group designs and direct observations of teacher practice.

Stoloff, S. (2024). **La vitalité comme déterminant du bien-être au travail. Spécificités en enseignement de l'éducation physique et à la santé au Québec.** *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15435>

L'enseignement de l'Éducation Physique et à la Santé (ÉPS) est une discipline scolaire qui s'avère exigeante physiquement et émotionnellement, causant une santé fragilisée. Dans une étude sur le bien-être en enseignement de l'ÉPS, la vitalité s'est avérée être une composante déterminante du bien-être professionnel. Pourtant, ce concept demeure inexploité. Pour mieux comprendre et cerner la vitalité, la question qui se pose est de savoir comment les enseignants.es en ÉPS perçoivent la vitalité. Pour y répondre, 174 répondant·es ont complété un questionnaire en ligne. Les résultats présentent la vitalité comme déterminant du bien-être, qui se décline en une dimension physique et une mentale. Ces dimensions présentent un effet compensatoire.

Tellier, M., & Eschenauer, S. (2024). **Pour une définition du bien-être à l'école prenant en compte le confort corporel: la contribution de l'aménagement flexible.** *Recherches & éducations*, (27). <https://doi.org/10.4000/rechercheseducations.15475>

Cet article propose de redéfinir le concept de bien-être à l'école en y intégrant une réflexion sur le confort corporel de l'élève dans la classe. Ce dernier a longtemps été considéré selon une visée hygiéniste dans laquelle le confort n'avait pas sa place. Or, l'avènement de dispositifs tels que l'aménagement flexible des classes, reconsidère le confort de l'assise et la place du corps. À partir d'analyses d'entretiens réalisés auprès de collégiens et collégiennes, nous montrerons que l'aménagement flexible est valorisé par les apprenant·e·s et contribue à leur bien-être scolaire sur les plans physiologique, psychologique et cognitif.

Tillapaugh, D. (2024). **Masculinity as violence: college men sexual violence survivors and the impact of hegemonic masculinity.** *International Journal of Qualitative Studies in Education*, 37(4), 944-959. <https://doi.org/10.1080/09518398.2022.2127019>

This article focuses on the concept of masculinity as violence and how hegemonic masculinity ultimately serves as a secondary form of violence among men who survived sexual violence in college. I used Jackson and Mazzei's concept of "thinking with theory" framing both hegemonic masculinity and administrative violence as theoretical frameworks to understand how masculinity as violence mediates these college men's lived experiences. This study was a secondary analysis of interview data from 15 cisgender and transgender men who survived sexual violence during college between 2005 and 2015, using a qualitative collective case study approach. Findings included: (1) the inevitability of masculinity as violence; (2) masculinity as violence and its impact on coping; (3) the shame, fear, and frustration of masculinity as violence; and (4) systemic administrative (masculine) violence in higher education.

UNESCO, & Barakat, B. (2024). **A severity index for attacks on education? Methodological note: background paper** (p. 1-29). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388813>

In 2018, the Technical Cooperation Group on Sustainable Development Goal 4 indicators (TCG) adopted GCPEA's attacks on education (AoE) data for affected countries for reporting on the thematic indicator 4.a.3 ('Number of attacks on students, personnel and institutions'), under target 4.a on safe learning environments. Counting incidents reflects both a principled stance that 'an attack on education is an attack on education' and limitations in the input data, which often cannot be disaggregated by the precise type of attack or its consequences. Still, it disagrees with the intuition that behind the same overall count of attacks may stand very different scenarios with divergent protection needs. Based on a review of the literature, consultations with key informants, and examples of other indices, this report seeks to explore methodological options for complementing counts of attacks on education with a measure of their severity, combining different aspects of attacks on education into an index. Further, the report proposes a feasible structure for a Severity Index of attacks on education, together with suggestions on how to populate the structure with existing data. Data from Burkina Faso is scored using preliminary criteria as an illustrative case study

## Évaluation des dispositifs d'éducation-formation

Alwahbi, A. A. (2024). **The Efficacy of Virtual Positive Behavior Support in a Special School for Students with ASD**. *Journal of Behavioral Education*, 33(1), 123-141. <https://doi.org/10.1007/s10864-022-09486-1>

In response to the demand for adopting a social justice system to manage students' challenging behaviors, many countries are implementing positive behavior support (PBS) programs at the school level. However, the use of PBS in Saudi Arabian schools is still a goal rather than reality. It is strongly evident that school-wide PBS can be applicable to different educational contexts. Therefore, the purpose of this study was to evaluate the efficacy of a virtual school-wide positive behavior support program for students with autism spectrum disorder (ASD) in Saudi Arabia. Teaching and reinforcement procedures were implemented to help the students replace interfering classroom behaviors with alternative, appropriate behaviors. Observations were conducted to collect data on the students' classroom behaviors. The results of the study showed that there was an immediate and major improvement in the students' behaviors upon the introduction of the program. The results support the conclusion that school-wide positive behavior support can be successfully applied to different educational settings and suggest several implications for special and general education schools.

Baugnies, M. (2023). **L'évaluation d'un projet de tutorat entre des étudiants parfumeurs-aromateurs et des lycéens et collégiens de Grasse**. *Travail et Apprentissages*, 26(2), 22-38. <https://doi.org/10.3917/ta.026.0022>

Le présent article traite de l'évaluation des effets-tuteurs générés par des activités de tutorat menées par des étudiants en parfumerie auprès d'élèves du second degré dans le cadre de la découverte des métiers de la parfumerie et de la création d'arômes. L'évaluation a reposé sur un recueil de données qualitatives permettant la production de sens. Des effets-tuteurs génériques, issus de la littérature scientifique, mais également spécifiques, c'est-à-dire propres aux activités menées, ont émergé. Il s'agit du développement anticipé de compétences professionnelles, notamment orales, de la



prise de conscience du cluster représenté par la ville de Grasse, des savoirs et savoir-faire qui y sont enracinés et de la nécessité de transmission de compétences. L'auto-évaluation des tuteurs révèle l'émergence du sentiment d'intégrer la communauté des parfumeurs. Le projet s'inscrit dans les parcours avenir des adolescents tutorés via à « l'éducation à » la création d'arômes.

Bleses, D., Jensen, P., Højen, A., Willemsen, M. M., Slot, P., & Justice, L. M. (2024). **Examining the effects of an infant-toddler school readiness intervention in center- and family-based programs: Are results generalizable?** *Early Childhood Research Quarterly*, 67, 252-264. <https://doi.org/10.1016/j.ecresq.2024.01.001>

Infants and toddlers frequently participate in either center- or family-based childcare programs. However, little is known about the efficacy of early learning interventions introduced in these two types of programs, in particular family-based programs. The present work builds upon findings of a recent experimental trial demonstrating that a 20-week infant-toddler intervention supporting center- and family-based teachers to be more explicit and intentional in their interactions had a significantly positive effect on targeted child outcomes. In this follow-up paper, we conducted secondary analyses exploring effects of the intervention across the two contexts, center- and family-based programs. Analyses showed that the social validity of the intervention was generally high in both settings, but even higher in family-based than center-based programs. Findings also showed that teachers in both types of programs implemented the intervention at a satisfactory level, but family-based teachers tended to implement more small-group activities and had more conversations with individual children. There were no differential impacts on child outcomes across the two contexts, except for an overall significant spill-over effect on the outcome of empathy within center-based care. Finally, we found that the intervention had positive effects on teachers' use of counting and math activities in both types of programs.

Botvin, C. M., Jenkins, J. M., Carr, R. C., Dodge, K. A., Clements, D. H., Sarama, J., & Watts, T. W. (2024). **Can peers help sustain the positive effects of an early childhood mathematics intervention?** *Early Childhood Research Quarterly*, 67, 159-169. <https://doi.org/10.1016/j.ecresq.2023.11.001>

Our study assessed whether the peer environment in kindergarten and first grade affected student learning following an early mathematics intervention. We leveraged longitudinal data from a cluster-RCT to examine whether math achievement in kindergarten ( $n = 1,218$ ) and first grade ( $n = 1,126$ ) was affected by either the share of high-achieving classmates or the proportion of classroom peers who received a preschool math curriculum intervention. Analyses indicated that exposure to treated peers in first grade, but not kindergarten, was significantly associated with small gains in end-of-year achievement. Some analyses also suggested that average peer math achievement was positively related to children's kindergarten and first-grade achievement across conditions, though these results were less robust. We did not find consistent evidence to suggest that the proportion of treated peers coincided with better teaching practices. Taken together, these findings suggest that classroom peer effects may play only a limited role in sustaining early intervention effects.

Broc, L., Gacem, P., Fablet, A., & Dias-Chiaruttini, A. (2024). **Repenser les collectifs.** Consulté à l'adresse <https://hal.science/hal-04517770>

Ce que montre un dispositif innovant en CM1-CM2-6ème en REP+ accompagné par des chercheurs. L'organisation permet de nouvelles répartitions des élèves et l'on peut mesurer leurs effets sur les apprentissages.

Caparros-Mencacci, N., & Barthes, A. (2023). **Quelle évaluation pour les « éducations à »? Cadres, enjeux, pistes et limites.** *Travail et Apprentissages*, 26(2), 7-21. <https://doi.org/10.3917/ta.026.0007>

Chatelain, S., Hoznour, P.-I., & Didier, J. (2023). **Éducation à et évaluation : comparaison d'approches en arts et en sciences.** *Travail et Apprentissages*, 26(2), 120-139. <https://doi.org/10.3917/ta.026.0120>

L'« éducation à » s'inscrit dans une problématique d'interdisciplinarité, ayant pour but de développer des compétences des futurs citoyens. En Suisse, les plans d'études de l'école obligatoire ont intégré des éléments d'« éducation à » dans le volet Formation générale. Les élèves sont ainsi amenés à développer des compétences transversales tout en mobilisant des savoirs disciplinaires dans une démarche de projet. Toutefois, l'évaluation de ces compétences, moins en lien avec des savoirs disciplinaires évalués habituellement, pose des problèmes aux enseignants. Des recherches récentes sur l'« éducation à » ont montré d'une part l'utilité des balises curriculaires (Barthes et al., 2019) et d'autre part la difficulté de l'élaboration de critères ayant trait à l'implication de la personne au cours d'un processus créatif (Pellaud et al., 2019). En partant d'une réflexion sur des démarches spécifiques dans des disciplines potentiellement impliquées dans l'« éducation à » (sciences de la nature, arts), nous nous intéressons à l'apport des modèles déjà utilisés en formation pour soutenir des démarches d'évaluation qui tiennent compte de l'implication de la personne au cours du processus d'apprentissage. Nous proposons de comparer la démarche scientifique (Cariou, 2015), le modèle des 3P pour évaluer des apprentissages en créativité (processus, produit et propos, Mastracci, 2012) et le modèle plus général de l'alignement curriculaire (Pasquini, 2021). Suite à notre analyse comparative, nous soutenons que la séparation entre l'évaluation des savoirs disciplinaires et des compétences transversales pourrait être dépassée en tenant compte des dimensions du processus créatif (personne, processus et produit). Finalement, nous tirerons des conclusions pour la formation des enseignants en vue de l'« éducation à ».

Hoppe, A. L. G., Preas, E. J., & Higgins, W. J. (2024). **Evaluation of Real-Time Feedback to Train Caregivers to Conduct a Discrete-Trial Instruction Procedure.** *Journal of Behavioral Education*, 33(1), 97-122. <https://doi.org/10.1007/s10864-022-09484-3>

Mounting empirical support for early intensive behavioral intervention (EIBI) has increased demand for early intervention services for children diagnosed with autism spectrum disorder (ASD), which may include a variety of components such as discrete-trial instruction (DTI) or natural environment teaching (NET). Many caregivers are now learning EIBI techniques and becoming active agents in their child's ASD treatment. Behavioral skills training (BST) has been frequently used to teach individuals to correctly perform a variety of skills, including DTI (Lafasakis & Sturmey, Lafasakis and Sturmey, *Journal of Applied Behavior Analysis* 40:685–689, 2007). In this study, caregivers were trained to conduct a DTI procedure with a single-component BST method (i.e., real-time feedback). A concurrent, multiple baseline across caregivers design was used to evaluate the efficacy of real-time feedback on the caregivers' implementation of the DTI procedure with confederates. Results showed that real-time feedback yielded short caregiver training times and few sessions to meet the mastery criterion. In addition, caregivers

expressed high satisfaction with the real-time feedback training method, and they were able to implement the procedures with their children with high integrity during treatment extension probes.

## Formation continue

Caillaud, P., & Luttringer, J.-M. (2024). **La formation continue saisie par le droit**. *Savoirs*, 64(1), 11-49. <https://doi.org/10.3917/savo.064.0011>

Comme tout corpus juridique, le droit de la formation professionnelle continue se caractérise par des normes, des institutions, des prérogatives et des obligations particulières, fruits d'une évolution historique donnée. La formation continue obéit ainsi à un régime juridique aux sources éclatées, donnant une place singulière aux partenaires sociaux, tout en étant soumis au pouvoir créateur des juges. Saisie par la législation comme un objet juridique particulier, elle s'accompagne d'un droit à l'information, au conseil et à l'orientation professionnelle pour le bénéficiaire, en activité comme en recherche d'emploi. Son accès dans l'entreprise s'organise entre libertés et obligations pour l'employeur et le salarié, dans un écosystème institutionnel soumis aux enjeux de financement. Enfin, sa reconnaissance soulève des problématiques de certifications, de classifications et de qualification professionnelles, au cœur des relations professionnelles. À l'aube d'une nouvelle réforme annoncée, les mutations contemporaines de la société conduiront inévitablement à une nouvelle adaptation de ce droit. Acte de liberté, source de responsabilité, objet de garanties collectives et sociales, la formation professionnelle n'a pas fini d'être « saisie » par le droit.

Daza-Pérez, L., Llanes-Ordóñez, J., & Figuera-Gazo, P. (2024). **Exploring the persistence of adults on secondary education courses: occupational status, satisfaction and self-efficacy as key factors**. *Journal of New Approaches in Educational Research*, 13(1), 6. <https://doi.org/10.1007/s44322-023-00005-2>

One of the most worrying issues in Spanish education is the high school dropout rate, especially for those students who leave compulsory secondary education with no qualifications. Some of these students re-enter the system via adult education centres (AECs), where they can obtain the minimum qualification required by the labour market (the Secondary Education Graduate Certificate, the equivalent of GCSE in UK education). Entry into and adaptation to the AECs was explored in a non-probabilistic sample of 234 individuals from a total population of 2033 enrolled in 14 Catalan AECs, and the roles of a range of factors in shaping successful trajectories were analysed. The aim was to contribute to the design of strategies boosting students' well-being and raising the probability of their persisting in their studies. The results showed that when study was full-time or combined with a part-time job of half a day or fewer working hours, when there was high academic satisfaction with the centre, and when there was a feeling of empowerment and efficacy in studying, the bond to the centre and the will to continue studying there were enhanced.

Fairet, C., & Grosbois, M. (2024). **Dynamique interactionnelle au prisme du concept d'« apprenance » : trajectoires d'adultes professionnels apprenants d'anglais dans un dispositif institutionnel qui inclut le « Wild »**. *Savoirs*, 64(1), 71-90. <https://doi.org/10.3917/savo.064.0071>

Notre étude longitudinale pilote vise à identifier et comprendre les trajectoires d'apprentissage de l'anglais par des adultes professionnels dans un dispositif hybride qui articule un environnement institutionnel avec les contextes d'usage et d'apprentissage en dehors de la classe ou « Wild ». Ces trajectoires sont explorées sous l'angle de la dynamique interactionnelle au prisme du concept d'« apprenance » (Carré, 2005). Une analyse qualitative et quantitative des données a été conduite sur la base de questionnaires, journaux de bord, récits d'apprentissage et entretiens semi-directifs. Les résultats permettent d'identifier les effets de la dynamique dans le temps en termes d'apprentissage de la langue et de dispositions à apprendre. Ils montrent comment le concept d'« apprenance » peut être envisagé à la fois comme un cadre épistémologique, un outil d'analyse et un support à la conception de dispositifs d'apprentissage favorisant le développement de dispositions à apprendre tout au long de la vie.

Filliettaz, L., Beaud, L., Bimonte, A., Mornata, C., Ticca, A. C., & Zogmal, M. (2024). **Former par l'analyse interactionnelle**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 11-24. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/514>

Over the last decade, the field of interaction analysis has expanded significantly in the domain of workplace learning and adult education. In such training practices, participants analyse in detail the communicational and linguistic dimensions of their interactions, using audio-video recordings of their work activities. By analysing actual training practices in the light of care theories, the paper aims at a better understanding of how these practices are likely to encourage caring dynamics within work collectives and training participants during the analysis process. Keywords: care, interactional analysis, language, vocational training, work.

Krummenacher, L., & Mezzena, S. (2024). **Enquête pratique, connaissance et narration**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 112-125. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/528>

Based on work analysis research into the activities of Geneva's AEMO (action éducative en milieu ouvert - educational action in an open environment) educators, we propose to put into perspective the care provided by professionals to families with the care provided by researchers to professional research partners. The methodological axis supports an epistemological aim of describing a process of construction of co-belonging knowledge based on experience and narration. The methodological frame of active "interestment" is compared with practical inquiry of professionals. Keywords: activity analysis, child protection, narrative, practical inquiry, pragmatism, social work.

Maas, M.-C., & Ria, L. (2024). **Trois cas d'école pour comprendre comment prendre soin des élèves en enseignant**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 43-54. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/527>

This article looks at the teaching practices of successful teachers in a French middle school. It shows their ability to teach students with academic and/or relational difficulties, who pose problems for the majority of teachers. It highlights the ethical dimensions that allow students to work in a caring and virtuous relationship. Keywords: activity analysis, care, « course of action », successful teacher.

Mornata, C., & Charmillot, M. (2024). **Perspectives du care et formation d'adultes.** *TransFormations - Recherches en Education et Formation des Adultes*, (26), 01-10. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/546>

How do our education, research, and intervention activities in adult education stay up-to-date to ensure collective attention to others, listening, and responsibility towards the living? To what extent do our activities contribute to critiquing the dominant system and actively participating in the emergence of alternatives to « institutional positivism », in the construction of humanizing and sustainable ways of inhabiting our world? These questions are central to the thematic issue you are about to explore: Care in the world, perspectives on care and adult education.

Paperman, P. (2024). **Qui sait quoi et comment? Éthiques du care et savoirs académiques.** *TransFormations - Recherches en Education et Formation des Adultes*, (26), 137-145. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/535>

In France, the notion of care was systematically disqualified by the social sciences, sociology in particular, when it first appeared in academic publications. A few years later, the landscape has changed. The notion of care is used to renew studies in various fields. Putting the word care in the title of an article, conference or seminar no longer elicits any particular reaction. If the word care, and with it something of the feminist perspective, has been absorbed into the everyday vocabulary of the social sciences, this phenomenon is, in my opinion, accompanied by a weakening of its critical edge, in sociology at any rate. I argue that this is because how knowledge is produced have remained unchanged. This article outlines some of the implications of care ethics for how we produce knowledge and make sense in common. Keywords: care, ethics, experience, knowledge, sociology.

Perrenoud, M. (2024). **« Parfois on pense bien faire... ».** *TransFormations - Recherches en Education et Formation des Adultes*, (26), 55-64. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/524>

An apprentice teacher questions the ideal of maximum proximity and commitment to each pupil, and formulates risks for herself and her pupils. A wide-ranging extract from a research interview helps to put into perspective a turning point that would invite us to introduce more generic problematicity into our approach to work, in contrast to the more spontaneous tendency to see teaching as a relationship between individuals. Taking a collective interest in problems rather than people, within the framework of certain clinical and collaborative arrangements, would paradoxically reinforce the security and ambition of caring perhaps more than the reverse. Keywords: beginner gender, clinical approach, professional problem, proximity ideal, teacher training.

Roche, M., Pentecouteau, H., Eneau, J., Lameul, G., & Bertrand, E. (2024). **L'autorégulation des apprentissages dans une formation pour adultes. L'exemple de la demande d'aide et l'utilisation d'une plateforme d'apprentissage en ligne.** *Savoirs*, 64(1), 53-70. <https://doi.org/10.3917/savo.064.0053>

Cet article présente une étude empirique sur les stratégies d'autorégulation dans le cas d'une formation pour adultes. Il s'agit plus particulièrement d'interroger les deux stratégies d'apprentissage que sont les seeking information et seeking social assistance (Zimmerman et Pons, 1986). L'objectif est d'identifier et de décrire les pratiques de demande d'aide des apprenants durant l'utilisation de formation en ligne. Le terrain de

la recherche est une formation destinée aux adultes et vise une insertion professionnelle dans le domaine du numérique. À partir de 23 entretiens semi-directifs recueillis auprès des stagiaires de la formation, l'analyse souligne une diversité des pratiques de demande d'aide. Les résultats montrent l'existence de règles de préférence des stagiaires pour déterminer la source d'aide la plus adaptée à leur besoin selon le contexte de la demande d'aide.

Sarmiento-Jaramillo, J., & Poizat, G. (2024). **L'idéal éducatif du prendre soin des citoyens à l'épreuve**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 25-42. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/537>

This contribution analyzes the dual political and educational activity of a group of professional activists, known as organizers, during the campaigns aiming the improvement of the living conditions in social housing. Our study, carried out as part of the action course program, focuses on their activity during their first encounter with the citizens of the working-class neighborhoods they address, known as door-knocking. We document the transformation of three of their concerns and discuss these results through the lens of care. Our results show, with a view to (the) political education, the importance of the organizers' appropriation of the technical knowledge that is deployed at door-knocking as well as of an alternative conception of this encounter as a space-time of creative negotiation. Keywords: adult education, course of action, denaturalization, emancipation, organic leaders, political education.

Tourette-Turgis, C., & Paulo, L. P. (2024). **L'Université des Patient es**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 81-90. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/529>

The article bases its reflections on a training program designed for individuals who wish to transform their experience of illness into expertise for the benefit of the community. The authors present the program in light of conceptual approaches to care. Keywords: ethics of care, patient-partner, University of Patients, vulnerability.

## Marché du travail

Beroud, F. (2024). **Les chercheurs en entreprise en 2021**. *Note Flash du SIES*, (06), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-chercheurs-en-entreprise-en-2021-95244>

En 2021, 291 100 chercheurs travaillent en entreprise en France. La moitié d'entre eux ont moins de 39 ans et moins d'un quart sont des femmes. La majorité dispose d'un diplôme de niveau Bac +5 ou supérieur (88 %). Les disciplines de recherche des sciences de l'ingénieur, des mathématiques et de la conception de logiciel regroupent 75 % des chercheurs. Parmi les chercheurs en entreprise, 7 % sont de nationalité étrangère.

Blustein, D. L., Allan, B., Mazur, A., Sharone, O., Autin, K., Cinamon, R. G., ... Thompson, M. (2024). **An Evaluation of an Integrative Intervention for Work and Mental Health: The WIN Program**. *Journal of Career Assessment*, 32(2), 343-362. <https://doi.org/10.1177/10690727231196143>

The purpose of this study was to describe the development of a new intervention for jobseekers and to assess its efficacy using a naturalistic, pre-post intervention design. In

contrast to existing work-based interventions, the Work Intervention Network (WIN) intervention targets multiple intersecting domains through four modules and via six group sessions: deepening and sustaining relationships; fostering social awareness and reducing self-blame; building emotional resilience and self-care; and planning, exploring, and engaging in the job search. To evaluate the intervention, we first recruited a sample of 33 jobseekers to provide feedback on the program. Integrating their feedback into the design of the program, we then recruited a sample of 108 jobseekers who filled out surveys before and after the six-session intervention, which assessed work and mental health functioning across the four domains. Results revealed that participants were highly satisfied with the intervention and reported large increases in social support, belonging, psychological well-being, job search engagement, and work hope as well as decreases in isolation and self-blame. This study provides strong support for the WIN intervention and has implications for how to support jobseekers in an increasingly precarious labor environment.

Bozonnet, C. (2024, mars 20). **Quand les entreprises laissent partir leurs salariés pour mieux les retenir.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/03/20/quand-les-entreprises-laissent-partir-leurs-salaries-pour-mieux-les-retenir\\_6222993\\_4401467.html](https://www.lemonde.fr/campus/article/2024/03/20/quand-les-entreprises-laissent-partir-leurs-salaries-pour-mieux-les-retenir_6222993_4401467.html)

Année sabbatique, « congé de respiration », engagement bénévole... de nombreux dispositifs, parfois rémunérés, ont été développés dans les entreprises pour permettre aux salariés de mener à bien un projet personnel, avec la garantie de retrouver un poste équivalent à leur retour.

Fanti, L., Pereira, M. C., & Virgillito, M. E. (2024). **A North-South Agent-Based Model of segmented labor markets: the role of education and trade asymmetries.** *Industrial and Corporate Change*, 33(2), 383-423. <https://doi.org/10.1093/icc/dtae007>

Drawing upon the labour-augmented K+S Agent-Based Model (ABM), this paper develops a two-country North-South ABM wherein the leader and the laggard country interact through the international trade of machines. The model aims to address sources of asymmetries and possible converge patterns between two economies belonging to a currency union, that are initially differentiated only in terms of the education level they are able to ensure. Education is modeled as a macro-level public policy differently targeting three levels, that is primary, secondary and tertiary. After being educated, when workers enter the labour force, they face a segmented labour market, divided into three types of qualifications and resulting functions deployed inside firms, i.e., basic, medium and advanced occupations. The three markets are heterogeneous in terms of both requested education level and minimum offered wage. We experiment with different education and trade settings. Ultimately, we are interested in understanding the coupling effects of asymmetries in education, which reverberate in segmented labour markets and differentiated growth patterns. Notably, our focus on capital-goods trade, rather than on consumption goods, allows us to investigate a direct link between productive capabilities in complex products and country growth prospects.

Fouad, N. A., Burrows, S. G., Avery, C., & Ezema, G. (2024). **Changes in U.S. Workers' Values and Satisfaction After COVID-19.** *Journal of Career Assessment*, 32(2), 321-342. <https://doi.org/10.1177/10690727231194786>

The collective changes resulting from the COVID-19 pandemic impacting both individual workers and their environment suggest that changes occurred in workers' person-

environment fit. Drawing from the Theory of Work Adjustment and job crafting theory to examine how the pandemic may have shifted workers' needs and the environmental reinforcers that lead to satisfaction, the purpose of this study was to explore how members of the U.S. workforce have adapted to the personal and environmental changes resulting from the COVID-19 pandemic. A total of 439 participants were recruited through Prolific to participate in the study. Regression analyses were conducted to predict workers' changes in values, occupational reinforcers, P-E fit, and adjustment styles. Results indicated (a) that participants who changed jobs during the pandemic reported greater job satisfaction with their new position, (b) that some work values changed for participants, and (c) that workers engaged in job crafting and distinct types of adjustment to increase satisfaction during the pandemic. Implications for future research and applications for career development professionals are discussed.

Hsu, C.-H., & Engelhardt, H. (2024). **A Precarious Path to Partnership? The Moderating Effects of Labour Market Regulations on the Relationship Between Unstable Employment and Union Formation in Europe.** *European Journal of Population*, 40(1), 12. <https://doi.org/10.1007/s10680-024-09698-3>

Rising employment uncertainty featured by higher risks of being temporarily employed or unemployed is often seen as the driving force behind delayed and declined partnering in Western countries. However, such an employment-partnering relationship is contextualized by labour market institutions and thus could diverge across countries over time. This paper aims to investigate how country-level variations in labour market regulations moderate individual-level effects of unstable employment on union formation, including the transitions into marriage or cohabitation unions. Using comparative panel data for 26 countries from the European Union Statistics on Income and Living Conditions (the years 2010–2019), our multilevel fixed effects models showed that temporary employment and unemployment negatively affected the probability of union formation for single women and men in Europe. Moreover, the negative relationship between unstable employment and union formation was reinforced when labour market reforms were stimulating insider–outsider segregations or decreasing welfare provisions. Specifically, stricter employment protection legislations and higher coverage rates of collective bargaining agreements could reinforce the negative effects of temporary employment and unemployment on union formation, while more generous provisions of unemployment benefits could buffer such negative effects.

Koekemoer, E., & Masenge, A. (2024). **Outcomes of Decent Work Among Blue-Collar Workers in South Africa: The Role of Job Satisfaction.** *Journal of Career Assessment*, 32(2), 243-263. <https://doi.org/10.1177/10690727231187639>

Vocational research using the psychology of working theory (PWT) is increasing. Still, empirical studies testing the hypothesized relationships among this theory's intended target group (e.g., working class or blue-collar workers) are scant. Given the context of South Africa, and drawing on the PWT, this study adds to career literature by illustrating the indirect effect of job satisfaction on the relationship between decent work and two work-related outcomes (i.e., subjective career success and turnover intention) among a sample of South African blue-collar workers. Our results confirmed the bifactor five-factor structure for decent work among a sample of blue-collar workers in South Africa. Specifically, we contribute to existing knowledge about the outcome portion of the PWT model within non-western contexts, by illustrating the direct relationship of decent work



with two outcomes i.e., subjective career success and turnover intention and provide evidence for the indirect effect of job satisfaction in these relationships.

Observatoire des inégalités. (s. d.-a). **À travail égal, salaire égal ?** Consulté 28 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/femmes-hommes-salaires-inegalites>

Dans le secteur privé, les femmes gagnent 24 % de moins que les hommes en moyenne. Elles travaillent plus souvent à temps partiel et dans des métiers moins bien payés que les hommes. À temps de travail et poste équivalents, l'écart de salaire est de 4 %.

Observatoire des inégalités. (s. d.-b). **Horaires de travail : la France flexible des peu qualifiés.** Consulté 28 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/inegalites-horaires-travail>

13 % des salariés travaillent habituellement le dimanche, 6 % la nuit et 5 % en horaires décalés. Les horaires atypiques concernent surtout les moins qualifiés, qui sont massivement contraints de vivre à contretemps de la société.

Observatoire des inégalités. (s. d.-c). **Les travailleurs de la nuit : surtout des hommes peu qualifiés.** Consulté 28 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Travail-de-nuit>

Le travail de nuit est une affaire de travailleurs plutôt que de travailleuses : les hommes sont deux fois plus concernés que les femmes. Et dix fois plus souvent des ouvriers que des cadres. Extrait du Centre d'observation de la société.

Observatoire des inégalités. (s. d.-d). **Travail pénible : ouvriers et employés sont les plus exposés.** Consulté 28 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Travail-penible-ouvriers-et-employes-sont-les-plus-exposes>

Plus d'un tiers des salariés sont soumis à des contraintes physiques dans le cadre de leur travail, porter des charges lourdes et travailler longtemps en position debout, par exemple. Le travail physiquement pénible touche surtout dix fois plus souvent les ouvriers que les cadres, avec des conséquences sur leur santé.

Ren, S., Islam, M. T., & Chadee, D. (2024). **Careers in Disarray? COVID-19 and Self-Perceived Employability.** *Journal of Career Assessment*, 32(2), 207-225. <https://doi.org/10.1177/10690727231187096>

The COVID-19 pandemic has produced disruptions to the employment and higher education contexts, exacerbating complexities involved in one's assessment of their opportunities of employment in these contexts. The career literature has largely overlooked a vulnerable population of potential job candidates (i.e., final-year MBA students) who are at a critical juncture in response to COVID-19 career shock. Drawing from the challenge-hindrances appraisal framework, this research aims to theorize and test a moderated-mediation model in terms of how COVID-19 career shock associates with self-perceived employability. We use a simple random sampling procedure to collect data from 301 final year MBA students in Australia at the peak of the COVID-19 pandemic. The findings show that COVID-19 career shock can be perceived both as a challenge and a hindrance, which in turn associates with self-perceived employability differently. Results further demonstrate that the extent to which COVID-19 career shock is perceived as a challenge or hindrance is moderated by one's career networking behavior. This research is a timely response to research calls for understanding how the

COVID-19 has an impact on people's work and career with a particular focus on a vulnerable yet under-studied group of labor force in the career literature.

Smith, C. M., Allan, B. A., & Blustein, D. L. (2024). **Decent Work and Self Determination Needs: Exploring Relational Workplace Civility as a Moderator.** *Journal of Career Assessment*, 32(2), 226-242. <https://doi.org/10.1177/10690727231186768>

Psychology of working theory (PWT) posits that having decent work, or work that meets the minimum necessary standards to promote adequate work lives, predicts whether one's self-determination needs are met (autonomy, competence, and relatedness). While this proposition is well supported in the literature, examining moderators of these relations would advance theory by identifying who is able to benefit from decent work. Therefore, the current study examined workplace relational civility (WRC) as a potential moderator of decent work and self-determination needs among a large sample of working adults. Results were consistent with previous literature in that higher levels of decent work predicted greater self-determination need fulfillment. Furthermore, WRC significantly moderated the relations from decent work to relatedness and competence. Specifically, decent work had a stronger relation to both needs when WRC was low, suggesting that people working in relationally toxic work environments derive greater benefit from decent work.

Tokar, D. M., Duffy, R. D., & Kaut, K. P. (2024). **Predictors of Work Fulfillment and General Well-Being in Workers With Chiari Malformation: The Importance of Decent Work.** *Journal of Career Assessment*, 32(2), 283-304. <https://doi.org/10.1177/10690727231190630>

This study extended research on Psychology of Working Theory (PWT) by examining the connection of decent work to work fulfillment and general well-being in 346 predominantly U.S. adult workers diagnosed with Chiari malformation (CM), a chronic health condition involving a structural malformation affecting the posterior region and base of the skull, and commonly presenting with chronic head and neck pain and related physical (e.g., fatigue) and psychological (e.g., anxiety, depression) complications. Participants completed an online survey containing measures of PWT's outcomes of decent work constructs as well as the domain-specific marginalization constructs of condition severity and workplace limitations. Results of structural equation modeling analyses supported 12 of 19 hypotheses. Decent work directly and positively predicted survival, social contribution, and self-determination needs; social contribution and self-determination needs directly and positively predicted work fulfillment; survival and self-determination needs directly and positively predicted general well-being; decent work indirectly (via social contribution and self-determination needs) and positively predicted work fulfillment and indirectly (via survival and self-determination needs) and positively predicted general well-being; and condition severity directly and negatively predicted general well-being. Consistent with PWT, attaining decent work contributes to meeting needs for survival, social contribution, and self-determination, which in turn contributes to greater work fulfillment and general well-being in workers with CM.

Wang, T., Zhang, Y., Wang, J., Miao, H., & Guo, C. (2024). **Career Decision Self-Efficacy Mediates Social Support and Career Adaptability and Stage Differences.** *Journal of Career Assessment*, 32(2), 264-282. <https://doi.org/10.1177/10690727231189466>

Based on social cognitive career theory model of career self-management, this study explored the mediating roles of career decision self-efficacy (CDSE) between diverse

sources of social support and adolescents' career adaptability. Additionally, the effects of stage differences on career adaptability were also examined. A questionnaire was used to survey 1,268 Chinese adolescents to test the study hypotheses. The findings indicated that family support, friend support, and teacher support could influence adolescents' career adaptability either directly or indirectly via CDSE and that teacher support had the largest effect on adolescents' career adaptability compared to family support and friend support. In addition, the effects of diverse sources of social support on CDSE and career adaptability differed among junior high school and senior high school students. These results indicate the importance of contextual and individual cognitive factors on adolescent career development. Suggestions for future research and practice are also proposed.

Wang, Y., Liu, D., & Li, C. (2024). **The Super-Short Form of Career Adapt-Abilities Scale: Cross-Cultural Validation in China and the United Kingdom.** *Journal of Career Assessment*, 32(2), 383-402. <https://doi.org/10.1177/10690727231200255>

To facilitate future research on career adaptability, this study aims to validate the super-short form of the Career Adapt-Abilities Scale (CAAS-SSF) through two studies across three samples. In Study 1, the full scale is shortened to a 4-item scale based on a Chinese sample (Sample 1, N = 616), considering both reliability and validity. Study 2 aims to validate the 4-item CAAS-SSF across two additional samples: Sample 2 in China (N = 332) and Sample 3 in the United Kingdom (N = 317). Results show that the CAAS-SSF demonstrates satisfactory reliability and good fit with the unidimensional model of career adaptability. Furthermore, the super-short scale exhibits acceptable measurement invariance across gender and culture groups. Moreover, criterion-related validity of the CAAS-SSF is supported by its positive correlations with criteria (i.e., job performance, career satisfaction, and occupational self-efficacy) that parallel results of the CAAS and CAAS-Short Form. Overall, the findings support the CAAS-SSF as a reliable and valid representation of the 24-item CAAS. Limitations and directions for future research are also discussed.

Xu, Y., Liu, D., & Li, C. (2024). **Competitive Psychological Climate in China: Scale Development and Validation.** *Journal of Career Assessment*, 32(2), 363-382. <https://doi.org/10.1177/10690727231200256>

To provide a comprehensive understanding of the competitive psychological climate, this research developed and validated the Competitive Psychological Climate Scale (CPCS) in China through three studies. In Study 1 (N = 293), a large pool of items were developed and exploratory factor analysis was conducted, resulting in three 4-item scales representing competition of performance, competition of Guanxi with superior, and competition inspired by coworkers. In Study 2 (N = 291), confirmatory factor analysis demonstrated that a three-factor model offered the strongest fit to the data. Configural, metric, and scalar invariance were achieved. Moreover, concurrent validity, convergent, discriminant validity was preliminarily evidenced. In Study 3 (N = 411), results from the two-wave data evidenced predictive validity by demonstrating that the three dimensions of the CPCS had unique and significant impacts in predicting silence and career satisfaction through emotional exhaustion. The development of CPCS provides a useful tool for researchers and practitioners to understand the mixed effects of competitive psychological climate.

## Métiers de l'éducation

Agathangelou, S. A., Hill, H. C., & Charalambous, C. Y. (2024). **Customizing Professional Development Opportunities to Teachers' Needs: Results from a Latent Profile Analysis.** *The Elementary School Journal*, 124(3), 386-412. <https://doi.org/10.1086/728590>

A key lever for improving instructional quality centers on providing teachers with professional development (PD) opportunities customized to their instructional needs. To examine whether teacher evaluation reforms led such PD opportunities, we explored the extent to which teachers received PD based on their instructional profiles. To do so, we conducted a latent profile analysis of data from upper-elementary teachers to develop profiles of teachers based on the instructional quality of their lessons. Three profiles emerged from this analysis, with the first two corresponding to strong and weak performance, respectively, in both the content-generic and the content-specific teaching aspects, and the third corresponding to strong performance in generic aspects and weak in content-specific aspects. After validating these profiles, we regressed profile membership on PD received and found that the former did not predict the latter. This nonsignificant finding has implications for rendering current PD efforts more customized to teachers' instructional needs.

Aissani, S. (2023). **L'aesh en quête de formation.** *Empan*, 132(4), 58-64. <https://doi.org/10.3917/empa.132.0058>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Babanda, S. E., & Mastromarino, R. (2024). **Leadership: Responsabilités, compétences et formation du chef d'établissement scolaire en RDC.** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336426457?utm\\_campaign=NL+Hebdo+%5bAuteurs+%2b+Dir.+de+coll.%5d&utm\\_content=Nos+derni%c3%a8res+parutions&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336426457?utm_campaign=NL+Hebdo+%5bAuteurs+%2b+Dir.+de+coll.%5d&utm_content=Nos+derni%c3%a8res+parutions&utm_medium=Emailing&utm_source=Sendethic)

La promotion des enseignants au poste de chef d'établissement, sans formation préalable à cette fonction, pose un sérieux problème d'efficacité scolaire. En effet, de même que le monde du travail exige aujourd'hui de doter la société d'hommes compétents, l'école comme institution doit être dirigée par des personnes suffisamment préparées. D'où la nécessité des sessions de formation pour l'acquisition des compétences en leadership scolaire en vue d'améliorer la qualité de l'enseignement. Cet ouvrage présente d'abord les responsabilités du chef d'établissement, puis propose

un profil de compétences lié à cette fonction et un projet de création d'une coordination de proximité des écoles conventionnées catholiques (COOPROECCA). Enfin, et de manière concrète, l'auteur propose un training de formation de gestion d'une école.

Barış Pekmezci, F., & Dağdeviren Ertaş, B. (2024). **Pre-service teachers in Türkiye in the framework of attitude towards the teaching profession, school belonging, and motivation.** *Teaching and Teacher Education*, 142, 104514. <https://doi.org/10.1016/j.tate.2024.104514>  
The purpose of the current study is to identify latent model of school belonging and teaching motivation on attitudes toward the teaching profession, and the relationship between the acceptance and exclusion dimension of school belonging, and the intrinsic and extrinsic motivation of teaching motivation. A sample of 534 undergraduate students was selected using a convenience sampling procedure. As a result, significant differences were observed between pre-service teachers' intrinsic and extrinsic motivations, their school commitment to acceptance and exclusion, and their attitudes toward the teaching profession. Multiple profiles among prospective teachers were identified through our extensive research.

Batten, J. (2024). **Achieving the educational mission: Are Connecticut school nurses valued?** *Psychology in the Schools*, 61(4), 1514-1531. <https://doi.org/10.1002/pits.23123>  
School nurses are indispensable for students' educational success. They are often the only healthcare professional a child will see who can care for immediate health needs, coordinate care for students' chronic health conditions, and promote healthy behaviors. This qualitative study is the first to investigate the experiences that influence the inclusion of Connecticut school nurses as valued and essential partners in K-12 education. Interviews with 14 Connecticut school nurses uncovered how they perceive their community values their role and practice in furthering the educational mission. The analysis revealed that although school nurses believe they bring value to students by providing equitable healthcare and wellness education access, they identified four organizational structural gaps in being seen as valued critical partners in the educational setting. They feel dispensable, their workload expectations are overwhelming, they feel undervalued as equal professionals, and they need more access to adequate professional development. This study has significant implications for K-12 education leaders because school nurses are vital partners in the educational mission. They bridge healthcare and education, ensuring students can optimally learn. Recommendations for how leaders can empower school nurses are included.

Beahm, L., Henderson Smith, L., & Bradshaw, C. P. (2024). **Examining the social validity of the Double Check Online Program: Helping to scale-up professional development for culturally responsive practices.** *Teaching and Teacher Education*, 142, 104522. <https://doi.org/10.1016/j.tate.2024.104522>

This paper presents social validity findings from a mixed methods study of educators who used a recently adapted online version of the research-based Double Check culturally responsive practices and student engagement program. Results from 41 participants indicated that the program was easy to use, prompted them to reflect on their own culture, and that they would continue using the website. Although most users reported they would recommend the program, participants indicated they would like a wider variety of examples and more guidance for novice teachers. Additional

conclusions and recommendations for improving Double Check and other online teacher professional development programs are discussed.

Ben Hamouda, L. (2024, mars 27). **Pourquoi une crise du recrutement des professeurs des écoles ?** Consulté 27 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/27/pourquoi-une-crise-du-recrutement-des-professeurs-des-ecoles/>

“Seule une réelle revalorisation de la profession... ainsi que des conditions de travail... sera à même de répondre à cette situation problématique”. Alors que le ministère prépare une réforme de la formation des professeurs des écoles, dans l'ouvrage collectif “En quête d'enseignants” (PUR), cinq universitaires se penchent sur les courbes déclinantes des candidats aux concours...

Bertrand, V. (2023). **Témoignage sur la place et fonction des aesh dans la scolarité d'un malvoyant.** *Empan*, 132(4), 43-49. <https://doi.org/10.3917/empa.132.0043>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Bertron, C., Vélou, A.-E., Buisson-Fenet, H., & Dumay, X. (2024). **The Dualisation of Teacher Labour Markets, Employment Trajectories and the State in France.** *Work, Employment and Society*, 38(2), 318-338. <https://doi.org/10.1177/09500170221128681>

In a context of growing dualisation of the workforce that in France takes the form of a 'contractual dualism', this article analyses the mechanisms supporting the resort to contract observed in the public teaching sector otherwise modelled on (statutory, long-term) civil service. It departs from analyses mainly focused on the institutional variations of dualism and their outputs, and contributes to the literature on labour market segmentations by adopting an analysis of workers' experiences and professional trajectories. Findings reveal that contract teachers receive little support from the state to secure their careers and develop professionally, but nonetheless commit to their careers despite the differential in employment and work conditions, which they seemingly consider as acceptable comparatively with their previous work and employment conditions, and given their social origins and aspirations. Analyses thus bring forth new evidence of intersections between institutionalised forms of dualism, social reproduction and the employment trajectories of individuals.

Brunel, M., Dufays, J.-L., Capt, V., & Fontanieu, V. (2023). **Quelle relation entre les approches qualitative et quantitative dans le processus et les résultats de la recherche ?**

**L'exemple du projet Gary.** *Mesure et évaluation en éducation*, 46(1), 139-173.  
<https://doi.org/10.7202/1109757ar>

La recherche Gary a étudié l'évolution des compétences des élèves en lecture d'un texte littéraire et des pratiques de leurs enseignants au fil de la scolarité obligatoire, dans quatre pays francophones. Elle a conçu sa méthodologie de recherche en fonction des possibilités que sa phase exploratoire a permis d'éclairer. Il en est résulté une articulation entre les approches qualitative et quantitative qui a permis d'étayer les résultats de différentes manières. En l'occurrence, la recherche est partie d'une phase exploratoire qualitative, qui visait à fonder des outils d'analyse en vue d'un traitement de données substantielles, pour déboucher sur une étude quantitative et statistique qui a pu, à son tour, être approfondie par une approche qualitative.

Burns, S., Luo, Z., Brunsek, A., Jegatheeswaran, C., & Perlman, M. (2024). **Exploring the role of educator personality on structural and process quality in early childhood education and care settings.** *Early Childhood Research Quarterly*, 67, 374-385.  
<https://doi.org/10.1016/j.ecresq.2024.02.004>

Given the significant time that children aged zero to six spend in early childhood education and care (ECEC) settings, it is imperative that we understand the drivers of ECEC quality. The role of educator personality in the quality of ECEC settings has received little attention from researchers. Using a sample of 595 educators from 240 infant and toddler classrooms, the present study examined (1) the role that educator personality plays on key quality indicators in Canadian ECEC settings, (2) the factor validity of the Mini Markers, a commonly used measure of personality, and (3) whether there are subgroups of educators based on personality characteristics, using a latent profile analysis (LPA). Results showed an acceptable factor structure of the Mini Markers measure of personality with early childhood educators. Furthermore, personality was positively related to both structural and process quality indicators. Specifically, the structural indicators of income and years in the classroom were positively and significantly related to Agreeableness and Extraversion (small and medium effects, respectively). In terms of process quality, educators' level of Extraversion had a positive and significant relationship with the quality of responsive interactions they provide to children (small effect). Finally, the LPA revealed diverse educator personality types with no significant variation at the classroom level. This study highlights the need for ongoing research to explore the connection between educators' personalities and quality in ECEC, with implications discussed for practical application.

Cellura, T. (2023). **Être aesh pour un étudiant sourd.** *Empan*, 132(4), 50-57.  
<https://doi.org/10.3917/empa.132.0050>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent

sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Chen, F., Harris, D. N., & Penn, M. (2024). **The effects of charter school entry on the supply of teachers from university-based education programs.** *Economics of Education Review*, 99, 102520. <https://doi.org/10.1016/j.econedurev.2024.102520>

Chen, Y., & Hoarau, C. (2024). **Métiers d'ingénierie pédagogique en charge du numérique face au défi de la digitalisation de formation au sein des organismes privés.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9789>

Cette étude s'intéresse aux métiers d'ingénieur pédagogique et numérique dans les organismes de formation privés aux prises avec le défi du développement de la formation à distance à l'heure actuelle. Il s'agit d'analyser leurs pratiques quotidiennes dans une perspective de compréhension de la professionnalisation des métiers. Le cadre d'analyse se construit autour d'une part des enjeux variés et des impacts de la digitalisation de la formation professionnelle, et de l'autre, des éclairages apportés par les travaux issus de la pédagogie universitaire. La démarche méthodologique est qualitative et compréhensive. Les données sont constituées de dix entretiens semi-directifs et font l'objet d'une analyse thématique des contenus au regard des questions de départ. Les résultats permettent d'abord de cerner le contour du métier ainsi que la place qu'il occupe dans l'organisation des activités de formation, ensuite, d'identifier leurs actions en matière de mise en œuvre de formation digitale à distance, et enfin, d'observer les tendances d'évolution sur le plan des activités et des compétences nouvelles.

Chesnut, C. E., & Morita-Mullaney, T. (2024). **Dueling Roles in Dual Language Education: Exploring Leader Identity Development in Dual Language Strands.** *Educational Administration Quarterly*, 60(1), 3-36. <https://doi.org/10.1177/0013161X231211869>

Purpose: Building on research in educational leadership, dual language leadership, and leader identity development, this study examines how principals of schools with dual language immersion (DLI) strands perceive and enact their leadership roles and identities. As DLI strands proliferate in schools and districts, this research contributes to understandings of principals' leader identities as they implement these programs. Research Methods/Approach: We used an embedded single case study design, with the phenomenon of Indiana school leadership in DLI strands as the case and principals as the embedded units of analysis, and we conducted semistructured interviews with over 80% of Indiana DLI strand principals (n = 26). We conceptualized this as a single case, due to the common policy context of state legislation related to DLI and school choice. Findings: The DLI strand principals described their leadership work through primarily instructional and distributed leadership dimensions, drawing upon their historic, epistemic, and political understandings of their roles. Principals draw less upon the emotional and narrative dimensions of their leader identities, which are more apparent in teacher identity literatures. Implications for Research and Practice: Principals of new DLI strands often have limited expertise related to DLI models and have not considered how their roles should accommodate leading "two schools in one." We provide recommendations for both practitioners and researchers in leadership preparation to encourage school leaders' deeper engagement in reflective work across the dimensions of leader identity development. We furnish a matrix of questions to guide this work.



Chevalier, C., Imbert, A., & Jacquot, A. (2023). **Qui sont les aesh ? Morphologie professionnelle et « prolétarisation » de l'éducation.** *Empan*, 132(4), 35-42. <https://doi.org/10.3917/empa.132.0035>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Cooney, J. W., & Cohen, M. I. (2024). **Multiple Logics of Curriculum Leadership: How a Large Public School District Manages Institutional Complexity.** *Educational Administration Quarterly*, 60(1), 74-114. <https://doi.org/10.1177/0013161X231217987>

Purpose: This study contributes to a growing literature focused on institutional complexity, or the phenomenon of competing institutional logics, in PK-12 public education. Responding to calls for more nuanced characterizations of district-level administration, our purpose was to identify the logics of curriculum leadership in one large school district in the Western U.S. and examine how district leaders made sense of their multiple demands. Research Methods: Employing case study methods, we collected curricular documents and conducted 21 interviews of district-level curriculum leaders, principals, and teachers. We used inductive coding to identify patterns in the district's culture of curriculum leadership and then drew upon institutional theory to associate these patterns with particular institutional logics. Findings: We found three coexisting logics of curriculum leadership in the school district: a logic of uniformity, which called for teachers' fidelity to a prescriptive curriculum; a logic of participation, which valued teacher voice and shared leadership; and a logic of performance, which placed a premium on measurable student achievement. These logics were often incompatible or contradictory, producing mixed messages and an institutional complexity that remained largely unacknowledged among leaders. Implications: Tensions among logics of curriculum leadership may not always result in open contestation, yet if leaders do not resolve them at the district level, teachers may be unsupported in their efforts to reconcile competing demands in their classroom practices. Identifying specific logics of curriculum leadership and considering their interactions may help leaders make sense of conflicting values and better support teachers in their classroom decision making.

Corbett, M., & d'Entremont, D. A. (2024). **There are many communities here: Teaching in complex rural geographies.** *Teaching and Teacher Education*, 142, 104544. <https://doi.org/10.1016/j.tate.2024.104544>

Contemporary theory focusses on globalization and standardization of educational governance and assessment as well as diverse identities and distinct yet connected rural, urban and suburban geographies. Dynamic sociopolitical change has rendered the

rural-urban distinction increasingly complicated. The global phenomenon of rural school consolidation creates new educational geographies and puts new pressure on teachers in increasing large and diverse rural schools. We present an analysis of how 19 Atlantic Canadian educators in four rural, regional high schools respond to place, rurality, diversity, identity, and competing visions of inclusion.

Cornette, S. (2023). **aesh: entre inclusion et intrusion**. *Empan*, 132(4), 73-80. <https://doi.org/10.3917/empa.132.0073>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Cortessis, S., & Deschenaux, A. (2024). **Légitimité professionnelle dans le cadre d'un parcours de formation d'enseignant-e-s métier – quelles traces dans les récits d'expérience ?** *Phronesis*, 13(2), 32-47. <https://doi.org/10.7202/1109895ar>

Dans les formations professionnalisantes enseignantes, on observe un recours de plus en plus fréquent à des dispositifs de formalisation écrite de parcours ou d'expériences personnelles et professionnelles vécues par les enseignant-e-s en formation. C'est dans ce contexte que cette étude exploratoire cherche à identifier, dans des récits d'expérience rédigés par des enseignant-e-s professionnel-le-s dans le cadre de leur formation, ce qui participe dans leur parcours au développement d'un sentiment de légitimité professionnelle.

Curtin, L., & Egan, M. (2024). **Unveiling the Context of practice: Teacher Allocation Models to support inclusion in primary schools in Ireland**. *International Journal of Inclusive Education*, 28(2), 144-160. <https://doi.org/10.1080/13603116.2021.1931484>

Inclusive education in Ireland has made major advances in the past two decades, with an increasing number of students with special educational needs (SEN) attending mainstream schools. This paper is part of a bigger study which examines the Special Education Teacher Allocation Model (SETAM) (Circular 0013/2017 Department of Education and Skills 2017) as the current model to support inclusion in practice in Irish primary schools. Guided by a constructivist paradigm, a mixed-methods approach was adopted to reveal the workings of the SETAM, in the Context of Practice. This paper presents the findings from the first phase of data collection; a national, online survey. Findings show that greater teacher autonomy to identify students' needs and allocate support, under this model, was welcomed by participants. However, limited continuous professional development sees some teachers feeling underprepared to identify such needs. More collaborative and inclusive practice is evident since the introduction of the SETAM, with increased use of in-class support for students with SEN. These findings may

inform key stakeholders in inclusive education policy and practice, at a national and international level, by unveiling areas of success and potential for improvement, as recognised by Irish teachers.

Dabos, L. (2023). **L'aesh : un acteur clef de la relation pédagogique**. *Empan*, 132(4), 65-72. <https://doi.org/10.3917/empa.132.0065>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

De Simone, S., Mauroux, L., & Balslev, K. (2024a). **Contenus, positionnements, régulations et apprentissages mobilisés dans des écrits réflexifs en formation en alternance**. *Phronesis*, 13(2), 97-115. <https://doi.org/10.7202/1109899ar>

Cette contribution présente l'analyse de douze bilans d'apprentissage émanant de quatre dispositifs différents de formation initiale et continue d'enseignants du primaire, du secondaire et de mentors de Suisse romande. Le cadrage théorique prend appui sur une approche historico-culturelle dans laquelle le langage sous forme écrite, met en évidence les indices que les sujets donnent à voir dans les textes réflexifs rédigés en formations initiale ou continue concernant leurs apprentissages. Les contenus mobilisés dans les textes, les systèmes de régulations proposés, les postures et les positionnements revêtus dans les prises en charge énonciatives mises en exergue dans les résultats, éclairent les questions suivantes : En quoi l'écriture de textes réflexifs participe-t-elle au développement professionnel ? Quelles dimensions des processus de formation cette écriture donne-t-elle à voir ? Quels sont les contenus sur lesquels portent ces écrits sous forme de bilans d'apprentissage ?

De Simone, S., Mauroux, L., & Balslev, K. (2024b). **Des écrits réflexifs en formation à l'enseignement en alternance : références, postures et régulations**. *Phronesis*, 13(2), 7-12. <https://doi.org/10.7202/1109893ar>

Un article de la revue *Phronesis*, diffusée par la plateforme Érudit.

DeMatthews, D., Aylward, A., Knight, D., & Reyes, P. (2024). **Understanding the Superintendent Pipeline: A Call for a National Longitudinal Dataset**. *Educational Researcher*, 53(3), 184-187. <https://doi.org/10.3102/0013189X241232621>

A recent study published in *Educational Researcher* by White (2023) examined superintendent gender gaps. This work required 4 years of internet searches to identify and match superintendent names with each of the roughly 13,000 school districts in the United States. Although this study provided important insights into the superintendent gender gaps, the study is unable to examine gaps for females of color or the long-term

career pathways of superintendents. The lack of a national longitudinal superintendent dataset has meant researchers and policymakers have limited insights into superintendent racial and gender gaps, turnover rates, experience, and career pathways to the superintendency. Drawing on data from the Texas State Longitudinal Data System, we offer several findings to provide a glimpse of what could be accomplished with a longitudinal dataset. Policymakers, school boards, search firms, and communities will fail to understand the full range of challenges and opportunities to diversifying and strengthening the superintendent workforce until such a dataset exists and is accessible to researchers and other interested parties.

Denault, V. (2024). **The transition to scientific research and the fallout of speaking publicly: perspectives from a former proponent of “body language” pseudoscience.** *International Journal of Qualitative Studies in Education*, 37(4), 1031-1045. <https://doi.org/10.1080/09518398.2023.2178687>

Despite decades of research and thousands of peer-reviewed articles on nonverbal communication written by a worldwide community of academics, a number of people in position of power, including security, justice and legal practitioners have embraced “body language” pseudoscience. This autoethnography aims to offer an otherwise inaccessible glimpse of the process a person can go through when turning to and away from pseudoscience. To achieve this objective, I describe and reflect upon the main events that, as a young lawyer, influenced my transition from body language pseudoscience to scientific research. To shed additional lights on these events, I turn to the cyberbullying and intimidation attempts that followed my journey and my decision to speak publicly. This autoethnography ends with a call for scholarly institutions to adequately protect researchers, including graduate students, from cyberbullying and intimidation attempts.

Diagne, D. (2023). **Factors associated with teacher job satisfaction: An investigation using TALIS 2018 Data.** *Swiss Journal of Educational Research*, 45(3), 265-277. <https://doi.org/10.24452/sjer.45.3.4>

We used data from the OECD's 2018 Teaching and Learning International Survey (TALIS) to investigate the factors associated with teacher job satisfaction. The database covers more than 250,000 teachers in 15,000 schools across 48 countries. Correlation and regression analyses adjusted for the TALIS sampling design were applied. We found that the most important predictor of teacher job satisfaction is distributed leadership, followed by positive relations between teachers and students. Teacher salary and teacher collaboration are also positively and significantly associated with job satisfaction. By contrast, workload stress is the most important factor associated with teacher dissatisfaction, followed by professional development barriers and disciplinary climate.

Engels, T., Hasgall, A., & Peneoasu, A.-M. (2024). **Postdoctoral researchers at European universities: profiles, roles and institutional support structures.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3920> [Report]. Consulté à l'adresse European University Association (Transnational) website: [https://eua.eu/downloads/publications/eua-cde%20tpg%20report\\_postdoctoral%20researchers.pdf](https://eua.eu/downloads/publications/eua-cde%20tpg%20report_postdoctoral%20researchers.pdf)

Postdoctoral researchers are important contributors to European higher education, playing significant roles in research, but also in teaching and societal engagement. Despite their valuable contribution, the situation of postdoctoral researchers remains

challenging in Europe as issues such as temporary or short-term contracts, high workloads and financial insecurity impact their work and mental health. In this context, many European universities are stepping up the support they provide at institutional level to shape highly skilled and well-rounded postdoctoral researchers, ready to explore a broad variety of job opportunities both inside and beyond academia. This report outlines the conclusions of the EUA-CDE Thematic Peer Group on "Profiles and institutional support for postdoctoral researchers", established in 2023 to provide an overview of the current services and resources available at the postdoctoral level. With findings gathered from 28 universities in 16 European countries, this publication reflects the group's discussions concerning the current state of play and the most pressing issues faced by postdoctoral researchers. This report addresses existing institutional support in place for the postdoctoral community, discusses new strategies, provides examples of good practices and suggests possible ways forward for European universities on how to improve the postdoctoral experience. It also serves as a source of reflection for institutions considering creating a more sustainable environment for this population and fostering their postdoctoral services and support.

Falardeau, É., & De Croix, S. (2023). **Numéro thématique – Introduction. Les études mixtes en didactique du français: comment la combinaison des résultats quantitatifs et qualitatifs éclaire-t-elle nos objets de recherche ?** *Mesure et évaluation en éducation*, 46(1), 1-6. <https://doi.org/10.7202/1108125ar>

Un article de la revue *Mesure et évaluation en éducation*, diffusée par la plateforme Érudit.

Falardeau, É., St-Onge, S., Lord, M.-A., & Giannetti, J. (2023). **Le recours à un devis de recherche mixte pour étudier le développement des capacités en écriture et en autorégulation d'élèves de 5e année du primaire.** *Mesure et évaluation en éducation*, 46(1), 7-54. <https://doi.org/10.7202/1108126ar>

Nous avons vérifié les effets d'un enseignement explicite de stratégies d'écriture du texte d'opinion avec des élèves de 5e année du primaire au Québec. Nous avons élaboré un devis mixte séquentiel explicatif dans lequel des données qualitatives visent à éclairer les données obtenues au moyen d'outils quantitatifs. Ces outils nous ont permis de mesurer la progression de capacités en écriture et la perception d'efficacité personnelle des 483 élèves des trois groupes de l'enquête : deux groupes expérimentaux qui ont pratiqué l'enseignement explicite, un avec la rétroaction par les pairs, et l'autre, sans rétroaction ainsi qu'un groupe témoin sans accompagnement. Nous avons mené des entretiens avec 21 élèves pour les amener à expliciter leur utilisation des stratégies enseignées, pour vérifier si l'intervention leur avait permis de renforcer leurs capacités d'autorégulation. Les résultats montrent l'efficacité de l'enseignement explicite sur les performances en écriture des élèves, sur leur perception d'efficacité personnelle et sur le développement de leurs capacités d'autorégulation.

Farges, G., & Szerdahelyi, L. (2024). **En quête d'enseignants: regards croisés sur l'attractivité d'un métier.** Rennes: Presses universitaires de Rennes.

Comment comprendre en France le manque d'enseignants et d'enseignantes ? De quelle façon mettre à l'épreuve de la critique scientifique « l'attractivité des métiers de l'enseignement » comme catégorie d'action publique ? Cet ouvrage tente de répondre en portant son attention sur les enseignants et enseignantes en poste, sur les candidats et les candidates aux concours de recrutement, ainsi que sur d'autres groupes

professionnels éducatifs. Il montre la variabilité de l'attractivité selon les niveaux d'enseignement, selon les disciplines scolaires, selon les groupes professionnels, ou encore selon les périodes considérées. Mieux cerner ce qui fait l'attractivité d'un métier au-delà des discours politiques et des controverses passionnées, tel est ici le projet

Fristalon, I. (2024). **L'identité professionnelle du mentor et le processus de renormalisation de son action dans les écrits réflexifs de fin de formation.** *Phronesis*, 13(2), 48-64. <https://doi.org/10.7202/1109896ar>

Dans cet article nous analysons des écrits réflexifs de fin de formation de mentors, afin d'identifier les marques de transformation de l'identité professionnelle et de l'agir professionnel. Nous proposons une analyse thématique et langagière des textes en tant que porteurs d'un rapport au monde professionnel en cours d'élaboration. Nous mettons en évidence que ces textes contiennent des traces de renormalisations issues des apprentissages conceptuels et formels autant que des apprentissages expérientiels réalisés durant la formation. Cette analyse interroge au bout du compte la formation elle-même avec ses multiples attendus.

Furno, I. (2023). **Le développement professionnel des aesh au cœur du projet de l'école inclusive. L'expérience du lycée français international Alphonse-Daudet de Casablanca.** *Empan*, 132(4), 87-92. <https://doi.org/10.3917/empan.132.0087>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Glais, N. (2023). **L'adoption de l'intelligence artificielle par le chef d'établissement : l'aide à la décision algorithmique pour organiser le temps scolaire** (Thesis). Consulté à l'adresse <https://hal.science/tel-04401482v1/document>

Grace, J. (2024). **“Not looking to blame, shame or horrify people”: Texas educational leaders reflect on employing anti-racism in everyday school leadership.** *International Journal of Qualitative Studies in Education*, 37(4), 1061-1076. <https://doi.org/10.1080/09518398.2023.2178688>

This research explores how educational leaders in Texas navigate issues of anti-Black racism. In this Grounded Theory study, 19 participants engaged in a 90-min interview. They offer firsthand accounts of their experiences in navigating issues of anti-Black racism as well as strategies that they perceive to be necessary in interrogating and rooting out deeply entrenched anti-Blackness even in the face of salient opposition and demand to maintain the status quo. The participants also discuss relevant challenges and benefits to

taking such an approach. The themes resulting from this study include: Name it and call it out, Facilitating courageous conversations with faculty, students, and community, Racial equity focused problem solving, and Challenges and benefits of anti-racist school leadership.

Hromalik, C. D., Myhill, W. N., Ohrazda, C. A., Carr, N. R., & Zumbuhl, S. A. (2024). **Increasing Universal Design for Learning knowledge and application at a community college: the Universal Design for Learning Academy.** *International Journal of Inclusive Education*, 28(3), 247-262. <https://doi.org/10.1080/13603116.2021.1931719>

The Universal Design for Learning (UDL) framework has been shown to support instructors in the design of inclusive instructional learning environments. However, few studies have examined the effects of UDL professional development programmes for community college faculty and staff. The present study examined the effects of a four-day Universal Design for Learning (UDL) training on community college faculty and staff. Three paired samples t tests were run on the pretest and posttest scores of participants. The results indicated that, after the training, faculty and staff had a statistically significantly greater knowledge of UDL and were better able to provide examples of how to apply it to their work on campus. The results provide support for training community college faculty and staff to apply the UDL framework to their instruction.

Jean DeFeo, D., Dogbey-Gakpetor, J., Duffield, S., & Tran, T. C. (2024). **The impact of disrupted in-person student teaching on preservice teachers' perceptions of preparedness.** *Teaching and Teacher Education*, 142, 104546. <https://doi.org/10.1016/j.tate.2024.104546>

This mixed-methods analysis uses exit surveys from 17 teacher education programs in four US states to compare self-ratings of preparedness between two cohorts of preservice teachers: 2019 graduates who had "normal" student teaching experiences (n = 1264) and 2020 graduates (n = 1280), for whom in-person student teaching was shortened by 6–10 weeks during the spring 2020 COVID-19 school closures. Despite truncated student teaching experiences, the 2020 cohort felt more prepared. Through a theoretical lens of self-efficacy, we explore how these differences might reflect a generative process as future teachers deepen their understanding of complexities in teaching, and grapple to bridge theory and practice.

Jeangirard, É. (2024). **Le Baromètre français de la Science Ouverte 2023.** *Note Flash du SIES*, (05), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/le-barometre-francais-de-la-science-ouverte-2023-94953>

Selon l'édition 2023 du Baromètre de la Science Ouverte (BSO), 65 % des 160 000 publications scientifiques françaises parues en 2022 sont en accès ouvert en décembre 2023, soit un taux stable par rapport à l'année précédente.

Kallio, T., Siekkinen, T., Pekkola, E., Kivistö, J., Nokkala, T., & Kuoppakangas, P. (2024). **Push and pull factors affecting in leaving academia.** *Tertiary Education and Management*, 30(1), 65-80. <https://doi.org/10.1007/s11233-024-09135-4>

This paper presents the findings of the push and pull factors that cause professionals to leave academia. Previous research has mostly focused on academic professionals' intent to leave their current organisations and largely neglected occupational turnover, that is, the cases where faculty abandon an academic career. The study included 40 semi-structured interviews and a national survey (N = 410) conducted in 2017. The

interviewees consisted of three groups: previous faculty members who left academia, members of universities' upper management (deans, vice-rectors and HR managers) and upper managers and HR managers of public and private organisations employing previous academic faculty members. The survey was sent to all scholars who had left academia in Finland during 2010–2015. The qualitative empirical analysis suggests that most of the internal push factors that caused the academic professionals to leave were inversed external pull factors that lured them away from academia. However, it also hints that in many cases, certain individual factors seem to mediate the two. In practice this means that individual factors, such as lack of interest in research and/or teaching and unwillingness to compete in some positions, also contribute to the decision to leave academia.

Kistler, H., Dougherty, S. M., & Woods, S. C. (2024). **Teacher Exit and Educational Opportunity: Lessons From Career and Technical Education.** *Educational Researcher*, 53(3), 156-166. <https://doi.org/10.3102/0013189X231223132>

Ensuring a stable pool of teachers is critical to building a pipeline of future workers, especially in career and technical education (CTE), where programming can lead to immediate post-school employment or postsecondary enrollment. We use longitudinal state data with unemployment insurance records to document workforce dynamics among CTE teachers. We find that teachers in hard-to-staff CTE areas are more likely to leave teaching and are difficult to replace, creating net reductions in the number of students who can be served. We demonstrate that teachers with the greatest likelihood of leaving are also those who earn the most money in their post-teaching employment, suggesting actionable dimensions for policies to help retain or recruit teachers in these areas. Ensuring a steady and stable pool of high-quality teachers is critical to building a pipeline of future workers and professionals to support economic stability, especially in growing and high-wage fields. This is particularly true in career and technical education (CTE) where programming in high school can lead to immediate postschool employment or enrollment in aligned postsecondary programs. Increased policy focus on CTE has expanded program offerings over the last 15 years, and new federal requirements that programs align with in-demand occupations and industries have heightened potential tensions between the private and public employment opportunities for current or potential CTE teachers (Perkins V, 2018). Even before the new federal mandate, CTE teachers were a hard-to-staff group, with school administrators citing higher turnover and difficulty hiring (Hensley et al., 2017). Though the quantitative research on CTE teachers is limited, evidence does suggest that teachers who score higher on content-specific certification exams produce graduates who earn more money in their early years of post-high school employment, bolstering the claim that these teachers are important (Chen et al., 2023).

Larsliden, B., & Nilholm, C. (2024). **Is it possible for pupil welfare teams to work health promoting and preventively? – A case study.** *International Journal of Inclusive Education*, 28(3), 296-310. <https://doi.org/10.1080/13603116.2021.1941315>

Prior research about pupil welfare teams have identified problems at several levels: those of leadership, interprofessional cooperation, cooperation between the pupil welfare team and teachers, and type of work carried out. Perhaps most importantly, teams seem to work primarily with 'firefighting', i.e. acting reactively when problems already have occurred, rather than in a health promoting and preventive way. On the one hand, health promotion and prevention are endorsed as desired ways to work (e.g. SFS 2010,



800); on the other hand, reactive measures seem to dominate in practice. In order to try to bridge this gap, we carried out a study of a pupil welfare team in Sweden that we had reason to believe worked more in line with the health-promoting and preventive manner of working that is recommended. Since we could not know a priori whether the team studied worked in a qualitatively different way than other teams studied in prior research, we were led by two overarching research questions: (1) Is the studied team working in a health promoting and preventive way? and (2) If so, how did their way of working emerge and how is it sustained? Our overriding purpose is to increase our knowledge concerning whether and how pupil welfare teams can become more health promoting and preventive in practice. More specifically, we are interested to find factors that contribute to the development and sustainability of health promoting and preventive work in pupil welfare teams.

Lavery, L., & Dahill-Brown, S. (2024). **Overworked & underappreciated: How uncertainty, long hours, & partisan politics undermined teachers' morale throughout the COVID-19 pandemic.** *Teaching and Teacher Education*, 142, 104549. <https://doi.org/10.1016/j.tate.2024.104549>

Five waves of interviews with teachers' union leaders in diverse settings indicate that fears about health and safety, alongside uncertainty, strained teachers' relationships with administrators and community early in the pandemic. Over time, an unrelenting workload, constantly shifting demands, and partisan political attacks on teachers and schools dampened morale. Pandemic stressors layered on top of preexisting stressors to undermine teacher morale in a way that appears lasting; efforts to improve morale should be multidimensional, addressing working conditions but also public regard.

Lebard, J. (2024, mars 25). **Ces professeurs venus faire une deuxième carrière dans l'éducation nationale : « Je galère parfois, mais je sais que je suis à ma place ».** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/03/25/je-galere-parfois-mais-je-sais-que-je-suis-a-ma-place-la-motivation-des-professeurs-venus-faire-une-deuxieme-carriere-dans-l-education-nationale\\_6224028\\_4401467.html](https://www.lemonde.fr/campus/article/2024/03/25/je-galere-parfois-mais-je-sais-que-je-suis-a-ma-place-la-motivation-des-professeurs-venus-faire-une-deuxieme-carriere-dans-l-education-nationale_6224028_4401467.html)

Venus d'horizon très variés, ces nouveaux enseignants évoquent leur parcours guidé par « quête de sens », leur plaisir de transmettre, mais aussi les faibles salaires et le poids de l'administration.

Lefebvre, E. E., & Thomas, M. A. M. (2024). **"I knew I had to leave": A Bourdieusian analysis of why Teach For America teachers quit early.** *Teaching and Teacher Education*, 142, 104520. <https://doi.org/10.1016/j.tate.2024.104520>

Educational stakeholders have long been concerned about teacher attrition's negative effects. Teach For America (TFA), in particular, has garnered attention for this reason, yet many of its teachers quit even before the program's two-year commitment ends. Drawing on Bourdieu, this longitudinal qualitative study explores heretofore neglected insights from TFA teachers (n = 5) who leave early. We find that while quitters are motivated to teach, their forms of cultural and social capital within the educational field lead many to quit. The paper argues that some of these limitations are attributable to TFA's programmatic design, raising critical questions about its continued approach.

Leroux, M., Kirouac, C., Goyette, N., & Malboeuf-Hurtubise, C. (2024). **L'empreinte professionnelle : une activité d'écriture réflexive prospective pour accéder au processus**

**de construction identitaire professionnelle de stagiaires en enseignement.** *Phronesis*, 13(2), 65-82. <https://doi.org/10.7202/1109897ar>

Bien que les approches basées sur les déficits soient encore prédominantes en formation à l'enseignement, on reconnaît de plus en plus l'apport potentiel des approches basées sur les forces, afin de développer une identité professionnelle positive. Conséquemment, nous avons expérimenté une activité innovante d'écriture réflexive, basée sur la psychologie positive, auprès de 50 stagiaires en enseignement préscolaire/primaire au Québec. L'analyse de ces empreintes offre de dégager divers aspects constitutifs de l'identité professionnelle des stagiaires, de décrire l'évolution du processus de construction identitaire, ce qui permet d'apprécier la contribution de ce type d'activité pour rendre ce processus plus explicite.

Lipponen, L., Rajala, A., Hilppö, J., & Pursi, A. (2024). **Change laboratory as a tool to address moral-ethical tensions in the work of early childhood education professionals.** *Teaching and Teacher Education*, 142, 104547. <https://doi.org/10.1016/j.tate.2024.104547>

Our study contributes to research on moral-ethical tensions in the work of early childhood educators by applying cultural-historical activity theory, and Change Laboratory (CL) intervention. We argue that studying and resolving moral-ethical tensions cannot be done without addressing the underlying contradictions which pertain to particular cultural-historical context and local practices. This requires a shift of focus from individual educators' perspective to the whole system of their collaborative activity. In result, we identify two historical developments which produce the moral-ethical tensions in educators' work, and we explore how the educators invented expansive solutions to address these tensions in the CL sessions.

Lohier, C. (2024). **Les enseignants contractuels sont-ils des enseignants comme les autres ?** *Connaissance de l'emploi*, (195), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/les-enseignants-contractuels-sont-ils-des-enseignants-comme-les-autres--1472126.kjsp?RH=1507626697168>

À l'instar de nombreux pays de l'OCDE, l'enseignement public français fait face à des difficultés croissantes pour recruter des enseignants du primaire et du secondaire. Dans ce contexte, l'Éducation nationale mobilise des canaux de recrutement en parallèle du traditionnel recrutement par concours, au premier rang desquels le recours au contrat, en augmentation quasi continue ces vingt dernières années. Pourtant, les enseignants recrutés par ce biais sont encore peu étudiés et donc peu connus. Ce numéro de Connaissance de l'emploi en propose un portrait et un tour d'horizon de leurs conditions d'emploi. L'exploitation des données de l'enquête Emploi montre que ce canal de recrutement alternatif conduit à recruter des enseignants au profil différent de ceux recrutés par la voie du concours. De plus, l'Éducation nationale leur offre à la fois moins de formation et des conditions d'emploi moins avantageuses qu'à leurs homologues titulaires.

Loya, K. I., Friedensen, R. E., & Ro, H. K. (2024). **World-travelling: foreign-born faculty women of color navigating multiple identities in US academia.** *International Journal of Qualitative Studies in Education*, 37(4), 1156-1173. <https://doi.org/10.1080/09518398.2023.2181421>

Framed by post- and decolonial feminist perspectives and using Lugones's concept of "world-travelling," we examined the shared experiences of foreign-born faculty women

of color in navigating U.S. colleges and universities. We employed a qualitative interpretative phenomenological research design and conducted semi-structured interviews with 10 self-identified foreign-born faculty women of color (FBFWOC). We found that these women continually performed multiple, and at times conflicting, identities as they travelled in and out of academic and non-academic worlds. In doing so, they deployed strategies that required additional efforts to successfully function in their faculty roles. The world-travelling that FBFWOC engage in involves a constant learning process that, while enriching, also taxes their time and energy. This world-travelling is a form of border thinking and resisting forms of difference. We offer suggestions for future research and implications for practice.

Mahieu, C. (2024). **L'engagement en doctorat des formateurs aux métiers du care.** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26520>

De plus en plus d'enseignants de formations professionnalisantes du supérieur s'engagent en doctorat. Cela semble en lien avec le processus d'universitarisation. Existe-il d'autres motifs ? Comment parviennent-ils à rester engagés alors qu'ils sont en reprise d'études et doivent concilier leur formation avec leurs autres trajectoires de vie ? Cet article s'intéresse au cas particulier des sages-femmes enseignantes. Nous avons mené une recherche qualitative longitudinale avec des entretiens auprès de 15 sages-femmes enseignantes en cours de doctorat à un an d'intervalle. Les résultats montrent qu'elles considèrent leur engagement comme un investissement pour leur profession et celle de sage-femme. Malgré les difficultés rencontrées, elles font preuve d'endurance. Nous identifions des facteurs influençant le maintien de leur engagement et de leur santé mentale, tels que la reconnaissance du travail doctoral par autrui et la relation soutenante avec leur(s) directeur(s) de thèse.

Markowitz, A. J., Mateus, D. M. C., & Weisner, K. (2024). **Linking early educator wellbeing to classroom interactions and teacher turnover.** *Early Childhood Research Quarterly*, 67, 283-294. <https://doi.org/10.1016/j.ecresq.2024.01.008>

In the United States, caregivers and educators who work with children under 5 face low wages and limited workplace supports, creating significant challenges to their emotional and financial wellbeing. These conditions are worse for teachers of the youngest children, ages birth to two. This study uses a large (N~ 400) sample of early educators from Louisiana to explore the link between wellbeing, defined as depressive symptoms and food insecurity, and two key outcomes, the quality of teacher-child interactions and teacher turnover. We explore these relationships overall and separately by the age of child served. Findings suggest that depressive symptoms are linked to teacher turnover among teachers working with children of all ages, and negatively linked to teacher-child interactions for teachers of preschool-aged children only.

McLean, D., Worth, J., & Smith, A. (2024). **Teacher Labour Market in England Annual Report 2024.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3933> [Report]. Consulté à l'adresse National Foundation for Educational Research - NFER (Royaume-Uni) website: [https://www.nfer.ac.uk/media/hqdglvra/teacher\\_labour\\_market\\_in\\_england\\_annual\\_report\\_2024.pdf](https://www.nfer.ac.uk/media/hqdglvra/teacher_labour_market_in_england_annual_report_2024.pdf)

NFER's annual Teacher Labour Market report, funded by the Nuffield Foundation, monitors the progress the education system in England is making towards meeting the

teacher supply challenge by measuring the key indicators of teacher supply and working conditions. This sixth annual report shows that teacher supply is in a critical state, representing a substantial risk to the quality of education. Initial teacher training (ITT) recruitment this year is likely to continue to fall below what is needed to ensure sufficient staffing levels in schools. Meanwhile, the number of teachers considering leaving teaching increased 44 per cent between 2021/22 and 2022/23. Ambitious, radical and cost-effective policy options are urgently needed to address these challenges. Key Findings Secondary ITT recruitment in 2023/24 reached only half of its target while leaving rates have returned to pre-pandemic levels. ITT applications for 2024/25 so far show slight improvement in some subjects, but not enough to bring secondary recruitment in line with its target. Working hours increased significantly in 2022/23 compared to the previous year, driven in part by worsening pupil behaviour since the pandemic. Last year's pay award helped to stall the real-terms fall in teacher pay since 2010/11. However, teacher pay growth has been outstripped by strong earnings growth since the pandemic in the wider labour market outside teaching Flexible working has become more common in teaching, but remote and hybrid working is more limited in teaching than in the graduate labour force. Compensating frontline public sector workers could help prevent the lack of remote working from undermining the attractiveness of these jobs.

McQuillan, M., & Mayo, C. (2024). **School Leaders and Transphobia: Direct, Facilitative, Accommodative, and Resistant Forms of Gender-Based Bias and Bullying.** *Educational Administration Quarterly*, 60(1), 37-73. <https://doi.org/10.1177/0013161X231217747>

Purpose: If PK12 administrators aspire to interrupt bias-based bullying, they need to understand their role in perpetuating structural and social inequality. The purpose of this study was to examine administrators': 1) awareness of gender-based bullying, 2) initial intentions to address bullying, and 3) actions that interrupted or perpetuated gender-based bullying. Methods: This qualitative study used a purposeful sample U.S. court cases and 36 interviews with administrators and policy consultants to explore PK12 leaders' understanding of gender-based bullying and actions to disrupt bullying. Findings: Our findings provide a more expansive definition of administrative bullying and brings attention to the personal complicity of educational leaders in perpetuating gender-based bullying. Administrators in this study modeled support for bullying through each of these four types of bullying – by direct action, facilitated support, accommodating external stakeholders, and resisting efforts to educate themselves or others on issues related to gender-based bullying. All of these approaches allow bias and bullying to continue. The study also reveals how some leaders interrupt bullying by collaborating with students, parents, and community-based organizations. Implications: Policymakers, leadership preparation instructors, and PK12 administrators may be interested in how administrative behaviors perpetuate gender-based bullying. A lack of knowledge about leaders' personal complicity in bullying and about gender-diversity fundamentally interrupts two of the main roles of PK-12 leaders: implementing policies and leading instructional practices. The results of the study suggest the need for additional policies, procedures, and training to support leaders committed to interrupting gender-based bullying.

Momiron, D., & Detchart, F. (2023). **Être aesh.** *Empan*, 132(4), 17-25. <https://doi.org/10.3917/empa.132.0017>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de

« désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Morrisette, J., Demazière, D., & Dupont-Leclerc, M.-M. (2024). **Former et se former en recherche qualitative : pratiques et enjeux en tension**. Consulté à l'adresse <https://www.pulaval.com/livres/former-et-se-former-en-recherche-qualitative-pratiques-et-enjeux-en-tension>

Ce nouvel ouvrage de l'Association pour la recherche qualitative s'inscrit dans la continuité du précédent, (Se) Former à et par l'écriture en recherche qualitative, en investissant de façon élargie la formation et l'autoformation à la recherche qualitative.

Muccin, L. (2023). **La relation aesh-école : quel fonctionnement pour une meilleure inclusion ?** *Empa*, 132(4), 93-99. <https://doi.org/10.3917/empa.132.0093>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Muir, R. A., Howard, S. J., & Kervin, L. (2024). **Supporting early childhood educators to foster children's self-regulation and executive functioning through professional learning**. *Early Childhood Research Quarterly*, 67, 170-181. <https://doi.org/10.1016/j.ecresq.2023.12.001>

Given the recognised importance of self-regulation (SR) and executive functioning (EF) in young children's academic and social-emotional wellbeing, their development should not be left to chance. This mixed methods study investigated whether the children taught by educators trained in the SOWATT program, a purposively designed professional learning program targeting self-regulation and executive functioning, would achieve better outcomes on a range of SR/EF measures than a control group who followed their usual program. Participants were 14 educators and 106 children, between the ages of 4 and 5 years, from four early childhood centres, run by the same not-for-profit organisation in Melbourne, Australia. Following a six-month intervention period, multiple regression analysis of pre and post task-based measures and a behaviour rating questionnaire,

indicated that the children in the intervention group had made significantly greater gains than those in the control group. Qualitative data obtained from questionnaires and semi-structured interviews, confirmed the acceptability of the program by educators as easy to implement, and as a catalyst for change in their practice. Findings support previous research that building educator capacity through in-service professional learning is a viable, and potentially sustainable approach to improving young children's self-regulation and executive functioning abilities.

Munson, J., & Saclarides, E. S. (2024). **Conflict and Cooperation: Micropolitical Forces Affecting Coaches' Access.** *The Elementary School Journal*, 124(3), 434-458. <https://doi.org/10.1086/728423>

Coaches develop and use strategies to gain access to teachers' classrooms to support teacher learning and instructional improvement. These strategies respond to the specific conditions in which coaches work, including organizational structures and interpersonal factors that can either facilitate or impede access. In this interview study of 28 content-focused coaches in one district, we used a micropolitical lens to explore the forces that influenced coaches' access to teachers' classrooms. Ultimately, we identified nine distinct forces that either supported or constrained coaches' access to classrooms. These forces were bound together in a micropolitical system of interpersonal and structural forces influenced by larger macropolitical forces. Interpersonal forces emanated from three kinds of actors in the school organization: administrators, teachers, and the coaches themselves. Implications for the application of micropolitical theory to future research on the negotiations inherent to coaching and the implications for school districts seeking to establish an effective coaching program are discussed.

Paris, H. (2023). **Accompagner les enseignants face aux enjeux socio-écologiques : une thèse en cours.** *Journée d'étude de la chaire Unesco "Former les ingénier.e.s aux enjeux de la transition socio-écologique" : La durabilité au coeur des formations du supérieur. Quels besoins et quels accompagnements du corps enseignant pour développer les compétences des étudiant.e.s ?* Présenté à Campus Lyon Tech de la Doua, Villeurbanne, France. Consulté à l'adresse <https://hal.science/hal-04525606>

Perez-Roux, T., Françoise, C., & Torterat, F. (2024). **La formation des enseignants en prise avec les réformes : un rapport au travail (dés)ajusté pour les formateurs ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26620>

En France, la dernière réforme de la formation initiale des enseignants (2019), mise en œuvre à la rentrée 2021, ravive les tensions entre logiques de professionnalisation, d'universitarisation et de certification. L'article tente de comprendre les reconfigurations des conditions de travail et de formation générées par la réforme puis de saisir dans quelle mesure la dérégulation des exigences institutionnelles a pu créer, chez les formateurs, une fragilisation ou un renforcement des professionnalités. Une enquête par questionnaire a été réalisée au printemps 2022 auprès de formateurs en INSPE sur l'ensemble du territoire (N = 725). Les résultats des analyses uni et bivariées révèlent un rapport au travail (dés)ajusté et une tension renforcée entre théorie et pratique, entre croyances ou valeurs des formateurs et logiques institutionnelles. Ils éclairent, selon le statut des formateurs, les stratégies d'appropriation pour (re)donner sens à l'action.

Rigal, H. (2023). **Les débuts de l'intégration, témoignage d'une enseignante de maternelle**. *Empan*, 132(4), 81-86. <https://doi.org/10.3917/empa.132.0081>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Riley, T., Meston, T., Cutler, C., Low-Choy, S., McCormack, B. A., Kim, E.-J. A., ... Vasco, D. (2024). **Weaving stories of strength: Ethically integrating Indigenous content in Teacher education and professional development programmes**. *Teaching and Teacher Education*, 142, 104513. <https://doi.org/10.1016/j.tate.2024.104513>

Teachers have professional obligations to incorporate Indigenous perspectives in their teaching but face challenges due to Western-centric priorities in schools, denying students the benefits gained from Indigenous knowledge. A study conducted with 16 Indigenous educators from Australia, New Zealand, Canada, and the United States offers unique insights into negotiating this problem. The Weaving Stories of Strength project synthesises Indigenous and Western qualitative research methods to reveal practical solutions to enhance teachers' confidence in incorporating Indigenous knowledge into classrooms. Our findings emphasise the importance of listening to Indigenous voices to ensure schools promote intercultural understanding and adequately serve all learners' needs.

Sharon, C., & Rousseau, S. (2024). **A machine learning approach to identifying non-parental caregivers' risk for harsh caregiving towards infants in daycare centers**. *Early Childhood Research Quarterly*, 67, 128-138. <https://doi.org/10.1016/j.ecresq.2023.12.006>

Background Harsh Caregiving behavior amongst daycare providers (i.e., non-parental Harsh Caregiving) negatively impacts children's development across a variety of domains. As prevalences of non-parental Harsh Caregiving appear to increase worldwide, identifying its predictors is crucial for screening and intervention. Objective The goal of this study was to identify a set of indicators and predictive rules that may accurately predict women's risk for Harsh Caregiving behavior in daycare environments. Participants and Setting The study recruited 75 female non-parental caregivers, from the general population, who work with infants aged 0-1. Caregivers filled out self-report questionnaires including a Harsh Caregiving measure as well as a broad variety of potential predictors. Methods To elucidate combinations of input variables that are predictive of non-parental Harsh Caregiving, we used machine learning Decision Tree Inference and CHAID algorithms. Results Study results revealed a predictive model including 27 questions and four different prediction paths. For example, the first path indicated that women who reported low levels of attention deficit and hyperactivity problems and low levels of rigid-negative caregiving philosophies, had 100 % chance to

report low levels of Harsh Caregiving behavior. Overall classification accuracy for « High Harsh Caregiving behavior » was 95.2 %. Conclusions After replication in larger samples, the model can be used as a screening tool for women expressing their wish to work with infants. Women at risk can either be declined employment or alternatively receive targeted supervision throughout their work with small infants.

Sorensen, T. B., & Dumay, X. (2024). **The European Union's governance of teachers and the evolution of a bridging issue field since the mid-2000s.** *European Educational Research Journal*, 23(2), 237-260. <https://doi.org/10.1177/14749041241234695>

Concerned with European Union (EU) governance of teachers since the mid-2000s, this paper makes an empirical as well as theoretical contribution to education policy studies in the context of EU governance. Drawing on neo-institutional field theory and an empirical material of policy documents and interviews, the paper analyses the consolidation and evolution of a field at the EU level that is focused on the governance of the teaching profession. We argue that this field constitutes a bridging issue field, spanning several policy domains, including education, employment and economy, and characterised by non-linear and relatively slow change. We demonstrate how the field since the mid-2000s has become elaborated via the strategic framing of teacher skills and careers as policy issues, the mobilisation of actors and networks, and an expanding institutional infrastructure of mechanisms and policy instruments. Theoretically, the paper advances the debate on EU governance by highlighting the epistemic gains of neo-institutional field theory in making sense of soft governance contexts and their trajectories as an outcome of the interplay between issue framings, different types of actors, and institutional infrastructure.

Suc-Mella, P. (2023). **Quelle place de l'aesh dans l'école inclusive ?** *Empan*, 132(4), 108-115. <https://doi.org/10.3917/empa.132.0108>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Tonbuloglu, B. (2024). **Determining a framework for institutional support of instructors engaged in distance education programmes using the multiple-criteria decision-making method.** *International Review of Education*, 70(1), 111-141. <https://doi.org/10.1007/s11159-023-10045-7>

Distance education (DE) has a unique potential to ensure continuity of education in extraordinary circumstances such as pandemics and earthquakes, in addition to its advantages such as flexibility in terms of time and space and self-paced learning options. Institutional support provided for instructors engaged in DE programmes is one of the



factors which directly affect the efficiency of DE and the quality of the education provided. This study aimed to determine the criteria of institutional support offered to DE instructors through document analysis, and to reveal the importance weights of those criteria by using the method of multi-criteria decision-making (MCDM). The author examined the standards published by a number of accreditation institutions and international educational organisations for DE, and determined the importance weights of those criteria by applying an analytic hierarchy process (AHP). She determined seven support criteria, namely (in order of importance): (1) technical training and orientation; (2) teaching material and resource support; (3) technical support; (4) professional development support; (5) support during the course; (6) evaluation and report submission support; and (7) career development, incentives and financial support. In presenting her study, the author provides an effective evaluation framework for DE support systems which includes a comprehensive set of indicators based on a literature review and feedback from experts.

Toullec-Théry, M., & Granger, N. (2023). **École inclusive et personnes accompagnantes des élèves en situation de handicap : état des lieux de la recherche**. *Empan*, 132(4), 26-34. <https://doi.org/10.3917/empan.132.0026>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Trubavina, I., Cherednychenko, O., Nedria, K., & Oliinyk, N. (2024). **Programme de développement professionnel des fonctionnaires en vue de la création d'un environnement éducatif sûr dans le cadre de la loi martiale** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26692>

La pertinence de cet article est déterminée par la nécessité de former les responsables de l'éducation, les fonctionnaires et les représentants des autorités locales autonomes à travailler et à gérer le système éducatif dans des conditions de guerre. L'objectif est donc de justifier et d'élaborer un programme de développement professionnel à court terme pour les fonctionnaires et les représentants des autorités locales autonomes en ce qui concerne la sécurité dans l'éducation en vue de créer un environnement éducatif sûr. La méthodologie de recherche de l'article déploie un ensemble d'approches scientifiques qui ont déterminé le contenu, les méthodes et la forme de la formation : approches fondées sur les compétences, axiologiques, systémiques, axées sur le risque, approche de l'administration publique et approche des droits de l'homme. Les méthodes de recherche comprennent l'analyse des sources théoriques, la synthèse, la modélisation, les entretiens oraux avec les éducateurs, la généralisation de l'expérience et l'observation. La nouveauté scientifique est justifiée par le contenu du programme et

la sélection des approches d'apprentissage. L'enjeu pratique réside dans l'élaboration d'un programme de formation destiné aux fonctionnaires et aux représentants des autorités locales autonomes. Les résultats de l'étude fournissent le contenu, les formes et les méthodes d'enseignement pour résoudre les problèmes d'éducation sous la loi martiale en Ukraine, en examinant spécifiquement l'exemple de la région de Kharkiv. Les nouveaux problèmes de l'organisation de l'éducation sous la loi martiale ont été identifiés: problèmes techniques et psychologiques des enfants et des autres participants pendant le processus éducatif, problèmes matériels des institutions éducatives et des familles. Ces problèmes doivent être résolus pour que le processus éducatif soit efficace malgré le manque de culture en matière de sécurité au sein de la population et bien d'autres failles. En conclusion, le programme proposé répond à de nombreuses questions, en particulier pour la région de Kharkiv et l'Ukraine. Les perspectives de recherche future concernent le développement du contenu du programme et incluent la connaissance des meilleures expériences étrangères et ukrainiennes.

Truffer-Moreau, I., Clerc-Georgy, A., & Maire-Sardi, B. (2024). **Jeu de faire-semblant et formation continue des enseignants: analyse d'écrits réflexifs**. *Phronesis*, 13(2), 83-96. <https://doi.org/10.7202/1109898ar>

Cet article présente le dispositif de formation et ses objectifs ainsi que l'analyse d'écrits réflexifs produits dans le cadre des travaux certificatifs et dans lesquels les participantes décrivent quelques-uns des effets de la formation sur leurs pratiques professionnelles.

Tschopp, G. (2024). **Dynamiques d'engagement d'enseignantes et d'enseignants dans l'écriture d'un journal professionnel: approche biographique d'une activité plurielle**. *Phronesis*, 13(2), 13-31. <https://doi.org/10.7202/1109894ar>

La recherche à l'origine de ce texte vise la description et la compréhension de l'engagement d'enseignantes et d'enseignants dans l'écriture d'un journal de bord quotidien. À partir d'entretiens biographiques et de leurs analyses, ce texte décrit cette activité et son évolution, identifie les facteurs d'engagement. Cette activité d'écriture impliquée et réflexive se dévoile plurielle et évolutive. L'engagement s'explique par un jeu d'influences réciproques entre facteurs personnels, facteurs exogènes et facteurs énatifs. Cet article présente des recommandations pour accompagner et reconnaître l'écriture diaire dans le champ de la formation comme dans l'espace du travail.

UNESCO & International Task Force on Teachers for Education 2030. (2024). **Global report on teachers: addressing teacher shortages and transforming the profession**. Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388832>

Wang, I. Y., Chan, R. C. H., & Wang, H. (2024). **The associations of procrastination with preservice teachers' stress and experiences during the COVID-19 pandemic: A three-wave longitudinal investigation**. *Social Psychology of Education*, 27(2), 389-409. <https://doi.org/10.1007/s11218-023-09844-5>

Procrastination tendencies are prevalent and are associated with negative psychosocial outcomes. However, how preservice teachers' procrastination tendencies prior to the COVID-19 pandemic link to their experiences during and after the COVID-19 pandemic have not been investigated. The present study collected data from three time points, examining how preservice teachers' procrastination tendencies before the COVID-19

pandemic related to their life satisfaction at the beginning of the COVID-19 pandemic, and their perceived work stress and the COVID-19 impact two and a half years after the outbreak of the pandemic. A total of 385 preservice teachers from Hong Kong were included in this study. Results from structural equation modeling revealed that preservice teachers' higher procrastination tendencies before the COVID-19 pandemic were associated with lower life satisfaction at the start of the COVID-19 pandemic, which in turn was linked to higher perceived work stress and a more severe COVID-19 impact two and a half years after the COVID-19 outbreak. The results indicated that preservice teachers with procrastination tendencies may be especially vulnerable to experiencing work stress and life disruption in the face of traumatic events or crises. The findings provide valuable insights to both researchers and practitioners, highlighting the importance of addressing procrastination tendencies among preservice teachers.

Zak-Doron, I., & Perry-Hazan, L. (2024). **Teachers' roles in facilitating, delimiting, and balancing student participation rights: The case of democratic (open) schools' disciplinary procedures.** *Teaching and Teacher Education*, 142, 104528. <https://doi.org/10.1016/j.tate.2024.104528>

This study explored teachers' roles in the disciplinary procedures of democratic (open) schools that incorporate participatory student-teacher committees. Interviews with educators, students, and parents yielded a conceptualization of teachers' roles on a continuum ranging between facilitating vs. delimiting student participation rights. Teachers who provide their students with guidance and support are able to balance fostering the students' autonomy with protecting them. These multiple teachers' roles encompass aspects relating to the participation of individual students and to the school's participatory structures. This conceptualization unpacks teachers' complex roles in whole-school participatory approaches that empower students to participate in decisions concerning their peers.

## Numérique et éducation

Bong, W. K., & Chen, W. (2024). **Increasing faculty's competence in digital accessibility for inclusive education: a systematic literature review.** *International Journal of Inclusive Education*, 28(2), 197-213. <https://doi.org/10.1080/13603116.2021.1937344>

The use of information and communications technology (ICT) in higher education institutions has increased in the past 20 years. While ICT has brought many benefits to students and faculty, research shows that it also creates barriers and challenges for students with disabilities due to the inaccessibility of digital tools and learning materials. Faculty members play an important role in inclusive higher education. Previous studies have emphasised the need to train faculty about digital accessibility to achieve inclusion in higher education. This systematic literature review aims to study existing work on increasing the faculty members' competence in providing accessible and inclusive digital learning materials and environments to students in higher education. Sixteen peer-reviewed papers were included and analysed. Most trainings included topics on disability and awareness, legislation, and methods of producing accessible digital materials and providing inclusive digital learning environments. While surveys and interviews were mostly used to evaluate training outcomes, there was a lack of objective data and commonly accepted instrument for evaluation. Good practices and further research opportunities are identified. This study has implications for researchers and higher

education institutions that are interested in research and practice on increasing general competence in digital accessibility and inclusive education.

Carpenter, J. P., Morrison, S. A., Shelton, C. C., Clark, N., Patel, S., & Toma-Harrold, D. (2024). **How and why educators use TikTok: Come for the fun, stay for the learning?** *Teaching and Teacher Education*, 142, 104530. <https://doi.org/10.1016/j.tate.2024.104530>  
Although TikTok is among the world's most popular social media platforms, its use by educators has received limited attention. TikTok features particular opportunities and challenges that could impact educator use. This research explores educator (N = 415) TikTok use through an online survey. Participants tended to engage with the platform more for personal than professional reasons, but nonetheless found content that influenced their professional knowledge and practice. Humor was prevalent in participant TikTok engagement. Social media literacy is becoming increasingly important for educators, as participants reported various challenges associated with TikTok, and many lacked awareness of key issues with the platform.

Castellanos-Reyes, D., Richardson, J. C., & Maeda, Y. (2024). **The evolution of social presence: A longitudinal exploration of the effect of online students' peer-interactions using social network analysis.** *The Internet and Higher Education*, 61, 100939. <https://doi.org/10.1016/j.iheduc.2024.100939>  
Social presence (SP) positively influences online students' motivation, satisfaction, retention, and learning outcomes. Although crucial for successful online learning experiences, little work has examined the evolution of SP over time or the effect of peer-interaction on SP. Using a longitudinal social network analysis approach (i.e., stochastic actor-oriented model), we investigated how SP perceptions evolved over a cohort of three consecutive courses. Students were asked to nominate peers with whom they share affectively in the course and to report their SP perceptions. The results suggest that over time learners reciprocate nominations, and those who nominated more peers reported higher levels of SP. Although there was no evidence of imitation, the "rich-get-richer-effect" was observed as SP perceptions decreased. Our study contributes to the definition of SP as a perception rather than an ability and reaffirms SP course design as essential at the beginning of an online learning experience.

Chen, Y., & Hoarau, C. (2024). **Métiers d'ingénierie pédagogique en charge du numérique face au défi de la digitalisation de formation au sein des organismes privés.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9789>

Cette étude s'intéresse aux métiers d'ingénieur pédagogique et numérique dans les organismes de formation privés aux prises avec le défi du développement de la formation à distance à l'heure actuelle. Il s'agit d'analyser leurs pratiques quotidiennes dans une perspective de compréhension de la professionnalisation des métiers. Le cadre d'analyse se construit autour d'une part des enjeux variés et des impacts de la digitalisation de la formation professionnelle, et de l'autre, des éclairages apportés par les travaux issus de la pédagogie universitaire. La démarche méthodologique est qualitative et compréhensive. Les données sont constituées de dix entretiens semi-directifs et font l'objet d'une analyse thématique des contenus au regard des questions de départ. Les résultats permettent d'abord de cerner le contour du métier ainsi que la place qu'il occupe dans l'organisation des activités de formation, ensuite, d'identifier leurs actions en matière de mise en œuvre de formation digitale à distance, et enfin,

d'observer les tendances d'évolution sur le plan des activités et des compétences nouvelles.

Décrot-Rouillard, R. (2024). **Genre et pratiques numériques selon l'origine sociale et le territoire, à l'entrée dans l'adolescence.** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26774>

Notre article porte sur les pratiques des réseaux sociaux numériques et des jeux vidéo par des adolescents et adolescentes âgés de 13 ans. La recherche présentée qui s'inscrit dans un modèle intersectionnel, interroge les pratiques adolescentes genrées à l'ère du numérique et ce, en les confrontant à l'origine sociale et au territoire de scolarisation des enquêtés. Les résultats sont issus d'une enquête quantitative auprès de 2475 élèves et qualitative auprès de 180 élèves menée dans l'académie de Rennes. Si notre travail confirme la place déterminante du genre dans la différenciation des pratiques numériques adolescentes, il nuance l'exclusivité de la variable genre dans l'explicitation de ces pratiques, en particulier chez les filles. Les pratiques numériques des filles sont différenciées socialement et dans une moindre mesure, territorialement. L'entre-soi numérique genré des garçons, à la différence de celui des filles, est bien moins soumis aux effets de la catégorie sociale des parents.

Devauchelle, B. (2024, mars 15). **L'informatique a conforté les inégalités, l'école n'y a rien fait!** Consulté 22 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/15/linformatique-a-conforte-les-inegalites-lecole-ny-a-rien-fait/>

Le numérique, source d'inégalités ? « Trop focalisé sur l'objet technique et pas assez sur les usages et les contenus, le monde scolaire n'a pas mesuré

Donohue, T. H., & Aladé, F. (2024). **Early childhood teachers' reflections on participating in a district-wide one-to-one device program.** *Early Childhood Research Quarterly*, 67, 274-282. <https://doi.org/10.1016/j.ecresq.2024.01.006>

This qualitative study explored how kindergarten teachers talked about their experiences implementing tablets in their classrooms as part of a district-wide one-to-one device initiative. Fourteen kindergarten teachers from six schools within a large urban school district shared their personal reflections and contributed to rich focus group conversations about the varied opportunities and challenges they had experienced. Data analyses highlighted two overarching themes illustrating teachers' conversations around tablets: structural formats and perceived barriers and challenges they encountered. Within these two broad categories, we identify five major themes and provide a rich description of the teachers' storied accounts. Results from our study provide evidence that large-scale device implementation in early childhood classrooms requires training and support that goes beyond how to use the devices themselves and develops teachers' Technological Pedagogical Content Knowledge (TPACK). Findings also suggest that developing a clear technology plan as well as identifying classroom resource needs are important steps in planning a large-scale one-to-one device initiative in early childhood classrooms.

Duchaine, M.-P., Gaudreau, N., & Frenette, É. (2024). **Perceptions d'enseignants du potentiel d'un MOOC pour soutenir leur développement professionnel continu.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5558>

Le développement professionnel des enseignants revêt une importance cruciale pour assurer leur rétention et leur bien-être au sein de nos écoles. Il s'avère donc essentiel de proposer à ces derniers des activités de formation continue qui répondent à leurs besoins et qui s'alignent sur les conditions d'efficacité identifiées par la recherche dans le domaine. Cet article présente les résultats d'une recherche visant à documenter la satisfaction générale des enseignants et la contribution perçue des modalités de formation-accompagnement déployées dans le cadre d'un MOOC. À partir d'un devis de recherche mixte, les résultats mettent en lumière le niveau très élevé de satisfaction ainsi que le fort potentiel de ce dispositif pour soutenir le développement professionnel continu des enseignants. De nombreux leviers susceptibles de favoriser la satisfaction des enseignants participant à un MOOC ont aussi été identifiés.

European Commission (EC). (2024). **Digital skills playbook for educators**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3924> [Report]. Consulté à l'adresse European Commission (Transnational) website: [https://op.europa.eu/en/publication-detail/-/publication/55004640-ebea-11ee-8e14-01aa75ed71a1/language-en?WT.mc\\_id=Searchresult&WT.ria\\_c=64310&WT.ria\\_f=6455&WT.ria\\_ev=search&WT.URL=https%3A%2F%2Fwww.eacea.ec.europa.eu%2F](https://op.europa.eu/en/publication-detail/-/publication/55004640-ebea-11ee-8e14-01aa75ed71a1/language-en?WT.mc_id=Searchresult&WT.ria_c=64310&WT.ria_f=6455&WT.ria_ev=search&WT.URL=https%3A%2F%2Fwww.eacea.ec.europa.eu%2F)

Welcome to the Digital Skills playbook for educators. In this playbook, we are digging into the challenge of improving the digital skills of students – no matter what age or stage of learning they might be at. Whether young children, vocational students, or older learners, we are looking at how we can best support them. In this context, we focus principally on basic digital skills, rather than advanced digital ICT professional skills. In this playbook, we look at several key areas. First, we review the context of digital skills in the European Union (EU), what they are for, and what some of the challenges are. We then move on to understanding digital skills in more depth, leaning on the European DigComp Framework as a guide, as well as looking at important issues like ethics and sustainability. We then go on to describe practices for improving digital skills for various ages and skill levels. The final section of this playbook looks at the supporting environment for digital skills, including professional development and the role of leaders.

Forcht, E. R., & Van Norman, E. R. (2024). **Comparison of screening methods for computer adaptive tests to predict reading and math performance**. *Psychology in the Schools*, 61(4), 1590-1610. <https://doi.org/10.1002/pits.23132>

The present study compared the diagnostic accuracy of a single computer adaptive test (CAT), Star Reading or Star Math, and a combination of the two in a gated screening framework to predict end-of-year proficiency in reading and math. Participants included 13,009 students in Grades 3–8 who had at least one fall screening score and end-of-year state test score in reading and math. First, diagnostic accuracy statistics were evaluated for a single screening measure to predict proficiency on end-of-year tests. Second, a gated screening framework was simulated to examine the diagnostic accuracy of a combination of screening measures (i.e., scores from the CATs and the end-of-year test). The diagnostic accuracy of each screening method was compared. Results suggest that diagnostic accuracy did not improve for the gated screening method when compared to the single screening method. The gated screening method tended to yield low sensitivity values ( $M = 0.42$ , range = 0.35–0.48) and high specificity values ( $M = 0.97$ , range = 0.95–0.99). The only condition to reach acceptable sensitivity and specificity ( $>0.70$ ) was a single reading screener predicting reading outcomes. Sample specific cut-scores

from receiver operating curve (ROC) analyses led to improved diagnostic accuracy outcomes relative to all other methods.

Glais, N. (2023). **L'adoption de l'intelligence artificielle par le chef d'établissement : l'aide à la décision algorithmique pour organiser le temps scolaire** (Thesis). Consulté à l'adresse <https://hal.science/tel-04401482v1/document>

Kennel, S., Guillon, S., & Mailles-Viard Metz, S. (2024). **La perception du numérique en pédagogie universitaire aujourd'hui, entre transformations et permanences : résultats d'une enquête à l'Université de Strasbourg**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9909>

À partir d'une étude menée auprès des enseignants et enseignants-chercheurs de l'Université de Strasbourg en France, nous analysons le ressenti des 418 répondants à une enquête portant sur leur expérience d'enseignement durant les deux périodes d'enseignement en ligne contraint de 2020 et 2021, liées à la pandémie. Nos résultats montrent, sans surprise, un ressenti négatif de la part des personnes interrogées : 79 % des répondants considèrent que l'expérience d'enseignement vécue depuis mars 2020 a été difficile ou très difficile et 51 % en tirent un bilan négatif. La comparaison des réponses entre les personnes ayant exprimé un ressenti négatif et celles s'estimant plutôt satisfaites de l'expérience pointe des écarts significatifs portant sur la maîtrise des outils et la résolution de problèmes techniques ou matériels, sur l'enseignement et la production de ressources pédagogiques, sur la qualité des interactions avec l'étudiant, ainsi que sur l'adaptation des pratiques pédagogiques à l'enseignement à distance, dans un contexte de contraintes temporelles. Nous constatons cependant que ce n'est pas tant la compétence ou la pratique numérique qui singularisent les acteurs que leur perception de la relation à l'étudiant et des pratiques et des compétences pédagogiques.

Laferrière, T. (2024). **L'ÉCRAN : L'Évaluation Collaborative Réussie des Apprentissages par le Numérique** (p. 181). Consulté à l'adresse Fonds de recherche Société et culture website: <https://frq.gouv.qc.ca/histoire-et-rapport/lecran-levaluation-collaborative-reussie-des-apprentissages-par-le-numerique/>

Le numérique offre de nouvelles possibilités par rapport au papier-crayon, entre autres en matière d'évaluation, et plus particulièrement pour soutenir,

Le Fur, S., Galindo, L., & Vetter, A. (2024). **Le numérique éducatif au service de la coopération francophone : une question de contextualisation**. *Administration & Éducation*, 181(1), 87-93. <https://doi.org/10.3917/admed.181.0087>

La conception de dispositifs, d'outils et de ressources numériques est souvent interrogée par les praticiens impliqués dans les projets de coopération en éducation. Comment favoriser l'appropriation, par les bénéficiaires du projet, de ressources pédagogiques produites par d'autres ? Initié par l'UNESCO, le projet Imaginécole1, à l'instar d'autres projets lancés dans une relative urgence lors de la crise du Covid-19, constitue un poste d'observation privilégié pour réactiver la question, sous l'angle de la contextualisation. Cette dimension se révèle d'autant plus nécessaire que le dispositif intègre à la fois des ressources pour enseigner aux élèves et pour l'autoformation des enseignants.

Morris, T. H., & Pannone, S. J. (2024). **Homeschooling in a digital age: How digital technologies can help children foster a love for (self-directed) lifelong learning**.

*International Review of Education*, 70(1), 29-50. <https://doi.org/10.1007/s11159-023-10041-x>

Opting to homeschool children is a growing trend worldwide. However, surprisingly, there is a dearth of research on understanding how digital technologies are used by learners who opt for homeschooling. Thus, in the present study, semi-structured interviews were conducted with ten homeschoolers in the United States to examine: (1) how digital technologies are being used; (2) why these technologies are being used to support learning; and (3) what digital technologies are being used. Thematic analysis revealed that homeschooled children used a wide array of digital technologies to support their learning. Children's learning projects commonly stemmed from their interaction with the real world, and a good portion of their learning was self-directed. Digital technologies afforded children access to specific materials and enabled them to collaborate with other learners. Perhaps most importantly, the homeschoolers reported a love for (self-directed) lifelong learning. They tended to learn in a self-directed and autonomous manner, and they commonly used digital technologies constructively and productively.

Ortiz-López, A., Sánchez-Prieto, J. C., & Olmos-Migueláñez, S. (2024). **Perceived usefulness of mobile devices in assessment: a comparative study of three technology acceptance models using PLS-SEM.** *Journal of New Approaches in Educational Research*, 13(1), 2. <https://doi.org/10.1007/s44322-023-00001-6>

The use of digital media in education has already been addressed in numerous technology acceptance models, but there is very little research on establishing a link between acceptance and assessment using mobile devices, a reality in educational institutions. This work aims to extend research by developing the TAM model and studying teachers' perceived usefulness of mobile devices in terms of how they understand assessment: generically, as a summative and a formative assessment, or as the complementarity of these. This study proposes a comparison between three models using the partial least squares structural equation modeling (PLS-SEM) on a sample of 262 master's degree students (pre-service teachers). The results show the validity of the three proposals and confirm the advantages to specifically consider assessment in acceptance models, as well as the importance of addressing its modalities differently after obtaining better results in the two models that do so. The study also confirms the importance of self-efficacy in the use of mobile devices as a predictor of usefulness and intention to use in the three models. The use of a comparative approach and the development of the perceived usefulness construct in assessment represents a new contribution to the field of acceptance studies.

Paukovics, E., Molteni, L., & Sanchez, E. (2024). **Évaluer l'utilité, l'utilisabilité et l'acceptabilité d'un Learning Lab.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5437>

Un learning lab est un espace physique et numérique offrant aux enseignants, étudiants et chercheurs en éducation la possibilité d'observer, d'échanger, d'expérimenter et d'évaluer les méthodes d'apprentissage et d'enseignement à l'université. Depuis février 2019, nous sommes impliqués dans un projet de développement d'un Learning Lab à l'Université de Fribourg (Suisse) qui relève de la recherche orientée par la conception. La question de l'évaluation des actions conduites au sein de learning labs étant consubstantielle à la mise en place du dispositif, nous avons été amenés à élaborer un module permettant d'évaluer l'utilité, l'utilisabilité et l'acceptabilité des activités d'apprentissage conduites au sein de ce dispositif. Dans cet article, nous présentons et



discutons les composantes de ce module d'évaluation au regard de la littérature et d'un travail empirique conduit par quatre universités partenaires. Les leçons que nous tirons de notre travail sont la nécessité de développer une méthode d'évaluation discrète (intégrée aux activités et en soutien à l'apprentissage), systématique (permettant un suivi longitudinal des participants) et évolutive (à la fois générique et spécifique en s'adaptant aux activités). A learning lab is a physical and digital space that offers teachers, students and educational researchers the opportunity to observe, exchange, experiment and evaluate learning and teaching methods at university. Since February 2019, we are involved in design-based research to build a Learning Lab at the University of Fribourg (Switzerland) including learning activities. We are developing a module to evaluate the usefulness, usability and acceptability of these learning activities. Dans this paper, we present and discuss the components of the evaluation module in relation to scientific models and empirical work carried out by four partner universities. The lessons we draw from our work are the need to develop an evaluation method that is unobtrusive (embedded in activities and supportive of learning), systematic (allowing for longitudinal follow-up of participants) and scalable (both generic and specific by adapting to activities).

pédagogique, C. (2024, mars 29). **Les ENT, problème ou solution ?** Consulté 29 mars 2024, à l'adresse [Le Café pédagogique website: https://www.cafepedagogique.net/2024/03/29/les-ent-probleme-ou-solution/](https://www.cafepedagogique.net/2024/03/29/les-ent-probleme-ou-solution/)

Les piratages d'Espaces Numériques de Travail (ENT) de ces derniers jours sont l'occasion pour Bruno Devauchelle de revenir sur leur place à l'école. Désormais éléments

Perlot, O. (2024). **L'innovation technopédagogique, la piste des communs numériques.** *Conseillers de Recteur DRANE et Des Chefs de DSI - Construire Des Communs Numériques: Enjeux, Écosystèmes et Partenariats.* Présenté à Poitiers Chasseneuil, France. Consulté à l'adresse <https://hal.science/hal-04505728>

L'innovation pédagogique est le « le poumon de l'école », Cros (2013). Avec l'apparition de l'informatique devenue TICE puis numérique, l'innovation pédagogique a été associée à la technologie. Alors, l'État, dans une approche systémique close à son exosystème de l'Éducation Nationale, a beaucoup investi dans des projets (« informatique pour tous » (1985), « faire entrer l'école dans l'ère du numérique » (2012), « écoles numériques innovantes et ruralité » (2023)...) et dans des leviers de développement (CARDIE, innovathèque...). Pourtant, en 2019 Bernard et Fluckiger titrent en introduction: « innovation technologique, innovation pédagogique: une relation riche et contrastée ». En 2017, dans une approche critique, Tricot indique qu'il est indispensable de s'intéresser davantage aux conditions de transférabilité car la diffusion reste cantonnée. Ainsi, l'UNESCO (2015) repense l'éducation comme un bien public mondial. Par la création, la mise à disposition et la diffusion de ressources éducatives libres (REL), elle souhaite offrir à un plus grand nombre l'accès à l'éducation. N'est-ce pas la transférabilité appelée par Tricot (2017) ? Dans « numérique pour l'éducation 2023–2027 », l'Éducation Nationale s'empare des communs numériques et en même temps le CSEN, janvier 2023, demande de s'éloigner la fausse bonne idée « tout miser sur la technologie ». Face à ces diverses injonctions: innovation pédagogique avec ou sans technologie, dans un système clos ou ouvert, quelles voies trouver pour que « l'école » respire librement ?

Pomerantz, S. (2024). **A TikTok education: post qualitative transformations of the adult/child hierarchy.** *International Journal of Qualitative Studies in Education*, 37(4), 960-974. <https://doi.org/10.1080/09518398.2022.2146774>

Post qualitative inquiry is an immanent approach to research that I engaged during a study on TikTok with my 11-year-old daughter. In this article, I reflect on how its experimental style enabled a provisional escape from the hierarchy of adult/child through lines of flight. I also reflect on how binary thinking that disparages children's knowledge permeated our post qualitative inquiry through my authority as a parent making decisions about my child's social media use and as a university researcher making choices about academic theorizing, writing, and publishing. Rather than view these shifts as dualistic and contradictory, I suggest that post qualitative inquiry involves continuous, inseparable flows of blockage and rupture that create transformation. My TikTok education thus comprised learning about a social media application that matters to my daughter, but also attuning myself to moments of movement and stasis that heightened my desire to slip the confines of the adult/child hierarchy in parenting and research.

Quelles pratiques pédagogiques intégrant le numérique, utilisées par les enseignants d'éducation physique et à la santé, répondent aux besoins des élèves du secondaire en matière d'adoption d'un mode de vie sain et actif? (2024, mars 7). Consulté 25 mars 2024, à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/quelles-pratiques-pedagogiques-integrant-le-numerique-utilisees-par-les-enseignants-deducation-physique-et-a-la-sante-repondent-aux-besoins-des-eleves-du-secondaire-en-matiere-dado/>

Le numérique dans l'enseignement d'un mode de vie sain et actif L'adoption d'un mode de vie sain et actif est primordiale pour le développement et la

Rappe, J., & Fiévez, A. (2024). **Former au numérique éducatif : les conceptualisations des formateurs.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5382>

Si les pratiques d'enseignement intégrant le numérique sont relativement bien documentées dans la littérature scientifique, la question spécifique de la formation initiale des enseignants au numérique éducatif l'est moins. Nous explorons, dans cette étude de cas intégrant observations, entretiens d'autoconfrontation et analyse interprétative, l'activité de deux formateurs en formation initiale des enseignants. Nous recourons pour cela au cadre de la conceptualisation dans l'action (Pastré, 2011; Vergnaud, 1996). Les résultats mettent en lumière des points communs et des divergences non seulement dans les actions de formation, mais également dans les conceptualisations qui semblent organiser ces dernières chez les sujets. Ces divergences, révélées par l'analyse de l'activité, tendent à montrer qu'une même approche didactique sera menée différemment selon la manière dont le formateur a conceptualisé le métier d'enseignant, l'usage des outils numériques et la formation initiale à ces éléments.

Rey, O., Aymonin, D., Mathias, P., & Moutoussamy, I. (2024). **Campus connectés.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3927> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3927>

Le dispositif des campus connectés a été lancé en 2019-2020 à partir de 89 projets proposés par des collectivités territoriales, sélectionnés et financés pour cinq ans dans le cadre des investissements d'avenir (PIA 3). Le rapport d'inspection générale évalue le dispositif à mi-parcours et formule trois scénarios de pérennisation. Le rapport privilégie le scénario qui consiste à maintenir un financement national de chaque campus connecté qui aura fait les preuves de sa réussite à l'issue des cinq ans du PIA, conditionnée par certains indicateurs témoignant de son attractivité (nombre d'étudiants accueillis) et de l'investissement des collectivités territoriales et des partenaires du campus connecté. La grande majorité de ces étudiants n'auraient probablement pas pu entreprendre d'études supérieures sans les campus connectés ou se seraient contentés de formations qui ne correspondaient pas à leurs aspirations ou leurs compétences. Cela légitime la poursuite de ce dispositif pour les campus connectés dont le dynamisme est avéré.

Rivera-Vargas, P., Calderón-Garrido, D., Jacovkis, J., & Parcerisa, L. (2024). **Exploring student and family concerns and confidence in BigTech digital platforms in public schools.** *Journal of New Approaches in Educational Research*, 13(1), 5. <https://doi.org/10.1007/s44322-023-00003-4>

The use of commercial digital platforms in public schools like Google and Microsoft, which was exacerbated during the pandemic, requires analysis to encourage a safer and more appropriate educational use. The research objective behind this article was to analyse the concerns of school students in obligatory primary and secondary education in public schools within the Autonomous Region of Catalonia (Spain) together with the opinions of their families regarding the use of digital platforms offered by large technology companies (BigTech) in schools. This is a mixed design study, consisting of eight discussion groups with pupils (n = 56) and a questionnaire issued to 2,330 family members. The results show that both students and families are concerned about the lack of knowledge surrounding the data they generate when using these digital platforms, and their effect on democratic school governance and the reproduction of gender stereotypes. In conclusion, the study suggests it is necessary to create greater critical awareness among children, adolescents and families at all socio-economic levels, particularly in those who are most vulnerable.

Sheffler, P., & Cheung, C. S. (2024). **Growth mindset and social comparison effects in a peer virtual learning environment.** *Social Psychology of Education*, 27(2), 493-521. <https://doi.org/10.1007/s11218-023-09850-7>

Peers become especially influential in adolescence, a developmental period marked by a nadir in school motivation. In the classroom, adolescents often engage in social comparison with their peers to ascertain their own academic competence, which can have substantial effects on their motivation and learning. The present experimental study examined how peer mindset and social comparison processes may interact to affect adolescents' learning outcomes and responses to social comparison. Participants (N = 120, Mage = 12.73 years, 58% female) created avatars to virtually represent themselves and heard growth mindset or neutral statements from purported peer avatars. They then completed a series of online, self-report surveys measuring their learning outcomes, completed problem-solving tasks, and received feedback on their and their peers' performance via a virtual leaderboard. Multivariate between-group comparison revealed growth mindset peers increased adolescents' learning outcomes,

while social comparison dampened outcomes. No interactions between peer growth mindset and social comparison were found.

Taschereau, J. (2024). **Élaboration d'un dispositif participatif pour démocratiser l'intégration du numérique dans un contexte d'enseignement privé au secondaire** (Mémoire accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17365/>

L'intégration pédagogique des technologies de l'information et des communications (TIC) est envisagée par le ministère de l'Éducation comme l'un des leviers de son Plan d'action numérique en éducation et en enseignement supérieur pour devenir « un leader mondial dans le domaine du numérique » (MÉES, 2018, p. 14). La société s'attend à ce que les personnes enseignantes intègrent les TIC dans plusieurs aspects de leur emploi (UNESCO, 2023). C'est le cas dans la classe de français au secondaire puisque les compétences disciplinaires sont maintenant situées dans le numérique. Malgré les investissements, l'accompagnement et les documents de référence publiés dans les dernières années, les TIC sont utilisées de manière inégale dans les milieux scolaires en raison d'une variété de contraintes (UNESCO, 2023). Cette utilisation inégale des TIC pourrait être expliquée par l'élaboration de politiques d'intégration du numérique qui ne sont pas à l'image de la variété des profils d'utilisateurs des TIC en contexte scolaire (Collin et al., 2018), notamment parce que bien des personnes enseignantes ne sont pas intégrées dans les processus décisionnels en lien avec le numérique (UNESCO, 2023). L'adoption d'une vision commune et démocratique du numérique pourrait faciliter une utilisation plus homogène et fluide des TIC (CSÉ, 2020), mais il semblerait que les processus de consultation pour en arriver là ne soient pas clairs dans les établissements scolaires et qu'ils « ne [f]ont pas l'objet d'un corpus important dans la recherche » (Parent, 2010, p. 3). La présente recherche s'intéresse donc à développer un outil qui permettrait d'assurer une démarche de consultation et de délibération sur l'intégration pédagogique des TIC. Pour atteindre notre objectif, nous avons opté pour une recherche-développement (Bergeron et Rousseau, 2021), où nous avons recruté un comité de neuf experts (n=9) de diverses spécialisations afin d'encadrer le développement, l'analyse et la mise à l'essai fonctionnelle de notre prototype. À partir d'un entretien semi-dirigé et d'un questionnaire de pré-développement, nous avons développé une version initiale de notre prototype. À partir des commentaires du comité d'experts et de leurs réponses au questionnaire d'analyse et de validation, nous avons produit une version finale de notre prototype. En comparant notre prototype aux principes théoriques des dispositifs participatifs, il est possible de penser que nous avons créé un dispositif participatif qui aura à être éprouvé scientifiquement en l'implantant dans une variété d'établissements scolaires afin d'être validé et diffusé à plus grande échelle.

Tremblay, C., Poellhuber, B., & Kozanitis, A. (2024). **L'usage d'outils d'échafaudage numériques: comment et pourquoi**. *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5529>

La résolution de problèmes complexes (RPC) correspond à l'une des compétences du 21<sup>e</sup> siècle fréquemment listée dans les référentiels de compétences, dont ceux destinés aux apprenants en gestion. Or, des lacunes observées chez des diplômés récents en gestion suggèrent qu'ils ne maîtrisent pas le processus de RPC. Bien que cela pourrait s'expliquer par un manque de connaissances disciplinaires, il est probable que cela soit attribuable également à des compétences métacognitives (CM) sous-développées.

Ainsi, il nous a semblé prometteur de concevoir des outils numériques (OÉN) basés sur la théorie de l'échafaudage, afin de guider l'apprenant dans son processus de RPC sur les plans cognitif et métacognitif. Cette recherche mobilise une démarche qualitative visant à expliquer comment et pourquoi les apprenants utilisent ces outils. Compte-tenu des résultats qui suggèrent que ces apprenants sont peu expérimentés envers la RPC et que l'on peut les qualifier de novices, des recommandations pour concevoir des OÉN adaptés à leur niveau sont proposées pour soutenir le développement de cette compétence.

Yuan, H., Kleemans, T., & Segers, E. (2024). **The role of the traditional and digital home literacy environment in Chinese Kindergartners' language and early literacy.** *Early Childhood Research Quarterly*, 67, 67-77. <https://doi.org/10.1016/j.ecresq.2023.11.009>

In this study, we examined whether a digital home literacy environment could be distinguished from a traditional literacy environment in Chinese context and the relationship between parental literacy expectations, traditional and digital home literacy environment, and children's language and early literacy skills. In addition, we explored whether the relationship between HLE and children's language and early literacy would be affected by parental perceived abilities with home literacy activities. One hundred and seventy kindergarten-2 children (82 boys and 88 girls; mean age = 55.15 months) and their parents participated in the study. Parents filled out a questionnaire on the home environment (i.e., parental expectations, home literacy activities, and parental perceived abilities in home literacy activities), and the children were assessed on language skills (vocabulary and grammatical skills) and early literacy (i.e., syllable and tone awareness). Results showed that a digital home literacy environment (DHLE) could be distinguished from a traditional home literacy environment (THLE). Chinese traditional home literacy environment consisted of three distinct aspects (Chinese speaking, Chinese writing, and informal literacy activities). Furthermore, there were no direct or indirect effects of (aspects of) the home literacy environment in predicting language skills, whereas an indirect effect of parental literacy expectations on early literacy was found, via the DHLE only. Finally, there was a positive relationship between DHLE and children's early literacy for parents who experience difficulties in providing the conditions for DHLE. Overall, these findings suggest that the DHLE has already become an important part of the Chinese home literacy environment. In addition, when it comes to children's early literacy skills, the use of digital learning tools may partly compensate for parent's difficulties in digital home literacy education.

## Orientation scolaire et professionnelle

Abkhezr, P., & McMahon, M. (2024). **The intersections of migration, app-based gig work, and career development: implications for career practice and research.** *International Journal for Educational and Vocational Guidance*, 24(1), 39-57. <https://doi.org/10.1007/s10775-022-09556-w>

The incidence of app-based gig work is expanding rapidly in developed global north countries. Many app-based gig workers are migrants from developing global south countries searching for a better life in their resettlement countries. App-based gig work, however, is insecure, irregular and potentially precarious. Access to decent work is vital for migrants' integration after resettlement and also their career development. In the context of the decent work agenda, this article explores the intersections of migration,

app-based gig work, and southern migrants' career development in the global north and considers the implications for career practice and research.

Alisic, A., & Wiese, B. S. (2024). **How long can I wait and how much frustration can I stand? Volitional traits and students' PhD-intention and pursuit.** *International Journal for Educational and Vocational Guidance*, 24(1), 99-123. <https://doi.org/10.1007/s10775-022-09543-1>

The purpose of the present investigation is to analyze the relation of frustration tolerance and delay of gratification with PhD-intention and expectations. We conducted one correlational and two experimental studies. In Study 1 (N1 = 171 undergraduates), we found the hypothesized positive association between delay of gratification and frustration tolerance and the intention to obtain a PhD. In Studies 2 and 3, we used experimental vignette designs. In Study 2, doctoral students and postdocs (N2 = 180) evaluated a fictitious student regarding PhD-intention and a successful PhD-process. As expected, students with high gratification delay and frustration tolerance were judged as more likely to start and complete a PhD than students described low in these volitional traits. In Study 3, we contrasted Study 2's findings by asking employees of the private sector (N3 = 150) to rate the same students' intention to join a company instead. None of the factors influenced participants' judgments when it comes to a non-academic career track.

Armagnague, M., & Boulin, A. (2023). **Regards de jeunes sur leur orientation scolaire : une analyse de l'agentivité de fin de collège d'élèves primo-migrants en France.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 47-67. <https://doi.org/10.4000/cres.6678>

Centré sur le vécu d'élèves primo-migrants concernant leur orientation post-collège en France, cet article propose une analyse des principales logiques animant leur agentivité. À partir d'entretiens individuels et collectifs réalisés en fin d'année scolaire avec des jeunes de troisième scolarisés dans deux Unités pédagogiques pour élèves allophones arrivants (UPE2A), nous montrerons que même si l'agentivité de ces élèves est en partie cadrée par l'école et dépendante de leurs compétences scolaires, il n'existe pas systématiquement de correspondance stricte entre ces dispositions scolaires manifestes et leur appropriation subjective. Nous soulignerons ainsi que l'agentivité de ces jeunes repose également sur d'autres ressources objectives et subjectives externes à l'école, leur permettant quelquefois des appropriations institutionnellement distancées de leur parcours scolaire.

Armagnague, M., Boulin, A., & Persini, C. (2023). **Quelle orientation scolaire pour les jeunes primo-migrants allophones ? Un état de la question.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 5-26. <https://doi.org/10.4000/cres.6613>

Le projet de réforme de l'enseignement de Jean Zay en 1937 institutionnalise la notion d'orientation en France, avec l'instauration des classes d'orientation dès le primaire et la création d'un centre d'orientation professionnelle dans chaque département. Son objectif est de prolonger la scolarité des élèves de l'enseignement primaire dans des filières professionnelles sachant que jusqu'alors, 85 % d'une génération quittait l'école à 12 ans (Dhume & alii, 2011). Ainsi, dès son origine, l'orie...

Arnoux-Nicolas, C., Cocandeau-Bellanger, L., Cocandeau, C., & Egido, A. (2024). **Réorientation à l'université : quand le sens des études se déconstruit et se reconstruit –**

**Vers un processus de «dé-re-Construction» du sens.** *L'orientation scolaire et professionnelle*, 53(1), 53. <https://doi.org/10.4000/osp.18660>

La recherche vise à examiner les processus de déconstruction et de reconstruction de sens dans les études menant à la décision de réorientation intra-universitaire volontaire d'étudiant·es. Le corpus a été recueilli par entretiens semi-directifs auprès de dix étudiant·es français·es. Les données font l'objet d'une double analyse, thématique et manuelle ainsi que lexicale et automatisée (logiciel Alceste). Les résultats soulignent le rôle du sens des études dans la décision de réorientation et proposent une mise en lumière novatrice d'un processus nommé dé-re-construction de sens qui combine la déconstruction du sens et sa reconstruction, deux processus imbriqués, voire concomitants. Les émotions, le ressenti d'incertitude, le mal-être psychologique ainsi que les difficultés et désillusions dans la formation suivie contribuent à la déconstruction de sens tandis que la rencontre avec un autrui significatif, la connaissance de soi et la recherche d'épanouissement favorisent la construction de sens et d'un nouvel équilibre auquel la réorientation peut contribuer.

Ben Hamouda, L. (2024, mars 26). **Enseignements de spécialité : origine sociale et genre pèsent toujours sur les choix.** Consulté 27 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/26/enseignements-de-specialite-origine-sociale-et-genre-pesent-sur-les-choix/>

Dans une note parue récemment, la direction de l'évaluation, de la prospective et de la performance dresse le bilan des choix d'enseignements de spécialité et d'enseignements optionnels à la rentrée 2023, des choix « globalement très proches de ceux observés à la rentrée précédente ». « Les six enseignements de spécialité les plus choisis sont les « mathématiques », les « sciences économiques et sociales » (SES), la « physique-chimie », l'« histoire-géographie, géopolitique et sciences politiques » (HGGSP), les « sciences de la vie et de la Terre » (SVT) et les « langues, littérature et cultures étrangères et régionales » (LLCER) » indique la note. « La combinaison la plus fréquemment choisie en terminale est « mathématiques, physique-chimie », suivie de « HGGSP, SES » et « physique-chimie, SVT ». Y est aussi confirmé qu'une grande majorité des combinaisons d'enseignements spécialisés correspondent à une filière du baccalauréat avant la réforme.

Boring, A., & Brown, J. (2024). **Gender and choices in higher education.** *Economics of Education Review*, 99, 102521. <https://doi.org/10.1016/j.econedurev.2024.102521>

Chen, C. P., & Rine-Reesha, N. (2024). **Identity transition in ex-offenders: key issues and career counselling interventions.** *International Journal for Educational and Vocational Guidance*, 24(1), 21-38. <https://doi.org/10.1007/s10775-022-09557-9>

Ex-offenders in North America and Western Europe face major challenges when re-entering the job market and often remain unemployed for significant periods. Simultaneously, the relatively sparse existent literature regarding career counselling for ex-offenders often fails to incorporate recent research from other relevant fields. This article aims to address that gap by considering issues of identity transition encountered by ex-offenders seeking post-prison employment. The identity transition process is divided into three components, which involve imaginal, cognitive and behavioural tasks. A three-stage career counselling intervention, which can be in individual or group format, is proposed, drawing on career construction theory, social cognitive career theory and social learning theory.

Chevallier, É., Savard, R., Brien, A., Zaniewski, P., & Bernaud, J.-L. (2024). **Effets de facteurs induits par la pandémie de Covid-19 sur les caractéristiques d'un travail qui a du sens.** *L'orientation scolaire et professionnelle*, 53(1), 115. <https://doi.org/10.4000/osp.18799>

Cette recherche étudie l'impact des facteurs, induits par les mesures mises en place pour faire face à la pandémie de Covid-19, sur les probabilités de variation des caractéristiques d'un travail qui a du sens. Divers facteurs induits par la pandémie ont été examinés : le télétravail, la situation d'emploi et le fait de considérer la pandémie comme un événement marquant. La collecte de données a été effectuée au moyen d'un questionnaire en ligne entre novembre 2022 et mars 2023 auprès de 166 personnes adultes francophones du Québec ayant au moins cinq années d'expérience professionnelle. Les résultats mettent en lumière que la pandémie a influencé des caractéristiques d'un travail qui a du sens, particulièrement lorsque l'activité professionnelle est exercée en télétravail total, lorsqu'il y a un changement de situation d'emploi, lorsqu'il y a une inactivité de travail prolongée et lorsque la pandémie est considérée comme un événement marquant.

Chukwuedo, S. O., & Ohanu, I. B. (2024). **Optimizing vocational identity status and job search behavior via career-related practical skills training in electrical/electronic technology education.** *International Journal for Educational and Vocational Guidance*, 24(1), 173-200. <https://doi.org/10.1007/s10775-022-09551-1>

This study investigates the effects of a career-related practical skill-based training intervention on job search intention via vocational identity statuses (viz. exploration, commitment, and reconsideration), job search self-efficacy behavior (JSSE-B), and career-related practical skills possessed among university students. The participants (N = 79) were electrical/electronic technology education students in Nigeria. Results showed that the intervention influenced the students' vocational identity statuses, JSSE-B, career-related practical skills, and job search intention. Contrary to our expectation, vocational identity statuses and JSSE-B failed as theorized mediators in our model; while career-related practical skills possessed is upheld as a mediator in the model.

Chung, Y., & Shin, J. Y. (2024). **Validating the implicit theory of work scale: focusing on its role on career-related behaviors and affect in Korean undergraduates.** *International Journal for Educational and Vocational Guidance*, 24(1), 77-97. <https://doi.org/10.1007/s10775-022-09544-0>

To investigate individuals' implicit beliefs—underlying assumptions about the self and the world—the present study validated the Korean version of the implicit theory of work scale for undergraduates, exploring its role in career-related behaviors and affect. The study used two different samples of 560 and 340 undergraduates who participated in an online survey. The validity evidence of the scale was as follows: (1) The content of domains and items was appropriate for measuring implicit belief in work among Korean undergraduates; (2) a two-factor model with destiny belief and growth belief was confirmed by factor analysis; and (3) higher levels of destiny belief were related to higher levels of entity belief in intelligence and lower levels of incremental belief in intelligence, flexibility in career belief, and curiosity in career adaptability, whereas higher levels of growth belief showed the opposite patterns. The validated scale also showed the distinctive role of destiny and growth belief.



Coënt, L., Diridollou, M., & Olry-Louis, I. (2024). **La bifurcation précoce des jeunes diplômé·es : processus et enchaînements d'événements impliqués.** *L'orientation scolaire et professionnelle*, 53(1), 81. <https://doi.org/10.4000/osp.18759>

Alors que les bifurcations professionnelles constituent un phénomène relativement bien documenté en sciences humaines et sociales, le cas de jeunes diplômé·es ayant bifurqué juste après l'obtention de leur diplôme, sans jamais avoir exercé le métier pour lequel ils ou elles ont été formé·es initialement, apparaît plus inédit. L'article examine cette question à la lumière non seulement des approches transitionnelles classiques, mais aussi de celles qui analysent les bifurcations professionnelles au sein des parcours de vie. Douze entretiens de jeunes diplômés en bifurcation précoce ont fait l'objet de trois analyses distinctes au regard : 1) de leur contenu thématique, 2) du modèle d'analyse structurale biographique, 3) et du modèle théorique Push, Pull, anti-Push, anti-Pull (2PAP). Tout en montrant de fortes similitudes entre les processus et les enchaînements d'événements impliqués dans les bifurcations précoces et les bifurcations professionnelles classiques, notamment quant à la place prise par l'idéal professionnel, par autrui, par les enchaînements d'événements ordinaires ou hasardeux, les résultats mettent en évidence quelques spécificités propres à la socialisation professionnelle des jeunes diplômé·es et suggèrent un impact fort joué par le Covid-19 dans leurs trajectoires.

Croity-Belz, S., & Olry-Louis, I. (2024). **Introduction – S'orienter aujourd'hui dans des contextes en transition : quelques éclairages en psychologie de l'orientation.** *L'orientation scolaire et professionnelle*, 53(1), 3. <https://doi.org/10.4000/osp.18592>

Dans un monde en plein bouleversement sur les plans économique (montée du chômage, précarité), organisationnel (uberisation, télétravail, etc.), écologique et géopolitique (réchauffement climatique, conflits internationaux) mais aussi sanitaire avec l'arrivée de la Covid-19, la question du contexte d'incertitude grandissant et de ses effets est de plus en plus évoquée dans le champ des carrières (Blustein, 2019 ; Soidet et al., sous presse). Ce contexte incertain complexifie la transition voc...

Douniès, T. (2023). **L'institution du réalisme. Ce que les tensions de l'action publique font aux pratiques d'orientation des élèves allophones.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 27-45. <https://doi.org/10.4000/cres.6628>

Si le discernement entre le réaliste et l'irréaliste est un mode majeur de construction des verdicts d'orientation, cet article propose de l'éclairer à l'aune de ce que des dynamiques d'action publique trouvant leur origine dans et en dehors de l'école font aux pratiques professionnelles à l'intérieur des établissements. L'étude repose sur le cas de l'orientation post-troisième des élèves de l'UPE2A d'un collège situé en éducation prioritaire. L'analyse montre que le rétrécissement des possibles scolaires pour les élèves prend sens dans la façon dont les professionnel·le·s négocient la tension entre le mot d'ordre institutionnel d'une scolarité devant se dérouler « comme les autres » et les conditions réelles de prise en charge qui en fragilisent la réalisation, de la difficile faisabilité de l'incitation à l'« inclusion » aux contraintes de logiques extrascolaires liées à la prise en charge des publics migrants hors de l'école.

Expósito-Casas, E., González-Benito, A., & López-Martín, E. (2024). **Data mining to detect variables associated with the occupational aspirations of Spanish 15-year-old students.** *International Journal for Educational and Vocational Guidance*, 24(1), 201-222. <https://doi.org/10.1007/s10775-022-09554-y>

The purpose of this work is to identify contextual variables that help to explain the occupational aspirations of Spanish 15-year-old students. This is done by performing a secondary analysis of the PISA2018 test. Data have been analysed using decision trees introducing the students' expected occupational status as a dependent variable (DV), and the other items and indicators considered as predictors. The results show that the variables that contributed most to explaining DV were grade repetition, mastery goal orientation, enjoying reading and self-concept of reading. The findings of this exploratory work can be used as a basis for further studies aimed at establishing causal relationships between these variables and students' occupational aspirations.

Guan, S.-S. A., Ashcroft, J., Horowitz, B., Ie, E., Vasquez-Salgado, Y., & Saetermoe, C. (2024). **Sociocultural and contextual determinants of science career goal at a community college and baccalaureate-granting institution.** *International Journal for Educational and Vocational Guidance*, 24(1), 59-75. <https://doi.org/10.1007/s10775-022-09547-x>

Guided by social cognitive career theory (SCCT; Lent et al. in *J Vocat Behav* 45(1):79–122, 1994), we assessed sociocultural (e.g., home-school cultural value mismatch) and contextual barriers (e.g., institutional climate) in science education and career development at both a baccalaureate-granting institution (BGI) and community college (CC) among 263 students (72.4% female; Mage = 22.96, SD = 5.70) in the USA. For BGI students, path analyses suggest proximal factors such as in-class prejudice negatively predicted science self-efficacy and prejudice from faculty and staff predicted lower career outcome expectations. For CC students, home-school cultural value mismatch directly predicted science career goals. Implications for future research, intervention and policy are discussed.

Kilic, A. (2023). **Le « travail d'orientation ». Cultures professionnelles en tension dans l'orientation scolaire de jeunes migrants : une étude de cas.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 69-88. <https://doi.org/10.4000/cres.6713>

L'objet de cet article est de définir, à partir d'une étude de cas réalisée dans deux collèges de milieux contrastés, les contenus de ce que les enseignants d'UPE2A et les cheffes d'établissement désignent comme « le travail d'orientation » c'est-à-dire le travail effectué pour accompagner l'orientation des élèves. L'article traite de la manière dont les enseignants d'UPE2A et les cheffes d'établissement se positionnent dans la division du travail d'orientation des élèves migrants en fonction de leur culture professionnelle. Pour les professeurs, l'objectif est d'accompagner les jeunes afin d'aboutir à une orientation qu'ils nomment eux-mêmes « choisie », c'est-à-dire correspondant aux goûts et aux ambitions des jeunes et suivant un idéal méritocratique. Les cheffes d'établissements assument, quant à elles, une orientation que les acteurs nomment « typée ». Celle-ci correspond à une version plus pragmatique de l'orientation de ces jeunes migrants et tient compte du marché local des formations après la classe de troisième.

Lutovac, S., Kaasila, R., Petäjaniemi, M., & Siira, V. (2024). **How does Mind–Body Bridging support professional identity development?** *International Journal for Educational and Vocational Guidance*, 24(1), 151-172. <https://doi.org/10.1007/s10775-022-09552-0>

This narrative case study is an exploration of Mind–Body Bridging (MBB), an emerging mindfulness-based approach, and its impact on university students' professional identities. MBB was used as content and an intervention tool in a psychology course. The

study provides an in-depth analysis of two students' narratives to illustrate and discuss the usefulness of MBB in the university setting. The findings demonstrate that MBB helped students develop their professional identity with regard to self-confidence, self-awareness, social relationships, and professional future. Moreover, the link between the development of students' professional identities and their abilities to cope with work-related stress is found.

Mahieu, C. (2024). **L'engagement en doctorat des formateurs aux métiers du care.** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26520>

De plus en plus d'enseignants de formations professionnalisantes du supérieur s'engagent en doctorat. Cela semble en lien avec le processus d'universitarisation. Existe-il d'autres motifs ? Comment parviennent-ils à rester engagés alors qu'ils sont en reprise d'études et doivent concilier leur formation avec leurs autres trajectoires de vie ? Cet article s'intéresse au cas particulier des sages-femmes enseignantes. Nous avons mené une recherche qualitative longitudinale avec des entretiens auprès de 15 sages-femmes enseignantes en cours de doctorat à un an d'intervalle. Les résultats montrent qu'elles considèrent leur engagement comme un investissement pour leur profession et celle de sage-femme. Malgré les difficultés rencontrées, elles font preuve d'endurance. Nous identifions des facteurs influençant le maintien de leur engagement et de leur santé mentale, tels que la reconnaissance du travail doctoral par autrui et la relation soutenante avec leur(s) directeur(s) de thèse.

Maslakçı, A., Sürücü, L., & Şeşen, H. (2024). **Positive psychological capital and university students' entrepreneurial intentions: does gender make a difference?** *International Journal for Educational and Vocational Guidance*, 24(1), 125-150. <https://doi.org/10.1007/s10775-022-09545-z>

Understanding the entrepreneurial intentions of university students is an important factor for increasing the spirit of entrepreneurship in university education. This study's goal is to evaluate the relationship between the positive psychological capital of university students and entrepreneurial intentions in the context of gender differences. This study hypothesized that (1) positive psychological capital positively affects the entrepreneurial intentions of students and (2) gender differentiates the effect of positive psychological capital on entrepreneurial intentions. The hypotheses were tested using a survey of 574 students studying at universities in Northern Cyprus. The results show that positive psychological capital positively affects entrepreneurial intentions, and gender plays a differentiating role in this effect. The article discusses the findings of the study and makes some suggestions for university education.

McDonald, S., Stahl, G., Nguyen, T., & Fairbairn, K. (2024). **Resourcing Their Own Aspirations: First-In-Family Young People and DIY Career Counselling.** *British Journal of Educational Studies*, 72(2), 235-252. <https://doi.org/10.1080/00071005.2023.2279571>

The relationship between career counselling and widening participation is increasingly capturing the attention of educational researchers, especially those interested in its social justice implications. International research on first-in-family students demonstrates the continual class-based barriers they are faced with which influence their progression into and through higher education. Career counselling has an important role to play in both supporting first-in-family students to not only enter university but also set them on a career trajectory which allows them to fulfil their aspirations. However, access to effective

forms of career counselling remains fragmented and highly dependent on social class. This article explores how first-in-family students engage in what we call 'DIY career counselling,' where they draw on their informal networks and the internet to enhance their understanding of their future prospects and possible trajectories. Their efforts suggest a strong desire to learn more about what university can offer them and how they can position themselves advantageously in the job market; furthermore, their efforts also suggest a consumerist awareness that the career counselling on offer in their secondary schools was lacking.

Persini, C. (2023). **Entretien avec Aziz Jellab, sociologue, professeur des universités associé à l'INSEI (ex-INSHEA), inspecteur général de l'éducation, du sport et de la recherche.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 113-126. <https://doi.org/10.4000/cres.6808>

Pouvez-vous nous parler de ce qui vous a amené à vous intéresser aux parcours scolaires des jeunes issus de l'immigration ? À vrai dire, je ne me suis pas initialement intéressé à la thématique des parcours scolaires des jeunes issus de l'immigration, et en tout cas, cela n'était pas l'objet central de mes premières enquêtes, notamment celles menées sur l'insertion des jeunes fréquentant les missions locales, puis celles, plus conséquentes, qui ont porté sur les élèves scolarisés dans les lyc...

Richard-Bossez, A., & Cornand, R. (2024, mars 26). **L'orientation du collège au lycée : quel vécu pour les élèves en éducation prioritaire ?** Consulté 27 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/lorientation-du-college-au-lycee-quel-vecu-pour-les-eleves-en-education-prioritaire-218656>

Le passage de la troisième à la seconde est un cap dans la différenciation des parcours scolaires. Retour sur une recherche collective qui explore la manière dont des élèves de REP+ vivent ce virage.

Rigoni, I. (2023). **L'orientation scolaire des mineurs isolés étrangers. L'accompagnement différencié des professionnels de l'enseignement, du travail social et des bénévoles associatifs.** *Cahiers de la recherche sur l'éducation et les savoirs*, (Hors-série n° 8), 89-111. <https://doi.org/10.4000/cres.6778>

La problématique de l'accès à l'éducation, à la scolarisation et à la formation se situe à la croisée des actions des professionnels et des bénévoles intervenant auprès des mineurs isolés étrangers. C'est aussi le point névralgique qui cristallise des perspectives hétérogènes, tant sur les outils à mettre en place pour ce public à besoins éducatifs particuliers que sur les questions d'orientation. À partir d'une enquête qualitative de terrain menée au cours de l'année scolaire 2019-2020 dans un département en région repéré pour sa forte progression du nombre de mineurs non accompagnés (MNA), nous proposons une analyse des processus d'orientation scolaire de ces jeunes, au prisme du traitement social, scolaire et plus largement éducatif qui leur est réservé à la fois par les professionnels de l'enseignement, du travail social et par les bénévoles associatifs qui les accompagnent. Après avoir abordé l'hétérogénéité et les spécificités des dispositifs scolaires accueillant des MNA, nous traiterons de la construction des choix d'orientation tels qu'ils sont proposés par les professionnels et les bénévoles de l'accompagnement socio-éducatif.

Siccard, A. (2023). **L'orientation scolaire de jeunes ruraux, une construction conjointe entre élèves, familles et personnels: le cas de quatre collèges du département de Manche** (Thesis). Consulté à l'adresse <https://theses.hal.science/tel-04459384v1>

Soares, J., Céu Taveira, M. do, Cardoso, P., & Silva, A. D. (2024). **The student career construction inventory: validation with Portuguese university students**. *International Journal for Educational and Vocational Guidance*, 24(1), 223-239. <https://doi.org/10.1007/s10775-022-09553-z>

The Student Career Construction Inventory measures students' adapting behaviors. The present study validates this inventory in a sample of 314 Portuguese college students. Measurement confirmatory factorial analysis indicates better fit for the 18-items measurement model, comparing to the 25-items model. Reliability and criterion-related analyses evidence the inventory validity and use. Structural model path analysis shows significant relations between measures of adaptability, adapting behaviors, and vocational identity results. This indicates that self-regulatory resources may drive career decidedness. While further longitudinal studies are needed to test the inventory and model's predictive validity, our results provide developments to the literature on career measurements.

Spinoglio, C. (2024). **La retraite, des représentations sociales d'une transition normée à une reconstruction identitaire**. *L'orientation scolaire et professionnelle*, 53(1), 185. <https://doi.org/10.4000/osp.18612>

Thèse de doctorat soutenue publiquement le 8 septembre 2023 Sous la direction d'Isabelle Olry-Louis (Université Paris Nanterre) Composition du jury Even Loarer, Professeur, Conservatoire national des arts et métiers, Président du jury Jean-Luc Bernaud, Professeur, Conservatoire national des arts et métiers. Rapporteur Alexis Le Blanc, Professeur, Université de Toulouse. Rapporteur Ariane Froidevaux, Professeure, University of Texas. Examinatrice Koorosh Massoudi, Professeur, Université de ...

Sultana, R. G. (2024). **Four 'dirty words' in career guidance: from common sense to good sense**. *International Journal for Educational and Vocational Guidance*, 24(1), 1-19. <https://doi.org/10.1007/s10775-022-09550-2>

This paper focuses on commonly used terms in career guidance in order to examine the impact they can have on the way problems are conceptualised and consequently on the solutions that are envisaged. Four such terms are considered, namely 'vulnerability', 'resilience', 'employability', and 'activation'. Drawing on critical social theory, this paper explores the relationship between language, thought, and action. It demonstrates the intimate relationship of the four terms to the neoliberal agenda in general and to responsabilisation in particular. The paper concludes by arguing that the career development field has a role to play in the struggle over the meaning of concepts in the public sphere, as the outcome has a bearing on the opportunities for people to flourish.

Tacchini, S., Brazier, C. É., & Rossier, J. (2024). **Accompagner les parcours selon les limites écologiques en participant à la mise en œuvre du récit alternatif de l'orientation professionnelle**. *L'orientation scolaire et professionnelle*, 53(1), 149. <https://doi.org/10.4000/osp.18959>

De nombreuses activités professionnelles ont des effets dramatiques sur les écosystèmes et contribuent au dépassement des limites planétaires. En parallèle, le modèle économique actuel repose sur l'idée d'une croissance quantitative perpétuelle, qui

augmente continuellement les dégradations environnementales. L'AIOSP exhorte la psychologie de l'orientation scolaire et professionnelle à tenir compte des problématiques écologiques et sociales. Le champ pourrait devenir un acteur de la transformation des modes de vie vers davantage de durabilité en proposant des interventions et des perspectives théoriques suggérant que l'activité humaine se situe entre un plafond écologique et un plancher social selon la « théorie du Donut » proposée par Raworth. Cet article propose d'examiner quelques pistes d'interventions compatibles avec cette théorie qui prendraient appui sur le développement de récits, de questionnements et de parcours vocationnels alternatifs. Il présente à titre d'exemple un dispositif groupal d'orientation « Slow ta carrière ! » qui tient compte des limites planétaires.

Taneja-Johansson, S. (2024). **Facilitators and barriers along pathways to higher education in Sweden: a disability lens.** *International Journal of Inclusive Education*, 28(3), 311-325. <https://doi.org/10.1080/13603116.2021.1941320>

The salience of education for better life outcomes is well accepted, but people with disabilities continue to be underrepresented in higher education. Building on Weedon's approach to the intersection of impairment with socioeconomic factors, this paper identifies the facilitators and barriers encountered and/or experienced by young people with disabilities along their diverse pathways to and through higher education in Sweden. The data comes from longitudinal ethnographic case studies of persons with ADHD. While the findings show similarities in impairment-specific barriers, such as transition and inadequate support available at university, they make even more visible the existing heterogeneity among people with ADHD and the inadequacy of support structures at higher education institutions. Parents, economic security and individual factors, such as ease of learning and belief in one's own capacity, were found to be strong facilitators. ADHD and socioeconomic disadvantage together magnified vulnerabilities and hurdles faced while aspiring to and accessing higher education. The article concludes by highlighting the urgent need for universities to change entrenched structures that perceive students with disabilities as a homogeneous group and disability as an individual problem, in order to enable participation of all.

Vallet-Giannini, F., & Morlaix, S. (2024). **Choix de spécialités au baccalauréat et classement sur Parcoursup: quels liens avec la réussite en première année dans l'enseignement supérieur?** *L'orientation scolaire et professionnelle*, 53(1), 25-52. <https://doi.org/10.4000/osp.18627>

Dans le cadre de la politique de continuum Bac-3/Bac+3, deux réformes, la loi « Orientation et Réussite Étudiante » (ORE) et le nouveau baccalauréat 2021, visent le même objectif : accroître la réussite dans l'enseignement supérieur. La recherche proposée s'intéresse aux effets de ces deux réformes sur la réussite étudiante, à travers le choix des spécialités au bac et l'étude des classements des étudiants sur Parcoursup. À partir d'un échantillon de 1 689 étudiants inscrits en première année de licence (L1) dans une université française, la recherche ne fait pas ressortir de lien direct significatif entre l'ordre d'appel issu de Parcoursup et les performances académiques. En revanche, certaines spécialités choisies, notamment scientifiques, et en premier lieu les mathématiques, se révèlent particulièrement prédictives de la réussite des étudiants de L1.

Villar-Aguilés, A., & Muñoz-Rodríguez, D. (2024). **Complex trajectories in higher education students: online and face-to-face universities**. *Journal of New Approaches in Educational Research*, 13(1), 4. <https://doi.org/10.1007/s44322-023-00006-1>

Expansion in higher education and changes in student profiles have led to an increase in non-linear trajectories that do not fit into a time frame considered standard. However, universities continue to establish success and failure parameters relating to performance indicators that do not consider the heterogeneity of trajectories. The theoretical perspective on which we base our work is the complexity approach, which resituates what we understand as a trajectory of success (and failure), incorporating a broader view to better understand how students navigate through higher education. Based on research on university dropout and changes of trajectory, we present the results of a study carried out using sequence analysis in face-to-face and online universities. The research question on which this study focuses is whether, given the context of greater heterogeneity and complexity, there could be a greater similarity between the students' trajectories in face-to-face and online modalities in relation to complex trajectories. The results show that complex trajectories are very present in both modalities, and differences are observed according to students' gender and age. A key conclusion is the discussion on how we consider success and failure student trajectories in the contemporary university taking into account the perspective of complexity.

Xu, H. (2024). **A Longitudinal Examination of Four Processual Mechanisms in Career Decision Making**. *Journal of Career Assessment*, 32(2), 305-320. <https://doi.org/10.1177/10690727231194051>

The dual-process theory of career decision making (DTC) proposes four processual mechanisms that explain the career decision-making process and outcomes. Although research has examined the validity of the four processual mechanisms using a cross-sectional dataset in China, the roles of the four mechanisms in career decision making cannot be fully established without longitudinal and cross-cultural analyses. Using a sample of U.S. college students (n = 206), the current study examined the validity of the four processual mechanisms in explaining the joint operation of five major decision-making difficulties with subsequent career decidedness as the criterion. The results supported not only the standalone mechanisms of managing state and persistent decision uncertainty but also the joint mechanisms from managing state (persistent) uncertainty to managing persistent (state) uncertainty. Therefore, the current study adds evidence to the DTC, particularly regarding the scientific and practical necessity of differentiating between state and persistent decision uncertainty and between reducing uncertainty and reducing the threat of uncertainty. Additionally, the current study offers interesting implications for the interplay of major decision difficulties across different sociocultural contexts of China and the U.S.

## Politique de l'éducation et système éducatif

Adjadeh, R. (2024). **Assessing the gaps: Africans look for greater progress on education** (N° 768). Consulté à l'adresse AFRO Barometer website: <https://www.afrobarometer.org/publication/ad768-assessing-the-gaps-africans-look-for-greater-progress-on-education/>

Sub-Saharan Africa has the world's highest rates of out-of-school children, including more than one in five 6- to 11-year-olds and almost three in five 15- to 17-year-olds (UNESCO Institute...

Akuffo, A. G. (2024). **Who gets to go to school? Exploring the micro-politics of girls' education in Ghana.** *International Journal of Qualitative Studies in Education*, 37(4), 1006-1030. <https://doi.org/10.1080/09518398.2023.2178685>

Government implemented education access policies occupy a prominent place in the discourse on access to education. Education access issues have, thus, been examined almost exclusively from macro-level structural perspective. The micro-politics that take place behind the scenes after structural access issues have been resolved is minimally broached. Drawing on qualitative data from first generation educated women in Ghana and their mothers, this paper addresses the dark underbelly of girls' access to education, and the resistance activities undertaken by women to ensure that girls who become casualties of non-enrolment decisions are enrolled. Thus, the paper is guided by two questions. How do girls who become casualties of non-enrolment decisions go to school? How does the resistance activities women take against such non-enrolment decisions enable access for girls? In presenting the roles played by different actors such as mothers and kins, this paper makes an argument that, through women's resistance activities such as subverting the norms, covert diplomacy, and infractions of gendered rules in decision-making, women resist structural distribution of norms that exclude them from decision-making before girls can go to school unimpeded.

Alonso-Ferreiro, A., Zabalza-Cerdeiriña, M.-A., & Da-Vila, S. (2024). **Analysis of the educational and cultural activity of the Spanish government in social media: a comparison between pandemic and post-pandemic times.** *Journal of New Approaches in Educational Research*, 13(1), 3. <https://doi.org/10.1007/s44322-023-00004-3>

The COVID-19 pandemic challenged education systems as a whole, which had to act on emergency and without previous experience. The aim of this study is to examine the Spanish Government's response to the lockdown scenario through social media and the current (post-pandemic) activity. We collected the Twitter output of the 11 accounts linked to educational and cultural bodies and institutions of the Spanish Government and the interaction of citizens with them. We undertook analyses of social media output in pandemic and post-pandemic times. At the same time, we conducted a content analysis of the 126 tweets posted during the pandemic that had the greatest impact. The results point to increased production during the pandemic and a peak in interactions during the period of strict lockdown. The qualitative analysis reveals that Twitter is mainly used as an information and unidirectional communication board, where the Spanish Government's commitment to resources and tools based on open licences stands out, offering alternatives for Education in times of COVID-19, mainly to teachers. Finally, the analysis has allowed us to identify elements of success in social media communication.

Asadullah, M. N., Webb, A., & Islam, K. M. M. (2024). **SDG 4 mid-point challenge: Fixing the broken interlinkages between education and gender equality.** *International Journal of Educational Development*, 106, 103015. <https://doi.org/10.1016/j.ijedudev.2024.103015>

While the UN's SDG Summit 2023 marks the midpoint of the 2030 Agenda, many of the SDGs are moderately to severely off-track. In this commentary, we place emphasis on addressing hidden quality gaps that can help fix broken interlinkages, and in turn create



positive correlations and harness untapped synergies, across goals. To illustrate broken interlinkages between SDGs 4 and 5, we focus on the puzzle of “education without employment” in South Asia. We argue that a hidden form of gender inequality in education quality -- gender stereotypes in learning materials – potentially undermines interlinkages between SDG targets in the region, among other factors. If gender inequality in educational production is overlooked, a focus on enrolling more girls will not fix the broken links between SDGs 4 and 5. Addressing hidden gaps in public service quality should be a priority during the final half of the SDG campaign.

AuCoin, D., & Berger, B. (2024). **An expansion of practice: special education and Montessori public school.** *International Journal of Inclusive Education*, 28(2), 177-196. <https://doi.org/10.1080/13603116.2021.1931717>

The choices for public school education in the United States have evolved to include Montessori programmes. As a result, special education practices have become visible in Montessori, making collaboration essential. The exploration of how Montessori and special education teachers collaborate through the identified constructs of (a) shared planning, (b) frequent communication, (c) shared vision, (d) mutual respect, and (e) joint trust despite the evident philosophical differences is important for students in inclusion. Data sources included in-depth interviews with teachers to identify patterns related to collaboration in Montessori public schools. Findings indicated that there is a need to establish a clear plan for connecting philosophies and for collaboration for students in inclusion, not only in the context of United States public Montessori programmes, but for Montessori practitioners in other regions and school settings. Recommendations include using a terminology comparison activity in teacher professional development and implementing an Inclusion Professional Learning Community to address the barrier of time to proactively create deep collaborative relationships built upon the established collaborative constructs.

Barakat, B. (2024). **A data quality assurance framework for attacks on education: background paper** (p. 1-51). Consulté à l'adresse Unesco ; Education above all website: <https://unesdoc.unesco.org/ark:/48223/pf0000388817>

Basuel, N., Carter-Rau, R., Wyss, M. C., & Elliott, M. (2024a). **Equity Considerations when Scaling for Impact.** *Rosie Thematic Reflection Brief*, 1-15. Consulté à l'adresse [https://www.brookings.edu/wp-content/uploads/2024/02/Brief\\_AR\\_ROSIE\\_Equity\\_Final.pdf](https://www.brookings.edu/wp-content/uploads/2024/02/Brief_AR_ROSIE_Equity_Final.pdf)

Basuel, N., Carter-Rau, R., Wyss, M. C., & Elliott, M. (2024b). **The Role of Research for and about scaling Education Innovations.** *Rosie Thematic Reflection Brief*, 1-17. Consulté à l'adresse [https://www.brookings.edu/wp-content/uploads/2024/02/Brief\\_AR\\_ROSIE\\_Research\\_Final.pdf](https://www.brookings.edu/wp-content/uploads/2024/02/Brief_AR_ROSIE_Research_Final.pdf)

Ben Hamouda, L. (2024, mars 29). **École et politique : jusqu'où ?** Consulté 29 mars 2024, à l'adresse <https://www.cafepedagogique.net/2024/03/29/ecole-et-politique-jusquou/>

Dans le livre « École et politique : jusqu'où ? » paru aux éditions Vérone, Daniel Subervielle, Christian Lajus Et Patrick Wargnier font une analyse sans concession du système scolaire français

Bloch, D., Folest, E., Portier, A., & Vivier, P. (2024). **Quel avenir pour l'enseignement professionnel ?** Fontaine: PUG.

Bong, W. K., & Chen, W. (2024). **Increasing faculty's competence in digital accessibility for inclusive education: a systematic literature review.** *International Journal of Inclusive Education*, 28(2), 197-213. <https://doi.org/10.1080/13603116.2021.1937344>

The use of information and communications technology (ICT) in higher education institutions has increased in the past 20 years. While ICT has brought many benefits to students and faculty, research shows that it also creates barriers and challenges for students with disabilities due to the inaccessibility of digital tools and learning materials. Faculty members play an important role in inclusive higher education. Previous studies have emphasised the need to train faculty about digital accessibility to achieve inclusion in higher education. This systematic literature review aims to study existing work on increasing the faculty members' competence in providing accessible and inclusive digital learning materials and environments to students in higher education. Sixteen peer-reviewed papers were included and analysed. Most trainings included topics on disability and awareness, legislation, and methods of producing accessible digital materials and providing inclusive digital learning environments. While surveys and interviews were mostly used to evaluate training outcomes, there was a lack of objective data and commonly accepted instrument for evaluation. Good practices and further research opportunities are identified. This study has implications for researchers and higher education institutions that are interested in research and practice on increasing general competence in digital accessibility and inclusive education.

Boujikian, M., Ameziane Hassani, S., Le Nestour, A., & Comba, R. (2023). **Data Must Speak: Des écoles qui inspirent le changement : recherche sur les écoles modèles positives au Mali** (p. 1-54). Consulté à l'adresse UNICEF Office of Research- Innocenti website: [https://www.unicef-irc.org/publications/pdf/DMS\\_Mali3Report\\_FR.pdf](https://www.unicef-irc.org/publications/pdf/DMS_Mali3Report_FR.pdf)

Boujikian, M., Raudonyté, I., Le Nestour, A., Nouwokpo Samati, K., Ameziane Hassani, S., & Comba, R. (2023). **Data Must Speak: Des écoles qui inspirent le changement: recherche sur les écoles modèles positives au Togo.** Consulté à l'adresse UNICEF Innocenti website: [https://www.unicef-irc.org/publications/pdf/UNICEF-Innocenti-DMS\\_Togo\\_Des-e%CC%81coles-qui-inspirent-le-changement-recherche-sur-les-e%CC%81coles-mode%CC%80les-positives-au-Togo-2024.pdf](https://www.unicef-irc.org/publications/pdf/UNICEF-Innocenti-DMS_Togo_Des-e%CC%81coles-qui-inspirent-le-changement-recherche-sur-les-e%CC%81coles-mode%CC%80les-positives-au-Togo-2024.pdf)

Que pouvons-nous apprendre des comportements et des pratiques des écoles déviantes positives au Togo ? Ce rapport présente des informations importantes issues de données quantitatives et qualitatives sur les comportements et les pratiques d'une v

Boutonnier, J., Atzori, J., Lorè, V., Memoli, D., Pelissero, R., Ceroni, C., ... Boutonnier, J. (2023). **Regards sur l'inclusion scolaire en Italie** (C. Canta, Trad.). *Empan*, 132(4), 100-107. <https://doi.org/10.3917/empa.132.0100>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois

complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Brekke, M., & Zhang, T. (2024). **Flexible learning and teaching**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3921> [Report]. Consulté à l'adresse European University Association (Transnational) website: [https://eua.eu/downloads/publications/eua%20tpg%20report\\_flexible%20learning%20and%20teaching.pdf](https://eua.eu/downloads/publications/eua%20tpg%20report_flexible%20learning%20and%20teaching.pdf)

European higher education institutions (HEIs) are facing increasing demands for more flexible learning and flexibility in learning paths. This report from a 2023 European University Association Learning & Teaching Thematic Peer Group on "Flexible learning and teaching" explores the complexity of implementing flexible learning at HEIs, starting by defining what it means and entails for the institution, and its members and entities (staff, students, leadership, faculties). With the view that the development of flexible learning is an essential condition for the future of learning at universities, the group identified challenges and examples of practice, and offered recommendations for institutions to reflect on their strategy and build capacity for flexible learning.

Briscoe, K. L. (2024). **"Campus racial climate matters too": Understanding Black graduate students' perceptions of a president's response**. *International Journal of Qualitative Studies in Education*, 37(4), 1210-1228. <https://doi.org/10.1080/09518398.2023.2181426>

This qualitative, descriptive single case study examined Black graduate students' perceptions of campus racial climate at a predominantly white institution (PWI) and how they were shaped by a president's response to racialized incidents. A greater understanding of how Black graduate students' narratives reveal how whiteness inhabits the PWI and the president's responses to racism presented. Guided by the Multi-contextual Model for Diverse Learning Environments (MMDLE) and Critical Race Theory, I unpack whether or not Black graduate students are prioritized in presidents' responses to racialized incidents and larger campus racial climate conversations. This study's findings further illustrate the significance of the role of the presidency when addressing issues of race and racism, and how their responses have the power to disrupt or harm both the personal experiences of individuals and the broader campus racial climate for Black graduate students.

Buell, M., Kuntz, S., Whitaker, A., Hustedt, J. T., Slicker, G., & Woelki, W. (2024). **Policies addressing suspension and expulsion in state early care and education subsystems: A national census of policy alignment and integration**. *Early Childhood Research Quarterly*, 67, 191-207. <https://doi.org/10.1016/j.ecresq.2023.12.009>

Exclusion from early care and education (ECE) programs creates employment challenges for families and disrupts learning for children, often differentially impacting children placed at-risk due to income, race, and disability. Federal policy guidance and changes in the Child Care and Development Fund (CCDF) Block Grant requirements are meant to influence states to create policies that will both regulate and prevent disciplinary exclusions, especially suspension and expulsion. We present a national census of states' CCDF plans, center-based child care licensing regulations, and state pre-K policies addressing suspension and expulsion. Using content analysis methodology, we evaluate the presence of key policy components of suspension and expulsion prevention

including data collection, parent/family involvement in the process of exclusions, accessing community resources, and the use of developmental information to inform the use of exclusionary discipline. Our results indicate that expulsion and suspension policies vary widely both across states, and within the same state's subsystems. The component found most frequently across all subsystems is an expulsion policy, with noticeable variation in specifying and defining suspension. Our findings also point to a great deal of variance in policy alignment, with pre-K including the most information on expulsion and suspension policies and prevention. As state-level policymakers seek to adopt policies that reduce exclusion in ECE, our findings point to a need to consider the importance of creating policies that protect children, especially those over exposed to exclusionary discipline, and then aligning those components within and across ECE subsystems to promote equitable access to ECE. This is particularly important for low-income families, Black children, children with disabilities, and boys.

Cahu, P., Yarrow, N., Breeding, M., & Afkar, R. (2023). **What I Really Want: Policy Maker Views on Education in East Asia Pacific** (p. 1-37). Consulté à l'adresse World Bank website: <https://openknowledge.worldbank.org/entities/publication/c173e9f9-0a2a-4290-a874-e44f9d661bef>

Cameron, L., Pon, C., D'Angelo, S., & Cooper, K. (s. d.). **Soutenir l'accès et le maintien des enfants à l'éducation dans les contextes d'urgence, de fragilité ou de conflit: Document de travail de l'étude exploratoire du GPE KIX**. Consulté à l'adresse <https://www.gpekix.org/fr/knowledge-repository/soutenir-lacces-et-le-maintien-des-enfants-leducation-dans-les-contextes-0>

Ce document fait partie d'une série d'études exploratoires commandées par le Programme Partage de connaissances et d'innovations (KIX) du Partenariat mondial pour l'éducation (GPE), une initiative conjointe avec le Centre de recherches pour le développement international du Canada, afin d'informer ses activités de recherche appliquée et d'échange de connaissances.

Campbell, T. (2024). **Serving their communities? The under-admission of children with disabilities and 'special educational needs' to 'faith' primary schools in England**. *Oxford Review of Education*, 50(2), 249-271. <https://doi.org/10.1080/03054985.2023.2249818>

Around 28 per cent of state primary school children attend 'faith' establishments in England, the majority in Catholic or Church of England schools. Research suggests 'faith' schools tend to educate proportionally fewer children from low-income families (proxied by eligibility for Free School Meals [FSM]). This paper examines whether they also under-admit children 'disadvantaged' according to another key dimension: having special educational needs and/or disability (SEND). Descriptive statistics and modelling use the National Pupil Database census and span 2010–2020. Across years, 'faith' primary schools are less likely to include children with SEND, and less likely to admit children with SEND to the first (Reception) year. Accounting for area-level factors, indications of under-admission to Catholic schools become more pronounced. Some disproportionality for Church of England schools is explained by confounders – but even after attenuation, they remain less likely to serve children with SEND than non-'faith' schools. Together, FSM and SEND predict a substantively meaningful lowered likelihood of children attending 'faith' schools, so these schools, at the national level, seem to have become hubs of relative 'advantage'. Findings therefore demand interrogation of whose interests these institutions serve, and of their part within the current English system.

Cardona-Escobar, D., Barnes, M., & Pruyn, M. (2024). **The enactment of Colombia's national english language policy: The impact of public-private partnerships on teachers' and policymakers' perceptions.** *International Journal of Educational Development*, 106, 102995. <https://doi.org/10.1016/j.ijedudev.2024.102995>

Many studies have examined the enactment of language policies and the role of teachers in appropriating or contesting these policies. However, less is known about the role of local policymakers in shaping teachers' perceptions through their interpretations of national policy. This paper examines the enactment of the current English language policy in Colombia by exploring how policymakers' interpretations and decisions influenced the perceptions of English language teachers in three public schools. This study examined how public-private partnerships were established to successfully enact this policy and how these partnerships provided both educational value and challenges to teachers' work.

CEDEFOP. (2024). **Vocational education and training in Belgium.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3923> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/af5b170e-e299-11ee-8b2b-01aa75ed71a1>

Vocational education and training (VET) is pivotal to the European Union's vision for a dynamic, competitive, and socially inclusive Europe. In a rapidly evolving global landscape, the importance of VET goes beyond mere skills acquisition. It is a catalyst for individual empowerment, economic prosperity, and regional competitiveness. The European Union's dedication to a knowledge-based and innovative society acknowledges the crucial role of a well-functioning VET system in bridging the gap between education and the labour market.

Chalmel, J., Neunlist, S., Quinte, J., & Sauter, V. (2023). **Influences des politiques nationales et internationales sur l'offre de formations interculturelles universitaires.** *Penser l'éducation. Philosophie de l'éducation et histoire des idées pédagogiques*, (52), 51-74. <https://doi.org/10.4000/pensereduc.1448>

Développer une méthode pédagogique est une entreprise complexe qui nécessite une dialectique permanente entre pratique éducative et théorie de l'éducation. Les grands courants pédagogiques construisent ainsi leurs invariants, transmissibles aux générations futures de praticiens de l'éducation. Ces communautés réinterprètent alors la méthode, en respectant les invariants tout en les adaptant à leur contexte propre. Encore faut-il que les moyens nécessaires soient donnés à ces praticiens. La présente contribution vise à comprendre en quoi les influences politiques ont un impact majeur sur l'existence même de méthodes pédagogiques. La notion de patrimoine culturel immatériel (UNESCO, 2020, p. 5-6) nous éclairera sur les conditions nécessaires à une pérennisation et un essaimage des pédagogies. Nous nous appuierons notamment sur l'exemple des méthodes d'accompagnement interculturel développées au sein de l'université de Haute-Alsace (UHA), à la lumière de méthodes plus emblématiques (Oberlin, Freire, Freinet). L'observation de ces méthodes évoluant au gré des injonctions politiques (appels à projet, décisions étatiques, etc.), nous mènera à réfléchir aux conditions de pérennisation de pédagogies innovantes, notamment dans l'enseignement supérieur.

Chanet, J.-F. (2024). **L'École et la francophonie ou le miroir à deux faces**. *Administration & Éducation*, 181(1), 17-22. <https://doi.org/10.3917/admed.181.0017>

Il est d'usage aujourd'hui de distinguer en Jules Ferry le bon et le mauvais, « le bâtisseur de cette grande maison commune qu'est l'École de la République », pour reprendre, dans leur transcription officielle, les mots du président François Hollande le jour de son investiture, le 15 mai 2012, et le défenseur de la colonisation, qui fut « une faute morale et politique » et « doit, à ce titre, être condamnée ». À dire vrai, il n'avait pas fallu attendre cet hommage sélectif pour que l'entreprise de déconstruction de notre « roman national » s'étendît jusqu'à « l'École de la République » elle-même, à son caractère structurellement inégalitaire et à son moralisme envahissant. La recherche historique n'est pas une entreprise de réhabilitation, même quand la déconstruction suscite une légende dorée en réaction contre le livre noir. Mais ses acquis obligent à admettre que c'est de cette IIIe République démonétisée que vient l'idée de la francophonie, plus précisément le lien entre la francophonie et l'École tel qu'on peut encore à la fois le célébrer comme héritage et le promouvoir en tant que projet. S'il est certain qu'au XIXe siècle les efforts pour développer l'instruction populaire et conquérir des terres lointaines ont précédé l'installation des républicains au pouvoir, il n'est pas moins vrai que la simultanéité, sous la IIIe République, de l'expansion scolaire et de l'agrandissement colonial a produit, dans notre imaginaire national, une mythologie impériale durablement prégnante au siècle suivant. Beaucoup a été dit là-dessus et nous n'apporterons ici rien de nouveau. Tout au plus proposons-nous de regarder de plus près la manière dont les deux processus ont été entrelacés, les transferts de méthodes et de débats qui se sont produits de l'un à l'autre, car la connaissance et l'enseignement de cette histoire peuvent ne pas être dépourvus de sens dans l'élaboration d'une politique d'éducation francophone pour notre temps et les adaptations qu'elle réclame aux réalités du monde contemporain.

Charlier, B., & Peltier, C. (2024). **Comprendre la dynamique de co-construction des environnements d'apprentissage hybrides : cadre d'analyse et pistes de recherche**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9749>

Cet article porte sur la dynamique de co-construction des environnements d'apprentissage hybrides et, plus particulièrement, sur les interactions entre différentes variables individuelles et contextuelles et l'identification de configurations particulières issues de ces interactions. Il offre une synthèse de nombreux travaux menés depuis plusieurs décennies en pédagogie de l'enseignement supérieur, ainsi que dans des domaines connexes et propose une vision renouvelée des environnements d'apprentissage hybrides. Le modèle d'analyse des dispositifs hybrides de formation résultant des travaux menés dans le cadre du projet Hy-Sup (2009-2012) est revu à la lumière des nouvelles formes d'hybridation identifiées aujourd'hui et de la proposition d'adopter une vision systémique de la co-construction de ces environnements. Plusieurs hypothèses et pistes méthodologiques sont avancées afin d'ouvrir de nouvelles voies pour la recherche.

Chauvigné, C., & Fabre, M. (2023). **Des "éducations à" aux problèmes pernicious : repères pour une éducation au politique à l'école**. *Travail et Apprentissages*, 26(2), 140-159. <https://doi.org/10.3917/ta.026.0140>

Cet article traite de l'enseignement des Questions Socialement Vives (QSV) à l'école, dans le cadre des « Éductions à ». Parmi les travaux concernant la prise en charge des

QSV avec des dispositifs tels que le débat argumentatif, les cartes de controverses, les jeux de rôles, etc., l'originalité de notre travail consiste en trois points : 1) les QSV dont nous traitons sont pensées, dans le cadre de la tradition américaine du management politique, comme des problèmes dits « pernicieux » ; 2) par rapport à des travaux privilégiant une approche cognitive et des dispositifs axés sur les processus psychosociologiques de traitement des problèmes (Design thinking et autres), notre approche est commandée par l'analyse épistémologique des problèmes en jeu, dans une démarche didactique ; 3) ces deux choix nous permettent de formuler des critères précis d'évaluation des acquis des élèves par rapport à la compréhension de tels problèmes. Nous proposons ici, sur la question de l'usage du glyphosate, des repères épistémologiques pour une prise en charge didactique de cette QSV dans l'enseignement secondaire.

Chen, F., Harris, D. N., & Penn, M. (2024). **The effects of charter school entry on the supply of teachers from university-based education programs.** *Economics of Education Review*, 99, 102520. <https://doi.org/10.1016/j.econedurev.2024.102520>

Chesnut, C. E., & Morita-Mullaney, T. (2024). **Dueling Roles in Dual Language Education: Exploring Leader Identity Development in Dual Language Strands.** *Educational Administration Quarterly*, 60(1), 3-36. <https://doi.org/10.1177/0013161X231211869>

Purpose: Building on research in educational leadership, dual language leadership, and leader identity development, this study examines how principals of schools with dual language immersion (DLI) strands perceive and enact their leadership roles and identities. As DLI strands proliferate in schools and districts, this research contributes to understandings of principals' leader identities as they implement these programs. Research Methods/Approach: We used an embedded single case study design, with the phenomenon of Indiana school leadership in DLI strands as the case and principals as the embedded units of analysis, and we conducted semistructured interviews with over 80% of Indiana DLI strand principals (n = 26). We conceptualized this as a single case, due to the common policy context of state legislation related to DLI and school choice. Findings: The DLI strand principals described their leadership work through primarily instructional and distributed leadership dimensions, drawing upon their historic, epistemic, and political understandings of their roles. Principals draw less upon the emotional and narrative dimensions of their leader identities, which are more apparent in teacher identity literatures. Implications for Research and Practice: Principals of new DLI strands often have limited expertise related to DLI models and have not considered how their roles should accommodate leading "two schools in one." We provide recommendations for both practitioners and researchers in leadership preparation to encourage school leaders' deeper engagement in reflective work across the dimensions of leader identity development. We furnish a matrix of questions to guide this work.

Chow, K. A., Smith, S., Park, C. E., Grindal, T., & Edge, N. A. C. (2024). **Implementation of a comprehensive state effort to reduce exclusionary discipline in early care and education settings: Arkansas's policy.** *Early Childhood Research Quarterly*, 67, 330-342. <https://doi.org/10.1016/j.ecresq.2024.01.007>

Some U.S. states have begun to implement policies and supports to prevent expulsion in early care and education (ECE) settings. Little is known about the implementation of these policies and supports within the complex landscape of state ECE systems. In this study, we investigate ECE program leaders' and teachers' understanding of one state's

expulsion prevention policy, use of suspension and expulsion, and participation in professional development (PD) and other supports to meet the needs of children with challenging behaviors. Additionally, we conduct exploratory analyses to examine factors that are associated with teachers' uptake of social-emotional PD and support from the state's expulsion prevention system. ECE program leaders and teachers from a random sample of licensed Arkansas ECE programs completed surveys during the 2021–2022 academic year. Findings indicate that program leaders and teachers from publicly funded programs (who are subject to state policy) demonstrated higher awareness and knowledge of the expulsion policy than leaders and teachers from non-publicly funded programs. Although teachers in publicly funded programs reported more frequent challenging behaviors related to safety, they were not more likely to report use of expulsion than their counterparts in non-publicly funded programs. We found some indications that among teachers who reported using exclusionary discipline, the more strongly a teacher attributed children's behaviors to family-related reasons, the less likely the teacher was to seek assistance from the state's expulsion prevention system before suspending or expelling a child. The paper concludes with a discussion of policy implications and future research directions.

Cool, J. (2024). **Réussite éducative et construction identitaire : une double mission de l'école francophone au Canada.** *Administration & Éducation*, 181(1), 25-32. <https://doi.org/10.3917/admed.181.0025>

Le Canada est connu pour sa diversité culturelle et linguistique, avec le français et l'anglais comme langues officielles. Les compétences en matière d'éducation et de santé relèvent des provinces, ce qui crée des défis pour celles où le français est minoritaire. La double mission de l'école consiste à y promouvoir réussite scolaire et construction identitaire liées à la langue et à la culture francophone, dans un contexte d'assimilation vers l'anglais. Les politiques éducatives provinciales mettent l'accent sur la fierté culturelle et linguistique au sein des communautés acadiennes et francophones très engagées. Les élèves de ces milieux pourront-ils y vivre leur vie en français tout en se réalisant pleinement dans le développement de compétences globales pour le XXI<sup>e</sup> siècle ?

Cooney, J. W., & Cohen, M. I. (2024). **Multiple Logics of Curriculum Leadership: How a Large Public School District Manages Institutional Complexity.** *Educational Administration Quarterly*, 60(1), 74-114. <https://doi.org/10.1177/0013161X231217987>

Purpose: This study contributes to a growing literature focused on institutional complexity, or the phenomenon of competing institutional logics, in PK-12 public education. Responding to calls for more nuanced characterizations of district-level administration, our purpose was to identify the logics of curriculum leadership in one large school district in the Western U.S. and examine how district leaders made sense of their multiple demands. Research Methods: Employing case study methods, we collected curricular documents and conducted 21 interviews of district-level curriculum leaders, principals, and teachers. We used inductive coding to identify patterns in the district's culture of curriculum leadership and then drew upon institutional theory to associate these patterns with particular institutional logics. Findings: We found three coexisting logics of curriculum leadership in the school district: a logic of uniformity, which called for teachers' fidelity to a prescriptive curriculum; a logic of participation, which valued teacher voice and shared leadership; and a logic of performance, which placed a premium on measurable student achievement. These logics were often incompatible or contradictory, producing



mixed messages and an institutional complexity that remained largely unacknowledged among leaders. Implications: Tensions among logics of curriculum leadership may not always result in open contestation, yet if leaders do not resolve them at the district level, teachers may be unsupported in their efforts to reconcile competing demands in their classroom practices. Identifying specific logics of curriculum leadership and considering their interactions may help leaders make sense of conflicting values and better support teachers in their classroom decision making.

Coustère, P. (2024). **Économistes et experts : généalogie d'une influence francophone sur la coopération internationale en matière d'éducation pour tous.** *Administration & Éducation*, 181(1), 101-107. <https://doi.org/10.3917/admed.181.0101>

Depuis les années 1990, il est possible de tracer une généalogie des paradigmes et méthodes d'économie de l'éducation développés par de l'expertise française et francophone, et dont l'influence reste profonde, quoique fréquemment confondue avec le corpus général des approches et pratiques des institutions de la coopération éducative internationale. Cette généalogie particulière témoigne d'une capacité de la francophonie institutionnelle, dans ses principes comme dans son fonctionnement, à servir d'incubateur à des approches novatrices.

Croguennec, Y. (2024). **Prévisions d'effectifs d'élèves du premier degré.** *Note d'Information*, (24.08), 1-4. <https://doi.org/10.48464/ni-24-08>

La baisse du nombre d'élèves devrait se poursuivre aux rentrées suivantes, pour atteindre un effectif prévisionnel de 5 993 100 élèves à la rentrée 2028, soit 346 800 élèves de moins qu'à la rentrée 2023. La baisse des effectifs pour les rentrées 2024 à 2028 concernerait à la fois le niveau préélémentaire et le niveau élémentaire, que ce soit dans le secteur public ou privé sous contrat. Cette prévision résulte essentiellement des évolutions démographiques, avec des générations d'élèves de moins en moins nombreuses.

Curtin, L., & Egan, M. (2024). **Unveiling the Context of practice: Teacher Allocation Models to support inclusion in primary schools in Ireland.** *International Journal of Inclusive Education*, 28(2), 144-160. <https://doi.org/10.1080/13603116.2021.1931484>

Inclusive education in Ireland has made major advances in the past two decades, with an increasing number of students with special educational needs (SEN) attending mainstream schools. This paper is part of a bigger study which examines the Special Education Teacher Allocation Model (SETAM) (Circular 0013/2017 Department of Education and Skills 2017) as the current model to support inclusion in practice in Irish primary schools. Guided by a constructivist paradigm, a mixed-methods approach was adopted to reveal the workings of the SETAM, in the Context of Practice. This paper presents the findings from the first phase of data collection; a national, online survey. Findings show that greater teacher autonomy to identify students' needs and allocate support, under this model, was welcomed by participants. However, limited continuous professional development sees some teachers feeling underprepared to identify such needs. More collaborative and inclusive practice is evident since the introduction of the SETAM, with increased use of in-class support for students with SEN. These findings may inform key stakeholders in inclusive education policy and practice, at a national and international level, by unveiling areas of success and potential for improvement, as recognised by Irish teachers.

Dang, B. T. T., & Hoang, T. X. (2024). **The impact of compulsory primary education law on the educational attainment of children: Evidence from Vietnam.** *Asian Economic Journal*, 38(1), 118-147. <https://doi.org/10.1111/asej.12321>

This study examines the short-term impact of the compulsory primary education law (CPEL) on the educational attainment of children in Vietnam. This study uses the 1999 Vietnam Population and Housing Census and survival analysis to account for the right-censoring problem in the educational outcomes of children. The study found that CPEL reduces the dropout rate of children by 12%. However, the effect is minor, especially when compared with the impact of family income and parents' education. This finding is similar to those of other studies, suggesting that in addition to CPEL, other family income support and parent-oriented policies are crucial to improving children's educational attainment.

da Silva, J. C., dos Reis, E. A., Marcon, R., Lana, J., & Gambirage, C. (2024). **Mergers and acquisitions and educational quality of higher education institutions.** *Tertiary Education and Management*, 30(1), 17-44. <https://doi.org/10.1007/s11233-023-09132-z>

As interest increases in the educational quality of higher education institutions (HEIs), less is known about how the mergers and acquisitions (M&As) of these HEIs affect educational quality. In this study, we investigate the association of M&As on the educational quality of HEIs and the role of institutional incentives in this relation. We argue that M&As in HEIs can positively affect the educational quality of these institutions, although this relationship is substantially sensitive and moderated by institutional incentives. Ultimately, M&As can negatively influence educational quality if the incentives do not encourage HEIs to improve and maintain high standards in educational quality continuously. We empirically examine our theoretical framework using a longitudinal dataset on a fixed-effects model from 2007 to 2015 with M&As of Brazilian HEIs, and the results consistently support our arguments.

De Wilde, J., Timus, N., & Morrisroe, A. (2024). **Challenges and enablers in designing transnational joint education provision.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3926> [Report]. Consulté à l'adresse European University Association (Transnational) website: [https://eua.eu/downloads/publications/eua%20tpg%20report\\_%20%20transnational%20joint%20education%20provision.pdf](https://eua.eu/downloads/publications/eua%20tpg%20report_%20%20transnational%20joint%20education%20provision.pdf)

Transnational joint education provision — education jointly developed and delivered by two or more institutions in different countries — has emerged as a desired experience for many students, a key priority of several institutions, and a site of innovation. The strategic importance of this topic on a European level is one of the reasons it was selected for the 2023 EUA Learning & Teaching Thematic Peer Group entitled “Challenges and enablers in designing transnational joint education provision”. The group's findings are compiled in this report, which outlines the group's conceptual understanding of the term, benefits and challenges of engaging in transnational joint education provision, and recommendations geared towards higher education leadership, staff members, as well as national and regional-level governments.

Deberre, J.-C. (2024). **De l'enseignement français à l'étranger et de la francophonie, lequel est la vraie chance de l'autre ?** *Administration & Éducation*, 181(1), 109-115. <https://doi.org/10.3917/admed.181.0109>

Mars 2018, le président Macron prononce un vibrant discours sur la francophonie. Parmi tous les outils dont dispose la France pour la soutenir, les lycées de l'étranger, « colonne vertébrale » de la présence culturelle et linguistique française dans le monde sont appelés d'ici 2030 à doubler leur nombre d'élèves en s'appuyant sur des investisseurs privés. Cinq ans après, l'objectif semble hors d'atteinte. Assimilation hâtive entre un réseau d'enseignement national et ce qu'est la francophonie, mouvement international ? Confiance excessive dans le dynamisme de ce fleuron scolaire français confronté à une nouvelle époque ? Et si au contraire, c'était l'enseignement français hors de France qui avait besoin de la francophonie pour réévaluer ses chances dans un environnement mondial incertain ?

Defrance, B. (2023). **L'inclusion scolaire, une chance de transformation en profondeur de nos pédagogies**. *Empan*, 132(4), 14-16. <https://doi.org/10.3917/empa.132.0014>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

de Gaudemar, J.-P. (2024). **En finir avec un empire virtuel**. *Administration & Éducation*, 181(1), 137-143. <https://doi.org/10.3917/admed.181.0137>

Dans l'histoire de la France, la langue française et l'École sont inséparables de l'idée de « faire nation » autour des valeurs de la République de liberté, d'égalité, de fraternité. Mais, dès le xix<sup>e</sup> siècle, avec la France puissance coloniale, la langue et l'École sont également utilisées pour « faire empire », un Empire colonial francophone, donnant ainsi naissance à la « francophonie », où, à bien des égards, les valeurs de la République sont bafouées et transformées en leurs contraires, la domination, l'inégalité, la discrimination. La francophonie peut-elle aujourd'hui résister à cette contradiction ? Peut-on inventer au xx<sup>e</sup> siècle, une francophonie enfin détachée de toute colonisation et des virtualités d'un empire, retrouvant la voie des vraies valeurs républicaines ?

Denuit, R. (2024a). **La complexité politique des apprentissages européens: Éducation et formation: les apports de l'Union européenne II**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336445618?utm\\_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bParticuliers%5d&utm\\_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336445618?utm_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

Ce livre est la suite du premier volume (Le professeur entre en Europe) de la trilogie consacrée aux apports de l'Union européenne dans le domaine des apprentissages. La citoyenneté européenne vous donne des droits. De nombreux étudiants, enseignants,

demandeurs d'emploi et indépendants, tous désireux de mobilité, ont eu des difficultés avec les autorités de leur État d'accueil. Ils ont contesté des décisions et la Cour de justice de l'Union a très souvent arbitré en leur faveur. La découverte des cas concrets de jurisprudence est passionnante ; chacun peut s'en réclamer. La reconnaissance de vos diplômes et qualifications dans un autre pays repose sur un cadre législatif patiemment construit : il gagne à être connu. Outre les institutions européennes, les gouvernements nationaux se sont mobilisés, à partir de l'an 2000, pour créer ensemble l'Europe de la connaissance, avec la contribution des écoles, des formateurs pour tous les âges et des partenaires sociaux. Quant aux universités, elles ont été embarquées dans le processus de Bologne, imaginé à Paris, dont vous suivrez la genèse et l'expansion. Enfin un panorama complet des systèmes éducatifs européens réservera quelques surprises. Dans les campagnes électorales, les discours simplistes fleurissent. Mais la capacité de s'informer sérieusement et d'entrer dans la complexité distingue les citoyens éclairés.

Denuit, R. (2024b). **Le professeur entre en Europe: Éducation et formation : les apports de l'Union européenne I**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336442020?utm\\_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bParticuliers%5d&utm\\_content=Nos+Nouveau%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+%F%c3%a9vrier+2024&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336442020?utm_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nouveau%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+%F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

Ce livre est le premier d'une trilogie sur les apports de l'Europe à l'éducation et à la formation : une synthèse sans équivalent sur le marché. Par la précision de ses descriptions et de ses références, c'est une mine d'informations pour les professeurs et les chercheurs. Mais le domaine décrit concerne tous les Européens sans exception : qui n'est pas passé par l'école ? qui n'a jamais pensé acquérir de nouvelles compétences en suivant une formation ? qui serait insensible à la qualité de l'éducation de ses enfants ou à leur avenir ? En ces pages, vous découvrirez comment, au fil de la construction européenne, la formation professionnelle, l'action pour la jeunesse, l'éducation de niveau supérieur et par la suite tous les apprentissages sont devenus des compétences de l'Union européenne, avec des programmes solides et d'innombrables initiatives transnationales. Ce récit vous fait vivre la naissance rocambolesque du programme Erasmus. Il offre des analyses nuancées sur le multilinguisme et la priorité accordée aux jeunes. Ici, vous revisitez Mai 68, là, vous assistez à l'activité phénoménale de Jacques Delors. Le tout dans une narration rythmée, qui en éclairera plus d'un.

Denuit, R. (2024c). **L'empire fragile des savoirs bénéfiques: Éducation et formation : les apports de l'Union européenne III**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336445649?utm\\_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bParticuliers%5d&utm\\_content=Nos+Nouveau%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+%F%c3%a9vrier+2024&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336445649?utm_campaign=2024%2f03%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nouveau%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+%F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

Après *Le professeur entre en Europe* et *La complexité politique des apprentissages européens*, ce volume termine la trilogie consacrée à l'Europe de l'éducation et de la formation. Celle-ci, par son ouverture croissante au reste du monde, est sur la voie d'un vaste rayonnement, interne et externe, qui est pourtant fragile quand l'on se rend compte de la progression des faux savoirs et des discours destructeurs. Vous verrez aussi comment Erasmus est devenu la Superstar de tous les programmes européens. S'ensuivra un récit complet des années récentes (2010-2022) recensant les initiatives de l'Union

européenne relatives à toutes les formes d'apprentissage. L'impact des événements imprévus (la crise migratoire de 2015, les attentats terroristes, la pandémie de la COVID-19, la guerre en Ukraine) sera évoqué, sans négliger les enjeux récurrents, tels que le réchauffement climatique, la lutte contre le chômage à travers la formation, le numérique, l'intelligence artificielle, la petite enfance, le bien-être à l'école, le dialogue avec la jeunesse et les coopérations entre les universités. Enfin, une abondante bibliographie devrait intéresser spécialement les étudiants, professeurs, chercheurs, auteurs et responsables politiques, avec l'espoir qu'elle constitue le tremplin vers de nombreuses études plus ciblées et vers des actions plus ambitieuses et mieux argumentées.

Diagne, S. B. (2024). **Éduquer à un imaginaire-monde en français**. *Administration & Éducation*, 181(1), 15-16. <https://doi.org/10.3917/admed.181.0015>

Edwards, D. B. (2024). **Hidden in plain sight: The foundations and limitations of global governance and global goals**. *International Journal of Educational Development*, 106, 103013. <https://doi.org/10.1016/j.ijedudev.2024.103013>

This article takes a critical look at the practices and foundations of global governance and global campaigns such as the Sustainable Development Goals (SDGs). It does so by discussing the case of global citizenship education (GCEd). In addition to highlighting severe limitations related to the practice and monitoring of GCEd, it makes explicit the onto-epistemic assumptions that are embedded in these structures, but which are infrequently acknowledged—and are thus “hiding in plain sight.” It shows that common conceptions of GCEd hide the Christian-positivist-liberal-capitalist foundations from which GCEd and global governance have emerged and by which they are constrained. It argues that GCEd and global governance thus tend to serve as a force for exclusion rather than inclusion.

Ezegwu, C., & Okoye, D. (2024). **Political bargaining, religion, and educational development: The Nigerian experience from the takeover of schools from christian missions**. *International Journal of Educational Development*, 106, 103000. <https://doi.org/10.1016/j.ijedudev.2024.103000>

Formal Western education in Nigeria was initiated by various Christian missionaries in 1842, and they continued to dominate the education system after independence in 1960. In a bid to reshape the education system, the military government centralised education management and outlawed missionary and other private school ownership in the 1970s following a civil war. Focusing on this forceful takeover of schools from religious bodies, this paper discusses how the takeover contributed to shaping the future of the Nigerian education system, including impacts on access and quality education and stakeholders' perceptions of the changes. The paper uses data collected from 2617 individuals who discussed their experiences of the changes as parents, students, teachers, head-teachers, principals, and administrators in the education sector between 1970 and 2003. Findings reveal that the military government's takeover of Christian Missionary schools encouraged parents in Muslim-dominated northern Nigeria to enrol their children in school. At the same time, respondents revealed that the expansion of access negatively affected the quality of education. The perceived impacts of these changes vary across ethno-religious groups, which is a manifestation of the political bargaining strategies adopted by the government. We discuss some implications of these findings for education systems in other developing countries.

Fenoglio, P. (2024). **Des outils didactiques pour enseigner et apprendre**. *Édubref*, (18), 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=32>

Les outils, en tant qu'aides au service des apprentissages, constituent un volet important des politiques éducatives actuelles, comme le montrent les recommandations, dans les programmes scolaires, d'utiliser des affichages, portfolios, outils numériques d'écriture collaborative, etc. Cependant, comment définir ce qu'est un outil, et en particulier un outil didactique ? Comment le différencier d'une ressource ou d'un dispositif ? Quels sont ses objectifs et enjeux ? Comment accompagner ses usages afin de favoriser les apprentissages ? Cet Edubref n° 18 dresse un portrait des outils par le prisme de la didactique du français, dans le sillage des Dossiers de veille de l'IFÉ sur l'écriture (Joubaire, 2018) ou la lecture (Gaussel, 2015).

Ferréol, G. (2024). **L'apprenant au cœur du système éducatif et universitaire: Actes du 3e Forum international de l'Éducation**. Consulté à l'adresse <https://www.editions-academia.be/livre-l-apprenant-au-c-ur-du-systeme-educatif-et-universitaire-actes-du-3e-forum-international-de-l-education-gilles-ferreol-9782806641755-79509.html>

Cet ouvrage, centré sur la place de l'apprenant, regroupe une quinzaine de contributions présentées lors du troisième Forum citoyen international de l'éducation qui s'est tenu à Hammamet en novembre 2022. L'approche privilégiée est à la fois pluridisciplinaire et comparative : elle prend appui sur différentes études de cas relatives à la francophonie (France, Québec, Haïti, Tunisie, Sénégal) et se focalise sur les pratiques innovantes, le travail collaboratif et la reconnaissance des acquis expérimentiels. Sont également discutés les dispositifs de lutte contre le décrochage et les inégalités scolaires, les défis de l'apprentissage et de la formation ou bien encore la problématique de l'altérité et de l'inclusion.

Forestier, Y. (2024, mars 20). **Réforme du collège: mobiliser les enseignants, un art délicat ?** Consulté 22 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/reforme-du-college-mobiliser-les-enseignants-un-art-delicat-224532>

Comment mobiliser les enseignants dans une réforme du collège ? Le débat autour des groupes de niveau montre combien la question est complexe. Une enquête sur la réforme de 2016 en éclaire les enjeux.

Gaudin, P. (2024). **Éducation, laïcité et francophobie**. *Administration & Éducation*, 181(1), 119-126. <https://doi.org/10.3917/admed.181.0119>

L'école et la laïcité françaises, historiquement profondément liées, sont partout contestées, dans l'espace francophone comme en France même. Au point qu'il serait pertinent de parler actuellement d'une « francophobie ». Les années 1980 sont celles de bouleversements profonds : le bloc des pays de l'Est s'effondre et partout le religieux revient dans les discours politiques ; quant aux élèves français, ils ont changé, socialement et culturellement. Quelles politiques d'éducation mettre alors en place ? Enseignement laïque des faits religieux, retour de la morale laïque à l'école, promotion des « valeurs de la République » ? Si l'idée d'une religion républicaine n'a plus cours, celle d'une laïcité adaptée à une société à la fois sécularisée et pluralisée peine à se mettre en place.

Gavrilou, O. (2024). **An evidence review into the length of the school day**. Consulté à l'adresse Education Policy Institute website: <https://epi.org.uk/wp-content/uploads/2024/02/Evidence-Review-Length-of-School-Day.pdf>

In the 2022 white paper 'Opportunity for all: strong schools with great teachers for your child', the government set out an expectation that all state-funded mainstream schools should deliver a minimum length of school week of 32.5 hours, equivalent to...Read more An evidence review into the length of the school day ›

Global Education Monitoring Report Team. (2023). **Education finance watch 2023: special edition for the African Union Year of Education 2024** (p. 1-40). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388733>

Global Education Monitoring Report Team. (2024). **#HerEducationOurFuture: Investing in girls' and women's education: a smart investment to accelerate development; the latest facts on gender equality in education**. Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388934/>

Guerraoui, D. (2024). **L'enseignement et la recherche en sciences économiques dans les universités publiques marocaines**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336425634?utm\\_campaign=NL+Hebdo+%5bAuteurs+%2bDir.+de+coll.%5d&utm\\_content=Nos+derni%C3%A8res+parutions&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336425634?utm_campaign=NL+Hebdo+%5bAuteurs+%2bDir.+de+coll.%5d&utm_content=Nos+derni%C3%A8res+parutions&utm_medium=Emailing&utm_source=Sendethic)

Ce livre présente l'état de l'enseignement et de la recherche en sciences économiques dans les universités publiques marocaines à accès ouvert. Il en expose les données essentielles et les indicateurs clés, examine la situation de l'appui dédié par les structures nationales à la recherche en sciences économiques, rend compte de l'état de la production des ouvrages d'économie publiés par les enseignants-chercheurs des universités publiques et livre un diagnostic effectué par les étudiants de l'état de l'enseignement et de la recherche à partir des résultats d'une enquête réalisée auprès d'un échantillon de diplômés d'économie en licence, master et doctorat. Par ailleurs, il met en exergue les principaux dysfonctionnements que connaît l'écosystème national d'éducation, de formation et de recherche, en identifie les défis majeurs et apporte un éclairage sur les pistes d'amélioration possibles de l'enseignement et la recherche en sciences économiques dans les universités publiques marocaines à accès ouvert, en phase avec les ambitions du Maroc du XXIe siècle.

Guillemot, F., Lacroix, F., & Nocus, I. (2024). **Amount of instructional and inclusion time for children with disabilities in France**. <https://doi.org/10.1080/13603116.2024.2303137>

In 2010, France ratified the Convention on the Rights of Persons with Disabilities, Article 24 of which promotes access to an inclusive quality education. The aim of this research is to study the actual situation of the inclusion of children with disabilities in France. The parents of 552 children with disabilities, aged between 3 and 18, were interviewed about the amount of instructional and inclusion time of their child. Inclusion time refers to instructional time spent with non-disabled peers. The parents also specified the nature and severity of their child's disability, the potential difficulties linked to the child's behaviour using the Strengths and Difficulties Questionnaire (SDQ ; Goodman 2001), the child's academic level and various socio-demographic variables. The study shows that the amount of instructional time of children with a disability is significantly lower than that

of non-disabled children. Children with an intellectual disability or with ASD (Autism Spectrum Disorder) have significantly less instructional time than children with a motor disability, dys-disorder or ADHD (Attention Deficit/Hyperactivity Disorder). An important number of hours of inclusion is associated with a high academic level, particularly in mathematics. The higher the total score of emotional difficulties is, the lesser the child is schooled and included; conversely, a high score of pro-social behaviour is associated with more hours of instruction, after controlling the other variables. Finally, the parents' socio-professional category has an impact on instructional time and even more so on inclusion time, in favour of children with an advantaged background.

Halpin, P. F., de Castro, E. F., Petrowski, N., & Cappa, C. (2024). **Monitoring early childhood development at the population level: The ECDI2030.** *Early Childhood Research Quarterly*, 67, 1-12. <https://doi.org/10.1016/j.ecresq.2023.11.004>

Population-level monitoring of early childhood development (ECD) can inform research and guide national policy. One approach to population-level monitoring is through the design of surveys that (a) are feasible and cost-effective to implement at scale, (b) yield well-validated summaries of children's holistic development, and (c) can ideally support comparisons across national and cultural contexts. The Early Childhood Development Index 2030 (ECDI2030) is a caregiver-reported household survey designed to achieve these goals for children aged 24-59 months. This paper describes how the ECDI2030 was developed and provides initial results on its reliability, concurrent validity, and gender equity in nationally representative samples from Mexico (N = 1641) and Palestine (N = 1099). Overall, the results support the use of the ECDI2030 for population-level monitoring, but also suggest that the conceptualization of social-emotional development warrants further attention from researchers. Recommendations are made about statistical analyses that can be undertaken to ensure the quality of data collected from ECD assessments in international settings.

Harris, D. N. (2024). **How Free Market Logic Fails in Schooling—And What It Means for the Role of Government.** *Educational Researcher*, 53(2), 111-122. <https://doi.org/10.3102/0013189X231216953>

Market-based policies, especially school vouchers, are expanding rapidly and shifting students out of traditional public schools. This article broadens, deepens, and updates prior critiques of the free market logic in five ways. First, although prior articles have pointed to some of the conditions necessary for efficient market functioning, I provide a more comprehensive list. Second, with an up-to-date literature review, I show that all of these conditions fail to hold to an unusual extent in schooling relative to other markets. Third, because of these failures, I argue that the most potent critique of the free market approach to schooling comes from the intellectual home of markets—economics. Fourth, I show that the issues leading to inefficiency are the same ones leading to inequity. Fifth, I argue that the analysis points to specific roles for government that go well beyond those included in new universal school voucher policies but are also narrower than the roles of government encompassed in traditional public education. For these reasons, the current policy direction is off track and apparently inconsistent with the main criteria on which we evaluate education policy and even with the values that voucher advocates profess.



Hecquet, E., Bouchetal, T., & Pinsault, N. (2024). **Un siècle d'évolution de la formation des infirmiers en France.** *Éducation, Santé, Sociétés*, 10(1), 35-50. <https://doi.org/10.17184/eac.8133>

La formation en soins infirmiers a subi de nombreuses évolutions avant d'être impactée par l'universitarisation. Cet article propose, par une approche socio-historique issue d'une analyse de corpus de documents sources et de données secondaires, d'aborder la genèse de la création du diplôme et les différentes phases d'évolution de cette formation au fil des contextes sociaux traversés. Il permet également d'interroger la transformation du rôle des intervenants de cette formation d'infirmiers suite à un siècle d'évolution. Ce détour historique aborde la genèse du groupe professionnel depuis le Moyen-Age et plus précisément la place de la laïcisation des hôpitaux dans l'évolution du corps professionnel infirmier. Une attention particulière relative à la création des écoles et l'évolution de la formation nous amène à explorer l'importance de la place de certaines personnes engagées dans cette création. Cette recherche nous permet de porter un regard réflexif d'une part, sur l'intégration universitaire et l'importance de la qualification et du recrutement d'enseignants chercheurs en soins infirmiers comme levier pour le développement des recherches en sciences infirmières et d'autre part, sur la place de la recherche pour la professionnalisation des formateurs en soins infirmiers.

Helskog, K. (2024). **Effectiveness of aid on educational dropout in post-Genocide Rwanda.** *International Journal of Educational Development*, 106, 103018. <https://doi.org/10.1016/j.ijedudev.2024.103018>

This study investigates the effects of the Rwandan Genocide on the probability of primary educational dropout between 1995 and 2019 and how development aid moderates those effects. Specifically, this study examines the role of proximity to genocide-target areas and the degree to which development aid may have moderated the altered household economic opportunities. The results indicate that: (i) geographical proximity to genocide-targeted areas does not increase the probability of dropout; (ii) development aid reduces the probability of dropout within genocide proximity by 20 %; and (iii) The effects of development aid are particularly high in low-income households, making dropout 10.6 % less likely. In sum, development aid plays a significant role in overcoming the long-term effects of the genocide.

Higounet, J. (2024). **Le développement professionnel, levier d'un enseignement plurilingue et pluriculturel pour l'enseignement français.** *Administration & Éducation*, 181(1), 79-85. <https://doi.org/10.3917/admed.181.0079>

L'enseignement français à l'étranger (EFE) doit jongler avec la diversité linguistique et culturelle de ses pays d'accueil, même francophones, où il est confronté à des attentes sociales et des exigences pédagogiques locales en hausse. Pour relever ces défis, le développement professionnel de ses enseignants offre la perspective de réponses appropriées à chacun de ces contextes ; en responsabilisant les équipes pédagogiques, il encourage l'élaboration de stratégies éducatives contextualisées, soutenues par la recherche et l'expérience acquise sur le terrain. Tel un laboratoire d'innovation pour l'éducation, il permet de tester et intégrer de nouvelles pratiques qui seraient utiles au système éducatif national pour l'ouvrir et l'adapter à la diversité.

Hingray, J. **Éducation à la mode écoresponsable.** , Pub. L. No. 460 (2023-2024) (2024). Proposition de loi visant à instaurer au sein des programmes scolaires l'éducation à la mode écoresponsable

Hirtt, N., & Mottint, O. (2024). **Impact du quasi-marché scolaire sur l'équité des systèmes éducatifs européens**. Consulté à l'adresse Aped (Appel pour une école démocratique) website: <https://hal.science/hal-04511846>

The existence of a relationship between the organization of education systems on the model of a quasi-market and the importance of segregation and social inequalities in school performance is the subject of regular debate. The quantification of such a relationship should be an important element in educational policy choices if we are to move education towards greater equity and diversity. We use the PISA 2022 database to build and calculate three indices: first, a measure of social inequality in school performance; second, a measure of social segregation; thirdly, the degree of free school market. We show the existence of a close correlation between these three variables for the main European countries and conclude on ways to better regulate the school market.

Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR). (2024). **Rapport d'activité 2022-2023 de l'inspection générale de l'éducation, du sport et de la recherche (IGÉSR)**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3928> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3928>

En 2022-2023, l'IGÉSR a été particulièrement mobilisée par de nombreuses missions en appui aux feuilles de route de ses nouveaux ministres de tutelle et dans le cadre d'une volonté présidentielle réaffirmée de faire de l'École une priorité régaliennne. L'activité de l'IGÉSR a également été marquée par la montée en puissance de sujets prioritaires pour le pays comme l'organisation des Jeux Olympiques et Paralympiques ou la transition écologique. Les missions d'évaluation et de contrôle confiées à l'IGÉSR ont enfin confirmé son rôle d'acteur public majeur, qu'il s'agisse d'accompagner à moyen ou long terme l'évolution de politiques, de dispositifs, d'opérateurs variés ou bien d'intervenir très rapidement dans la gestion de crise. L'année 2022-2023 a également été une année particulière pour l'IGÉSR, dont le corps a été mis en extinction, comme les autres corps d'inspection générale, celui des préfets ou des ambassadeurs. Tout comme l'année précédente, le rapport d'activité de l'IGÉSR de l'année 2022-2023 prend la forme de supports vidéo qui rendent compte de sa présence constante sur le terrain, au plus près des acteurs, sur tous les territoires et dans tous les champs qui relèvent de son action (éducation nationale, jeunesse et vie associative, sports, bibliothèques, enseignement supérieur et recherche) à travers la présentation de 10 missions emblématiques de son activité de l'année, de la diversité de son action et de ses champs d'intervention. Ces missions sont présentées par les inspecteurs généraux qui les ont pilotées. Caroline Pascal, la cheffe de l'IGÉSR, donne à voir en outre, dans le cadre de quatre vidéos, l'organisation de l'inspection générale, le contexte et le bilan de son activité en 2022-2023. Elle y expose notamment les deux grands types de missions exercées par l'IGÉSR : les missions dites

Jarraud, F. (2024, mars 25). **Xavier Pons: Comment se fabriquent les politiques d'éducation ?** Consulté 25 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/25/xavier-pons-comment-se-fabriquent-les-politiques-deducation/>

Alors que la transformation de l'École s'accélère, Xavier Pons (Université Lyon 1) nous invite à réfléchir à la construction de ces politiques. Son ouvrage (La fabrique

Jidovtseff, B. (2023). **Plaidoyer pour un modèle sportif centré sur les besoins de tous les enfants au service de l'excellence, de la santé et du bien-être**. *Staps*, 143(5), 79-98. <https://doi.org/10.3917/sta.143.0079>

La performance de haut niveau est souvent le point de départ des travaux scientifiques et de réflexions sur les modèles sportifs. La recherche sur l'excellence sportive s'est intéressée aux parcours des élites sportives, à l'identification de talents et a abouti sur des programmes de développement qui ont évolué au cours du temps. Les connaissances actuelles montrent les limites des modèles sportifs centrés sur l'excellence car ils ne concernent qu'une faible proportion de la population et qu'ils n'ont pas été capables de produire des changements de comportement à l'échelle de la société notamment pour rendre la population physiquement plus active. Au regard des enjeux de sociétés multiples, il apparaît indispensable de faire évoluer les modèles sportifs pour qu'ils répondent aux besoins de la population dans son ensemble. Les modèles théoriques développementaux récents devraient être utilisés comme des incubateurs de réflexion au sein des fédérations et des structures sportives afin d'identifier les pistes d'amélioration dans les pratiques sportives avec comme objectif de réussir à répondre aux besoins de l'ensemble des enfants tout en permettant l'excellence sportive.

João Costa, M., & Peterbauer, H. (2024). **Development and strategic benefits of learning and teaching centres**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3925> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/resources/publications/1112:development-and-strategic-benefits-of-learning-and-teaching-centres.html>

In the context of European higher education, learning and teaching centres are generally located within an institution, with their primary mission being to support the development of the institution's learning and teaching. This report presents the findings of the 2023 EUA Learning & Teaching Thematic Peer Group "Development and strategic benefits of learning and teaching centres", beginning with a presentation of the centres represented in the group and proceeding by presenting a virtuous cycle model for the continuous advancement of centres. Recommendations accompany each of the model's elements and, where possible, are illustrated through real-world practices.

Kelchen, R., Ortagus, J., Rosinger, K., Baker, D., & Lingo, M. (2024). **The Relationships Between State Higher Education Funding Strategies and College Access and Success**. *Educational Researcher*, 53(2), 100-110. <https://doi.org/10.3102/0013189X231208964>

We compiled the first longitudinal data set with detailed state funding information to examine whether different funding strategies for public higher education correlate with college access and completion, with a focus on outcomes among racially minoritized students. We found no relationships between funding mechanisms and student outcomes at public universities. However, at community colleges, we found that funding strategies that combine base adjustments and enrollment or performance components may increase enrollment, but not completions.

Khalid, S., & Tadesse, E. (2024). **Understanding Primary School Enrollment in the Free Education Era Through Large-Scale from Punjab, Pakistan: Roadblocks to Meeting the**

**Sustainable Development Goal.** *Child Indicators Research*, 17(2), 753-778.  
<https://doi.org/10.1007/s12187-023-10102-5>

Pakistan's government has long been committed to providing its citizens with accessible and universal education. However, these efforts have yielded little gains for society due to several social and economic factors. Subsequently, Pakistan has a lower literacy rate and is one of the lowest in South Asia and the rest of the world. Although such a substantial issue is daunting and weakens the country's educational system, more evidence is needed that proposes potential implications or interventions to identify the most important in-school factors of primary school enrollment in Pakistan. Therefore, the present study derived a literature review-driven hypothesis and administered a rigorous analysis using the 2018 school census from the Punjab government education commission, showing detailed information on 24,305 public primary schools. The findings of this study assert that the medium of instruction has a considerable impact on primary school enrollment and the availability of qualified teachers. Single-sex schools, WASH facilities, and the security of schools have significant and diverse effects on student enrollment, which may have implications for scholars, educators, and policymakers.

Khrouz, D. (2024). **Les politiques éducatives et linguistiques au Maroc. La francophonie est-elle en question ?** *Administration & Éducation*, 181(1), 33-39.  
<https://doi.org/10.3917/admed.181.0033>

L'arabisation des enseignements intervenue dans les années 1960-1970 n'est pas la seule cause d'altération de la qualité de l'école marocaine. Pendant trois décennies, les besoins des administrations, des collectivités territoriales, des écoles et des universités ont fait de l'État le principal employeur, ce qui a déconnecté le système éducatif des besoins réels de l'économie et du développement. Depuis 2000, de profondes réformes sont à l'œuvre. Elles font des langues étrangères, principalement le français, un facteur d'ouverture mais aussi de cohérence retrouvée du cursus scolaire et universitaire ; cette politique a été largement soutenue par un puissant système de coopération et d'enseignement français. Aujourd'hui, la demande sociale relativise la référence éducative française, l'offre éducative se diversifie, une francophonie marocaine émerge, également tirée par une coopération sud-sud volontariste.

Kouame, K. J. M. (2024). **Afrique subsaharienne de l'Ouest/Côte d'Ivoire : pour une école moins exclusive des réalités socioculturelles et linguistiques locales.** *Administration & Éducation*, 181(1), 41-47. <https://doi.org/10.3917/admed.181.0041>

L'enseignement en français en Afrique subsaharienne – y compris en Côte d'Ivoire – rencontre, depuis des décennies, de nombreuses difficultés dont il faut chercher la source, entre autres, dans la genèse de l'école dans cette partie du monde et dans les finalités et missions assignées à cette institution par les décideurs. Les pesanteurs historiques, idéologiques et politiques continuent de porter atteinte à la fiabilité de l'institution scolaire francophone en Afrique, tandis que des directives officielles évasives prennent insuffisamment en compte les besoins de ses bénéficiaires comme les réalités dans lesquelles ils vivent. Cette contribution s'appuie sur une recherche de longue durée conduite sur l'école ivoirienne et le français depuis plus de quinze ans.

Kuzhabekova, A. (2024). **From importing to exporting world class: Can Kazakhstan scale up its successful center of excellence project to a regional education hub.** *International Journal of Educational Development*, 106, 103016.  
<https://doi.org/10.1016/j.ijedudev.2024.103016>

The paper explores the recently launched initiative of the Kazakhstani government to establish a regional education hub in the country by providing an overview of the government's rationale, adopted policy documents, and some of the undertaken steps. In addition, the paper argues that a related initiative of creating an international research university in Astana was an important precursor of the regional hub idea. Drawing on the lessons from the creation of the Nazarbayev University the paper tries to forecast some of the possible challenges, which may face Kazakhstan's regional education hub and identifies some policy considerations, which could increase the likelihood of its success.

Lajus, C., Wargnier, P., & Subervielle, D. (2022). **École et politique : jusqu'où ?** (1er édition). Editions Vérone.

L'école fait en permanence l'objet de débats, de querelles idéologiques, de réformes trop souvent éphémères et peu productives. Peut-elle encore longtemps se payer le luxe d'un statu quo ? N'est-il donc pas possible dans ce pays d'en sortir ? Riches de leurs expériences professionnelles, les auteurs explorent des éléments clés du fonctionnement du système auxquels il paraît possible d'imputer son manque d'efficacité. Qu'il s'agisse des ruptures liées aux changements de ministres, des pratiques d'évaluation, des questions de mixité sociale et scolaire ou encore de la formation des personnels, seule une véritable révolution garantirait des améliorations significatives des performances de cette institution. Les résistances sont nombreuses. Ils ne l'ignorent pas et les évoquent précisément. Mais par-delà ces obstacles, ils s'engagent dans ce livre sur des propositions qui, à l'approche d'un nouveau quinquennat, contribueront au débat sur « le monde d'après ».

Langé, J.-M., Barthes, A., & Chauvigné, C. (2024). **Dictionnaire critique des enjeux et concepts des « éducations à »** (Édition revue et augmentée). Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336439594?utm\\_campaign=2024%2f03%2f29+NL+Hebdo+%5bAuteurs+%2b+Dir.+de+coll.%5d&utm\\_content=Nos+derni%c3%a8res+parutions&utm\\_medium=Emailing&utm\\_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336439594?utm_campaign=2024%2f03%2f29+NL+Hebdo+%5bAuteurs+%2b+Dir.+de+coll.%5d&utm_content=Nos+derni%c3%a8res+parutions&utm_medium=Emailing&utm_source=Sendethic)

Depuis le début des années quatre-vingt ont émergé de nombreuses formes d'éducations à... (Développement durable, santé, citoyenneté, solidarité internationale, médias et information, patrimoine...), sources de nouvelles problématiques et de questionnements pour le champ des sciences de l'éducation et de la formation, et d'interrogations pour les praticiens. Appelées également éducations transversales, elles prennent en charge les questions sociétales et s'inscrivent dans le contexte de la mondialisation. Cette situation conduit les chercheurs et les praticiens à questionner ces nouvelles prescriptions, à problématiser leur place dans les curricula et les disciplines scolaires, à apporter des étayages aux réflexions des enseignants et des formateurs, et à en reformuler de nouvelles. Cette édition actualise et complète la précédente.

Legris, P. (2024). **Les programmes d'histoire : marges, silences et enjeux**. *Administration & Éducation*, 181(1), 65-70. <https://doi.org/10.3917/admed.181.0065>

Textes officiels à caractère national et obligatoire, les programmes d'histoire remplissent plusieurs fonctions : culturelle, mémorielle, civique notamment. Cette dernière est fondamentale pour la discipline chargée dès lors de transmettre aux élèves une citoyenneté centrée sur la Nation à travers un récit historique qui se déroule essentiellement en France métropolitaine. L'imposition de cette narration, acceptée et

intériorisée jusque dans les années 1970 dans des territoires éloignés du centre, est désormais contestée et invite à une réflexion sur la pluralité au sein de la Nation française tant au niveau linguistique qu'historique, tout comme à une compréhension des liens entre la France et d'autres pays dans le monde.

Lelièvre, C. (2023, décembre 7). **Le brevet, futur examen d'entrée au lycée ?** Consulté 22 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/le-brevet-futur-examen-dentree-au-lycee-219345>

Lors de ses annonces autour d'un « choc des savoirs », Gabriel Attal s'était prononcé pour une réforme du diplôme national du brevet, passé en fin de collège. Les changements se confirment.

Loyau, A. (2024). **Pour un commun en partage : réinvestir l'histoire des sciences à l'école.** *Administration & Éducation*, 181(1), 71-77. <https://doi.org/10.3917/admed.181.0071>

Les sciences et les savoirs se font, se reconfigurent, voyagent et se transforment au gré des individus et des groupes qui les élaborent et échangent entre eux. L'étude de ces dynamiques contribue au renouvellement de l'histoire des sciences de ces dernières années. Leur représentation par l'institution scolaire oscille de son côté entre une définition épistémologique stricte et une mobilisation sélective de l'histoire. L'intégration des apports historiques récents sur la construction des sciences et des savoirs dans les programmes scolaires offrirait aux élèves une vision plus juste et concrète des sciences ; elle devrait aussi ouvrir la voie à l'écriture d'une histoire commune des sciences avec les sociétés ayant été soumises à la colonisation.

Macheridis, N., Pihl, A. F., Paulsson, A., & Pihl, H. (2024). **Students' experiences of the research-teaching nexus.** *Tertiary Education and Management*, 30(1), 1-16. <https://doi.org/10.1007/s11233-023-09129-8>

Students experience the research-teaching nexus differently as they progress through their first three years of undergraduate study depending on the discipline. The question is if students, within the same discipline, experience the nexus differently depending on the profile of the institution where they study. The present study explored students' experiences of the research-teaching nexus (RT-nexus) during their undergraduate studies at one research-intensive and one teaching-intensive university. A survey (n = 340) was distributed among business students at two Swedish universities. One finding is that students from both universities reported on a progression in how they experience the nexus, and in learning outcomes. Students also rated what teachers do and what they themselves do higher, than what their peers do. The main gap between students from the two universities was that students from the research-intensive university generally perceived a stronger connection between teaching and research than did students from the teaching-intensive university. They also to a higher extent found that a close connection between research and teaching in their education would be important to them in their future work life, whereas students from the teaching-intensive university were more unsure.

Maroy, C., & Voisin, A. (2023). **Les normativités morales de la Gestion axée sur les résultats en éducation : le cas du Québec.** In *Les normativités morales de la Gestion axée sur les résultats en éducation : le cas du Québec* (p. 179-198). <https://doi.org/10.1515/9782766301881-009>

Les normativités morales de la Gestion axée sur les résultats en éducation : le cas du Québec was published in *Institutions et questions morales contemporaines* on page 179.

Mathias, P. (2024). **La francophonie au prisme de la philosophie**. *Administration & Éducation*, 181(1), 59-64. <https://doi.org/10.3917/admed.181.0059>

La question de la francophonie ne se réduit pas à celle de l'extension géographique du français. Le déclin historique de notre langue est factuel et ancien, il ne fait donc pas problème. En revanche, le rayonnement de la francophonie reste vif et il est permis d'en examiner, non tant les raisons effectives que la signification. L'hypothèse de cette note est que cette signification se loge dans l'inclination proprement « philosophique » de l'école française, qu'on retrouve anecdotiquement dans un culte récent de « l'esprit critique », mais réellement dans l'enracinement séculaire d'un enseignement généralisé de la philosophie. On ne pénètre pas la francophonie par le seul usage de la langue, on s'y installe par le partage d'une représentation distanciée et questionnante du monde – par ce que l'école française appelle, précisément, « philosophie ».

Mattei, P., Dumay, X., Mangez, E., Behrend, J., Mattei, P., Dumay, X., ... Behrend, J. (Éd.). (2024). **The Oxford Handbook of Education and Globalization**. Oxford, New York: Oxford University Press.

Globalization has become one of the most recurrent concepts in social and political sciences. More often than not, however, the concept is handled without much of a properly articulated theory capable of explaining its historical origin and expansion. For education researchers attempting to elucidate how global changes and processes affect their field of study, this situation is problematic. The Oxford Handbook on Education and Globalization brings together in a unique way leading authors in social theory and in political science and reflects on how these two distinct disciplinary approaches deal with the relation between globalization and education. Part I develops a firmer and tighter dialogue between social theory, long concerned with theories of globalization, and education research. It presents, discusses, and compares three major attempts to theorize the process of globalization and its relation to education: the neo-institutionalist theorization of world culture, the materialist and domination perspectives, and Luhmann's theory of world society. Part II analyses the political and institutional factors that shape the adoption of global reforms at the national and local level of governance, emphasizing the role of different contexts in shaping policy outcomes. It engages with the existing debates of globalization mainly in the field of public policy and comparative politics and explores the social, political, and economic implications of globalization for national systems of education, their organizations, and institutions.

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McQuillan, M., & Mayo, C. (2024). **School Leaders and Transphobia: Direct, Facilitative, Accommodative, and Resistant Forms of Gender-Based Bias and Bullying.** *Educational Administration Quarterly*, 60(1), 37-73. <https://doi.org/10.1177/0013161X231217747>

Purpose: If PK12 administrators aspire to interrupt bias-based bullying, they need to understand their role in perpetuating structural and social inequality. The purpose of this study was to examine administrators': 1) awareness of gender-based bullying, 2) initial intentions to address bullying, and 3) actions that interrupted or perpetuated gender-based bullying. Methods: This qualitative study used a purposeful sample U.S. court cases and 36 interviews with administrators and policy consultants to explore PK12 leaders' understanding of gender-based bullying and actions to disrupt bullying. Findings: Our findings provide a more expansive definition of administrative bullying and brings attention to the personal complicity of educational leaders in perpetuating gender-based bullying. Administrators in this study modeled support for bullying through each of these four types of bullying – by direct action, facilitated support, accommodating external stakeholders, and resisting efforts to educate themselves or others on issues related to gender-based bullying. All of these approaches allow bias and bullying to continue. The study also reveals how some leaders interrupt bullying by collaborating with students, parents, and community-based organizations. Implications: Policymakers, leadership preparation instructors, and PK12 administrators may be interested in how administrative behaviors perpetuate gender-based bullying. A lack of knowledge about leaders' personal complicity in bullying and about gender-diversity fundamentally interrupts two of the main roles of PK-12 leaders: implementing policies and leading instructional practices. The results of the study suggest the need for additional policies, procedures, and training to support leaders committed to interrupting gender-based bullying.

Mettouchi, M. L. (2024). **L'organisation du travail universitaire des étudiant·e·s en situation de handicap et son accompagnement. Étude de cas en France et en Angleterre.** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26569>

Le présent article s'intéresse à l'organisation du travail universitaire des étudiant·e·s en situation de handicap anglais·e·s et français·e·s et à la manière dont l'environnement universitaire voit naître et répond aux difficultés en la matière, impliquant des restrictions de participation aux apprentissages et des situations d'inégalité. Nous constaterons que pour certains étudiant·e·s une organisation du travail efficiente est possible grâce à des ressources que nous mettrons en lumière. En revanche, pour d'autres étudiant·e·s les stratégies mises en œuvre sont inopérantes pour des causes que nous expliciterons, de même que leurs conséquences pour les parcours étudiants. Nous formulerons à ce titre des recommandations pour accompagner ces pratiques estudiantines dont l'enjeu réside dans l'affiliation et la réussite universitaire.



Miconnet, N. (2024). **Prévisions des effectifs du second degré pour les années 2024 à 2028**. *Note d'Information*, (24.09), 1-4. <https://doi.org/10.48464/ni-24-09>

Pour le second degré, l'augmentation du taux de redoublement et la création de classes préparatoires à la classe de seconde sont attendues mais il n'est pour le moment pas possible d'en mesurer précisément l'impact sur les effectifs du second degré. Ainsi, plusieurs hypothèses émises sur le niveau du redoublement ou sur le nombre d'élèves intégrant ces classes préparatoires à la classe de seconde, conduisent à trois prévisions (une basse, une intermédiaire et une haute). La démographie reste le facteur le plus important pour expliquer les variations attendues et elle évoluera à la baisse entre 2024 et 2028, les générations entrantes étant moins nombreuses que les générations sortantes. Ainsi, quelles que soient les hypothèses retenues, les effectifs du second degré devraient baisser entre 2024 et 2028, faiblement en 2024 et 2025 et plus fortement à partir de 2026. La prévision intermédiaire retient une baisse de 13 800 élèves en 2024 et de 9 800 élèves en 2025 puis de 30 000 à 40 000 élèves de 2026 à 2028.

Millward, C. (2024). **Improving but not equalising opportunity: the objective and effect of regulating fair access to higher education in England, and their implications for understanding higher education policy**. *Oxford Review of Education*, 50(2), 148-166. <https://doi.org/10.1080/03054985.2023.2211255>

Since 2006, universities in England that want to charge higher fees to their domestic undergraduates have been required to agree a plan with an access regulator appointed by the government. This article identifies the objective for the regulation as equalising opportunity, then considers its effect, drawing on policy literature, ministerial statements, legislative and regulatory texts, and national data. In doing so, it exposes how the policy objective has been implemented through legislation, regulatory guidance and university practice, and how this has yielded improving but not equalising opportunity. This is due to the limited influence of the powers available to, and guidance issued by, the regulators in a system of competing autonomous universities, which yields stratification based on the entry grades of young people and their social background. The lesson for higher education policy is the imperative for closer alignment between policy objectives, legislation to empower their implementation, approaches taken by regulators and university practice. In competitive systems within which universities have autonomy in relation to their admissions, policies to equalise opportunity require legislation and regulation that is influential enough for universities to prioritise more equitable outcomes ahead of other imperatives.

Minardi, A. L., Rigole, A., & Bergmann, J. (2024). **Data Must Speak: Unpacking factors influencing school performance in Mainland Tanzania** (p. 1-61). Consulté à l'adresse UNICEF Office of Research- Innocenti website: [https://www.unicef-irc.org/publications/pdf/UNICEF-Innocenti-DMS-Tanzania-report\\_2024.pdf](https://www.unicef-irc.org/publications/pdf/UNICEF-Innocenti-DMS-Tanzania-report_2024.pdf)

To improve the quality and relevance of basic education in Mainland Tanzania, the Ministry of Education, Science and Technology (MoEST) is interested in enhancing data usage and access in the country in order to develop, implement, and monitor eviden

Mobhe, B. (2024). **L'Université Responsable: fondements et mise en œuvre par l'approche du changement organisationnel responsable** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2755>

Mogren, A. (2024). **Rethinking education for sustainable development: Research, policy and practice.** *International Review of Education*, 70(1), 173-176. <https://doi.org/10.1007/s11159-024-10065-x>

Mokher, C. G., & Mella-Alcazar, A. A. C. (2024). **Improving education pathways: Collaboration supporting transitions from K-12 to postsecondary education in the Philippines.** *International Journal of Educational Development*, 106, 103003. <https://doi.org/10.1016/j.ijedudev.2024.103003>

In the early 2010 s, the Philippines was 1 of 3 countries only providing basic education through grade 10. Compulsory education was expanded to grades 11 and 12 with specialized tracks to develop college and career readiness. This study examines collaboration between the K-12 and postsecondary education sectors on senior high school technical-vocational tracks in the Philippines. Findings indicate that much less collaboration occurred in practice than intended. Yet the reform benefitted from several boundary practices around student access to technical-vocational tracks, student opportunities for hands-on training experience, and professional development for high school teachers in collaboration with technical vocational institutions.

Muccin, L. (2023). **La relation aesh-école : quel fonctionnement pour une meilleure inclusion ?** *Empan*, 132(4), 93-99. <https://doi.org/10.3917/empa.132.0093>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

North, X. (2024). **Dans les coulisses de « L'aventure du français ».** *Administration & Éducation*, 181(1), 129-135. <https://doi.org/10.3917/admed.181.0129>

Comment « exposer » une langue ? et, parmi les langues du monde, cette langue singulière, le français ? Comment la donner à voir et à entendre – mieux encore : dans l'infinie diversité de ses expressions ? Tel était le défi posé par l'organisation d'un parcours de visite permanent consacré à la langue française, sous le titre « L'aventure du français », au château de Villers-Cotterêts. Et telle pourtant la commande du président de la République, au nom de la communauté nationale. De cette commande à la conception puis la réalisation du projet, cet article invite à saisir ce que fut le cheminement vers l'exposition permanente de la nouvelle cité internationale de la langue française.

Nusche, D., Rabella, M. F., & Lauterbach, S. (2024). **Rethinking education in the context of climate change: Leverage points for transformative change.** <https://doi.org/10.1787/f14c8a81-en>

State-of-the-art scientific evidence shows that our planet is approaching several environmental and climate tipping points faster than previously expected. This means that the international community is facing a rapidly closing window of opportunity to achieve profound transformations across sectors, systems and mindsets to secure a sustainable and liveable future. What is the role of education system in enabling social change at the massive scale and pace needed for climate change mitigation? And what policy levers can they employ to build resilience and adapt to environmental challenges? This paper explores ways to rethink educational approaches in the context of climate change, focussing primarily on school education, while exploring links to other levels of education. It looks specifically at strategies to restructure foundational science education and cross-curricular learning, zooms in on the potential of place-based approaches in empowering learners for action, and concludes by identifying policy levers to increase education system resilience.

OECD. (2024). **PISA Vocational Education and Training (VET): Assessment and Analytical Framework**. Consulté à l'adresse [https://www.oecd-ilibrary.org/fr/education/pisa-vocational-education-and-training-vet\\_b0d5aaf9-en](https://www.oecd-ilibrary.org/fr/education/pisa-vocational-education-and-training-vet_b0d5aaf9-en)

This report presents the conceptual foundations of the OECD Programme for International Student Assessment (PISA) Vocational Education and Training (VET), currently in the Development Phase of implementation which aims to provide a comprehensive and rigorous international survey of student knowledge and skills that are essential for success in selected occupational areas. The PISA-VET assessment covers professional knowledge and skills in five occupational areas (automotive technician, business and administration, electrician, nursing/healthcare assistant and hotel receptionist), plus an evaluation of learners' employability skills, including literacy, problem solving, task performance (conscientiousness) and collaboration with others. This publication includes the frameworks for assessing all the knowledge and skills included in the assessment. These chapters outline the content knowledge and skills that learners need to acquire in each domain, how each domain is assessed, and the contexts in which this knowledge and these skills are applied. The publication also presents the frameworks for the various questionnaires distributed to students, principals of VET institutions, teachers and trainers, including a questionnaire for trainers in work-based learning environments and a system level data questionnaire for participating countries. The questionnaires are also included as an annex to the publication.

OXFAM. (2024). **Transforming Education Financing in Africa** (p. 1-25). Consulté à l'adresse OXFAM website: [https://oi-files-cng-v2-prod.s3.eu-west-2.amazonaws.com/africa.oxfam.org/s3fs-public/Transforming\\_Education\\_Financing\\_in\\_Africa\\_report.pdf?VersionId=lpmwlgN8B2YcB3z4C.V7U34d3i1K.LOX](https://oi-files-cng-v2-prod.s3.eu-west-2.amazonaws.com/africa.oxfam.org/s3fs-public/Transforming_Education_Financing_in_Africa_report.pdf?VersionId=lpmwlgN8B2YcB3z4C.V7U34d3i1K.LOX)

Pamphile, P., & Bournaud, I. (2024). **Analyses Statistiques Exploratoires de Données en Éducation : Principes, Concepts et Implémentation. Le cas de l'adaptation des primo-entrant.es en IUT après la réforme du baccalauréat et du BUT**. Consulté à l'adresse <https://inria.hal.science/hal-04375594>

À l'ère des big data, la disponibilité croissante de grandes quantités de données est une tendance importante y compris en sciences de l'éducation où l'usage des technologies pour les enseignements en ligne permettent d'enregistrer toutes les activités des étudiant.es. Cette accumulation de données offre indéniablement une richesse

d'informations, mais rend les données plus complexes et difficiles à analyser. Les méthodes statistiques exploratoires sont utiles pour identifier des liaisons latentes entre les variables ou les individus. Cependant, leur utilisation nécessite une compréhension des concepts statistiques mobilisés pour garantir une implémentation appropriée. Cet article propose de clarifier les concepts statistiques sous-jacents et de guider, étape par étape, les praticiens dans leurs analyses statistiques exploratoires. Nous montrons, sur une étude menée auprès d'étudiant·es primo-entrant·es en IUT, comment ces méthodes peuvent contribuer à une compréhension holistique de leurs difficultés d'adaptation en IUT.

Partenariat mondial pour l'éducation (GPE). (2024). **Former les africains pour Affronter le 21ème siècle** (p. 1-8). Consulté à l'adresse Partenariat mondial pour l'éducation (GPE) website:

<https://www.globalpartnership.org/fr/node/document/download?file=document/file/2024-02-ua-eduquer-africains-21e-siecle.pdf>

Perez-Roux, T., Françoise, C., & Torterat, F. (2024). **La formation des enseignant·e·s en prise avec les réformes : un rapport au travail (dés)ajusté pour les formateur·trice·s ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (71). <https://doi.org/10.4000/edso.26620>

En France, la dernière réforme de la formation initiale des enseignants (2019), mise en œuvre à la rentrée 2021, ravive les tensions entre logiques de professionnalisation, d'universitarisation et de certification. L'article tente de comprendre les reconfigurations des conditions de travail et de formation générées par la réforme puis de saisir dans quelle mesure la dérégulation des exigences institutionnelles a pu créer, chez les formateur·trice·s, une fragilisation ou un renforcement des professionnalités. Une enquête par questionnaire a été réalisée au printemps 2022 auprès de formateur·trice·s en INSPE sur l'ensemble du territoire (N = 725). Les résultats des analyses uni et bivariées révèlent un rapport au travail (dés)ajusté et une tension renforcée entre théorie et pratique, entre croyances ou valeurs des formateurs et logiques institutionnelles. Ils éclairent, selon le statut des formateur·trice·s, les stratégies d'appropriation pour (re)donner sens à l'action.

Porter, J. M., & Morrison, A. R. (2024). **From pilots to policies: Challenges for implementing intercultural bilingual education in Latin America.** *International Review of Education*, 70(1), 11-28. <https://doi.org/10.1007/s11159-023-10039-5>

For the past four decades, intercultural bilingual education (IBE) has been a common policy prescription to address Indigenous/non-Indigenous education gaps in Latin America. Initiatives have grown from small, localised pilots to national and state-level initiatives across thousands of schools. While there is some rigorous evidence of the effectiveness of IBE pilot initiatives at a small scale, there is very little evidence that expanding them to a larger scale benefits learners to the same extent. This article reviews the existing evidence on IBE's effectiveness and identifies a number of challenges in replicating success at scale. The authors identify factors which have limited our understanding of IBE's effectiveness, as well as factors which may have contributed to less-than-ideal outcomes for larger programmes, including uneven coverage, varying teacher quality, and limited resource availability for smaller Indigenous languages. Addressing these issues will be crucial for improving IBE programmes' ability to operate successfully at scale.

Priorité à l'égalité, UNGEI, & UNICEF. (2024). **Initiative « Priorité À L'égalité » (GCI) Atelier Multi-Pays sur la Planification Sectorielle de L'éducation Sensible au Genre** (p. 1-16).

Consulté à l'adresse [Priority à l'égalité ; UNGEI ; Unicef website: https://www.ungei.org/sites/default/files/2024-02/Report\\_GRESP\\_Regional\\_Workshop\\_report\\_FRENCH\\_V1.pdf](https://www.ungei.org/sites/default/files/2024-02/Report_GRESP_Regional_Workshop_report_FRENCH_V1.pdf)

Dans le cadre du soutien du Ministère fédéral allemand de la Coopération économique et du Développement (BMZ) à l'initiative Priority à l'égalité (GCI), UNGEI, la GIZ, UNICEF et Gender at Work ont coorganisé un atelier d'apprentissage multi-pays sur la Planification Sectorielle de l'Éducation Sensible au Genre (GRESF) du 5 au 8 décembre 2023 à Dakar, au Sénégal. La session s'est appuyée sur les expériences des pays de la GCI (Burkina Faso, Mali, Nigeria) et des pays non-membres de la GCI (République centrafricaine, République du Congo, Égypte, Libéria, Malawi) pour un apprentissage mutuel sur l'intégration de l'égalité des sexes dans la planification du secteur de l'éducation, avec un accent particulier sur le processus de partenariat avec le GPE.

Rascón-Canales, M., Navarro Benavides, V., Marquez, A., & Romero, A. (2024). **"Trump can take away your status but he can't take away your education": a qualitative study of students in higher education following the DACA rescission announcement.** *International Journal of Qualitative Studies in Education*, 37(4), 1126-1138. <https://doi.org/10.1080/09518398.2023.2181418>

This study focuses on the experiences of adult recipients of the Deferred Action for Childhood Arrivals ("DACA") Program in the United States. Semi-structured interviews were conducted six months after the Trump administration's 2017 rescission announcement in a sample of DACA recipients enrolled in colleges across the US. Guided by the community cultural wealth theory (CCW), findings reveal how the forms of CCW are accessed as the participants encounter institutional barriers along the educational pipeline. The participants challenge the existence of institutional disadvantages, including the rescission announcement, in higher education by using forms of CCW (e.g. aspirational, familial, social, and resistant capital). This study is unique in finding the use of resistant capital by DACA recipients as a means of creating CCW for other students in the undocumented community and across DACA student networks.

Rey, O., Aymonin, D., Mathias, P., & Moutoussamy, I. (2024). **Campus connectés.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3927> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3927>

Le dispositif des campus connectés a été lancé en 2019-2020 à partir de 89 projets proposés par des collectivités territoriales, sélectionnés et financés pour cinq ans dans le cadre des investissements d'avenir (PIA 3). Le rapport d'inspection générale évalue le dispositif à mi-parcours et formule trois scénarios de pérennisation. Le rapport privilégie le scénario qui consiste à maintenir un financement national de chaque campus connecté qui aura fait les preuves de sa réussite à l'issue des cinq ans du PIA, conditionnée par certains indicateurs témoignant de son attractivité (nombre d'étudiants accueillis) et de l'investissement des collectivités territoriales et des partenaires du campus connecté. La grande majorité de ces étudiants n'auraient probablement pas pu entreprendre d'études supérieures sans les campus connectés ou se seraient contentés de formations qui ne correspondaient pas à leurs aspirations ou leurs compétences. Cela légitime la poursuite de ce dispositif pour les campus connectés dont le dynamisme est avéré.

Rigal, H. (2023). **Les débuts de l'intégration, témoignage d'une enseignante de maternelle**. *Empan*, 132(4), 81-86. <https://doi.org/10.3917/empa.132.0081>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Rillotta, F., Lindsay, L., & Gibson-Pope, C. (2024). **The work integrated learning experience of a university student with intellectual disability: a descriptive case study**. *International Journal of Inclusive Education*, 28(3), 264-281. <https://doi.org/10.1080/13603116.2021.1937343>

Inclusive higher education programs support people with intellectual disability (ID) to be included at university. However, until recently such programs have not typically offered the opportunity for students with ID to engage in Work Integrated Learning (WIL) experience. This case study investigates the experiences and processes involved in facilitating a university WIL placement (at a secondary school) for a student with ID (pseudonym: Serenity). Semi-structured interviews were conducted with Serenity and key stakeholders involved in the process. Participants (N=6) were asked about their experiences of the placement processes; the challenges they experienced; and the outcomes they observed. They were also asked to provide suggestions for future WIL placements for students with ID. Thematic analysis was used to analyse data. Five major themes were identified: authentic experience; good preparation; support before and during placement; student characteristics; and opportunities for direct work experience. Outcomes can inform future inclusive WIL experiences for university students with ID. Recommendations are provided regarding further investigation into employability skills that are transferable from university-based learning to the workplace.

Shchepetylnykova, L., & Oleksiyenko, A. V. (2024). **What comes after post-Soviet? Towards a new concept of de-Sovietization in higher education and research**. *International Journal of Educational Development*, 106, 103014. <https://doi.org/10.1016/j.ijedudev.2024.103014>

For almost three decades, scholars sought to understand the transformations of higher education systems previously subjected to totalitarian Soviet control. Early attempts to investigate post-Soviet reforms provided limited explanations of the chaotic and challenging nature of these transformations, inducing a valid critique of the dominant interpretation of the post-Soviet changes as a unidirectional transition from the party/state-dominated model to a Western market-oriented system. The processes of deconstructing the Soviet legacy have remained under-studied, while post-Soviet research in education largely accepts the legitimization and even re-integration of the past. By drawing on existing theoretical and empirical scholarship, this article explains

why a new conceptualization of de-Sovietization is needed in higher education research and why the processes of re-envisioning values, practices, and institutions in the post-Soviet education and research are necessary to promote critical inquiry, academic freedom, and scholars' agential responsibilities.

Shomba, K. sylvain, & Develtere, P. (2024). **Critique de l'université congolaise par l'université: Reculade scientifique et marchandisation des patrimoines**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-critique-de-l-universite-congolaise-par-l-universite-reculade-scientifique-et-marchandisation-des-patrimoines-sylvain-shomba-kinyamba-patrick-develtere-9782336437309-79275.html>

A l'Université de Kinshasa se pose la problématique de la gouvernance hypothéquée et de l'éclipse de la recherche scientifique. Cette problématique se fonde sur l'inobservance des libertés académiques annihilées par la lutte pour la survie, et la construction des logiques sociales basées sur l'accoutumance à la logique du moindre effort. Au sujet de la jouissance de ces libertés, les investigations menées confirment des ratés de la part de nombreux universitaires, vis-à-vis du respect des principes de tolérance et d'objectivité, dans leurs propos comme dans leur agir. Cet ouvrage nourrit l'espoir de la dénonciation des erreurs administratives et scientifiques qui ont élu domicile dans cette université, pour une prise de conscience par tous, et une délivrance réelle de cette noble institution à vocation savante.

Shyiramunda, T., & van den Berselaar, D. (2024). **Local community development and higher education institutions: Moving from the triple helix to the quadruple helix model**. *International Review of Education*, 70(1), 51-85. <https://doi.org/10.1007/s11159-023-10037-7>

This article examines issues of local community development in Rwanda, building on the triple helix model proposed by Henry Etzkowitz and Loet Leydesdorff in the 1990s to draw insights from international perspectives. The authors favour an expanded quadruple helix model which includes the local community as a unit of analysis, alongside higher education institutions (HEIs), the private sector and government. In this fourfold model, the local community is identified as an additional helix based on the idea that HEIs can serve as engines for boosting economic development. The results of the authors' analysis show that innovations in higher education which are directed towards community development can, in turn, lead to changes in existing practices and teaching to better reflect the needs of the local community as well as the broader community beyond the immediate context of HEIs. Graduates' employable skills can be strengthened through outreach initiatives by HEIs, along with the collaborative support of all elements in the fourfold model. The authors' review of relevant literature and policy documents goes further to illustrate how each element can play an optimal role in forming a strong and sustainable partnership at the local level. The robust cooperation among helices in this model may lead to higher rates of graduates' employment in a knowledge-based society. These innovations can further lead to full alleviation of poverty, starting from the sphere of local community development.

Solonean, D. (2024). **The Romanian education reform of 1995: ideological drifts and governance in the wake of the World Bank restructuring**. *International Journal of Qualitative Studies in Education*, 37(4), 1139-1155. <https://doi.org/10.1080/09518398.2023.2181419>

After the fall of the communist regime, Romania launched the first multi-systemic reform in the education sector in 1995. The reform was largely financed through a World Bank loan and closely followed the neo-liberal ideology promoted by Bank officials. It aimed to privatize and to implement private sector management principles in the public education sector. This paper argues that in order to introduce neo-liberal policy models, the Bank first created a structure of knowledge around the Romanian system of education, which diagnosed it as inefficient and underperforming. Specific representations of domestic institutions, bureaucratic processes, and actors were used to legitimate the forms of intervention proposed and the role of the Bank in internal governance. I argue further that the main stake of the project was reforming governance in education as new mechanisms for power distribution and money allocation were set in place. By manufacturing their role as impartial, apolitical "experts," and by ignoring the political nature of government, they created a niche in governance and imposed neo-liberal understandings in education.

Sorensen, T. B., & Dumay, X. (2024). **The European Union's governance of teachers and the evolution of a bridging issue field since the mid-2000s.** *European Educational Research Journal*, 23(2), 237-260. <https://doi.org/10.1177/14749041241234695>

Concerned with European Union (EU) governance of teachers since the mid-2000s, this paper makes an empirical as well as theoretical contribution to education policy studies in the context of EU governance. Drawing on neo-institutional field theory and an empirical material of policy documents and interviews, the paper analyses the consolidation and evolution of a field at the EU level that is focused on the governance of the teaching profession. We argue that this field constitutes a bridging issue field, spanning several policy domains, including education, employment and economy, and characterised by non-linear and relatively slow change. We demonstrate how the field since the mid-2000s has become elaborated via the strategic framing of teacher skills and careers as policy issues, the mobilisation of actors and networks, and an expanding institutional infrastructure of mechanisms and policy instruments. Theoretically, the paper advances the debate on EU governance by highlighting the epistemic gains of neo-institutional field theory in making sense of soft governance contexts and their trajectories as an outcome of the interplay between issue framings, different types of actors, and institutional infrastructure.

Spruyt, B., Van Droogenbroeck, F., & Kavadias, L. (2024). **The perceived quality, fairness of and corruption in education in Europe.** *Oxford Review of Education*, 50(2), 272-289. <https://doi.org/10.1080/03054985.2022.2136152>

Although education is arguably one of the most central institutions in contemporary European societies, only recently scholars have started to study opinions that relate to the perceived legitimacy of education among the public at large. This paper contributes to this emerging literature. Based on data from the most recent wave of the European Quality of Life Survey (N = 23,073; 30 countries) we assess what individual- and country-level factors predict citizens' satisfaction with educational quality and the perceived fairness of/corruption in education. At the individual level, we find that indicators of one's material vs. educational position are inversely related to the perceived quality, fairness, and corruption of the education system. At the macro level, it turns out that in countries that perform better on PISA tests the perceived educational quality is higher and the perceived corruption lower. In the conclusion we elaborate on the implications of our findings.



Steiner-Khamsi, G., Martens, K., & Ydesen, C. (2024). **Governance by numbers 2.0: policy brokerage as an instrument of global governance in the era of information overload.** *Comparative Education*, 0(0), 1-18. <https://doi.org/10.1080/03050068.2024.2308348>

The article investigates how and when the two first movers in knowledge-based regulation – the OECD and the World Bank – developed policy brokerage as an instrument of global governance in the education sector. We also examine how their target clientele – national governments – responds to this instrument. Given the surplus of research evidence in today's digital economy, intergovernmental organisations have the challenge of standing out as trusted and credible knowledge brokers in a crowded space. The authors make the case for a comparative research programme – tentatively labeled 'Governance by Numbers 2.0' – that is informed by a multidisciplinary (history, political science, interdisciplinary policy studies) interpretive framework and that advances a transnational, relational method of inquiry which draws attention to the global/national nexus.

Stenzel, A. G., Osei Kwadwo, V., & Vincent, R. C. (2024). **Free secondary education policy and education attainment.** *International Journal of Educational Development*, 106, 103021. <https://doi.org/10.1016/j.ijedudev.2024.103021>

This paper investigates the impact of Ghana's Universal fee-free secondary education policy (FreeSHS) on educational attainment (completion rates). The policy was introduced in the school year 2017/2018, allowing every child to pursue secondary education irrespective of their background. We emphasize the educational outcomes of schoolgirls as they are shown to be at a greater disadvantage when accessing higher education in Ghana. Given the universality of the policy, we estimate a Difference-in-Differences model using variations in the treatment intensity across districts. The treatment and comparison groups are thus defined based on the differences in the uptake rate (changes in the uptake of education due to a price change). The paper draws from a comprehensive panel dataset capturing the demand and supply factors to education across 261 districts in Ghana. The empirical findings suggest that schoolgirls' completion rate increased by 14 percentage points in high uptake districts, whereas the reform impact is estimated at 14.9 percentage points overall (for boys and girls). In effect, the absorption of education costs by the state serves as a critical incentive for cost-constrained households and an efficient measure for correcting market failures related to access and completion of secondary education for girls.

Suc-Mella, P. (2023). **Quelle place de l'aesh dans l'école inclusive ?** *Empan*, 132(4), 108-115. <https://doi.org/10.3917/empan.132.0108>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent

sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Swanzy, P., Ansah, F., & Langa, P. (2024). **Ghanaian private higher education providers: are they becoming endangered species?** *Tertiary Education and Management*, 30(1), 45-63. <https://doi.org/10.1007/s11233-023-09130-1>

In Ghana, private higher education institutions' (PHEIs) share of gross tertiary enrolment is on the decline in the midst of growing demand for tertiary education. Whether this is, an indication of PHEIs in Ghana becoming endangered species in the higher education space has received limited research attention. Through documentary reviews and interviews of purposively selected 22 key informants, including Presidents, Vice Presidents, Registrars, Finance Officers of PHEIs and Ghana Tertiary Education Commission (GTEC) Academic Auditors, this study investigates the viability and sustainability of PHEIs in Ghana. Resource Dependency Theory guided the study. The emerging issues, which relate to dynamics of students' enrolments, funding, affiliation policy, staffing and innovativeness provide indicative realities of short-term viability and long-term sustainability of PHEIs in Ghana that make them appear endangered species. The study concludes that PHEIs in Ghana are vulnerable with respect to their short-term operational viability and long-term sustainability which make them appear endangered species with a plausible implication of heightening the pressure on the public purse to expand and or establish more public HEIs in order to meet the ever-increasing demand for higher education.

Székely, M., Flores-Ceceña, I., Hevia, F., & Calderón, D. (2024). **Measuring learning losses from delayed return to school: Evidence from Mexico.** *International Journal of Educational Development*, 106, 102998. <https://doi.org/10.1016/j.ijedudev.2024.102998>

This paper quantifies learning losses related to delaying the return to in presence school activities after the peak of the Covid-19 pandemic, for children of low socioeconomic background in Mexico by exploiting a unique data set constructed for such purpose. Data on math and reading comprehension learning outcomes for a panel of children aged 10–15 were collected between April and December 2021 in two geographically adjacent and similar states in the southern region of the country, with significant between and within state variability in the school reopening and school return process. We use alternative estimation techniques to measure changes in learning outcomes in relation to the exposure to in-presence education during a 6-month period and find that children that returned to school earlier had higher achievement scores of at least 0.27 standard deviations, and these were greater for older children. These findings highlight the potential learning losses associated with remote education.

Tang, A., Rankin, P., Staton, S., & Thorpe, K. (2024). **Access to high-quality early care and education: Analysis of Australia's national integrated data.** *Early Childhood Research Quarterly*, 67, 352-362. <https://doi.org/10.1016/j.ecresq.2024.02.001>

The United Nations Sustainable Development Goal (4.2) calls for all children to have access to high quality Early Childhood Education (ECE), recognising the potential of ECE to promote children's development and ongoing national prosperity. Yet, in marketized systems both structural features (availability and affordability of services) and social factors (family knowledge and social connection) can drive inequitable access to the highest quality provision. In the current study, we analyse data for N=77,113 children in Australia's new whole-population integrated database to ask: Who accesses high-

quality ECE services? Australia's national quality rating of ECE services provided whole-of-country standard measurement of ECE quality. We find that, although Australia provides an income-scaled subsidy to families to enable ECE attendance, inequalities are seen in the quality of service accessed. Families experiencing socio-economic disadvantage and those living in regional and remote locations are under-represented in services rated high-quality. Recent immigrants, regardless of their economic status, are most likely to attend poorer quality services. These findings highlight the need to identify and remediate mechanisms preventing those most likely to benefit from the highest quality ECE from access. Such actions are critical to deliver on the promise of ECE to disrupt intergenerational disadvantage and enable sustainable national development.

Tanure Alves, M. L., de Souza, J. V., Grenier, M., & Lieberman, L. (2024). **The invisible student in physical education classes: voices from Deaf and hard of hearing students on inclusion.** *International Journal of Inclusive Education*, 28(3), 231-246. <https://doi.org/10.1080/13603116.2021.1931718>

Students with disabilities have described issues related to participating in activities during physical education (PE) classes with feelings of being excluded. This study investigates the inclusive process of the Deaf or hard of hearing students in school from the specific context of PE class. Qualitative research using semi-structured face to face interviews were utilised with a convenience sample of seven Deaf or Hard of hearing students. All interviews were conducted on a dialogue with assistance of a professional sign language interpreter. The results were analysed through Delucca's theoretical framework on inclusion. Thematic analysis revealed two major categories, (1) I don't understand and (2) Feeling invisible. These categories exposed the difficulties of the inclusive PE class environment on Deaf and hard of hearing students. Students expressed difficulties understanding the PE activities and sports proposed during classes. Sign language or other strategies to communicate were not part of teachers support system for instruction, nor did the teachers interact with the Deaf students or their interpreters. All social interactions of the Deaf children were limited to the sign language interpreter. PE classes were recognised by Deaf and hard of hearing students as a place of non-acceptance and indifference.

Tobin, Z. (2024). **How do public schools respond to competition? Evidence from a charter school expansion.** *Economics of Education Review*, 99, 102519. <https://doi.org/10.1016/j.econedurev.2024.102519>

Tomoya, O. (2024). **Towards more diverse and flexible international large-scale assessments.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3930> [Report]. Consulté à l'adresse <https://www.oecd.org/publications/towards-more-diverse-and-flexible-international-large-scale-assessments-0417b5ec-en.htm>

This paper explores enhancements to international large-scale assessments (ILSAs). It advocates for diversification, targeting specific groups or individuals for more precise diagnoses, and flexibilisation, refining the item bank for assessments' relevance and adaptability. The paper also introduces prototypes for new assessment tools, representing a significant evolution in ILSAs' design and application, aiming for broader impact and increased adaptability in ILSAs.

Tonbuloglu, B. (2024). **Determining a framework for institutional support of instructors engaged in distance education programmes using the multiple-criteria decision-making method.** *International Review of Education*, 70(1), 111-141. <https://doi.org/10.1007/s11159-023-10045-7>

Distance education (DE) has a unique potential to ensure continuity of education in extraordinary circumstances such as pandemics and earthquakes, in addition to its advantages such as flexibility in terms of time and space and self-paced learning options. Institutional support provided for instructors engaged in DE programmes is one of the factors which directly affect the efficiency of DE and the quality of the education provided. This study aimed to determine the criteria of institutional support offered to DE instructors through document analysis, and to reveal the importance weights of those criteria by using the method of multi-criteria decision-making (MCDM). The author examined the standards published by a number of accreditation institutions and international educational organisations for DE, and determined the importance weights of those criteria by applying an analytic hierarchy process (AHP). She determined seven support criteria, namely (in order of importance): (1) technical training and orientation; (2) teaching material and resource support; (3) technical support; (4) professional development support; (5) support during the course; (6) evaluation and report submission support; and (7) career development, incentives and financial support. In presenting her study, the author provides an effective evaluation framework for DE support systems which includes a comprehensive set of indicators based on a literature review and feedback from experts.

Toullec-Théry, M., & Granger, N. (2023). **École inclusive et personnes accompagnantes des élèves en situation de handicap : état des lieux de la recherche.** *Empan*, 132(4), 26-34. <https://doi.org/10.3917/empan.132.0026>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

UNESCO. (2024). **Tableau de bord pour l'ODD 4: rapport d'étape sur les points de référence nationaux en Afrique** (p. 1-8). Consulté à l'adresse Unesco website: [https://unesdoc.unesco.org/ark:/48223/pf0000388662\\_fre](https://unesdoc.unesco.org/ark:/48223/pf0000388662_fre)

UNESCO Institute for Statistics. (2023). **Data for education: a guide for policymakers to leverage education data** (p. 1-40). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388634>

UNGEI : United nations girl's education initiative & UNICEF : Fonds des Nations unies pour l'enfance. (2024). **Initiative « priorité à l'égalité » (GCI) - Atelier multi-pays sur la planification sectorielle de l'éducation sensible au genre (GRESF)**. Consulté à l'adresse

[https://www.ungei.org/sites/default/files/2024-02/Report\\_GRESP\\_Regional\\_Workshop\\_report\\_FRENCH\\_V1.pdf](https://www.ungei.org/sites/default/files/2024-02/Report_GRESP_Regional_Workshop_report_FRENCH_V1.pdf)

Cet atelier multi-pays (Burkina Faso, Mali, Nigeria, République centrafricaine, République du Congo, Égypte, Libéria et Malawi) sur la Planification sectorielle de l'éducation sensible au genre (décembre 2023) visait à : 1. Améliorer la compréhension des participants sur les questions d'égalité des sexes et les principes d'un système éducatif équitable et inclusif ; 2. Les familiariser avec l'analyse de genre et les outils ; 3. Renforcer leurs capacités à appliquer une perspective de genre aux politiques et à la planification ; 4. Accroître leur engagement à utiliser leur leadership pour promouvoir l'égalité des sexes ; 5. Faciliter le partage d'expériences entre eux, notamment la promotion de la collaboration entre ministères, société civile et agences de coordination de la subvention du GPE au niveau national.

Valtat, C. (2024). **Une francophonie scolaire, fenêtre sur le monde pour les établissements.** *Administration & Éducation*, 181(1), 95-100.  
<https://doi.org/10.3917/admed.181.0095>

Depuis les années 1980, l'ouverture internationale des établissements est encouragée par l'institution scolaire. Il s'agit de mobiliser les équipes pédagogiques dans la durée, sur des projets coïncidant avec les impératifs du programme, et faire de chacun d'eux une aventure intellectuelle et sensible pour les élèves. L'académie de Dijon a, depuis près de dix ans, noué un partenariat avec la Mission laïque française (Mlf), association gestionnaire d'une partie de l'enseignement français à l'étranger. Les établissements concernés mobilisent leur communauté éducative sur des projets qui soient facteurs d'ouverture et de mobilité pour des élèves qui n'y ont que rarement accès. La francophonie, entendue comme langue de scolarisation et de contacts avec les langues et cultures étrangères, en est la porte d'entrée internationale. Ces projets, soutenus par un fort engagement académique, sont guidés par la recherche d'un impact effectif sur les apprentissages.

Vu, K., Dao, V., DeJaeghere, J., & Glewwe, P. (2024). **Collaborative learning in the Vietnam Escuela Nueva Model and students' learning behaviors: A mixed methods longitudinal study.** *International Journal of Educational Development*, 106, 103017.  
<https://doi.org/10.1016/j.ijedudev.2024.103017>

We study how Vietnam's Escuela Nueva, a pedagogical reform that promotes participatory and collaborative learning in primary schools, affects students' learning behaviors in short and long run. Using a propensity score matching approach, we find that the model increases the likelihood of giving and receiving feedback from peers as well as asking questions in class. The peer-learning effects appear to persist in the long run as students enter lower secondary school. Qualitative interviews with lower secondary teachers and school principals also provide evidence of these long-term effects. However, teachers also highlighted important concerns of this model.

West, A., Wolfe, D., & Yaghi, B. B. (2024). **Governance of Academies in England: The Return of "Command and Control"?** *British Journal of Educational Studies*, 72(2), 131-154.  
<https://doi.org/10.1080/00071005.2023.2258191>

School-based education in England has undergone significant changes since 2010, with a huge expansion of academies, schools outside local authority control, funded directly by central government. Academies and local authority (LA) maintained schools are subject to different legislative and regulatory frameworks. This paper focuses on the

governance of LA maintained schools, single academy trusts (SATs) and schools that are part of multi-academy trusts (MATs). The research involved analysing legislative provision, policy documents, and documents addressing the governance arrangements of a sample of 23 secondary schools. Our findings reveal a fragmented state-funded secondary school system as regards overall governance, school admissions, the curriculum, and the use of funding. Significantly schools in MATs, which are governed by the trust board, lack the autonomy of either SATs or maintained schools and are instead under the ultimate control of the trust board. The paper argues that there is a need for greater consistency regarding the governance of state-funded schools.

Wilkins, A. W., & Mifsud, D. (2024). **What is governance? Projects, objects and analytics in education.** *Journal of Education Policy*, 0(0), 1-17.  
<https://doi.org/10.1080/02680939.2024.2320874>

The term 'governance' is one of the most widely applied concepts in education policy and research. Yet its meaning has changed over space and time both analytically and normatively. This history is a complicated one marked by both shifts and continuations in the politics of language and the development of unique intellectual histories and conceptual and empirical turns in the field of education. In this paper we systematically delineate the different meanings ascribed to governance within education with a focus on its polyvalence as a political project, empirical object and research analytic. Specifically, we highlight the various complementarities and tensions flowing from this rich and evolving language. We conclude by calling for more education researchers to reflect on this complicated history and attendant language as part of their framings and interpretations of governance.

World Bank. (2024). **Public Expenditure and Institutional Review and Financial Management in Education Analysis: Preventing a Lost Decade in Education in the Lao PDR.** Consulté à l'adresse World Bank website:  
<https://elibrary.worldbank.org/doi/epdf/10.1596/40940>

The education sector in the Lao PDR (Laos) faces significant challenges. Access to education improved over of the past decade but substantial gaps remain, and previous progress is being undermined ...

Zimmermann, K., Yang, Q., Ansari, A., & Purtell, K. (2024). **An examination of the use and outcomes of readiness assessments, retention policies, and title 1 funding for kindergarten children in the United States.** *Early Childhood Research Quarterly*, 67, 78-88.  
<https://doi.org/10.1016/j.ecresq.2023.12.003>

The current study examined the prevalence and usage of three theoretically informed school-level policies, namely the use of readiness assessments, retention policies, and Title I funds in kindergarten classrooms across the United States. Using the nationally representative Early Childhood Longitudinal Study Kindergarten Class of 2011, we examined whether these school-level policies in kindergarten were related to children's academic learning both generally, and specifically for those who had attended pre-K. Results revealed that the use of kindergarten readiness assessments, kindergarten retention policies, and Title I funds in kindergarten were widespread across the nation. However, application and usage of these school-level policies were varied. Moreover, these school-level policies were generally not associated with children's academic learning broadly or differentially for those who had attended pre-K in the year before kindergarten. This study establishes a national snapshot of the kindergarten landscape in

the United States and opens a door for future research to continue to explore how kindergarten specific school-level policies shape children's learning.

## Pratiques enseignantes

Abi Younes, M., Thuilier, O., & Hache, C. (2024). **The Open Classroom initiative A Case Study on Parent-Teacher Cooperation in Kindergarten Education in France.** *Innovation in Teacher Education: Sustainable Change & Evaluating Impact at Macro, Meso and Micro Level.* Présenté à Aix-En-Provence, France. Consulté à l'adresse <https://hal.science/hal-04515416>

In 1882, Jules Ferry established in France the Law of Compulsory Education. This law insisted on obligatory education regardless of social backgrounds. However, it also consisted of providing free education. Hence, despite the tuition free schooling, absenteeism is an alarming problem in France, especially in the Priority Education Areas (PEA) kindergarten. Therefore, we conducted an exploratory study at a kindergarten school in a big city of the south of France. To reduce absenteeism, parents and teachers have worked together to identify ways of improving the school-family relationship, and hence pupil attendance. Together they decided to set up the « open classroom » scheme to enable parents to observe their child's day-to-day life in the classroom. Interviews were conducted with parents and teachers following this project. The results indicate a high level of satisfaction with the project amidst both parents and teachers. Parents were able to identify several elements with which they were unfamiliar. Their discussions focused not only on their child's behavior, but also on the skills he was acquiring during the session. Moreover, conversations were centered on parent-teacher relationship during the class. In the teachers' perspective, organizational aspects prior to the opening of the classroom were discussed, as well as the influence of parents' attendance in the classroom. In conclusion, we assume that the findings will contribute to the understanding of the various dynamics surrounding school absenteeism, particularly in the priority educational area (REP+). In one hand, our study intends to improve the parents-school relationship. On the other hand, it aims to decrease the rates of absenteeism. However, not all parents took part in the initiative. Some parents, considered to be distant from the school, were unable to be involved in the project.

Adorjan, M., Ricciardelli, R., & Mukherjee, M. (2024). **Responding To Cyber Risk With Restorative Practices: Perceptions And Experiences Of Canadian Educators.** *British Journal of Educational Studies*, 72(2), 155-175. <https://doi.org/10.1080/00071005.2023.2247475>

Restorative practices are gaining traction as alternative approaches to student conflict and harm in schools, potentially surpassing disciplinary methods in effectiveness. In the current article, we contribute to the evolving understanding of restorative practices in schools by examining qualitative responses from educators regarding restorative interventions for online-mediated conflict and harm, including cyberbullying and sexting. Participants include pre-service educators, as well as junior and senior teachers with varying levels of familiarity with restorative practices. Our findings highlight how educators who have implemented these practices largely hold positive perspectives of their effectiveness for resolving cyber conflicts and restoring a positive classroom environment. Educators emphasize the value of meaningful changes in student behaviour and acknowledge the potential of face-to-face mediation in mitigating online harm and promoting digital citizenship, though some educators raise questions about the

appropriateness of restorative responses to serious incidents of online-mediated harm. This research offers fresh insights into the challenges and potential of restorative practices in schools, particularly in addressing cyber-based conflicts. We emphasize implementation challenges related to the distinct contexts in which schools operate and the influence of broader societal and systemic factors on the success of restorative practice initiatives.

Alan, S., & Mumcu, I. (2024). **Nurturing Childhood Curiosity to Enhance Learning: Evidence from a Randomized Pedagogical Intervention**. *American Economic Review*, 114(4), 1173-1210. <https://doi.org/10.1257/aer.20230084>

Nurturing Childhood Curiosity to Enhance Learning: Evidence from a Randomized Pedagogical Intervention by Sule Alan and Ipek Mumcu. Published in volume 114, issue 4, pages 1173-1210 of *American Economic Review*, April 2024, Abstract: We evaluate a pedagogical intervention aimed at improving learning...

Anapey, G. M. (2024). **Reimagining post-COVID distance education support services with achievement motives and career personality**. *International Review of Education*, 70(1), 87-109. <https://doi.org/10.1007/s11159-023-10038-6>

For a successful transition from distance learning to first careers, adolescents' psychosocial and career decision-making will require analytics-driven support services. However, current distance-education support services in Ghana have yet to adopt psychometric techniques for effective career guidance and innovative pedagogy in the post-COVID period. Hence, the study presented here explored distance-education students' career typologies and their need for achievement motives, using a cross-sectional survey design. John Holland's Self-Directed Search (SDS) inventory, with high reliability coefficients, was administered to 523 first-year distance learners. Data were analysed using multivariate analysis of variance (MANOVA), multiple discriminant analysis (MDA), t-test, and binary logistic regression with relevant assumptions explored. The results indicate a significant relationship between open and distance learning (ODL) students' need for achievement motivation and career personality typologies. Enterprising, Social, and Conventional (ESC) personality typology also emerged as the dominant three-letter career code for students. While gender was not found to be important for categorising career personality styles, significant differences were observed between age and students' job experience. The study concludes that students' achievement motives have a strong impact on their career personality scores, with ESC codes confirming digitally engineered post-COVID job environments that are demanding innovation, critical thinking, humanity and ethical competencies for students. Given that many adolescents are enrolling in ODL programmes, recommendations are offered for curriculum development, guidance and counselling interventions and distance-education administration to adopt psychometrics analysis for psychosocial and career personality-targeted education support services.

Bacha, Y., & Cortier, C. (2024). **Enjeux sociodidactiques pour une éducation plurilingue: Repenser le rôle des langues de socialisation à l'école algérienne**. Editions L'Harmattan.

Partant de l'hypothèse que le plurilinguisme social exerce une incidence sur la situation didactique, cet ouvrage, qui s'adresse aux chercheurs et aux étudiants, étudie, en contexte algérien, l'impact des représentations et de la langue de référence sur l'apprentissage du français. L'enquête conduite auprès d'enseignants et apprenants, montre, à partir des entretiens semi-directifs, des observations des situations didactiques



et des analyses des productions écrites, qu'en didactique des langues, partir de la langue de référence pour s'approprier la langue étrangère peut être une voie prometteuse. L'apprentissage d'une nouvelle langue obéit aux normes de la/des langue(s) de famille et au parti pris que s'en font l'enseignant et les apprenants. C'est pourquoi, valoriser en classe les langues de familles – souvent scotomisées et occultées institutionnellement - et positiver les représentations sur les langues, c'est inscrire l'apprenant dans un plurilinguisme de fait et (re)nouer également le lien entre le sociétal et le scolaire. L'ouvrage s'efforce sur certaines questions ayant trait à la sociolinguistique et à la didactique des langues d'apporter des réponses adaptées, dans une visée sociodidactique.

Bachy, S., & Baillet, D. (2024). **Identifier les étudiants vulnérables en première année à l'université**. *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5499>

En Belgique francophone, la majorité des filières d'études universitaires sont libres d'accès. Combinés à l'existence de grandes disparités entre types d'enseignement secondaire, établissements d'enseignement secondaire et mêmes options au sein d'un établissement, ces deux facteurs contribuent à faire de l'entrée à université une période particulièrement critique pour de nombreux étudiants. Dans ce contexte, identifier les publics cibles, c'est-à-dire les étudiants qui ont des besoins d'accompagnements pédagogiques spécifiques pour mettre toutes les chances de réussite de leur côté, a été l'objectif d'un travail mené à l'Université libre de Bruxelles. Le service d'accompagnement aux apprentissages a construit un questionnaire composé de cinq rubriques (métadonnées, perception du métier d'étudiant, indicateurs, stratégies volitionnelles, compétences numériques). Il est proposé aux étudiants de première année. En 2022-23, il a permis de recueillir les réponses de 3955 étudiants répartis dans les 12 facultés de l'université, dont 3742 en première année d'université. Les premières analyses font apparaître des variations intéressantes dans la proportion de profils (classique et à risque) d'un secteur d'études à l'autre, des différences entre les étudiants primo-inscrits et les étudiants bisseurs et des comportements différents en fonction des caractéristiques d'entrée. Ces informations guident le service d'accompagnement à mieux cerner les besoins en matière d'aide à la réussite.

Backfisch, I., Sibley, L., Lachner, A., Kirchner, K. T., Hische, C., & Scheiter, K. (2024). **Enhancing pre-service teachers' technological pedagogical content knowledge (TPACK): Utility-value interventions support knowledge integration**. *Teaching and Teacher Education*, 142, 104532. <https://doi.org/10.1016/j.tate.2024.104532>

For meaningful technology-enhanced teaching, teachers need to systematically integrate the basic components of content, pedagogical and technological knowledge. To motivationally foster knowledge integration, we tested the effectiveness of a utility-value intervention in two experiments (laboratory: N = 43, online: N = 115) within German pre-service teacher education. Teachers randomly either received the utility-intervention or not. Afterwards all teachers were asked to learn essential aspects on teaching mathematics with technologies using an online learning environment. We did not find an effect on learning and motivation. Epistemic network analyses revealed that the intervention group realized more integration processes than the control group.

Ben Hamouda, L. (2024, mars 26). **Les désordres en classe : obstacle à éviter ou occasion à saisir ?** Consulté 27 mars 2024, à l'adresse Le Café pédagogique website:

<https://www.cafepedagogique.net/2024/03/26/les-desordres-en-classe-obstacle-a-eviter-ou-occasion-a-saisir/>

Comment s'emparer de la régulation des « désordres » et des « comportements inappropriés » en classe de primaire pour construire aussi des savoirs ? C'est la question que posent

Bonasio, R., Fondeville, B., & Lefevre, G. (2024). **L'enseignant face aux désordres en classe: appropriation de dispositifs à l'école primaire**. Rennes: Presses universitaires de Rennes.

Confrontés à des comportements d'élèves qu'ils jugent inappropriés, les enseignants de l'école primaire mettent en œuvre des dispositifs de régulation de ces désordres. Au-delà du seul rétablissement de l'ordre, ces dispositifs sont porteurs d'enjeux éducatifs : les enseignants tentent de faire participer les élèves à la résolution des problèmes, d'engendrer chez eux une posture réflexive, voire d'enseigner des compétences sociales. Certains de ces dispositifs sont connus et font l'objet d'une valorisation sociale, comme par exemple le conseil d'élèves. D'autres existent de manière plus clandestine : alors que les enseignants éprouvent une forme d'efficacité dans leur mise en œuvre, ils préfèrent en taire la réalité du fait de l'illegitimite présumée de leur intére^t éducatif. Sans a priori sur leur valeur pédagogique, cette étude se centre sur l'appropriation de ces dispositifs par des enseignants en analysant leur activité effective en classe. Il s'agit de savoir ce qui, chez ces acteurs, fait tanto^t ressource ou contrainte dans des situations de travail ordinaire. C'est à partir de ces constats qu'une expérimentation est concue entre enseignants et chercheurs : la régulation des désordres y est envisagée à partir d'une démarche d'enque^te avec les élèves. Les désordres ve^cus y apparaissent comme des opportunités d'apprentissages

Bong, W. K., & Chen, W. (2024). **Increasing faculty's competence in digital accessibility for inclusive education: a systematic literature review**. *International Journal of Inclusive Education*, 28(2), 197-213. <https://doi.org/10.1080/13603116.2021.1937344>

The use of information and communications technology (ICT) in higher education institutions has increased in the past 20 years. While ICT has brought many benefits to students and faculty, research shows that it also creates barriers and challenges for students with disabilities due to the inaccessibility of digital tools and learning materials. Faculty members play an important role in inclusive higher education. Previous studies have emphasised the need to train faculty about digital accessibility to achieve inclusion in higher education. This systematic literature review aims to study existing work on increasing the faculty members' competence in providing accessible and inclusive digital learning materials and environments to students in higher education. Sixteen peer-reviewed papers were included and analysed. Most trainings included topics on disability and awareness, legislation, and methods of producing accessible digital materials and providing inclusive digital learning environments. While surveys and interviews were mostly used to evaluate training outcomes, there was a lack of objective data and commonly accepted instrument for evaluation. Good practices and further research opportunities are identified. This study has implications for researchers and higher education institutions that are interested in research and practice on increasing general competence in digital accessibility and inclusive education.

Brekke, M., & Zhang, T. (2024). **Flexible learning and teaching**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3921> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/downloads/publications/eua%20tpg%20report%20flexible%20learning%20and%20teaching.pdf>

European higher education institutions (HEIs) are facing increasing demands for more flexible learning and flexibility in learning paths. This report from a 2023 European University Association Learning & Teaching Thematic Peer Group on “Flexible learning and teaching” explores the complexity of implementing flexible learning at HEIs, starting by defining what it means and entails for the institution, and its members and entities (staff, students, leadership, faculties). With the view that the development of flexible learning is an essential condition for the future of learning at universities, the group identified challenges and examples of practice, and offered recommendations for institutions to reflect on their strategy and build capacity for flexible learning.

Brown, A., & Cariveau, T. (2024). **A Systematic Review of Simultaneous Prompting and Prompt Delay Procedures**. *Journal of Behavioral Education*, 33(1), 1-22. <https://doi.org/10.1007/s10864-022-09481-6>

Prompt-fading procedures are ubiquitous in instructional interventions. Two prompt-fading procedures, prompt delay and simultaneous prompting, are consistently shown to be efficacious, although few studies have directly compared the two procedures. These comparisons are warranted as the training procedures in simultaneous prompting are procedurally identical to the conditions initially arranged in prompt delay procedures (i.e., 0-s prompt delay). Therefore, efficiency may be directly related to the number of 0-s prompts presented in prompt delay procedures. Past research has emphasized the necessity of fading prompts to avoid prompt dependence, yet prompt dependence is rarely described in the simultaneous prompting literature. The current systematic review synthesizes the findings of 11 articles comparing simultaneous and prompt delay procedures across seven behavior analytic and educational journals. Overall, the findings suggest that simultaneous prompting and prompt delay procedures are similarly efficient, although the former was associated with fewer errors to mastery in over 70% of instructional comparisons. Additional research is needed to better describe the conditions in which traditional prompt delay or prompt fading procedures are necessary to produce transfer of stimulus control.

Caputo, C. F., & Cherblanc, J. (2024). **Pédagogie de la finitude: Théories et pratiques**. Consulté à l'adresse <https://www.pulaval.com/livres/pedagogie-de-la-finitude-theories-et-pratiques>

La pédagogie de la finitude est à la fois très ancienne – aussi vieille que la sagesse, pourrait-on dire – et toute récente, dans le sens d'une éducation destinée aux élèves. Dans le contexte scolaire, elle vise la prise de conscience que tous les êtres vivants sont limités. Une telle prise de conscience amène une meilleure connaissance de soi et du monde qui nous entoure. Il s'agit donc d'encourager l'élève à réfléchir à ses propres vulnérabilités et à celles d'autrui. Cette réflexion nourrit une attitude plus empathique et bienveillante et des comportements tournés vers la solidarité et la coopération. Comment y parvenir ? En utilisant des méthodes variées. Cet ouvrage propose des pratiques éducatives concrètes d'éducation à la finitude, dans le cadre d'enseignements disciplinaires (art, français, géographie...), mais également hors de

ceux-ci. Les enjeux spirituels et existentiels sont aussi considérés et des modalités d'accompagnement laïque sont proposées.

Carpenter, J. P., Morrison, S. A., Shelton, C. C., Clark, N., Patel, S., & Toma-Harrold, D. (2024). **How and why educators use TikTok: Come for the fun, stay for the learning?** *Teaching and Teacher Education*, 142, 104530. <https://doi.org/10.1016/j.tate.2024.104530>  
Although TikTok is among the world's most popular social media platforms, its use by educators has received limited attention. TikTok features particular opportunities and challenges that could impact educator use. This research explores educator (N = 415) TikTok use through an online survey. Participants tended to engage with the platform more for personal than professional reasons, but nonetheless found content that influenced their professional knowledge and practice. Humor was prevalent in participant TikTok engagement. Social media literacy is becoming increasingly important for educators, as participants reported various challenges associated with TikTok, and many lacked awareness of key issues with the platform.

Clayback, K. A., LoCasale-Crouch, J., & Alamos, P. (2024). **A pilot study of a micro-course to promote positive teaching practices and prevent exclusionary discipline in early childhood.** *Early Childhood Research Quarterly*, 67, 182-190. <https://doi.org/10.1016/j.ecresq.2023.12.010>

The past two decades of research have underscored the concerning use of exclusionary discipline in early childhood education settings and the need for professional development to support educators to use evidence-based practices. Existing professional development, such as coaching and infant/early childhood mental health consultation, are effective but pose implementation challenges due to time and resource demands. The need for scalable, cost-effective professional development that focuses on social and emotional development and challenging behavior is higher than ever. Short, online, self-paced courses (what we refer to as "micro-courses") are one approach to addressing these challenges. In this paper, we examine initial evidence for how a micro-course can support in-service early childhood educators to learn and use evidence-based universal strategies to support positive behavior, which may indirectly reduce exclusionary discipline. We leverage quantitative and qualitative data from 25 educators who piloted the course in spring 2022 to report on early childhood educators' engagement and satisfaction with the micro-course and whether educators report any changes in their knowledge or practices. We found that early childhood educators actively participated in the micro-course, found the experience useful and relevant, and reported changes in their knowledge of and comfort with positive behavior support practices as a result of participation. This study can inform future policy, practice, and research efforts to equitably support children's positive behavior, prevent challenging behavior, and eliminate exclusion in early childhood settings.

Conner, J., Mitra, D. L., Holquist, S. E., Rosado, E., Wilson, C., & Wright, N. L. (2024). **The pedagogical foundations of student voice practices: The role of relationships, differentiation, and choice in supporting student voice practices in high school classrooms.** *Teaching and Teacher Education*, 142, 104540. <https://doi.org/10.1016/j.tate.2024.104540>

Although teachers and administrators increasingly support the idea of student voice, questions remain about what "student voice" looks like in practice. This mixed methods study in two urban U.S. high schools explores what student voice practices in the

classroom entail and how these practices relate to other pedagogical strategies. Findings reveal that student-teacher relationships, differentiated instruction, and choice serve as core building blocks for the use of student voice practices in the classroom. Findings also underscore the rarity of the student voice practices of seeking student feedback and input and engaging in collaborative decision-making with students.

Coppe, T., Baye, A., & Galand, B. (Éd.). (2024). **Transformer les pratiques en éducation**. Consulté à l'adresse <https://pul.uclouvain.be/FR/book/?GCOI=29303100150770>

Nos systèmes éducatifs font face à des défis inédits et à des réformes qui se succèdent. La transformation des pratiques éducatives constitue un enjeu central pour relever ces défis et les recherches en éducation sont souvent mobilisées dans cette perspective. Mais que peuvent vraiment apporter les recherches ? À quelles conditions les politiques éducatives peuvent-elles favoriser l'usage des connaissances issues de la recherche par les professionnels ? Les partenariats recherche-pratique peuvent-ils contribuer à rapprocher les connaissances issues de la recherche des professionnels ? Quelles sont les tensions liées à l'évaluation de communautés d'apprentissage en réseau composées à la fois de praticiens et de chercheurs ? Comment concevoir un dispositif de formation favorisant la transformation des pratiques des enseignants ? Quels sont les facteurs susceptibles d'influencer la diffusion d'un programme de formation ? Le rôle des recherches en éducation est-il d'identifier des pratiques efficaces ou d'améliorer les connaissances ? Pourquoi l'évaluation de la mise en œuvre d'un projet est-elle cruciale si on veut comprendre son impact ? Quel est l'effet du contexte dans l'efficacité d'une intervention en milieu scolaire ? Quelle place accorder à l'éthique professionnelle dans la formation des enseignants ? Autant de questions auxquelles les auteurs de cet ouvrage – français, québécois, suisses et belges – tentent d'apporter leur éclairage. Étudiants, chercheurs, formateurs, conseillers pédagogiques, chefs d'établissement et gestionnaires trouveront dans cet ouvrage des clés pour comprendre les apports potentiels de la recherche vis-à-vis des pratiques éducatives et des résultats récents concernant des leviers et des freins dans la transformation de ces pratiques.

De Croix, S., André, M., Datchet, D., Dumont, A., Ledur, D., Pénillon, E., & Schillings, P. (2023). **Recourir à un devis de recherche mixte pour étudier l'évolution des compétences scripturales d'élèves qui pratiquent les ateliers d'écriture au premier cycle du primaire**. *Mesure et évaluation en éducation*, 46(1), 55-108. <https://doi.org/10.7202/1109755ar>

En Fédération Wallonie-Bruxelles (Belgique), les enseignants du premier cycle du primaire se disent fréquemment démunis pour enseigner la production d'écrits à leurs jeunes élèves. Nombre d'entre elles et eux font le choix d'attendre que les élèves maîtrisent le geste graphique et entrent pleinement dans la lecture pour se consacrer à la production de textes, alors que les recherches soulignent, depuis longtemps déjà, l'influence positive d'une exposition précoce à l'écriture sur les apprentissages en lecture et en écriture. Dans le cadre d'une recherche à visée descriptive menée dans onze classes de 1<sup>re</sup> année du primaire, nous cherchons à observer les interactions entre l'enseignement dispensé à partir d'un dispositif didactique structuré, soit les ateliers d'écriture de Calkins (2016, 2017), et les apprentissages concomitants des élèves. L'adoption d'un devis de recherche mixte combinant approches quantitative et qualitative nous permet, d'une part, de décrire l'évolution des compétences scripturales des élèves, avec une attention particulière portée aux trajectoires des élèves qui présentent des difficultés de lecture-écriture en amont de l'intervention et/ou qui sont issus de contextes scolaires peu favorisés sur le plan socioéconomique ; d'autre part, de décrire l'appropriation du

dispositif des ateliers d'écriture par les enseignants et d'identifier les zones d'obstacles potentiels dans l'introduction de pratiques dites « innovantes ».

Defrance, B. (2023). **L'inclusion scolaire, une chance de transformation en profondeur de nos pédagogies.** *Empan*, 132(4), 14-16. <https://doi.org/10.3917/empa.132.0014>

Le métier d'aesh (accompagnant des élèves en situation de handicap) s'inscrit dans la politique publique de l'inclusion dont l'argument principal est contenu dans la notion de « désinstitutionnalisation ». Au-delà de la compréhension de l'enfant handicapé et de l'aide à lui apporter, ces professionnels, tout comme les enseignants, sont confrontés à la progression continue des besoins d'aide à l'adaptation dans la population scolaire ordinaire. La position professionnelle de l'aesh se trouve ainsi à construire dans un système d'interactions avec et autour de l'enfant handicapé auquel il, ou elle, est rattaché(e), à savoir : ses parents, l'enseignant, le groupe classe, les partenaires du parcours d'accompagnement et de soin de l'enfant. Face à ces enjeux tout à la fois complexes et sensibles, quid de la formation des aesh ? Ce dossier se veut un outil pour les personnes directement concernées par le métier comme pour celles qui s'interrogent sur l'évolution globale des missions de l'école, du fait, notamment, de son rapprochement avec des champs du social, du médico-social et de la psychiatrie.

Delorme, C. (2023). **Diversité et singularité des conditions de formation à l'enseignement spécialisé lors des stages : une confrontation aux conditions de travail effectives.** *Swiss Journal of Educational Research*, 45(3), 335-345. <https://doi.org/10.24452/sjer.45.3.9>

Little is known about the conditions that future special education teachers encounter during their initial teacher training internships. The aim of this article is to describe, using filmed, transcribed and analyzed observation data, the training conditions experienced by five trainees during initial training periods in Geneva in different special education teaching contexts. The results show that the training conditions are very similar to the actual working conditions of special education teachers. They highlight their singularity and diversity, as well as their formative aspect, but also reveal the risks of such proximity for the trainees' training.

Deprit, A., März, V., & Van Nieuwenhoven, C. (2024). **Exploring what student teachers do when preparing their lessons: four planning profiles.** *Research Papers in Education*, 0(0), 1-20. <https://doi.org/10.1080/02671522.2024.2330975>

Planning is an essential task in the work of a teacher. Very little research has been carried out on the way that student teachers understand this preparatory phase, nor on the way that professional competence for planning is developed. Our research aims to understand what student teachers do about planning at the point when their professors expect them to be able to put their knowledge into practice. Using a new system to record the traces of student teachers' planning activity based on photos taken by the 12 participants, this qualitative doctoral research highlights four distinct planning profiles.

Dessaux, M. (2024, mars 27). **Montrer comment aller au-delà des limites de l'approche par compétences.** Consulté 2 avril 2024, à l'adresse Campus Matin website: <https://www.campusmatin.com/numerique/pedagogie/l-approche-par-competences-est-un-outil-de-dialogue-entre-le-monde-professionnel-et-l-universite.html>

Les autrices de l'ouvrage Vers l'approche par compétences : théories et pratiques pour l'enseignement supérieur (Presses des Mines, 2024) répondent à Campus Matin.

Diagne, S. B. (2024). **Éduquer à un imaginaire-monde en français**. *Administration & Éducation*, 181(1), 15-16. <https://doi.org/10.3917/admed.181.0015>

Dierenfeld, C. M. (2024). **Unlocking fun: Accessing play to enhance secondary teachers' well-being**. *Teaching and Teacher Education*, 142, 104523. <https://doi.org/10.1016/j.tate.2024.104523>

In support of teacher well-being, playing can offer a levity and perspective shift that seems elusive in times of stress. In this study, the researcher conducted in-depth interviews with ten secondary school teachers about the ways they play. Thematic analysis was utilized to draw up three keys that teachers use to unlock their play. 1) Spark-a playful action, 2) Space-the mindful place where actions are planned or reflected upon, and 3) Structure-the systems that support a teacher's ability to play. Harnessing playful teaching practices can promote a school culture of sustainable and creative teaching and learning.

Dodet, K., & Caparros-Mencacci, N. (2023). **Le Grand Oral, une opportunité d'évaluation des éducations à la santé dans la série des Sciences Technologiques de la Santé et du Social ?** *Travail et Apprentissages*, 26(2), 105-119. <https://doi.org/10.3917/ta.026.0105>

L'article s'intéresse à l'évaluation des acquis des élèves de ST2S au travers de deux types d'épreuves du baccalauréat en France : les épreuves écrites et le Grand Oral. Il analyse d'abord les instructions officielles et montre que l'enseignement en ST2S s'inscrit dans la perspective d'une « éducation à » mais n'est pas explicité comme tel. Il questionne ensuite les formes d'évaluation concrètement proposées par l'institution. Concernant les épreuves écrites, il pointe que l'évaluation par compétences – évaluation de la performance sur un mode analytique proche de l'évaluation par les objectifs – ne permet pas de saisir la complexité des tâches réalisées. S'agissant du Grand Oral, il souligne en revanche que la préparation de l'épreuve centrée sur une approche thématique multiréférentielle de questions transversales et spécifiques à la santé est propice à la problématisation des élèves et à la prise en eux de valeurs et d'enjeux propres aux « éducations à ». Mais qu'en est-il de son évaluation ? Il met en évidence que l'oralité, les connaissances et l'esprit critique font partie des critères d'évaluation proposés. Même si les deux premiers sont privilégiés par rapport au dernier, ce référentiel constitue une première approche d'évaluation de l'éducation à la santé et au social. Il affirme enfin la nécessité d'une formation spécifique des concepteurs d'épreuves et des jurys du baccalauréat de ces séries.

Donohue, T. H., & Aladé, F. (2024). **Early childhood teachers' reflections on participating in a district-wide one-to-one device program**. *Early Childhood Research Quarterly*, 67, 274-282. <https://doi.org/10.1016/j.ecresq.2024.01.006>

This qualitative study explored how kindergarten teachers talked about their experiences implementing tablets in their classrooms as part of a district-wide one-to-one device initiative. Fourteen kindergarten teachers from six schools within a large urban school district shared their personal reflections and contributed to rich focus group conversations about the varied opportunities and challenges they had experienced. Data analyses highlighted two overarching themes illustrating teachers' conversations around tablets: structural formats and perceived barriers and challenges they encountered. Within these two broad categories, we identify five major themes and provide a rich description of the teachers' storied accounts. Results from our study provide evidence that large-scale device implementation in early childhood classrooms requires training and support that goes beyond how to use the devices themselves and

develops teachers' Technological Pedagogical Content Knowledge (TPACK). Findings also suggest that developing a clear technology plan as well as identifying classroom resource needs are important steps in planning a large-scale one-to-one device initiative in early childhood classrooms.

Doussot, S. (2024). **Former les enseignants à l'analyse didactique. Un cas en histoire.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5503>

L'article analyse le cas d'une étudiante en master de formation d'enseignant d'histoire, en France, dans un dispositif de formation par la recherche qui la conduit à l'apprentissage de concepts de didactique de l'histoire. Ce cas vaut par son exceptionnalité, qui permet de dessiner des conditions à cet apprentissage par une approche de « didactique de la formation » (à la didactique de l'histoire) qui met en relation problématique le système didactique du dispositif : le savoir visé (concepts didactiques), les connaissances mises en jeu par l'étudiante et les savoirs mis en jeu par le dispositif de formation. Le cheminement et les traces du cheminement de cette étudiante fournissent en effet des données rares d'une analyse qualitative d'une formation professionnelle et universitaire par la recherche. Sous l'angle théorique de l'apprentissage par construction de problème et travail des obstacles épistémologiques, nous confrontons les données (écrits successifs de l'étudiante, transcriptions des échanges en séminaire et en entretien, échanges par mails, au fil de l'année) et nos hypothèses didactiques (l'obstacle que constitue pour les étudiants l'appréhension des situations d'enseignement séparant le fonctionnement des savoirs disciplinaires et les relations pédagogiques). Il ressort de l'analyse que la principale condition à l'apprentissage constaté dans l'appropriation des concepts par cette étudiante consiste en un processus de comparaison continue, au sens de la Grounded Theory (Glaser et Strauss, 1967), cadré par l'action du formateur. Ce qui ouvre des perspectives concernant la formation par la recherche.

Duchaine, M.-P., Gaudreau, N., & Frenette, É. (2024). **Perceptions d'enseignants du potentiel d'un MOOC pour soutenir leur développement professionnel continu.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5558>

Le développement professionnel des enseignants revêt une importance cruciale pour assurer leur rétention et leur bien-être au sein de nos écoles. Il s'avère donc essentiel de proposer à ces derniers des activités de formation continue qui répondent à leurs besoins et qui s'alignent sur les conditions d'efficacité identifiées par la recherche dans le domaine. Cet article présente les résultats d'une recherche visant à documenter la satisfaction générale des enseignants et la contribution perçue des modalités de formation-accompagnement déployées dans le cadre d'un MOOC. À partir d'un devis de recherche mixte, les résultats mettent en lumière le niveau très élevé de satisfaction ainsi que le fort potentiel de ce dispositif pour soutenir le développement professionnel continu des enseignants. De nombreux leviers susceptibles de favoriser la satisfaction des enseignants participant à un MOOC ont aussi été identifiés.

Duguet, A. (2024). **Le cours magistral et ses différentes formes de magistralité. Éléments de discussion.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9957>



Introduction Axée sur la formation à distance (au sens large du terme) et la médiation des savoirs, la revue « Distances et Médiations des Savoirs » porte une attention toute particulière aux pratiques d'enseignement médiatisées. Dans un contexte où différents rapports de recherche insistent sur la nécessité de faire évoluer la pédagogie universitaire (Petit, 2002), de mobiliser le numérique comme un « catalyseur » de transformation des pratiques d'enseignement (Bertrand, 2014), et de développ...

Fenoglio, P. (2024). **Des outils didactiques pour enseigner et apprendre**. *Édubref*, (18), 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=32>

Les outils, en tant qu'aides au service des apprentissages, constituent un volet important des politiques éducatives actuelles, comme le montrent les recommandations, dans les programmes scolaires, d'utiliser des affichages, portfolios, outils numériques d'écriture collaborative, etc. Cependant, comment définir ce qu'est un outil, et en particulier un outil didactique ? Comment le différencier d'une ressource ou d'un dispositif ? Quels sont ses objectifs et enjeux ? Comment accompagner ses usages afin de favoriser les apprentissages ? Cet Edubref n° 18 dresse un portrait des outils par le prisme de la didactique du français, dans le sillage des Dossiers de veille de l'IFÉ sur l'écriture (Joubaire, 2018) ou la lecture (Gaussel, 2015).

Ferréol, G. (2024). **L'apprenant au cœur du système éducatif et universitaire: Actes du 3e Forum international de l'Éducation**. Consulté à l'adresse <https://www.editions-academia.be/livre-l-apprenant-au-c-ur-du-systeme-educatif-et-universitaire-actes-du-3e-forum-international-de-l-education-gilles-ferreol-9782806641755-79509.html>

Cet ouvrage, centré sur la place de l'apprenant, regroupe une quinzaine de contributions présentées lors du troisième Forum citoyen international de l'éducation qui s'est tenu à Hammamet en novembre 2022. L'approche privilégiée est à la fois pluridisciplinaire et comparative : elle prend appui sur différentes études de cas relatives à la francophonie (France, Québec, Haïti, Tunisie, Sénégal) et se focalise sur les pratiques innovantes, le travail collaboratif et la reconnaissance des acquis expérimentiels. Sont également discutés les dispositifs de lutte contre le décrochage et les inégalités scolaires, les défis de l'apprentissage et de la formation ou bien encore la problématique de l'altérité et de l'inclusion.

Filliettaz, L., Beaud, L., Bimonte, A., Mornata, C., Ticca, A. C., & Zogmal, M. (2024). **Former par l'analyse interactionnelle**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 11-24. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/514>

Over the last decade, the field of interaction analysis has expanded significantly in the domain of workplace learning and adult education. In such training practices, participants analyse in detail the communicational and linguistic dimensions of their interactions, using audio-video recordings of their work activities. By analysing actual training practices in the light of care theories, the paper aims at a better understanding of how these practices are likely to encourage caring dynamics within work collectives and training participants during the analysis process. Keywords: care, interactional analysis, language, vocational training, work.

Fumero, K., Wood, C., & Phillips, B. (2024). **Supportive language strategies for preschool dual language learners: Associations with early language outcomes.** *Early Childhood Research Quarterly*, 67, 101-110. <https://doi.org/10.1016/j.ecresq.2023.12.002>

To better understand the language environments of early childhood education (ECE) classrooms with dual language learners (DLLs), we examined the frequency with which adults use various language facilitation strategies, potential classroom characteristics that may predict teacher strategy use and the impact that teacher strategy use may have on DLL children's lexical and morphosyntactic skills. The study included 21 preschool classrooms and 69 children from a Latine background who spoke Spanish at home. Classroom observations were recorded at three different timepoints in one school year. A total of 14 strategies were of interest: English-General (n = 5), Spanish-General (n = 5), and DLL-Specific (n = 4) language facilitation strategies. A between-subjects one-way analysis of variance (ANOVA) indicated that the frequency in which teachers were using the strategies did not differ by strategy type. Hierarchical linear models (HLM) were used to test the association between classroom characteristics and strategy use and DLL language outcomes. Results indicated that the proportion of DLLs had significant positive associations with teachers' use of general strategies in Spanish and DLL specific language strategies. The analyses also revealed a significant negative association between teachers' use of Spanish general language strategies and children's English lexical outcomes and positive associations between English general language strategy use and children's morphosyntactic outcomes. This study informs our understanding of adult-DLL interactions in ECE programs, the frequency in which different language facilitation strategies are used in these classrooms, and the impact that implementation of such strategies may have on DLL children's language growth.

Gibbons, L. K., & Nieman, H. J. (2024). **Examining the facilitation of generative teacher workgroup conversations.** *Teaching and Teacher Education*, 142, 104524. <https://doi.org/10.1016/j.tate.2024.104524>

The analysis reported here focuses on the role of a school-based facilitator in supporting weekly grade-level workgroup conversations among the second-grade and fourth-grade teams. Using qualitative methods, we examined observation data to uncover and illustrate a set of facilitation moves used to structure workgroup conversations that engage in generative joint work—including reflecting on recent teaching, generalizing to principles of teaching and learning, and planning for immediate future teaching. This study has implications for facilitating teacher workgroups that deepen teachers' understanding of teaching as they collectively make instructional decisions for their students.

Gouttefarde, A. (2023). **Relation de collaboration et de pouvoir entre enseignant e s spécialisé e s et enseignant e s ordinaires au sein de l'école inclusive.** *Swiss Journal of Educational Research*, 45(3), 242-252. <https://doi.org/10.24452/sjer.45.3.2>

This article proposes a theorization of the collaborative relationship between mainstream and special education teachers. Our results show that inclusive policies place special education teachers in an ambiguous professional norm: participatory reserve. To support pupils with special needs, they seek to influence mainstream education teachers' practices, leading them to seek two forms of power. However, mainstream education teachers exert a counter-power effect in addition to the norms of convivialism, benevolent neutrality and caring attitude.

Harrietha, B., Pelley, J., Badaiki, W., Wells, S. V., & Shea, J. M. (2024). **Photovoice as an instructional tool—creatively learning social justice theory.** *International Journal of Qualitative Studies in Education*, 37(4), 1229-1248.  
<https://doi.org/10.1080/09518398.2023.2181428>

This article aims to provide a record of how the use of the method of photovoice facilitated an enriched teaching and learning experience for graduate students in a Theories of Social Justice in Health class. The course required students from multiple disciplines to learn about social justice theories and then apply them to a health issue/concern. For their final project, students chose a topic of interest and choose to complete a traditional paper or a photovoice project using one (or more) of the social justice theories examined in the course. Our manuscript describes four students' and the professor's experiences to document the positive impact the photovoice project had on their learning of social justice theory. Through this process, the students found the qualitative research method of photovoice to be a successful pedagogical tool for engagement and provided an experiential learning opportunity for co-creating and sharing knowledge.

Hegseth, W. M. (2024). **Teaching and Learning for Mutual Respect: A Framework for Disrupting Pervasive Power Asymmetries.** *Educational Researcher*, 53(3), 175-183.  
<https://doi.org/10.3102/0013189X241227445>

This article establishes a framework for teaching and learning for mutual respect. I define mutual respect as intervening on power asymmetries typically found in classrooms by way of according students increased equality, autonomy, and equity. In highlighting how equality, autonomy, and equity interact in ongoing and unpredictable ways in classrooms, this framework permits greater awareness of the many dilemmas with which educators are faced. Furthermore, by attending to the different ways mutual respect can be operationalized (i.e., instruction, organization, social relations), this framework can assist school leaders when determining how school-level decisions may interact with mutual respect in classrooms. This framework is thus a tool for researchers and educators when considering how to transform teaching and learning to promote social justice.

Hentzen, P. (2023). **La régulation didactique des pratiques vocales des élèves au collège en éducation musicale.** *Travail et Apprentissages*, 26(2), 208-229.  
<https://doi.org/10.3917/ta.026.0208>

Notre recherche porte sur l'enseignement de l'éducation musicale au collège. Nous nous intéressons à ce qui s'enseigne et ce qui s'apprend dans cette discipline scolaire, plus spécifiquement aux démarches d'évaluation-soutien d'apprentissage visant la régulation des apprentissages en éducation musicale. Le cadre théorique croise les concepts forgés dans le champ des recherches sur l'évaluation soutien-d'apprentissage et dans celui des recherches en didactique afin de rendre compte du processus de transmission-appropriation de savoirs du point de vue de la régulation des apprentissages. Notre recueil de données s'appuie sur des données prélevées in situ dans la classe de 3 enseignants (entretiens d'auto-confrontation simple, ante-séances, séances non vues). L'ensemble des données a été triangulé (Mucchielli, 2004) et analysé à l'aide des descripteurs de la TACD (Sensevy et Mercier, 2007) et aux catégories conceptuelles de la régulation (Mottier Lopez, 2012). Les analyses microdidactiques centrées sur deux objets de savoirs (la coordination vocale et l'intonation vocale) montrent que ce sont des régulations et autorégulations on-line qui sont les plus fréquemment mobilisées.

Higounet, J. (2024). **Le développement professionnel, levier d'un enseignement plurilingue et pluriculturel pour l'enseignement français.** *Administration & Éducation*, 181(1), 79-85. <https://doi.org/10.3917/admed.181.0079>

L'enseignement français à l'étranger (EFE) doit jongler avec la diversité linguistique et culturelle de ses pays d'accueil, même francophones, où il est confronté à des attentes sociales et des exigences pédagogiques locales en hausse. Pour relever ces défis, le développement professionnel de ses enseignants offre la perspective de réponses appropriées à chacun de ces contextes ; en responsabilisant les équipes pédagogiques, il encourage l'élaboration de stratégies éducatives contextualisées, soutenues par la recherche et l'expérience acquise sur le terrain. Tel un laboratoire d'innovation pour l'éducation, il permet de tester et intégrer de nouvelles pratiques qui seraient utiles au système éducatif national pour l'ouvrir et l'adapter à la diversité.

Hollenstein, L., Rubie-Davies, C. M., & Brühwiler, C. (2024). **Teacher expectations and their relations with primary school students' achievement, self-concept, and anxiety in mathematics.** *Social Psychology of Education*, 27(2), 567-586.

<https://doi.org/10.1007/s11218-023-09856-1>

Teacher expectations not only relate positively to student achievement, but also to student beliefs such as their self-concept. Nevertheless, most studies focus on the relations with student achievement, followed by studies on beliefs. Beliefs are a significant determinant of academic success and can include student self-concept or emotions, such as anxiety. The extent to which anxiety can be influenced by teacher expectations has been investigated in very few studies. This paper examined how teacher expectations related to changes in student achievement, self-concept, and anxiety in mathematics within a school year. The data were from a longitudinal study "Outcomes of teacher education", funded by the Swiss National Science Foundation and based on 28 teachers and 509 primary school students. Teacher expectations were operationalized using the residual approach. Student mathematics achievement was assessed via a standardized mathematics test and their self-concept as well as their mathematics anxiety via a questionnaire. The multi-level structure was considered in the analyses, because the interclass-correlation of student mathematics achievement exceeded the critical value of 10%. The results showed that teacher expectations were positively related to student achievement as well as self-concept and negatively related to anxiety towards mathematics. The change in the explained variance was small (self-concept and anxiety) to large (achievement). The results extend findings on the expectation effect in the classroom, as they focus not only on student achievement but also on student beliefs and are discussed regarding their significance for academic success.

Hosek, B., Kitsantas, A., King, S., Echeverria, R., & Wahidi, S. (2024). **Learning how to learn: Student voices on the function and utility of a student-engaged design intervention in a rural middle school.** *Social Psychology of Education*, 27(2), 335-361.

<https://doi.org/10.1007/s11218-023-09816-9>

The purpose of the present study was to explore the voices of high- and low-achieving middle school students around the function and utility of a student-engaged design learning how to learn intervention. The intervention was a year-long standard elective course in the curriculum in which all students enrolled during their time in middle school. Fifteen (N=15) seventh- and eighth-grade students from a rural middle school participated in focus groups and provided information about their perceptions regarding

the function and utility of this intervention. Thematic analysis of the qualitative data revealed that the intervention supported student motivation and self-regulatory skill development. In contrast to high-achieving students, low-achieving students expressed the need for additional support in setting and achieving their learning goals to maximize their experience of the intervention. Implications of these findings regarding future refinement and guidelines for implementation of student-engaged design interventions with respect to teacher training and practice in middle schools are discussed.

Husson, L., Phillon, R., Janand, A., & Bournaud, I. (2024). **Tutorat auprès d'apprenants en situation de handicap : quels apprentissages pour les étudiants-tuteurs d'une Grande École d'ingénieurs?** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5573>

Les établissements d'enseignement connaissent depuis une dizaine d'années une augmentation importante des élèves et étudiants en situation de handicap (SH). Plusieurs de ces apprenants rencontrent des défis liés à l'apprentissage ou à l'intégration scolaire et sociale. Pour les aider à remédier à ces difficultés, une Grande École d'ingénieurs française a déployé un programme de tutorat qui consiste à offrir un soutien disciplinaire et méthodologique à des apprenants en SH. Étant donné le caractère novateur de ce projet, nous avons mené une recherche qualitative afin d'appréhender l'expérience de 12 étudiants-tuteurs de cette Grande École ayant documenté dans un journal d'expériences chacune des séances offertes à leur tuteur. L'analyse des données met en évidence les multiples apprentissages réalisés sur les plans pédagogiques (adaptation de leurs enseignements et leurs approches), personnels (mise à contribution d'une diversité de compétences) et professionnels (évolution de leur rapport au handicap et plus grande ouverture à l'inclusion). Des défis sont également soulignés, notamment lorsque les compétences ou connaissances à mobiliser entraîne un investissement trop important, ainsi que les limites du tutorat offert en distanciel.

Impedovo, M., & Symeonidis, V. (2024). **Concevoir et développer des échanges virtuels pour les programmes de formation des enseignants.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9834>

Cet article explore la conception, le développement et l'impact d'un échange virtuel visant à promouvoir l'internationalisation dans les programmes de formation des enseignants du secondaire d'une université autrichienne et française. En déployant une approche de recherche basée sur le design, nous avons d'abord déterminé le meilleur design pour l'intervention et évalué son impact ; Ensuite, nous avons examiné les perceptions des élèves-enseignants à l'égard du processus. Les données ont été recueillies par plusieurs méthodes et analysées à l'aide d'une analyse de contenu qualitative. Les résultats suggèrent que, pour que les échanges virtuels favorisent l'internationalisation, ils doivent être intégrés dans les programmes de formation des enseignants. L'échange virtuel aide les étudiants à se considérer comme des enseignants européens, renforçant ainsi leur sentiment d'appartenance. En tant que tel, il peut permettre aux acteurs de la formation des enseignants de repenser la formation des enseignants à l'intersection entre l'internationalisation et la transformation numérique.

Kang, V. Y., Coba-Rodriguez, S., & Kim, S. (2024). **"We need to prepare and adjust": The school readiness beliefs and practices of Korean families with preschool-aged children.**

*Early Childhood Research Quarterly*, 67, 55-66.  
<https://doi.org/10.1016/j.ecresq.2023.11.005>

Koreans, as the seventh largest ethnic group in the United States, are underrepresented in educational research. There have been mixed findings on Korean caregivers' practices which may be due to several factors including both cultural as well as generational changes in how Korean caregivers raise and educate their child. As a part of a larger mixed-method study that examined the effects of school readiness program for Korean preschoolers in the U.S., the current qualitative study explored fourteen Korean caregivers' beliefs and practices related to school readiness through in-depth interviews. Findings revealed that Korean caregivers' beliefs related to school readiness included: (1) importance of relationships, (2) emphasis on rules and social manners, (3) early literacy as a foundation for different subject areas, and (4) English as a means for effective communication and adjustment to school. . In terms of practices, Korean caregivers reported (1) use of workbooks and tutoring (2) using naturalistic opportunities for social emotional learning; (3) developing a structured routine, and (4) use of sports and outdoor activities. Implications for culturally responsive, family-centered practice, policies, and research are presented.

Karlen, Y., Bäuerlein, K., & Brunner, S. (2024). **Teachers' assessment of self-regulated learning: Linking professional competences, assessment practices, and judgment accuracy.** *Social Psychology of Education*, 27(2), 461-491.  
<https://doi.org/10.1007/s11218-023-09845-4>

Self-regulated learning (SRL) is crucial for successful lifelong learning and an important educational goal. For students to develop SRL skills, they need appropriate SRL support from teachers in the classroom. Teachers, who are aware of their students' strengths and weaknesses in SRL, can promote SRL more adaptively. This requires teachers to assess students' SRL skills accurately. However, there is little research on teachers' diagnostic competences in SRL. To address this research gap, the present exploratory study investigates teachers' content knowledge about SRL, assessment activities, and accuracy in judging their students' SRL. Furthermore, the study examines whether teachers' characteristics and competences in SRL are associated with the accuracy of their judgments. The study included 41 lower secondary school teachers and their 173 students. The students completed metacognitive knowledge tests on several SRL skills while the teachers made predictions about the students' metacognitive knowledge of those SRL skills. The results indicate that not all teachers were familiar with the assessment of SRL. Moreover, teachers exhibited greater familiarity with offline assessments of SRL than online assessments and a noteworthy proportion of teachers employed assessment activities that were not diagnostic of SRL. Low correlations between students' actual test scores and teachers' judgments generally revealed low accuracy for teachers in assessing their students' metacognitive knowledge of various SRL skills. Teachers' characteristics and competences in SRL were mainly uncorrelated with their judgment accuracy. Overall, these results highlight the need for further attention and support for teachers in developing their diagnostic competences in SRL.

Kennel, S., Guillon, S., & Mailles-Viard Metz, S. (2024). **La perception du numérique en pédagogie universitaire aujourd'hui, entre transformations et permanences: résultats d'une enquête à l'Université de Strasbourg.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9909>

À partir d'une étude menée auprès des enseignants et enseignants-chercheurs de l'Université de Strasbourg en France, nous analysons le ressenti des 418 répondants à une enquête portant sur leur expérience d'enseignement durant les deux périodes d'enseignement en ligne contraint de 2020 et 2021, liées à la pandémie. Nos résultats montrent, sans surprise, un ressenti négatif de la part des personnes interrogées : 79 % des répondants considèrent que l'expérience d'enseignement vécue depuis mars 2020 a été difficile ou très difficile et 51 % en tirent un bilan négatif. La comparaison des réponses entre les personnes ayant exprimé un ressenti négatif et celles s'estimant plutôt satisfaites de l'expérience pointe des écarts significatifs portant sur la maîtrise des outils et la résolution de problèmes techniques ou matériels, sur l'enseignement et la production de ressources pédagogiques, sur la qualité des interactions avec l'étudiant, ainsi que sur l'adaptation des pratiques pédagogiques à l'enseignement à distance, dans un contexte de contraintes temporelles. Nous constatons cependant que ce n'est pas tant la compétence ou la pratique numérique qui singularisent les acteurs que leur perception de la relation à l'étudiant et des pratiques et des compétences pédagogiques.

Kusumi, Y. (2024). **Actualizing concept without language: a diffractive analysis of educational practice for children with disabilities with handmade manipulative materials in Japan.** *International Journal of Qualitative Studies in Education*, 37(4), 927-943. <https://doi.org/10.1080/09518398.2022.2127016>

This study reconsidered educational materials by analyzing educators' opinions regarding handmade manipulative materials (HMMs) for children with profound intellectual and multiple disabilities in Japan. Instead of concurring with the view that educational materials are static and inert products, the author adopted an agential realist perspective and considered them as agencies working and becoming with teachers and children. The author interviewed two retired teachers who had spent more than 30 years in HMM production and analyzed the obtained data using a diffractive methodology. Findings showed that making and remaking HMMs allowed teachers and children to engage with actualizing concepts without language and demonstrated the open-ended nature of learning for teachers and children with HMMs.

Lafontaine, D., & Jaegers, D. (2024, mars 19). **Inciter les filles à faire des maths : le rôle essentiel des profs.** Consulté 22 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/inciter-les-filles-a-faire-des-maths-le-role-essentiel-des-profs-222337>

En maths, à performances égales, les filles ont moins confiance en elles que les garçons, ce qui influence leurs choix d'orientation. Mais certains ajustements de pédagogie peuvent changer la donne.

Lang, S. N., Tebben, E., Luckey, S. W., Hurns, K. M., Fox, E. G., Ford, D. Y., ... Pasque, P. A. (2024). **Early childhood teachers' dispositions, knowledge, and skills related to diversity, inclusion, equity, and justice.** *Early Childhood Research Quarterly*, 67, 111-127. <https://doi.org/10.1016/j.ecresq.2023.12.005>

All children deserve quality early care and education (ECE) experiences that value them and lay a foundation for positive life trajectories. Unfortunately, many minoritized children in ECE experience inequities including a greater likelihood of exclusion and far fewer opportunities to see their identities affirmed or centered. These early experiences impact children's development, and the dispositions, knowledge, and skills (DKSs) of ECE

teachers are key drivers of these experiences. Accordingly, our study sought to understand ECE teachers' current DKs related to diversity, inclusion, equity, and justice (DIEJ) through a critical culturally relevant pedagogy framework. To do so, we analyzed data from four focus groups with 15 center-based infant, toddler, and preschool teachers using Reflexive Thematic Analysis (Braun & Clarke, 2022). Key DKs, including teachers' attitudes about children and teaching, their perspectives about DIEJ, and their understanding of positionality and context as well as their perception of DIEJ as an age-appropriate topic, occurred across groups. Minoritized teachers and teachers working with diverse groups of children tended to demonstrate a deeper and more critical engagement with DIEJ than White teachers working primarily with White children. Furthermore, we also found evidence that this engagement may be influenced by teachers' DKs. Policy and practice implications are discussed with respect to ensuring that all children have the experiences they deserve to thrive.

Lavy, V., & Megalokonomou, R. (2024). **The Short- and the Long-Run Impact of Gender-Biased Teachers**. *American Economic Journal: Applied Economics*, 16(2), 176-218. <https://doi.org/10.1257/app.20210052>

The Short- and the Long-Run Impact of Gender-Biased Teachers by Victor Lavy and Rigissa Megalokonomou. Published in volume 16, issue 2, pages 176-218 of American Economic Journal: Applied Economics, April 2024, Abstract: We examine the persistence of teachers' gender biases by following teachers ove...

Lenoir, Y. (2024). **Bourdieu éducateur: De l'habitus aux principes devant guider les pratiques de l'enseignement**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-bourdieu-educateur-de-l-habitus-aux-principes-devant-guider-les-pratiques-de-l-enseignement-yves-lenoir-9782924801673-79454.html>

Le concept clef d'habitus, qui caractérise la théorie sociologique de Pierre Bourdieu, a l'immense avantage de s'inscrire le subjectivisme (phénoménologique, sartrien, etc.) et l'objectivisme (structuralisme, fonctionnalisme, etc.). Bourdieu met en évidence l'existence de sujets humains disposant d'espaces de liberté où s'inscrivent les interactions sociales, mais ancrés dans des structures sociales, elles-mêmes structurantes, où les sujets sont déterminés dans leurs pensées et pratiques par l'héritage culturel, par leur milieu de naissance et de vie durant l'enfance (socialisation primaire), par leur trajectoire de vie ultérieure (socialisation secondaire). Un habitus est modifiable, adaptable et peut en conséquence répondre de manière qualitativement supérieure aux exigences d'une pratique d'enseignement en plus grande adéquation avec la formation d'êtres humains. Les principes suivants, soutenus par deux préalables, l'éthique et la responsabilité, sont abordés : la reconnaissance de la dimension humaine ; une école éthique à fonction culturelle ; la structuration curriculaire à caractère interdisciplinaire ; le rapport dialogique dans les processus d'enseignement-apprentissage ; des processus d'enseignement-apprentissage doublement médiatisés.

Li, Z., Rubie-Davies, C., & Wu, Z. (2024). **Stronger teacher expectation effects on foreign language learning: Student perceptions of the classroom environment as moderators**. *Social Psychology of Education*, 27(2), 543-566. <https://doi.org/10.1007/s11218-023-09849-0>

This study investigated whether teacher expectation effects on students' foreign language learning would be moderated by students' perceptions of the classroom



environment. The participants were 28 teachers and 1030 first-year undergraduate students learning English as a foreign language from public universities in China. Data for teacher expectations of student future performance in the year-end standardised test, students' performance in the prior examination and year-end examination, and students' perceptions of the classroom environment (six factors) were collected. Structural equation modelling was run for data analysis. The results showed that, with students' prior achievement controlled, positive teacher-student relationships, innovative instruction, and clearly structured instruction strengthened the effects of teacher expectations on student year-end academic achievement but cooperative learning lessened the predictive power of teacher expectations. Further, peer relationships and learner autonomy did not significantly impact the magnitude of teacher expectation effects. The findings suggested a positive moderating role of teacher-led behaviours on teacher expectation effects but negative moderation effects of student-led behaviours in tertiary classrooms.

Lison, C. (2024). **Quand les communautés sont au cœur des réflexions.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5474>

Nous voilà au premier numéro RIPES de l'année 2024. C'est une année importante pour l'AIPU puisqu'au du 28 au 31 mai aura lieu notre colloque. Ce sera un moment d'effervescence à Sherbrooke, lieu d'accueil de ce 33e colloque. Au fil des années, nous avons vu un public de plus en plus hétérogène grossir les rangs de l'AIPU et des différentes sections locales qui la constitue. Aujourd'hui, les chercheurs, les enseignants, les étudiants, les conseillers et les ingénieurs pédagogiques, de même qu...

Liu, X. (2024). **Understanding the development and implementation of teachers' beliefs of written corrective feedback: A study of two novice transborder teachers in mainland China.** *Teaching and Teacher Education*, 142, 104519. <https://doi.org/10.1016/j.tate.2024.104519>

This study explored how two novice transborder teachers in mainland China's public secondary schools developed their written corrective feedback (WCF) beliefs and applied them in practice. Utilising WCF samples, interviews, teachers' voice memos, and documents, it was found that teachers' prior learning experiences with WCF and contextual factors significantly influenced their WCF beliefs. Notable belief-practice inconsistencies were observed in the provision of direct or indirect WCF, highlighting the adjustments these teachers made in response to contextual factors. The study offers insights for enhancing second language (L2) writing pedagogy training in language teacher education.

Lloyd, B. P., Torelli, J. N., Pollack, M. S., & Weaver, E. S. (2024). **Piloting a Decision Tool to Guide Individualized Hypothesis Testing for Students with Severe and Complex Challenging Behavior.** *Journal of Behavioral Education*, 33(1), 208-232. <https://doi.org/10.1007/s10864-022-09478-1>

For students with severe or complex challenging behavior, incorporating hypothesis testing as a component of functional behavior assessment (FBA) is often warranted. Several hypothesis testing strategies (i.e., functional analysis, antecedent analysis, concurrent operant analysis) can confirm whether and how features of a student's environment impact their behavior to then inform effective intervention. Yet practitioners have limited guidance on how to select and individualize best-fit strategies for a given

student and context. We developed a decision tool for behavior specialists and classroom teachers to collaboratively plan and implement individualized hypothesis testing strategies for students whose initial FBA was inconclusive. We piloted this tool with 12 practitioner teams and students, aiming to (a) identify which assessment strategies were indicated based on practitioner responses; (b) evaluate whether indicated assessments produced conclusive results; and (c) explore practitioner perceptions of the individualized assessment process. The most commonly indicated hypothesis testing strategy was functional analysis. Across teams, one or more hypothesis was successfully confirmed on the first or second assessment iteration. The assessment process was perceived positively by practitioners. Yet they reported feeling ill-equipped to complete the process independently, highlighting important next steps for training and technical assistance work.

Lucero, A. (2024). **Learning to read critically: Professional development with picturebooks.** *Teaching and Teacher Education*, 142, 104521. <https://doi.org/10.1016/j.tate.2024.104521>  
In this study, I sought to understand how kindergarten through second grade teachers critically analyzed familiar picturebooks in terms of the identities, perspectives, and experiences represented in them. Drawing on culturally situated reader response theory, I conducted iterative thematic analysis of video transcripts from ten teachers as they used text analysis questions to guide their consideration of these issues. Findings suggest that teachers frequently conflated race and culture, drew on discourses of innocence among young children, infrequently addressed intersectionality, and were rarely explicit about how their own identities informed their reading.

Maas, M.-C., & Ria, L. (2024). **Trois cas d'école pour comprendre comment prendre soin des élèves en enseignant.** *TransFormations - Recherches en Education et Formation des Adultes*, (26), 43-54. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/527>

This article looks at the teaching practices of successful teachers in a French middle school. It shows their ability to teach students with academic and/or relational difficulties, who pose problems for the majority of teachers. It highlights the ethical dimensions that allow students to work in a caring and virtuous relationship. Keywords: activity analysis, care, « course of action », successful teacher.

Maki, K. E., Moody, M. E., Cullins, S. L., & Griffin, T. L. (2024). **Examination of a Modified Incremental Rehearsal Approach to Explore Causal Mechanisms.** *Journal of Behavioral Education*, 33(1), 184-207. <https://doi.org/10.1007/s10864-022-09482-5>

Incremental rehearsal (IR) has consistently been shown to improve students' math fact retention and fluency (Maki et al., *Journal of Behavioral Education* 30:534–558, 2021). However, less is known about how intervention modifications may support longer-term skill maintenance. The purpose of this study was to compare traditional IR with a modified IR (shuffle IR; ShIR) in which known multiplication facts were shuffled between sequences using a cumulative acquisition design with six fourth- and fifth-grade students. All participants retained and maintained more facts in IR and ShIR compared to a control condition. However, IR or ShIR did not consistently result in greater retention than the other, with three students demonstrating greater retention in the IR condition and three students demonstrating greater retention in the ShIR condition. Most participants demonstrated greater fact maintenance in the ShIR condition than in the IR condition.

All participants made fewer intervention session errors in the condition in which they retained more multiplication facts.

Maurício, P., & Valente, B. (2024). **Synergy between lesson study and content representation in a preservice teacher practicum.** *Teaching and Teacher Education*, 142, 104525. <https://doi.org/10.1016/j.tate.2024.104525>

This study evaluates the perceptions of four pre-service teachers and one mentor teacher regarding two lesson studies (LS) conducted in a single urban school, specifically in two 6th-grade science classes, as part of a pre-service teacher practicum. One of the LS utilized the Content Representation (CoRe) as a planning tool. The sessions were recorded, transcribed, and analyzed using inductive content analysis within an interpretative framework. The results indicate a positive reception of the LS, with the use of CoRe being appreciated as a valuable tool that enhanced the depth of the planning sessions.

McCormick, M. P., MacDowell, C., Weiland, C., Hsueh, J., Maier, M., Pralica, M., ... Sachs, J. (2024). **Instructional alignment is associated with PreK persistence: Evidence from the Boston Public Schools.** *Early Childhood Research Quarterly*, 67, 89-100. <https://doi.org/10.1016/j.ecresq.2023.11.008>

This study uses implementation fidelity data from PreK to 1st grade in the Boston Public Schools (BPS) to identify profiles of instructional alignment and examine whether stronger alignment for PreK attenders is associated with sustained benefits of BPS PreK on children's language, literacy, and math skills through first grade. The study includes N = 498 students (mean age = 5.47, SD = 0.30 in K fall). Children who experienced strong instructional alignment across grades had faster gains in literacy (SD = .47) and math (SD = .28) skills through the spring of first grade compared with non-BPS PreK attenders. Mis-alignment predicted faster convergence in literacy skills. Results highlight that both strong fidelity in PreK and better instructional alignment through elementary school may help to sustain the initial benefits of PreK programs through first grade in a subset of outcome domains. Implications for research measuring alignment in a broader range of settings and implications for practice are discussed.

Messaoui, A., & Pélissier, C. (2024). **Vers l'approche par compétences: théories et pratiques pour l'enseignement supérieur.** Consulté à l'adresse <https://www.pressesdesmines.com/produit/vers-lapproche-par-competences/>

L'approche par compétences (APC) a été envisagée récemment en France, dans le cadre de la réforme des IUT, et plus largement pour toutes les formations universitaires dès 2026. Cet ouvrage propose des témoignages d'acteurs et de chercheurs engagés sur cette question afin de dresser un panorama et des perspectives autour de trois axes : quels cadres théoriques pour penser l'APC ? Quelles modalités de gouvernance pour accompagner les institutions universitaires dans le déploiement de ce nouveau paradigme de formation ? Quels retours d'expérience des praticiens en IUT et en école d'ingénieur qui ont déjà adopté l'APC ? Cet ouvrage revendique une projection pour notre monde contemporain, présente les aspects historiques de l'APC (cadres théoriques, retours sur une démarche institutionnelle déjà entamée), des expérimentations déjà mises en place (à travers des récits de pratiques) et une visée prospective pour l'avenir à la fois proche et ouvert sur un chemin technologique, méthodologique et pédagogique.

Moineau, C., Farsy, S., Tortochot, É., & Roy, É. (2023). **Le rapport à l'évaluation dans trois situations d' « éducation à » la conception.** *Travail et Apprentissages*, 26(2), 160-186. <https://doi.org/10.3917/ta.026.0160>

Cet article confronte trois situations d'enseignement-apprentissage du design tel qu'il est pensé et mis en œuvre dans le système éducatif français. Partant de l'hypothèse que cet enseignement de la conception est une forme d' « éducation à », l'objectif est de mettre en lumière l'incidence de l'évaluation sur l'activité de conception et sur le développement de « compétences transformatives ». La méthodologie est fondée sur l'analyse sémio-cognitive de l'activité de conception des élèves et des étudiants. Les résultats, confrontés aux prescriptions institutionnelles et à celles des enseignants, montrent que les modalités d'évaluations masquent les objectifs réels des activités de conception, entravent généralement ces dernières et brident en partie le développement des compétences visées. Les activités de conception enseignées sont adressées à l'évaluateur, ce qui souligne l'importance de l'énonciation et du dialogue au sein des dispositifs d'évaluation de l'éducation à la conception.

Mornata, C., & Charmillot, M. (2024). **Perspectives du care et formation d'adultes.** *TransFormations - Recherches en Education et Formation des Adultes*, (26), 01-10. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/546>

How do our education, research, and intervention activities in adult education stay up-to-date to ensure collective attention to others, listening, and responsibility towards the living? To what extent do our activities contribute to critiquing the dominant system and actively participating in the emergence of alternatives to « institutional positivism », in the construction of humanizing and sustainable ways of inhabiting our world? These questions are central to the thematic issue you are about to explore: Care in the world, perspectives on care and adult education.

Musard, M., Paven, M. L., & Bezeau, D. (2023). **Accéder aux épistémologies pratiques du professeur et des élèves pour comprendre la fabrique du curriculum en actes.** *Swiss Journal of Educational Research*, 45(3), 346-357. <https://doi.org/10.24452/sjer.45.3.10>

The aim of this study is to document the practical epistemologies of the teacher and students in the case of a cycle of acrobatics in the final year of high school, to better understand the shaping of the enacted curriculum. Classroom observation data are cross-referenced with semi-structured teacher and students interview data to infer elements of practical epistemology. The results show that teachers and students have different conceptions of the knowledge to be taught/learned and the knowledge for teaching/learning. The focus on two groups of students reveals a variety of students' practical epistemologies, sometimes different from the teacher's practical epistemology.

Nepal, S., Walker, S., & Dillon-Wallace, J. (2024). **How do Australian pre-service teachers understand differentiated instruction and associated concepts of inclusion and diversity?** *International Journal of Inclusive Education*, 28(2), 109-123. <https://doi.org/10.1080/13603116.2021.1916111>

Differentiated instruction is an inclusive approach that recognises and values diversities among students and adapts instruction to include every student. The concept of differentiation has been discussed over the past two decades. However, only limited attention has been paid to how pre-service teachers understand this phenomenon, while very little is known about how their beliefs about knowledge and knowing influence this understanding. This study investigated pre-service teachers' understanding of

differentiated instruction through the lens of epistemic cognition. The findings suggest pre-service teachers demonstrate a predominantly narrow understanding of differentiation, interpreting it as an instructional strategy of adapting teaching to support struggling learners. In addition, the findings also reveal that diversity is generally interpreted as referring to 'others' and inclusion is considered as a strategy to bring the 'other' people into the mainstream.

Niwese, M., & Lucchini, S. (2023). **Les apports d'une approche mixte dans l'identification de la compétence scripturale des élèves de 11/12 ans du projet ÉCRICOL.** *Mesure et évaluation en éducation*, 46(1), 109-137. <https://doi.org/10.7202/1109756ar>

Issu du projet de recherche ÉCRICOL, cet article vise à montrer comment les méthodologies qualitative et quantitative s'articulent dans le processus conduisant à l'identification stabilisée des compétences et des difficultés scripturales du sujet écrivain. Précisément, après l'évocation de quelques éléments de contexte à propos du projet ÉCRICOL, nous définissons, à la lumière des travaux antérieurs, la notion de compétence scripturale avant de présenter la manière dont elle a été opérationnalisée comme outil d'analyse des textes produits par les élèves de sixième. L'article expose ensuite le parcours réalisé, de la collecte de ces textes aux résultats d'analyse, qui montre le passage d'une étude qualitative requérant des choix épistémologiques et pratiques vers la quantification et le traitement massif des données. Il se termine en pointant certains phénomènes nécessitant d'effectuer un chemin inversé (du quantitatif au qualitatif) pour mieux les appréhender.

Ogg, J., Anthony, C. J., & Wendel, M. (2024). **Student-teacher conflict or student-school conflict? Exploring bidirectional relationships between externalizing behavior and teacher conflict.** *Early Childhood Research Quarterly*, 67, 44-54. <https://doi.org/10.1016/j.ecresq.2023.11.002>

The purpose of this study was to examine bidirectional relationships between student-teacher conflict and externalizing behavior in elementary school. A national sample of 9,663 kindergarten – third grade students (49% female; 51% White, non-Hispanic, 10% African American, 25% Hispanic, 9% Asian students) from the Early Childhood Longitudinal Study – Kindergarten Cohort of 2010-2011 were included. Using random intercept cross-lagged panel models, results indicated different patterns across sex. For boys, conflict demonstrated positive relationship with later externalizing behavior; whereas, for girls, there was not evidence of any cross-lagged effects. The article concludes with a discussion of the theoretical and practical implications of these findings.

Olsen, A. A., & Green, A. L. (2024). **Student-Teacher Relationships and Mathematics Achievement for Students with and Without Disabilities.** *The Elementary School Journal*, 124(3), 367-385. <https://doi.org/10.1086/728673>

The importance of mathematics in early grades has been well established. Two variables that are associated with mathematics achievement are student-teacher relationships (STR) and student type (students identified with a disability and students not identified with a disability). The current study investigated the interaction between perceived STR and student type on mathematics achievement using a nationally representative data set of approximately 8,380 first-grade students, 2,930 teachers, and 860 schools. Multilevel modeling controlling for student-, teacher-, and school-level factors found that both perceived STR and student type were strongly associated with mathematics achievement. There were also two statistically significant moderation effects between

close STR and student type on mathematics achievement and conflictual STR and student type on mathematics achievement. This suggests that close or less conflictual STR are beneficial for all students but are especially beneficial for students identified with a disability. Implications for research, policy, and practice are also provided.

Ortiz-López, A., Sánchez-Prieto, J. C., & Olmos-Migueláñez, S. (2024). **Perceived usefulness of mobile devices in assessment: a comparative study of three technology acceptance models using PLS-SEM.** *Journal of New Approaches in Educational Research*, 13(1), 2. <https://doi.org/10.1007/s44322-023-00001-6>

The use of digital media in education has already been addressed in numerous technology acceptance models, but there is very little research on establishing a link between acceptance and assessment using mobile devices, a reality in educational institutions. This work aims to extend research by developing the TAM model and studying teachers' perceived usefulness of mobile devices in terms of how they understand assessment: generically, as a summative and a formative assessment, or as the complementarity of these. This study proposes a comparison between three models using the partial least squares structural equation modeling (PLS-SEM) on a sample of 262 master's degree students (pre-service teachers). The results show the validity of the three proposals and confirm the advantages to specifically consider assessment in acceptance models, as well as the importance of addressing its modalities differently after obtaining better results in the two models that do so. The study also confirms the importance of self-efficacy in the use of mobile devices as a predictor of usefulness and intention to use in the three models. The use of a comparative approach and the development of the perceived usefulness construct in assessment represents a new contribution to the field of acceptance studies.

Paperman, P. (2024). **Qui sait quoi et comment? Éthiques du care et savoirs académiques.** *TransFormations - Recherches en Education et Formation des Adultes*, (26), 137-145. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/535>

In France, the notion of care was systematically disqualified by the social sciences, sociology in particular, when it first appeared in academic publications. A few years later, the landscape has changed. The notion of care is used to renew studies in various fields. Putting the word care in the title of an article, conference or seminar no longer elicits any particular reaction. If the word care, and with it something of the feminist perspective, has been absorbed into the everyday vocabulary of the social sciences, this phenomenon is, in my opinion, accompanied by a weakening of its critical edge, in sociology at any rate. I argue that this is because how knowledge is produced have remained unchanged. This article outlines some of the implications of care ethics for how we produce knowledge and make sense in common. Keywords: care, ethics, experience, knowledge, sociology.

Paquelin, D. (2024). **La magistralité, une approche attentionnelle.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (45). <https://doi.org/10.4000/dms.9954>

Introduction Par cette contribution à la rubrique « Débat-discussion », l'objectif est de discuter sous un prisme singulier la magistralité, figure centrale de la pédagogie de l'enseignement supérieur depuis des décennies. Le propos est initié par la lecture du texte publié en 2015 dans cette même revue par Olivier Aïm et Anneliese Depoux intitulé

« D'une magistralité à l'autre. Remédiation de l'ethos professoral par le dispositif des MOOC ». Dans leur article ces auteurs abordent le MOOC com...

Paukovics, E., Molteni, L., & Sanchez, E. (2024). **Évaluer l'utilité, l'utilisabilité et l'acceptabilité d'un Learning Lab**. *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5437>

Un learning lab est un espace physique et numérique offrant aux enseignants, étudiants et chercheurs en éducation la possibilité d'observer, d'échanger, d'expérimenter et d'évaluer les méthodes d'apprentissage et d'enseignement à l'université. Depuis février 2019, nous sommes impliqués dans un projet de développement d'un Learning Lab à l'Université de Fribourg (Suisse) qui relève de la recherche orientée par la conception. La question de l'évaluation des actions conduites au sein de learning labs étant consubstantielle à la mise en place du dispositif, nous avons été amenés à élaborer un module permettant d'évaluer l'utilité, l'utilisabilité et l'acceptabilité des activités d'apprentissage conduites au sein de ce dispositif. Dans cet article, nous présentons et discutons les composantes de ce module d'évaluation au regard de la littérature et d'un travail empirique conduit par quatre universités partenaires. Les leçons que nous tirons de notre travail sont la nécessité de développer une méthode d'évaluation discrète (intégrée aux activités et en soutien à l'apprentissage), systématique (permettant un suivi longitudinal des participants) et évolutive (à la fois générique et spécifique en s'adaptant aux activités). A learning lab is a physical and digital space that offers teachers, students and educational researchers the opportunity to observe, exchange, experiment and evaluate learning and teaching methods at university. Since February 2019, we are involved in design-based research to build a Learning Lab at the University of Fribourg (Switzerland) including learning activities. We are developing a module to evaluate the usefulness, usability and acceptability of these learning activities. Dans this paper, we present and discuss the components of the evaluation module in relation to scientific models and empirical work carried out by four partner universities. The lessons we draw from our work are the need to develop an evaluation method that is unobtrusive (embedded in activities and supportive of learning), systematic (allowing for longitudinal follow-up of participants) and scalable (both generic and specific by adapting to activities).

Pelletier, C., Frenette, É., & Gaudreau, N. (2024). **Liens entre les pratiques enseignantes perçues au collégial, le SEP à réussir ses études et le stress des étudiants**. *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5479>

Les étudiants inscrits aux études postsecondaires vivent de plus en plus de détresse psychologique. Cette situation, surtout documentée d'un point de vue clinique et dans le but d'organiser les services spécialisés offerts aux étudiants (Baik et al., 2019), a été observée dans les cégeps du Québec (Gosselin et Ducharme, 2017). La présente étude pose la question suivante : que peuvent faire les personnes enseignantes pour développer le sentiment d'efficacité personnelle (SEP) des étudiants et diminuer leur stress? Une meilleure connaissance des pratiques enseignantes susceptibles de développer le SEP des étudiants à réussir leurs études pourrait fournir des éléments de réponse à cette question. Ainsi, cette étude de type quantitatif et exploratoire s'intéresse aux liens unissant les pratiques enseignantes au collégial, le SEP à réussir ses études et le stress (n = 355) à partir d'une analyse acheminatoire. La discussion porte sur les principaux résultats : 1) les perceptions de pratiques enseignantes varient selon le genre, l'âge et le

programme d'études, 2) le SEP-études est influencé par quatre types de pratiques : défis d'apprentissage et choix des tâches, modelage par l'enseignant et autres modèles, messages d'efficacité et relations positives, 3) le degré de stress est influencé par le SEP-études, ainsi que par 4) le genre des répondants et les messages de peur de l'enseignant, et 5) le SEP-études présenterait un effet indirect sur la relation entre d'une part les messages d'efficacité et le stress, et d'autre part les relations positives et le stress.

Peltier, C. (2023). **Un objet pédagogique territorialisé pour enseigner les transitions et l'agroécologie. Pour une pédagogie ancrée mobilisant des « jeux authentiques »**. *Travail et Apprentissages*, 26(2), 187-207. <https://doi.org/10.3917/ta.026.0187>

Les transitions et l'agroécologie, et leur enseignement, interrogent les cultures professionnelles des enseignants tout autant que des professionnels de l'agriculture. Dans l'enseignement agricole français, le plan stratégique « enseigner à produire autrement » et la mise en œuvre de l'évaluation capacitaire dans des référentiels de diplôme, constituent une opportunité pour repenser les processus d'apprentissage et les évaluations comme problématisation et conceptualisation du sens des activités enseignantes. Dans cet article, nous prenons appui sur un dispositif où des situations territoriales polarisées par un objet significatif et problématique en termes de durabilité (le « poulet d'élevage », la « luzerne en collectif », etc.) sont médiatisées en situations d'enseignement-apprentissage que nous qualifions de « jeux authentiques ». Nous proposons ainsi trois outils pour une évaluation-régulation des pratiques des enseignants (activités de conception, implémentation, réassurance) et des apprentissages des apprenants dans la perspective d'un agir plus soutenable.

Perrenoud, M. (2024). **« Parfois on pense bien faire... »**. *TransFormations - Recherches en Education et Formation des Adultes*, (26), 55-64. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/524>

An apprentice teacher questions the ideal of maximum proximity and commitment to each pupil, and formulates risks for herself and her pupils. A wide-ranging extract from a research interview helps to put into perspective a turning point that would invite us to introduce more generic problematicity into our approach to work, in contrast to the more spontaneous tendency to see teaching as a relationship between individuals. Taking a collective interest in problems rather than people, within the framework of certain clinical and collaborative arrangements, would paradoxically reinforce the security and ambition of caring perhaps more than the reverse. Keywords: beginner gender, clinical approach, professional problem, proximity ideal, teacher training.

Pouzergues, P. (2023). **Mise en place d'une formation hybride en langue pour la prise en compte des hétérogénéités en classe de FLE multi-niveaux : analyse d'un dispositif de différenciation pédagogique à visée autonomisante**. (Thesis). Consulté à l'adresse <https://hal.science/tel-04418830v1>

Prediger, S., & Buró, R. (2024). **Fifty ways to work with students' diverse abilities? A video study on inclusive teaching practices in secondary mathematics classrooms**. *International Journal of Inclusive Education*, 28(2), 124-143. <https://doi.org/10.1080/13603116.2021.1925361>

Inclusive teaching practices can be characterized as recurrent ways how teachers work with their students' diverse abilities, but how exactly are they enacted in subject matter classrooms? The paper proposes a conceptual framework to unpack inclusive practices



according to the student ability to which they refer, in five typical jobs for teachers: (a) identifying the demands for the ability, (b) differentiating learning goals, (c) compensating for low abilities, (d) enhancing abilities, and (e) addressing the abilities in joint learning. The proposed job-ability framework for inclusive teaching practices is substantiated in a video study of 25 mathematics lessons on percentages with the same curriculum material. In total, rather than 50, 133 different inclusive teaching practices were identified in 3862 sequences and structured into 20 cells. They address four abilities (from most often to least often): (1) selective attention/working memory, (2) mathematical pre-knowledge, (3) language proficiency, and (4) metacognitive regulation. The large variance of enacted practices identified within and between lessons calls for professional development that elicits, leverages, and extends the repertoire of practices. While the reported frequencies are specific to the chosen teaching unit, the job-ability framework can be transferred to other subject-matter classrooms and used in professional development programs.

Quelles pratiques pédagogiques intégrant le numérique, utilisées par les enseignants d'éducation physique et à la santé, répondent aux besoins des élèves du secondaire en matière d'adoption d'un mode de vie sain et actif? (2024, mars 7). Consulté 25 mars 2024, à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/quelles-pratiques-pedagogiques-integrant-le-numerique-utilisees-par-les-enseignants-deducation-physique-et-a-la-sante-repondent-aux-besoins-des-eleves-du-secondaire-en-matiere-dado/>

Le numérique dans l'enseignement d'un mode de vie sain et actif L'adoption d'un mode de vie sain et actif est primordiale pour le développement et la

Rappe, J., & Fiévez, A. (2024). **Former au numérique éducatif : les conceptualisations des formateurs**. *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5382>

Si les pratiques d'enseignement intégrant le numérique sont relativement bien documentées dans la littérature scientifique, la question spécifique de la formation initiale des enseignants au numérique éducatif l'est moins. Nous explorons, dans cette étude de cas intégrant observations, entretiens d'autoconfrontation et analyse interprétative, l'activité de deux formateurs en formation initiale des enseignants. Nous recourons pour cela au cadre de la conceptualisation dans l'action (Pastré, 2011; Vergnaud, 1996). Les résultats mettent en lumière des points communs et des divergences non seulement dans les actions de formation, mais également dans les conceptualisations qui semblent organiser ces dernières chez les sujets. Ces divergences, révélées par l'analyse de l'activité, tendent à montrer qu'une même approche didactique sera menée différemment selon la manière dont le formateur a conceptualisé le métier d'enseignant, l'usage des outils numériques et la formation initiale à ces éléments.

Redondo, C., Cadet, R., Perrier, R., & Drot-Delange, B. (2024). **Processus de gestion des ressources éducatives. Le cas d'enseignants en IUT**. *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5597>

Notre étude vise à comprendre l'activité menée par les enseignants d'institut universitaire de technologie (IUT) dans le cadre de la préparation de leurs cours avec les ressources éducatives. Il s'agit également d'identifier ce qui fait ressource éducative pour ces enseignants. Nous nous demandons si des spécificités émergent du fait de la

nécessaire et forte relation des enseignants avec le secteur professionnel. Quatre filières d'IUT sont étudiées : génie biologique (GB), gestion des entreprises et des administrations (GEA), informatique (INFO) et métiers du multimédia et de l'Internet (MMI). Avec comme point de départ la caractérisation de processus déjà identifiés chez les enseignants de l'enseignement secondaire technologique, nous relevons au travers de l'analyse d'entretiens semi-directifs, quatre processus en œuvre chez les enseignants de l'IUT : la transmission-héritage, la collection de ressources, la constitution d'un réseau de confiance, c'est-à-dire la reconnaissance de la fiabilité et/ou de la pertinence d'une ressource et la participation à des collectifs producteurs de ressources. Une grille de codage des entretiens est établie, avec l'unité sémantique comme unité de codage retenue. Si l'analyse des entretiens fait apparaître des différences en fonction de la filière, le processus de constitution d'un réseau de confiance est majoritairement présent. Nous confrontons nos résultats à ceux d'enquêtes par questionnaire sur les pratiques informationnelles des enseignants dans l'enseignement supérieur.

Renaudeau, B., Ferari, V., & Poplimont, C. (2023). **L'éducation à la posture réflexive. Le cas des formateurs pilotes de l'armée de l'air et de l'espace (AAE).** *Travail et Apprentissages*, 26(2), 61-85. <https://doi.org/10.3917/ta.026.0061>

La formation initiale des pilotes de l'AAE n'est plus en adéquation avec les objectifs attendus. La recherche présentée dans cet article considère l'autoévaluation comme une méthode active et réflexive capable de contribuer à un « processus de changement » dans les pratiques pédagogique du formateur. Elle vise à identifier les facteurs déclencheurs de l'autoévaluation favorisant une éducation à : la posture réflexive. La méthode est basée sur le recueil des productions verbales et écrites des formateurs, l'autoévaluation simple, l'auto-confrontation et le journal de bord. Trois séances dédiées à l'autoévaluation s'avèrent nécessaires pour faire émerger cette posture réflexive.

Renwick, K., Powell, L. J., & Edwards, G. (2024). **Understanding practice architectures in food systems education: A case study.** *Teaching and Teacher Education*, 142, 104531. <https://doi.org/10.1016/j.tate.2024.104531>

Practice architectures provide a framework for understanding how educators transform theory into action. In a case study based in British Columbia, Canada, participant K-12 educators identified motivations for engaging in food systems education and how these influenced both the content and approaches used in their classrooms. Our study indicates a growing concern among educators for students to understand how food is implicated in a sustainable future and how it connects with an array of environmental, economic, and social issues. Findings from our case study suggest that teachers engage with practice architectures based on specific intentions that shape food systems education.

Rila, A., Bruhn, A. L., & Wang, L. (2024). **The Disaggregated Effects of Visual Performance Feedback on Teachers' Use of Behavior Specific-Praise and Reprimands.** *Journal of Behavioral Education*, 33(1), 53-80. <https://doi.org/10.1007/s10864-022-09479-0>

Behavior-specific praise (BSP) is one of the simplest classroom management strategies to implement and considered an evidence-based practice. Unfortunately, teachers underuse BSP and deliver more reprimands to students in their classrooms. Secondary students receive the highest rates of reprimands and exclusionary discipline (i.e., office discipline referral [ODR], suspension, expulsion) with students of color receiving

disproportionate rates compared to their White peers. Performance feedback is a commonly used strategy to change teacher practices however, little is known about the impact of performance feedback on the equitable delivery of BSP and reprimands to students by race and sex. The purpose of this multiple baseline design study was to examine the effects of a visual performance feedback (VPF) intervention with secondary teachers on their equitable delivery of BSP and reprimands and the collateral impacts on student outcomes. In the first phase of intervention, teachers received VPF on their total BSP and reprimands. In the second phase, teachers received disaggregated VPF on their rates of BSP and reprimands delivered to students by race and sex. Results indicate a functional relation between VPF and total BSP and an overall reduction in total reprimands. Mixed results were found between VPF and the equitable delivery of BSP and reprimands rates delivered to students by race and sex. Student outcomes indicated an increase in average class-wide academic engagement and no impact on ODRs as no teacher delivered a single ODR. Key findings, limitations, and future research are discussed.

Rósa, B. (2024). **In pursuit of social emotional learning in a Swedish pre-service teacher education programme: A qualitative study of intended curriculum.** *Teaching and Teacher Education*, 142, 104527. <https://doi.org/10.1016/j.tate.2024.104527>

This study aimed to investigate the intended curriculum of a K-3 pre-service teacher education programme at a large university in Sweden and its focus on social emotional learning. Regulatory documents and semi-structured interviews with course leaders were examined through abductive content analysis. An implicit focus on pre-service teachers' social learning was identified. Further research is needed to examine a) how successful social learning can be without an explicit focus on the development of emotional skills; and b) what pre-service teachers' own social emotional learning means when it comes to their readiness and ability to support pupils' social emotional development.

Saade, S., Bean, Y. F., Gillespie-Lynch, K., Poirier, N., & Harrison, A. J. (2024). **Can participation in an online ASD training enhance attitudes toward inclusion, teaching self-Efficacy and ASD knowledge among preservice educators in diverse cultural contexts?** *International Journal of Inclusive Education*, 28(2), 161-176. <https://doi.org/10.1080/13603116.2021.1931716>

As the number of students with Autism Spectrum Disorder (ASD) increases, so does the need for teacher training about inclusive education. We adapted an online training to provide pre-service teachers with strategies to integrate students with ASD into the classroom and evaluated it in two culturally diverse contexts. Students majoring in Education from the United States (Georgia; n=84) and Canada (Québec; n=117) completed the training and filled out pre- and post-training questionnaires. Initial attitudes toward inclusion were significantly more positive in Georgia than Québec. Participation in the training was associated with improved attitudes towards inclusion across both contexts and with improved ASD teaching self-efficacy and knowledge in Québec. Increased self-efficacy in Georgia was associated with a social desirability bias. This study demonstrates that a brief online training can promote positive attitudes toward inclusion across contexts.

Sarmiento-Jaramillo, J., & Poizat, G. (2024). **L'idéal éducatif du prendre soin des citoyen nes à l'épreuve.** *TransFormations - Recherches en Education et Formation des*

Adultes, (26), 25-42. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/537>

This contribution analyzes the dual political and educational activity of a group of professional activists, known as organizers, during the campaigns aiming the improvement of the living conditions in social housing. Our study, carried out as part of the action course program, focuses on their activity during their first encounter with the citizens of the working-class neighborhoods they address, known as door-knocking. We document the transformation of three of their concerns and discuss these results through the lens of care. Our results show, with a view to (the) political education, the importance of the organizers' appropriation of the technical knowledge that is deployed at door-knocking as well as of an alternative conception of this encounter as a space-time of creative negotiation. Keywords: adult education, course of action, denaturalization, emancipation, organic leaders, political education.

Schell, C. S., Dignath, C., Kleen, H., John, N., & Kunter, M. (2024). **Judging a book by its cover? Investigating pre-service teacher's stereotypes towards pupils with special educational needs.** *Teaching and Teacher Education*, 142, 104526. <https://doi.org/10.1016/j.tate.2024.104526>

Stereotypes about pupils with special educational needs are prevalent both in society and among pre- and in-service teachers. However, little is known about the specific stereotypes pre-service teachers associate with autistic pupils, pupils with Down syndrome, and pupils with dyslexia. We explored these in two studies. Study 1 (N=13) involved qualitative interviews to identify potential stereotype content. Study 2 (N=213) used these findings to create a questionnaire to quantify these stereotypes. We found distinct stereotypes associated with all three groups of pupils. For successful inclusion, teachers must recognize the uniqueness of each pupil, including those with different diagnoses.

Schwab, S., Resch, K., & Alnahdi, G. (2024). **Inclusion does not solely apply to students with disabilities: pre-service teachers' attitudes towards inclusive schooling of all students.** *International Journal of Inclusive Education*, 28(2), 214-230. <https://doi.org/10.1080/13603116.2021.1938712>

Several studies have investigated (pre-service) teachers' attitudes toward inclusion. However, most have focused on teachers' attitudes toward the inclusion of students with disabilities. The understanding of inclusive education has expanded to the provision of educational opportunities to all students, not only those with a disability. This study investigates the attitudes of 899 Austrian pre-service teachers towards inclusion using a revised version of the Attitudes to Inclusion Scale (AIS). The psychometric quality of the revised scale was examined. The results indicated a high reliability, and the two-dimensional factor structure was confirmed by a confirmatory factor analysis. Some evidence for convergent validity was found. More positive attitudes towards inclusive schooling were found among pre-service teachers focusing on inclusive education within their teacher training programme, female teachers, and pre-service teachers with a migration background.

Tremblay, C., Poellhuber, B., & Kozanitis, A. (2024). **L'usage d'outils d'échafaudage numériques: comment et pourquoi.** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1). <https://doi.org/10.4000/ripes.5529>

La résolution de problèmes complexes (RPC) correspond à l'une des compétences du 21<sup>e</sup> siècle fréquemment listée dans les référentiels de compétences, dont ceux destinés aux apprenants en gestion. Or, des lacunes observées chez des diplômés récents en gestion suggèrent qu'ils ne maîtrisent pas le processus de RPC. Bien que cela pourrait s'expliquer par un manque de connaissances disciplinaires, il est probable que cela soit attribuable également à des compétences métacognitives (CM) sous-développées. Ainsi, il nous a semblé prometteur de concevoir des outils numériques (OÉN) basés sur la théorie de l'échafaudage, afin de guider l'apprenant dans son processus de RPC sur les plans cognitif et métacognitif. Cette recherche mobilise une démarche qualitative visant à expliquer comment et pourquoi les apprenants utilisent ces outils. Compte-tenu des résultats qui suggèrent que ces apprenants sont peu expérimentés envers la RPC et que l'on peut les qualifier de novices, des recommandations pour concevoir des OÉN adaptés à leur niveau sont proposées pour soutenir le développement de cette compétence.

Vanderclayen, F., Lenzen, B., Mouton, A., Borges, C., & Desbiens, J.-F. (Éd.). (2023). **L'éducation physique en contexte de pandémie de COVID-19 et après: Enjeux et impacts sur l'enseignement-apprentissage, la formation et la discipline**. Consulté à l'adresse <https://pul.uclouvain.be/FR/book/?GCOI=29303100408090>

A partir de travaux de recherche, cet ouvrage collectif propose d'interroger les impacts de la pandémie de COVID-19 sur la formation, l'enseignement et l'apprentissage en éducation physique (EP), ainsi que les enjeux qui en découlent.

Walker, V. L., Muharib, R., Lyon, K. J., & Park, K. (2024). **Comparative Effects of Interdependent and Independent Group Contingencies for Pre-service Teachers in a College Classroom**. *Journal of Behavioral Education*, 33(1), 81-96. <https://doi.org/10.1007/s10864-022-09483-4>

The purpose of this study was to compare the effectiveness of interdependent and independent group contingencies on pre-service teachers' performance on class quizzes that reflected their knowledge of evidence-based practices for students with extensive support needs. In the interdependent condition, the course instructor awarded extra credit points to groups of pre-service teachers who performed at 80% or higher on class quizzes. In the independent condition, the course instructor awarded extra credit points to individual pre-service teachers who met the same performance criterion. Quizzes were based on content from weekly course topics in a special education teacher preparation course focusing on evidence-based practices for students with extensive support needs. Group performance improved across all groups with overall higher performance scores in the interdependent contingency. Pre-service teachers reported both contingencies to be effective and valuable. Implications for practice, limitations, and future research are discussed.

Weinberger, Y. (2024). **Teaching teachers to incorporate metacognition into their instruction: The example of the "history sourcing" course in one teachers' college**. *Teaching and Teacher Education*, 142, 104533. <https://doi.org/10.1016/j.tate.2024.104533>

This paper follows a two-year, four stage intervention program in which eleven veteran history lecturers at a large teachers' college learned to explicitly integrate metacognition into an academic "history sourcing" course. Pooling evidence from various sources, this qualitative study describes the process undergone by these lecturers, addressing aspects such as their sense of the importance of incorporating metacognition, their confidence

in their ability to do so, and the incorporation of metacognition into the lecturers' courses in practice. In doing so, it highlights the importance of extended, structured, and explicit intervention to the successful adoption of metacognitive knowledge and strategies.

Zhang, M.-R., Ng, F. F.-Y., Yu, D., & Von Suchodoletz, A. (2024). **Granny and mama: Grandmothers' and mothers' interactions with toddlers during block play in urban China.** *Early Childhood Research Quarterly*, 67, 148-158. <https://doi.org/10.1016/j.ecresq.2023.12.004>

The goal of this study was to compare two generations of Chinese caregivers (N = 129) in terms of their interactions with toddlers during block play. We additionally explored the associations between caregivers' interaction styles and toddlers' effortful control. Caregivers were mothers (n = 68, mean age = 33.56 years) and grandmothers (n = 61, mean age = 59.17 years) from 70 families in urban China. Concepts (block construction, body parts and color, literacy, and math) taught by caregivers at basic and advanced levels as well as their interaction styles (dominance, positive and negative feedback, positive and negative affect) were coded from semi-structured home observations. Caregivers also reported on children's effortful control. Compared to mothers, grandmothers taught at more advanced levels, dominated the interaction more, displayed less positive affect as well as more negative affect and negative feedback toward children. Moreover, mothers' dominance and negativity during block play were uniquely associated with lower levels of child effortful control. Findings advance knowledge of intergenerational differences in caregivers' interactions with young children in a rapidly changing society.

## Relation formation-emploi

Fanti, L., Pereira, M. C., & Virgillito, M. E. (2024). **A North-South Agent-Based Model of segmented labor markets: the role of education and trade asymmetries.** *Industrial and Corporate Change*, 33(2), 383-423. <https://doi.org/10.1093/icc/dtae007>

Drawing upon the labour-augmented K+S Agent-Based Model (ABM), this paper develops a two-country North-South ABM wherein the leader and the laggard country interact through the international trade of machines. The model aims to address sources of asymmetries and possible converge patterns between two economies belonging to a currency union, that are initially differentiated only in terms of the education level they are able to ensure. Education is modeled as a macro-level public policy differently targeting three levels, that is primary, secondary and tertiary. After being educated, when workers enter the labour force, they face a segmented labour market, divided into three types of qualifications and resulting functions deployed inside firms, i.e., basic, medium and advanced occupations. The three markets are heterogeneous in terms of both requested education level and minimum offered wage. We experiment with different education and trade settings. Ultimately, we are interested in understanding the coupling effects of asymmetries in education, which reverberate in segmented labour markets and differentiated growth patterns. Notably, our focus on capital-goods trade, rather than on consumption goods, allows us to investigate a direct link between productive capabilities in complex products and country growth prospects.

Hsu, C.-H., & Engelhardt, H. (2024). **A Precarious Path to Partnership? The Moderating Effects of Labour Market Regulations on the Relationship Between Unstable Employment**

**and Union Formation in Europe.** *European Journal of Population*, 40(1), 12.  
<https://doi.org/10.1007/s10680-024-09698-3>

Rising employment uncertainty featured by higher risks of being temporarily employed or unemployed is often seen as the driving force behind delayed and declined partnering in Western countries. However, such an employment–partnering relationship is contextualized by labour market institutions and thus could diverge across countries over time. This paper aims to investigate how country-level variations in labour market regulations moderate individual-level effects of unstable employment on union formation, including the transitions into marriage or cohabitation unions. Using comparative panel data for 26 countries from the European Union Statistics on Income and Living Conditions (the years 2010–2019), our multilevel fixed effects models showed that temporary employment and unemployment negatively affected the probability of union formation for single women and men in Europe. Moreover, the negative relationship between unstable employment and union formation was reinforced when labour market reforms were stimulating insider–outsider segregations or decreasing welfare provisions. Specifically, stricter employment protection legislations and higher coverage rates of collective bargaining agreements could reinforce the negative effects of temporary employment and unemployment on union formation, while more generous provisions of unemployment benefits could buffer such negative effects.

Kim, T., Serkova, Y., & Jonbekova, D. (2024). **Contributions of international education to graduate capital and employability: Evidence from social science graduates in Kazakhstan.** *International Journal of Educational Development*, 106, 102994.  
<https://doi.org/10.1016/j.ijedudev.2024.102994>

Drawing on Tomlinson's graduate capital model, this paper examines the contribution of international education to the development of different forms of graduate capital and the experiences of international education graduates in applying graduate capital while navigating the job market. Interviews with 50 social science graduates in Kazakhstan demonstrated that human, social, and psychological capitals played a greater role in adjusting to various labour market factors and securing employment. We also contend that the utilization of specific forms of capital was contingent upon the particular industry where participants were seeking career opportunities.

Observatoire des inégalités. (s. d.). **Jeunes femmes : des études plus longues, mais de moins bons emplois.** Consulté 28 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Jeunes-femmes-des-etudes-plus-longues-mais-de-moins-bons-emplois>

Trois ans après la fin des études, femmes et hommes ont le même accès à l'emploi. Mais les jeunes femmes ont plus souvent un diplôme de l'enseignement supérieur. Elles devraient donc être plus souvent cadres que les débutants masculins, ce qui n'est pas le cas.

## Réussite scolaire

Cool, J. (2024). **Réussite éducative et construction identitaire : une double mission de l'école francophone au Canada.** *Administration & Éducation*, 181(1), 25-32.  
<https://doi.org/10.3917/admed.181.0025>

Le Canada est connu pour sa diversité culturelle et linguistique, avec le français et l'anglais comme langues officielles. Les compétences en matière d'éducation et de

santé relèvent des provinces, ce qui crée des défis pour celles où le français est minoritaire. La double mission de l'école consiste à y promouvoir réussite scolaire et construction identitaire liées à la langue et à la culture francophone, dans un contexte d'assimilation vers l'anglais. Les politiques éducatives provinciales mettent l'accent sur la fierté culturelle et linguistique au sein des communautés acadiennes et francophones très engagées. Les élèves de ces milieux pourront-ils y vivre leur vie en français tout en se réalisant pleinement dans le développement de compétences globales pour le XXI<sup>e</sup> siècle ?

Ferréol, G. (2024). **L'apprenant au cœur du système éducatif et universitaire: Actes du 3<sup>e</sup> Forum international de l'Éducation**. Consulté à l'adresse <https://www.editions-academia.be/livre-l-apprenant-au-c-ur-du-systeme-educatif-et-universitaire-actes-du-3e-forum-international-de-l-education-gilles-ferreol-9782806641755-79509.html>

Cet ouvrage, centré sur la place de l'apprenant, regroupe une quinzaine de contributions présentées lors du troisième Forum citoyen international de l'éducation qui s'est tenu à Hammamet en novembre 2022. L'approche privilégiée est à la fois pluridisciplinaire et comparative : elle prend appui sur différentes études de cas relatives à la francophonie (France, Québec, Haïti, Tunisie, Sénégal) et se focalise sur les pratiques innovantes, le travail collaboratif et la reconnaissance des acquis expérimentiels. Sont également discutés les dispositifs de lutte contre le décrochage et les inégalités scolaires, les défis de l'apprentissage et de la formation ou bien encore la problématique de l'altérité et de l'inclusion.

Frick, M. A., Isaksson, J., Vadlin, S., & Olofsdotter, S. (2024). **Direct and Indirect Effects of Adolescent Peer Victimization and Mental Health on Academic Achievement in Early Adulthood: A 6-Year Longitudinal Cohort Study**. *Youth & Society*, 56(3), 579-596. <https://doi.org/10.1177/0044118X231185364>

Using a three-wave (mean age 14.4, 17.4, and 20.4 years) longitudinal design (N = 1,834; 55.6% females), we set out to map direct and indirect effects of adolescent peer victimization and mental health on academic achievement in early adulthood, and the buffering effect of positive family relations. Data was collected in Sweden 2012 to 2018. We found concurrent ( $\beta$ s = .13–.28) but no longitudinal transactional effects between peer victimization and symptoms of depression, anxiety, and conduct disorder (CD). Peer victimization, depression, and CD had longitudinal direct effects on poorer academic achievement in early adulthood ( $\beta$ s = .09–.11). Positive family relations did not moderate the effects. The results indicate that prevention and interventions against peer victimization and poor mental health may contribute to a higher proportion of individuals graduating from high school.

Helskog, K. (2024). **Effectiveness of aid on educational dropout in post-Genocide Rwanda**. *International Journal of Educational Development*, 106, 103018. <https://doi.org/10.1016/j.ijedudev.2024.103018>

This study investigates the effects of the Rwandan Genocide on the probability of primary educational dropout between 1995 and 2019 and how development aid moderates those effects. Specifically, this study examines the role of proximity to genocide-target areas and the degree to which development aid may have moderated the altered household economic opportunities. The results indicate that: (i) geographical proximity to genocide-targeted areas does not increase the probability of dropout; (ii)



development aid reduces the probability of dropout within genocide proximity by 20 %; and (iii) The effects of development aid are particularly high in low-income households, making dropout 10.6 % less likely. In sum, development aid plays a significant role in overcoming the long-term effects of the genocide.

Hollenstein, L., Rubie-Davies, C. M., & Brühwiler, C. (2024). **Teacher expectations and their relations with primary school students' achievement, self-concept, and anxiety in mathematics.** *Social Psychology of Education*, 27(2), 567-586. <https://doi.org/10.1007/s11218-023-09856-1>

Teacher expectations not only relate positively to student achievement, but also to student beliefs such as their self-concept. Nevertheless, most studies focus on the relations with student achievement, followed by studies on beliefs. Beliefs are a significant determinant of academic success and can include student self-concept or emotions, such as anxiety. The extent to which anxiety can be influenced by teacher expectations has been investigated in very few studies. This paper examined how teacher expectations related to changes in student achievement, self-concept, and anxiety in mathematics within a school year. The data were from a longitudinal study "Outcomes of teacher education", funded by the Swiss National Science Foundation and based on 28 teachers and 509 primary school students. Teacher expectations were operationalized using the residual approach. Student mathematics achievement was assessed via a standardized mathematics test and their self-concept as well as their mathematics anxiety via a questionnaire. The multi-level structure was considered in the analyses, because the interclass-correlation of student mathematics achievement exceeded the critical value of 10%. The results showed that teacher expectations were positively related to student achievement as well as self-concept and negatively related to anxiety towards mathematics. The change in the explained variance was small (self-concept and anxiety) to large (achievement). The results extend findings on the expectation effect in the classroom, as they focus not only on student achievement but also on student beliefs and are discussed regarding their significance for academic success.

Jerrim, J., Lopez-Agudo, L. A., & Marcenaro-Gutierrez, O. D. (2024). **How Did Spain Perform In PISA 2018? New Estimates Of Children's PISA Reading Scores.** *British Journal of Educational Studies*, 72(2), 177-198. <https://doi.org/10.1080/00071005.2023.2258184>

International large-scale assessments have gained much attention since the beginning of the twenty-first century, influencing education legislation in many countries. This includes Spain, where they have been used by successive governments to justify education policy change. Unfortunately, there was a problem with the PISA 2018 reading scores for this country, meaning the OECD refused to initially release the results. Therefore, in this paper we attempt to estimate the likely PISA 2018 reading scores for Spain, and for each region within. The figure finally published by the OECD for Spain – in terms of reading scores – was 476.5 points, which is between the lower and upper bound of the interval we find (475 to 483 test points in 2018). Additionally, we report some robustness checks for the OCED countries participating in PISA 2018, which show that the difference between the actual scores and the ones we found with the imputation methods are quite close.

Karabacak-Çelik, A., & Aşantuğrul, N. (2024). **The Mediator Role of Positive Experiences at School in the Relationship between Academic Self-Confidence and School Belonging**

**in Turkish Secondary School Students.** *Child Indicators Research*, 17(2), 683-704. <https://doi.org/10.1007/s12187-023-10101-6>

School belonging is crucial to a student's overall wellbeing and academic success, which refers to their connection and identification with their school community. It encompasses their relationships with peers and teachers and their engagement in academic and extracurricular activities. Research has identified individual and social factors that affect school belonging; however, the factors associated with students' covitality factors and positive psychology dimensions are unclear. Therefore, this study aims to determine the mediator role of positive experiences in the school in the relationship between academic self-confidence and school belonging of secondary school students. For this purpose, 358 secondary school students in Tokat, Turkey, participated in the study. The research used the School Belonging Scale, Positive Experiences at School Scale, and Academic Self-Confidence Scale as data collection tools. As a result of the study, we determined positive and moderate relationships between academic self-confidence, positive experiences at school, and school belonging. Furthermore, mediation analysis results revealed that positive experiences at school mediated the relationship between academic self-confidence and school belonging. The research findings were interpreted in line with the positive psychology and socioecological model of school belonging literature.

Kaye, N. (2024). **The cumulative impact of socioeconomic disadvantage on educational attainment during austerity: a comparative cross-cohort approach.** *Oxford Review of Education*, 50(2), 186-206. <https://doi.org/10.1080/03054985.2023.2234287>

Despite much empirical evidence highlighting the harmful effect of socioeconomic disadvantage on educational outcomes, there is a relative lack of understanding of how different risk factors impact upon attainment. Importantly, it has yet to be established what effect, if any, austerity cuts have had on the most disadvantaged students. Using rich data from two British cohort studies (Next Steps and MCS), this cross-cohort study explores how educational inequalities impact on attainment in distinct cohorts of students at identical age-points, whilst also examining the role of wider political and socioeconomic circumstances. The analysis reconfirms the detrimental effect of exposure to socioeconomic risk factors on attainment, highlighting the relative importance of some (e.g. social housing) over others, and emphasising the disproportionate association of exposure to multiple risks with poorer outcomes. For both cohorts, the attainment gap is already clear at age 11, and widens at every level of risk across secondary education. Despite the implementation of austerity, no evidence is found for worsening inequalities at an individual level. However, the persistent link between disadvantage and attainment means that, on a cohort level, increasing levels of disadvantage during austerity will inevitably lead to greater proportions of young people facing an attainment 'penalty'.

Kelchen, R., Ortagus, J., Rosinger, K., Baker, D., & Lingo, M. (2024). **The Relationships Between State Higher Education Funding Strategies and College Access and Success.** *Educational Researcher*, 53(2), 100-110. <https://doi.org/10.3102/0013189X231208964>

We compiled the first longitudinal data set with detailed state funding information to examine whether different funding strategies for public higher education correlate with college access and completion, with a focus on outcomes among racially minoritized students. We found no relationships between funding mechanisms and student outcomes at public universities. However, at community colleges, we found that funding

strategies that combine base adjustments and enrollment or performance components may increase enrollment, but not completions.

Olsen, A. A., & Green, A. L. (2024). **Student-Teacher Relationships and Mathematics Achievement for Students with and Without Disabilities**. *The Elementary School Journal*, 124(3), 367-385. <https://doi.org/10.1086/728673>

The importance of mathematics in early grades has been well established. Two variables that are associated with mathematics achievement are student-teacher relationships (STR) and student type (students identified with a disability and students not identified with a disability). The current study investigated the interaction between perceived STR and student type on mathematics achievement using a nationally representative data set of approximately 8,380 first-grade students, 2,930 teachers, and 860 schools. Multilevel modeling controlling for student-, teacher-, and school-level factors found that both perceived STR and student type were strongly associated with mathematics achievement. There were also two statistically significant moderation effects between close STR and student type on mathematics achievement and conflictual STR and student type on mathematics achievement. This suggests that close or less conflictual STR are beneficial for all students but are especially beneficial for students identified with a disability. Implications for research, policy, and practice are also provided.

Tan, C. Y. (2024). **Direct and indirect influences of familial socioeconomic status on students' science achievement**. *Oxford Review of Education*, 50(2), 207-231. <https://doi.org/10.1080/03054985.2022.2139672>

The present study challenges the assumption that equipping students with positive learning attitudes and beliefs can compensate for socioeconomic status (SES) effects on students' academic achievement. It unravels the association between SES and students' achievement by examining direct and indirect SES influences (via students' science attitudes and beliefs such as science epistemological beliefs, interest, and self-efficacy) on students' science achievement using an analysis of secondary data involving 5,355 15-year-old students (from 138 schools) and their parents from Hong Kong who participated in the Programme for International Student Assessment (PISA) 2015. Two-level structural equation modelling (SEM) results showed that (a) the total standardised SES effect (direct and indirect) on students' science achievement was 42.46% more when compared to the case where only direct SES effects were accounted for; and (b) the total standardised effect of science classroom variables was much smaller than that associated with SES. These results suggest that the strength of the association between SES and students' achievement is understated if we focus only on direct effects. Relatedly, students' attitudes and beliefs are not insulated from familial SES influences, so they are not as efficacious in circumventing social structures as they are sometimes portrayed in the literature.

Thomas, F. (2024). **Résultats définitifs de la session 2023 du baccalauréat : stabilisation des résultats après la crise sanitaire et la mise en place du nouveau baccalauréat général**. *Note d'Information*, (24.07), 1-4. <https://doi.org/10.48464/ni-24-07>

Avec 743 900 candidats et 674 900 bacheliers, le taux de réussite au baccalauréat 2023 est de 90,7 %. Il est de 95,5 % dans la voie générale, 89,5 % dans la voie technologique et 82,6 % dans la voie professionnelle. Il diminue faiblement dans la voie générale et plus sensiblement dans la voie technologique.

Titan, E., Otoiu, A., Paraschiv, D., & Manea, D. (2024). **Can earmarked admission places help address the perceived rural disadvantage in higher education access? Evidence from Romania.** *Oxford Review of Education*, 50(2), 167-185.  
<https://doi.org/10.1080/03054985.2022.2136151>

The perceived disadvantage faced by high school students from rural areas in pursuing higher education is often associated with the fact that these areas are by default affected by socio-economic disadvantages. The analysis of the results from the high school baccalaureate examination for Romania, which is mandatory for admission to higher education, and which plays a major role in ranking the applicants, shows the potential outcomes of the university admission policy targeting high school baccalaureate holders from rural areas. Under different scenarios, this can lead to either targeted admission places being allocated to students that would have been otherwise successfully admitted by competing on general admission places or could have helped students from other disadvantaged backgrounds. These results may help as a basis for guiding policy designs that can better target admission places for students from disadvantaged backgrounds.

Vallet-Giannini, F., & Morlaix, S. (2024). **Choix de spécialités au baccalauréat et classement sur Parcoursup: quels liens avec la réussite en première année dans l'enseignement supérieur?** *L'orientation scolaire et professionnelle*, 53(1), 25-52.  
<https://doi.org/10.4000/osp.18627>

Dans le cadre de la politique de continuum Bac-3/Bac+3, deux réformes, la loi « Orientation et Réussite Étudiante » (ORE) et le nouveau baccalauréat 2021, visent le même objectif : accroître la réussite dans l'enseignement supérieur. La recherche proposée s'intéresse aux effets de ces deux réformes sur la réussite étudiante, à travers le choix des spécialités au bac et l'étude des classements des étudiants sur Parcoursup. À partir d'un échantillon de 1 689 étudiants inscrits en première année de licence (L1) dans une université française, la recherche ne fait pas ressortir de lien direct significatif entre l'ordre d'appel issu de Parcoursup et les performances académiques. En revanche, certaines spécialités choisies, notamment scientifiques, et en premier lieu les mathématiques, se révèlent particulièrement prédictives de la réussite des étudiants de L1.

Vianin, P. (2024). **Comprendre l'échec scolaire: Évaluation, remédiation et bilan** (1er édition). Consulté à l'adresse  
<https://www.deboecksuperieur.com/ouvrage/9782807361294-comprendre-l-echec-scolaire>

Quel levier pour la réussite ? Pour aider un élève en difficulté scolaire, il existe un point particulièrement sensible sur lequel on peut intervenir avec un minimum d'efforts et un maximum d'effets : le point nodal. C'est un véritable « point d'appui pédagogique », au coeur du processus d'aide, relevant très souvent d'une problématique globale, et pas uniquement scolaire. Pierre Vianin propose des solutions concrètes et utiles qui respectent la singularité de chaque élève. Ce livre présente une méthodologie de travail, basée sur le point nodal, pour surmonter l'échec scolaire. Celle-ci s'articule autour de quatre étapes : l'évaluation globale (ressources, difficultés et besoins de l'élève) ; la focalisation sur une priorité d'intervention ; la phase de remédiation ; le bilan du projet.

Villar-Aguilés, A., & Muñoz-Rodríguez, D. (2024). **Complex trajectories in higher education students: online and face-to-face universities**. *Journal of New Approaches in Educational Research*, 13(1), 4. <https://doi.org/10.1007/s44322-023-00006-1>

Expansion in higher education and changes in student profiles have led to an increase in non-linear trajectories that do not fit into a time frame considered standard. However, universities continue to establish success and failure parameters relating to performance indicators that do not consider the heterogeneity of trajectories. The theoretical perspective on which we base our work is the complexity approach, which resituates what we understand as a trajectory of success (and failure), incorporating a broader view to better understand how students navigate through higher education. Based on research on university dropout and changes of trajectory, we present the results of a study carried out using sequence analysis in face-to-face and online universities. The research question on which this study focuses is whether, given the context of greater heterogeneity and complexity, there could be a greater similarity between the students' trajectories in face-to-face and online modalities in relation to complex trajectories. The results show that complex trajectories are very present in both modalities, and differences are observed according to students' gender and age. A key conclusion is the discussion on how we consider success and failure student trajectories in the contemporary university taking into account the perspective of complexity.

Williams, E. M., Padmadas, S. S., & Väisänen, H. (2024). **Falling behind in school: Mother's economic empowerment and its association with children's grade progression in Malawi**. *International Journal of Educational Development*, 106, 103022. <https://doi.org/10.1016/j.ijedudev.2024.103022>

Malawi has experienced slow and uneven progress in school progression and completion rates, thus there is need to rethink the approaches needed for reforming education systems. Mothers are more likely to invest in children's nutrition and well-being and take primary responsibility for children's education. However, the association between women's economic empowerment and their offspring's school progression rates is not systematically understood in Malawi, or elsewhere. We investigate how economic empowerment of mothers is associated with children's progression through grades at appropriate ages. Using the 2016/17 Malawi Integrated Household Survey data, we show that women's economic empowerment is positively associated with being on-time for grade, with a steeper slope for girls than boys, particularly at secondary school level. The stronger association for girls in secondary school, who otherwise typically experience a higher risk of dropping out of school than boys, implies higher education attainment, and probably lower teen pregnancies and early marriage. We conclude that investment in women's economic empowerment can significantly enhance school progression and completion rates and can contribute to human capital development and poverty reduction in Malawi and elsewhere in sub-Saharan Africa.

Yang, J., Qin, K., & Wang, Y. (2024). **Effect of the Duration of Preschool Attendance on Academic Achievements—Evidence from PISA 2018**. *Child Indicators Research*, 17(2), 931-952. <https://doi.org/10.1007/s12187-023-10095-1>

Research has consistently demonstrated the positive influence of preschool on students' development, with a longer duration of attendance generally correlating with improved academic achievements. However, according to the marginal utility theory, it is conceivable that there might exist an optimal duration of preschool attendance to maximize academic benefits. Currently, the optimal duration remains uncertain, and it

may vary depending on the distinctive preschool characteristics of different countries. Therefore, the aim of this study was to examine the effects of different durations of preschool attendance on academic achievements in mathematics, reading, and science and explore the optimal duration in B-S-J-Z (China), Italy, New Zealand, Denmark, and Sweden, employing the generalized propensity score (GPS) method to control for confounding factors based on the Programme for International Student Assessment (PISA) 2018. The findings revealed a generally inverted U-shaped relationship between the duration of preschool attendance and academic achievements. Moreover, the optimal duration varied among the five countries: students in New Zealand benefited the most from attending preschool for 2 years, 3 years in Italy, and 4 years in B-S-J-Z (China), Denmark, and Sweden. The findings offer practical guidance for parents and educators in these countries to tailor their children's duration of preschool attendance for the enhancement of academic achievements.

## Valeurs

Curtiss, S. L., & Perry, S. C. (2024). **Cultural humility in youth work: a duoethnography on anti-racist, anti-ableist practice**. *International Journal of Qualitative Studies in Education*, 37(4), 1077-1092. <https://doi.org/10.1080/09518398.2023.2178756>

Cultural humility is a framework for engaging in self-reflection, self-critique, and reflective practice to cultivate respectful relationships and understand power and privilege. Using duoethnography, we applied cultural humility to our youth work at summer camp and in a social skills group for Autistic youth. Our integrative analysis shows how cultural humility allowed us to enact a transformative social justice agenda, understand inherent power imbalances in youth-practitioner partnerships, and better engage around race and disability in our daily practice. Given the power imbalances inherent to working with youth, we posit cultural humility as an important framework for creating anti-oppressive youth development spaces and relationships.

de Gaudemar, J.-P. (2024). **En finir avec un empire virtuel**. *Administration & Éducation*, 181(1), 137-143. <https://doi.org/10.3917/admed.181.0137>

Dans l'histoire de la France, la langue française et l'École sont inséparables de l'idée de « faire nation » autour des valeurs de la République de liberté, d'égalité, de fraternité. Mais, dès le xix<sup>e</sup> siècle, avec la France puissance coloniale, la langue et l'École sont également utilisées pour « faire empire », un Empire colonial francophone, donnant ainsi naissance à la « francophonie », où, à bien des égards, les valeurs de la République sont bafouées et transformées en leurs contraires, la domination, l'inégalité, la discrimination. La francophonie peut-elle aujourd'hui résister à cette contradiction ? Peut-on inventer au xx<sup>e</sup> siècle, une francophonie enfin détachée de toute colonisation et des virtualités d'un empire, retrouvant la voie des vraies valeurs républicaines ?

Gaudin, P. (2024). **Éducation, laïcité et francophobie**. *Administration & Éducation*, 181(1), 119-126. <https://doi.org/10.3917/admed.181.0119>

L'école et la laïcité françaises, historiquement profondément liées, sont partout contestées, dans l'espace francophone comme en France même. Au point qu'il serait pertinent de parler actuellement d'une « francophobie ». Les années 1980 sont celles de bouleversements profonds : le bloc des pays de l'Est s'effondre et partout le religieux revient dans les discours politiques ; quant aux élèves français, ils ont changé, socialement et culturellement. Quelles politiques d'éducation mettre alors en place ?

Enseignement laïque des faits religieux, retour de la morale laïque à l'école, promotion des « valeurs de la République » ? Si l'idée d'une religion républicaine n'a plus cours, celle d'une laïcité adaptée à une société à la fois sécularisée et pluralisée peine à se mettre en place.

Hegseth, W. M. (2024). **Teaching and Learning for Mutual Respect: A Framework for Disrupting Pervasive Power Asymmetries**. *Educational Researcher*, 53(3), 175-183. <https://doi.org/10.3102/0013189X241227445>

This article establishes a framework for teaching and learning for mutual respect. I define mutual respect as intervening on power asymmetries typically found in classrooms by way of according students increased equality, autonomy, and equity. In highlighting how equality, autonomy, and equity interact in ongoing and unpredictable ways in classrooms, this framework permits greater awareness of the many dilemmas with which educators are faced. Furthermore, by attending to the different ways mutual respect can be operationalized (i.e., instruction, organization, social relations), this framework can assist school leaders when determining how school-level decisions may interact with mutual respect in classrooms. This framework is thus a tool for researchers and educators when considering how to transform teaching and learning to promote social justice.

Lam, M. (2024). **Viral videos to combat viral vitriol: methodological considerations for ethical engagement**. *International Journal of Qualitative Studies in Education*, 37(4), 1111-1125. <https://doi.org/10.1080/09518398.2023.2180551>

Two years ago, I began a project based on the question, "If online platforms are providing more access for hate groups to recruit and radicalize members, then is it possible to use online platforms to combat discrimination, racism, and hatred?" Educating public audiences and promoting positive social change were laudable goals, but this article explores the idea of how this was done in ethical ways. There were challenges encountered "along the way" when attempting to create a project from personal stories, including issues of ethical storytelling, respectful data management, community engagement with marginalized communities, complications of "going viral," and more. In this article, I document the process of how four anti-racist videos were created, some of the challenges encountered along the way, methodological maneuvers, and suggestions for further methodological and ethical consideration. I explore two levels of analysis. First, by looking at methodological considerations, I detail the importance of community consultation, the need for research findings to be accessible, useful, and meaningful to the community, and how the decisions and planning around "going viral," were further complicated by funder requirements and other ethical considerations. At the second level of analysis, I use autoethnography to explore how my own positionality factored into decisions about the project.

Lipponen, L., Rajala, A., Hilppö, J., & Pursi, A. (2024). **Change laboratory as a tool to address moral-ethical tensions in the work of early childhood education professionals**. *Teaching and Teacher Education*, 142, 104547. <https://doi.org/10.1016/j.tate.2024.104547>

Our study contributes to research on moral-ethical tensions in the work of early childhood educators by applying cultural-historical activity theory, and Change Laboratory (CL) intervention. We argue that studying and resolving moral-ethical tensions cannot be done without addressing the underlying contradictions which pertain to particular cultural-historical context and local practices. This requires a shift of focus from individual educators' perspective to the whole system of their collaborative activity. In result, we

identify two historical developments which produce the moral-ethical tensions in educators' work, and we explore how the educators invented expansive solutions to address these tensions in the CL sessions.

Mulryan, S. (2024). **Ethical Diversity, The Common Good, and The Courage of Dialogue.** *Educational Theory*, 74(1), 22-40. <https://doi.org/10.1111/edth.12616>

In this article, Seamus Mulryan contends that dialogue about questions that matter to a body politic require the ethical virtue of courage, which is distinct from the virtue of intellectual humility, and this is of central importance in the education of members of a pluralist society. Mulryan begins with Robert Kunzman's theory of Ethical Dialogue and departs from it through Hans-Georg Gadamer's theory of hermeneutic experience and Charles Taylor's claims about the inextricable relationship between self-intelligibility and moral spaces. Finally, Mulryan illustrates the promises and perils of courageous dialogue as an educative activity by way of Plato's Meno, Protagoras, and Gorgias.

Normile, I. (2024). **Expanding Critical Thinking into "Critical Being" Through Wonder and Wu-Wei.** *Educational Theory*, 74(1), 41-65. <https://doi.org/10.1111/edth.12619>

Ian Normile begins this study from the premise that critical thinking is often conceptualized and practiced in problematically narrow and instrumentalized ways. Following Ronald Barnett, he suggests that the idea of critical being can help expand the theory and practice of critical thinking to better meet the needs of education and society. Essential to this effort is greater consideration of how critical thinking articulates with other aspects of being. Normile uses two examples of "non-critical" experiences that he argues can help critical thinking expand into critical being. First, he explores the emotive power of wonder as a source of inspiration and emotional education, and as an essential aspect of critical thinking. He then argues that curiosity, wonder, contemplation, and critical thinking are complementary aspects of critical being. The second example is the Chinese concept of wu-wei, a form of efficacious non-critical action. Normile argues that inevitable breakdowns in wu-wei provide opportunities for critical reflection while the unlearning common to both wonder and wu-wei facilitates receptivity to new perspectives and possibilities beyond the boundaries of the familiar; in this state, one is capable of facilitating the metacritique that is essential to truly transformative critical thinking. Normile concludes with some brief thoughts on implications for practice as a starting point for further inquiry.

OCDE. (2024). **Les faits sans le faux : Lutter contre la désinformation, renforcer l'intégrité de l'information.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3922> [Report]. Consulté à l'adresse <https://www.oecd.org/fr/publications/les-faits-sans-le-faux-lutter-contre-la-desinformation-renforcer-l-integrite-de-l-information-4078bb32-fr.htm>

La prolifération de la désinformation a des conséquences considérables dans de multiples domaines de l'action publique, allant de la santé publique à la sécurité nationale. La désinformation peut jeter le doute sur des faits avérés, compromettre la mise en œuvre des politiques publiques et ébranler la confiance des citoyens dans l'intégrité des institutions démocratiques. Ce rapport étudie comment répondre à ces défis et renforcer la démocratie. Il présente un cadre d'action pour guider les pays dans l'élaboration de politiques publiques dédiées au renforcement de l'intégrité de l'information, en examinant trois dimensions complémentaires : la mise en œuvre de politiques pour renforcer la transparence, la responsabilité et la pluralité des sources



d'information ; le renforcement de la résilience de la société face à la désinformation ; et l'amélioration des mesures de gouvernance et des capacités des institutions publiques pour assurer l'intégrité de l'espace informationnel. Ce rapport, qui constitue un volet phare de l'Initiative de l'OCDE pour renforcer la démocratie, propose un cadre d'action qui vise à renforcer l'intégrité de l'information et qui encourage une action à l'échelle de l'ensemble de la société, selon trois axes : Renforcer la transparence, la responsabilité et la pluralité des sources d'information, notamment grâce à un secteur des médias diversifié et indépendant et à un meilleur fonctionnement des plateformes en ligne. Renforcer l'éducation aux médias et l'esprit critique des citoyens, pour leur permettre de repérer et de combattre la désinformation et d'en limiter la propagation. Promouvoir la mise en place d'une coordination stratégique, de formations et d'infrastructures technologiques au sein des gouvernements ainsi qu'un apprentissage entre pairs et une coopération entre pays afin de lutter contre la désinformation. Lire le communiqué de presse.

Patton, L. D. (2024). **Still Climbing the Hill: Intersectional Reflections on Brown and Beyond.** *Educational Researcher*, 53(2), 73-84. <https://doi.org/10.3102/0013189X231216389>

National Youth Poet Laureate Amanda Gorman's poem "The Hill We Climb"—among the most powerful moments of the 2021 presidential inauguration—inspired the central inquiry of the 18th Annual Brown Lecture in Education Research: Why are we still climbing the hill of educational equity 67 years after the U.S. Supreme Court's landmark decision in *Brown v. Board of Education*? The purpose of this article is to challenge dominant narratives surrounding *Brown* and introduce perspectives that might help account for a general lack of progress—perspectives that typically are overlooked or erased in wider *Brown* discourses. Inspired by her poem, Patton Davis offers a scholarly analysis and contributes a robust understanding of *Brown* and its historical and contemporary meanings in the sociopolitical contexts of racism and white supremacy. Patton Davis considers pressing questions: How can study of the circumstances that have intensified the COVID-19 pandemic fuel collective understanding of racial inequities and intersectional injustices in education? How might a critical race lens guide educators, policymakers, and researchers toward a more progressive realization of the promises of *Brown*? What would it take for education researchers, the majority of whom are situated in postsecondary settings, to engage in activism modeled after the work of communities still fighting for the racial and educational equity envisioned in *Brown*?

R'boul, H., Barnawi, O. Z., & Saidi, B. (2024). **Islamic Ethics As Alternative Epistemology In Intercultural Education: Educators' Situated Knowledges.** *British Journal of Educational Studies*, 72(2), 199-217. <https://doi.org/10.1080/00071005.2023.2254373>

This paper explores the epistemological affordances of Islamic ethics as alternative knowledge within intercultural education. Despite the calls for epistemological plurality in intercultural education that centre epistemologies of the South, educators may find it hard to reaffirm their situated knowledges and practices because they may have been overwhelmed by the wide endorsements of the mainstream literature. Drawing on in-depth interviews with 25 EFL teachers, this study aims to (a) unpack educators' perspectives around the adoption of alternative knowledges anchored in local epistemologies and sensibilities, (b) foreground educators' epistemic positioning around alternative knowledges and how they are perceived as sites for cognitive and pedagogical renewal to account for local particularities and conditions and (c) examine inter-epistemic tensions within educators' reasoning in terms of how they navigate

(in)congruencies between the mainstream and Islamic philosophy at the conceptual, pedagogical and practical levels. Findings reveal that educators acknowledge the legitimacy of Islamic ethics and their epistemological/pedagogical significance in intercultural education. However, some factors may problematize educators' attempts at making use of Islamic ethics including the additional burden of reflecting alternative knowledges while attending to contextual factors (class size, the course's orientation, exams, time constraints, etc.) and the lack of sufficient training in intercultural education.

Riley, T., Meston, T., Cutler, C., Low-Choy, S., McCormack, B. A., Kim, E.-J. A., ... Vasco, D. (2024). **Weaving stories of strength: Ethically integrating Indigenous content in Teacher education and professional development programmes.** *Teaching and Teacher Education*, 142, 104513. <https://doi.org/10.1016/j.tate.2024.104513>

Teachers have professional obligations to incorporate Indigenous perspectives in their teaching but face challenges due to Western-centric priorities in schools, denying students the benefits gained from Indigenous knowledge. A study conducted with 16 Indigenous educators from Australia, New Zealand, Canada, and the United States offers unique insights into negotiating this problem. The Weaving Stories of Strength project synthesises Indigenous and Western qualitative research methods to reveal practical solutions to enhance teachers' confidence in incorporating Indigenous knowledge into classrooms. Our findings emphasise the importance of listening to Indigenous voices to ensure schools promote intercultural understanding and adequately serve all learners' needs.

Terrien, P., & Penso, E. (2023). **L'éducation musicale à l'épreuve du vivre ensemble.** *Travail et Apprentissages*, 26(2), 39-60. <https://doi.org/10.3917/ta.026.0039>

Le vivre ensemble et l'acceptation de la diversité culturelle (respect d'autrui et altérité) sont plus que jamais mis à rude épreuve dans nos sociétés postmodernes. Leurs enseignements peuvent être considérés comme des éducations à au même titre que l'éducation musicale. Dès lors, si penser une école démocratique nécessite un renforcement de l'éducation à la citoyenneté, comment peut-on évaluer une éducation à la musique sur le vivre ensemble ? Une enquête menée auprès des professeurs des écoles (n.385) dans l'académie d'Aix-Marseille a permis de dresser un premier état des lieux sur les liens entre le vivre ensemble et l'éducation à la musique. Une des hypothèses de cette étude était que les activités pratiquées en cours d'éducation musicale (percevoir ; produire) favorisent l'éveil à l'altérité et, à la diversité culturelle en développant la pratique de la culture d'autrui. Les résultats obtenus proposent un bilan sur l'impact de cet éveil à l'altérité dans les pratiques de l'éducation à la musique à l'école.