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Acquisition de compétences

Alrajhi, A. S. (2025). **Intelligent personal assistants in self-access L2 vocabulary learning**. *Education and Information Technologies*, *30*(1), 801-831. https://doi.org/10.1007/s10639-024-12967-7
Motivated by the proliferation of artificial intelligence that has the potential to promote self-access learning, this study utilizes a sequential explanatory quasi-experimental mixed methods design to investigate the efficacy of Google Assistant (GA) in facilitating second language (L2) vocabulary learning compared to online dictionaries. A cohort of EFL university students (n = 74) was assigned to two groups: a control group using online dictionaries and an experimental group utilizing GA. Over six learning sessions, both groups learned 10% of Coxhead's (2000) Academic Vocabulary List. With data drawn from multiple sources, including pre- and post-tests, a survey questionnaire, and individual interviews, the findings reveal significant improvements in vocabulary knowledge for both groups, indicating that GA can be utilized as an effective vocabulary learning tool. Despite concerns regarding the quality of GA's voice recognition as a potential demotivating factor, learners hold positive views on the efficacy of GA. These perceptions reflect influential factors primarily situated within the cognitive and affective domains of learning. Accordingly, key affordances and limitations of GA are identified. This study proposes pedagogical implications and outlines potential avenues for further research in the domain of intelligent personal assistants-assisted L2 vocabulary learning.

Anik, M. H., & Rahman, S. M. H. (2025). ***Strategic Integration of Generative AI in Higher Education: Analysis of Usage, Competencies, and Policy Measures for the Science Education of Bangladesh***. Consulté à l'adresse https://hal.science/hal-04904869
The Fifth Industrial Revolution (5IR) has accelerated the adoption of Generative AI (GenAI) in higher education, significantly impacting teaching, learning, and research. While tools like ChatGPT, Google Bard, Grammarly, and QuillBot have enhanced academic efficiency, the unstructured integration of AI in Bangladeshi higher education institutions raises concerns regarding academic integrity, competency development, and policy frameworks. Despite increasing AI adoption among students and educators, there is no systematic assessment of AI usage levels, competencies gained, or strategic measures for AI integration in Bangladesh's higher education sector. This study aims to analyze the extent of GenAI use, evaluate AI competencies among Science, Mathematics, and Technology Education (SMTE) students and Institute of Education and Research (IER) faculty members, and propose policy-driven AI integration strategies. Employing a multiphase mixed-method research design, this study follows an explanatory sequential approach, starting with a quantitative survey to assess AI usage and competency levels, followed by qualitative key-informant interviews (KII) and a policy workshop to develop strategic planning recommendations. Findings will provide empirical insights into AI adoption, competency gaps, and necessary policy measures, contributing to a structured, ethical, and effective AI integration framework for Bangladeshi higher education.

Balas, S., & Touzet, V. (2024). **La complexité du travail au cœur des référentiels et de l'évaluation**. *e-JIREF*, *10*(2), 3-22. https://doi.org/10.48782/e-jiref-10-2-3
Les certifications professionnelles qui attestent la capacité des personnes à mobiliser un certain nombre de compétences en situation, sont construites, en France, sur la base de

référentiels qui décrivent le métier, les compétences requises pour son exercice et les modalités de leur évaluation. Dans ce texte, nous cherchons à montrer comment les démarches d'analyse de l'activité de professionnels du métier ciblé, permettent de produire des référentiels plus authentiques et riches et, en particulier, de proposer des situations d'évaluation certificatives qui, tout en étant plus ajustées à la mobilisation des compétences qu'elles cherchent à observer, sont apprenantes. En effet, ces situations, parce qu'elles font revivre aux candidats l'affrontement de la complexité du réel, favorisent aussi, d'une certaine manière, la construction d'expériences authentiquement professionnelles. Dans le cadre de ce travail, nous présentons trois exemples issus de chantiers de conception de référentiels de certifications professionnelles conduits avec des professionnels de la retraite complémentaire, mais nous observons aussi les limites de cette démonstration, tant il est fragile de proposer à tout système certificateur de conserver avec rigueur, le point de vue de la complexité du travail.

Balmon, T. (2024). ***Le rôle de la bibliothèque publique dans l'expérience de l'apprenance Comparaison Québec (Canada) / Corse (France)*** (Phdthesis, Université Pascal Paoli ; Centre de recherche sur la formation et la profession enseignante (Québec, Canada)). Consulté à l'adresse https://theses.hal.science/tel-04911076
Dans le domaine de l'éducation des adultes, l'apprentissage informel fondé notamment surl'expérience est l'objet de plus en plus de recherches cherchant à caractériser sa nature ou à valoriserson statut. L'apprentissage informel représente une forme d'acquisition de connaissances, seproduisant à travers des processus d'assimilation, tels que celui qui nous permet d'apprendre notrelangue. Souvent inconscient, ce processus est omniprésent dans tous les contextes, bien que tout ceque nous apprenons ne soit pas nécessairement pertinent de manière systématique. En effet, selonRogers, dans son ouvrage paru en 2014, The Base of the Iceberg: Informal Learning and Its Impact onFormal and Non-formal Learning, le désir d'assimilation peut parfois conduire à des conformismesplutôt qu'à l'adoption d'une posture réflexive, pouvant même entraîner des attitudes régressives tellesque le racisme, le sexisme ou la violence, s'éloignant ainsi des principes et des valeurs d'une sociétédémocratique. Le contexte est décisif dans cette problématique.Il apparaît donc impératif de réfléchir à des contextes qui favorisent des apprentissages informelscritiques, c'est-à-dire basés sur la rationalité, comme le suggère par exemple Habermas dans saThéorie de l'agir communicationnel (1987). Cette réflexion devient d'autant plus cruciale face à lamenace de la désinformation et, de manière plus générale, à la déstabilisation qu'expérimentent nossociétés démocratiques. Dans cette optique, la bibliothèque de lecture publique, telle qu'elle estenvisagée par le manifeste de l'Organisation des Nations unies pour l'éducation, la science et la culture(United Nations Educational, Scientific and Cultural Organization - UNESCO) de 1994, revu en2022, semble occuper une place centrale. Le premier objectif de ce travail consiste ainsi à discerner ladimension critique, selon Habermas, du contexte d'apprentissage informel au sein de la bibliothèquede lecture publique. Pour ce faire, nous analysons, entre autres choses, l'intention éducativemanifestée dans ce contexte, telle que définie par Carré dans Pourquoi et comment les adultesapprennent : De la formation à l'apprenance, publié en 2020. Le deuxième objectif est de recueillirles expériences d'apprentissage informel « critique » des publics. À cette fin, une enquête est menéeauprès des publics des bibliothèques de lecture publique. Enfin, nous travaillons à la faveur d'uneapproche comparative entre le Québec (Canada) et la Corse (France), cette approche étant considéréecomme l'une

des démarches les plus fructueuses pour l'analyse des institutions et des pratiquessociales, selon l'ouvrage dirigé par Lallement et Spurk, Stratégies de la comparaison internationale(2003).

Barrère, A., & Pasquier, D. (2025). **Présentation du dossier. Savoirs scolaires, savoirs "on line" : les enjeux d'une confrontation**. *Éducation et Sociétés*, *53*(1), 5-18. https://doi.org/10.3917/es.053.0005

Bartel-Radic, A., & Cucchi, A. (2025). ***How Do Students Develop Intercultural Competence During International Mobility?*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-04851689.htm
Developing students' intercultural competence is a key objective of international mobility programs in higher education. While it is widely accepted that studying abroad enhances students' competencies, little is known about the specific conditions and contexts that promote the development of intercultural competence during these experiences. This study draws on survey data from 499 students across five cohorts from a French higher education institution between 2017 and 2021. The analysis includes three distinct measures of intercultural competence and learning, along with a wide range of variables related to the mobility context, processes, personality traits and students' previous international experiences. The data were analyzed using an exploratory partial least squares structural equations model (PLS-SEM). The findings suggest that personality traits such as empathy, attributional complexity, and metacognition, positively influence the development of intercultural competence during international mobility. Additionally, encountering difficulties or conflicts positively impacts intercultural competence when students successfully manage to cope with them and overcome negative emotions. Furthermore, perceived learning from the international experience plays a central and mediating role in explaining both intercultural knowledge and ethnorelativism.

Bourdon, É., Pasquier, D., Barrère, A., & Bourdon, É. (2025). **Apprendre l'histoire sur YouTube. Les relations entre savoirs et société à l'aune de la longue histoire de la médiation des connaissances**. *Éducation et Sociétés*, *53*(1), 63-82. https://doi.org/10.3917/es.053.0063

Carriou, P., Pasquier, D., Barrère, A., & Carriou, P. (2025). **Les YouTubeurs d'histoire en France**. *Éducation et Sociétés*, *53*(1), 53-61. https://doi.org/10.3917/es.053.0053

Cioldi, I., Rémeau, M., Schmitt, P., Garnero, M., & Thumerelle, J. (2025). **En petite section de maternelle, des acquis plus solides pour les élèves nés en début d'année et pour les filles**. *Note d'Information*, (25.03), 1-4. Consulté à l'adresse https://www.education.gouv.fr/en-petite-section-de-maternelle-des-acquis-plus-solides-pour-les-eleves-nes-en-debut-d-annee-et-pour-416410
En milieu de petite section, l'acquisition du langage est inégale : si 83 % des élèves sont capables d'élaborer des phrases simples pour communiquer à l'oral, 8 % d'entre eux ne communiquent jamais avec l'adulte par le verbal.

de Araujo, N. (2024). **L'accompagnement socio-éducatif pour développer les compétences psychosociales et socioprofessionnelles**. *Éducation Permanente*, (HS1), 123-134. https://doi.org/10.3917/edpe.hs01.0123

Desjardins, E., Boily, É., & Baron, M.-P. (2025). **L'évaluation dynamique en littératie : collaborer pour soutenir la formation des personnes étudiantes en orthopédagogie en contexte clinique**. *Revue hybride de l'éducation*, 9(1), 1-20. https://doi.org/10.1522/rhe.v9i1.1748
Face aux défis engendrés par le nombre grandissant d'élèves en situation de handicap ou en difficulté d'adaptation ou d'apprentissage (MEQ, 2023) et la complexité des difficultés en lecture (Ukrainetz, 2015), il apparaît essentiel de revoir les méthodes d'évaluation en orthopédagogie. L'évaluation dynamique en littératie offre une approche novatrice pour soutenir la formation des personnes étudiantes en contexte clinique. La présente recherche explore son importance pour l'évaluation orthopédagogique, soulignant ses avantages dans la compréhension des capacités d'apprentissage des élèves (Aldama, 2022). Cette recherche vise à souligner son potentiel pour enrichir les pratiques orthopédagogiques et favoriser la réussite en littératie des élèves en difficulté.

Dias, C. M. (2024). ***Appropriations linguistiques et enseignements en langue seconde. Le cas des élèves nouvellement arrivés en France*** (Thesis, Aix marseille université). Consulté à l'adresse https://hal.science/tel-04683657
Cette synthèse est articulée autour de la question, tout à la fois simple et complexe, qui a traversé mes recherches, à savoir : comment organiser au mieux – sur le plan institutionnel et didactique – l'enseignement aux élèves récemment arrivés en France ? Ce volume constitue la synthèse réflexive sur mes travaux de recherches, engagés depuis le début de ma thèse en 2008. J'ai mené des travaux de recherches sur les élèves nouvellement arrivés en France, dont je vais présenter les grands axes, organisés en quatre parties : 1)la méthodologie de recherches à laquelle je me référerai tout le long de cette synthèse, 2)le travail d'investigation sur l'appropriation du français par les élèves récemment arrivés en France et les incidences didactiques, 3)l'exemple apporté dans l'enseignement-apprentissage dans la discipline des mathématiques, 4)et enfin, la question de la formation des enseignants en charge de ces élèves.

Faure, J., Foucher, A.-L., & Blanchard, C. (2024). ***Favoriser la pratique réflexive des étudiant\timeses sur leurs compétences grâce à une Situation d'Apprentissage et d'Évaluation***. Consulté à l'adresse https://hal.science/hal-04921100
Dans les cadre de la journée PEPI (Partage d'Expérience en Pédagogie Innovante) 2024 à l'Université Clermont Auvergne, nous présentons les liens entre pratique réflexive et Situations d'Apprentissage et d'Évaluation. Nos recherches s'articulant au déploiement de l'Approche Par Compétences à l'UCA, nous nous intéressons aux articulations entre mises en situation professionnelles d'étudiant·es-enseignant·es de langues étrangères et la mise en place de dispositifs réflexifs susceptibles de favoriser une montée en compétences.

Horwitz, M., & Clavier, évelyne. (2025). **Apprendre par le corps**. *Les Cahiers pédagogiques*, (597). Consulté à l'adresse https://www.cahiers-pedagogiques.com/sommaire-revue-597/
L'élève n'est pas un pur esprit. Et au-delà des « 30 minutes par jour » d'exercice physique, on peut passer par le mouvement, le geste et l'approche corporelle pour apprendre, dans l'idée que les apprentissages s'ancrent davantage quand ils ne mobilisent pas seulement les facultés intellectuelles, mais également les facultés sensorielles.

Karimpour, S., & Kargar Behbahani, H. (2025). **Contribution of Interventionist Dynamic Assessment to the Acquisition of Modal Verbs: The Moderating Role of Field (In)dependence and Working Memory**. *European Journal of Education*, *60*(1), e12887. https://doi.org/10.1111/ejed.12887
As an alternative to conventional instruction and evaluation methods, dynamic assessment aims to promote language learning by utilising an interactive approach. As a subset of dynamic assessment, the interventionist approach to dynamic assessment focuses on mediation from implicit to explicit. In spite of its central role in language learning and assessment, the interventionist dynamic assessment has received less attention in empirical research. To fill part of the gap, this study examined the contributions of interventionist dynamic assessment to the acquisition of modal verbs treating working memory and field (in)dependence as two moderating variables. Two intact classes of experimental and control groups, each with 30 subjects, took part in this quantitative quasi-experimental research. The experimental group received an interventionist dynamic assessment based on the target linguistic feature, while the control group received a traditional presentation-practice-production mode of instruction. The findings of the study revealed that while at the onset, both groups performed similarly, the experimental group outperformed the control group on the posttest, as determined by the between-subjects ANOVA. The difference between pretest and delayed posttest scores was also significant, corroborating the effectiveness of the treatment on the acquisition of the linguistic form. The study findings highlighted how interventionist dynamic assessment along with a high working memory and a field-independence trait influence the acquisition of linguistic features. The study has multiple implications for EFL learners and teachers.

Kerruish, E. (2025). **Critical thinking in higher education: taking Stiegler's counsel on the digital milieu**. *Pedagogy, Culture & Society*, *33*(1), 1-17. https://doi.org/10.1080/14681366.2023.2183983
Critical thinking is embedded in national university graduate outcomes and included in international bodies' statements on higher education. At the same time, there are tensions surrounding critical thinking in higher education, such as its commodification, Eurocentrism, and relationship to rapidly digitalising cultures. Drawing from the philosopher Bernard Stiegler's writings on human originary technicity, this paper argues that critical thinking takes different forms according to technical and cultural milieus. For Stiegler, human originary technicity makes prosthesis the human condition: we are biological and technical, both organic and inorganic matter. Reasoning, reflection, and evaluation are relative to the technologies of memory that form everyday and intellectual culture. Stiegler's analysis articulates how digitalisation threatens and protects reasoning and reflection, enabling the demonstration of how critical thinking takes specific forms in digitalised societies. The paper proposes prosthetic critical thinking as a practice that can embrace differing understandings of critical thinking, namely as skills and dispositions associated with reasoning and as the practice of critical pedagogy. The resulting understanding of critical thinking shows it to be a plural, inclusive, and contingent practice relevant to higher education.

Kruk, M., & Kałużna, A. (2025). **Investigating the Role of AI Tools in Enhancing Translation Skills, Emotional Experiences, and Motivation in L2 Learning**. *European Journal of Education*, *60*(1), e12859. https://doi.org/10.1111/ejed.12859

The integration of artificial intelligence (AI) in L2 teaching and learning is poised to revolutionise educational practices by enhancing both instructional methods and language development for L2 learners. This study employed a mixed-methods design to comprehensively examine the impact of AI tools, machine translation systems, and traditional approaches on students' translation accuracy, emotions, and motivation. A total of forty-nine undergraduate English majors were divided into three groups: the AI Group (AIG; N = 16) using AI tools, the machine translation group (MTG; N = 20) using machine translation tools, and the traditional group (TG; N = 13) using manual methods. Participants completed four translation tasks with varying levels of linguistic complexity, and their performance was evaluated using quantitative metrics such as meaning retention, grammatical correctness, fluency, and naturalness. Additionally, semi-structured interviews were conducted to gather qualitative insights into participants' emotional and motivational experiences. Quantitative data analysis included the Kruskal-Wallis test to assess differences amongst the groups, revealing that AIG students achieved the highest translation accuracy. Qualitative thematic analysis of the interview data indicated that emotions such as curiosity, anxiety, and excitement were prevalent across all groups. While AI tools fostered motivation in the AIG and MTG, some participants expressed concerns about over-reliance on technology leading to reduced engagement. These findings highlight AI's dual role in enhancing translation accuracy and shaping the emotional and motivational dynamics of L2 learners, suggesting that its integration should be balanced with traditional methods to optimise learning outcomes.

Lambolez, M. (2025, janvier 21). **L'école éduque-t-elle aux émotions ?** Consulté 27 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/lecole-eduque-t-elle-aux-emotions-246607
Lieu de transmission des savoirs, l'école est aussi un espace de construction affective, à travers les relations aux élèves, mais aussi par la vision des émotions que proposent différentes disciplines.

Legault, F., Beaudry, M.-C., & Carignan, I. (2025). **S'unir pour accompagner les élèves dans le développement des compétences en lecture à l'ère du numérique**. *Revue hybride de l'éducation*, *9*(1), 1-23. https://doi.org/10.1522/rhe.v9i1.1762
L'utilisation du numérique en classe amène les élèves à lire sur différents supports. L'enseignement de stratégies de lecture adaptées apparait donc important pour pouvoir outiller les élèves. Au secondaire, une difficulté supplémentaire s'impose : le transfert des apprentissages entre les disciplines. Ces enseignements doivent également être accessibles aux parents afin que ces derniers puissent soutenir leur enfant. Actuellement, le personnel enseignant a peu de ressources pour soutenir le développement de ces stratégies de lecture (Legault et al., 2021). Ainsi, la mise en place de structures de communication et d'outils favorisant la littératie, autant à l'école qu'à la maison, semble être une avenue prometteuse.

Li, X., Hu, Y., Yang, X., Bi, X., Zhang, J., & Tao, P. (2025). **The effectiveness of virtual reality training on social skills in education: A meta-analysis**. *Education and Information Technologies*, *30*(1), 89-105. https://doi.org/10.1007/s10639-024-12941-3
Virtual reality (VR) has become a promising tool for enhancing social skills in special education, K-12 education, and post-secondary education. However, there is a lack of comprehensive meta-analyses examining the effectiveness of VR social skills training and the factors that moderate its efficacy. In this study, a meta-analysis approach was used

to quantitatively analysis 31 experimental or quasi-experimental studies, systematically examining the effectiveness of VR social skills training. The results indicate that VR training is an effective method for improving social skills, with a statistically significant overall effect size (ES = 0.667). However, the effectiveness of VR training varies depending on the complexity of the social skills being targeted. While VR training significantly enhances trainees' complex social skills (ES = 0.984), it does not have a significant effect on basic social skills (ES = 0.133). Furthermore, the intervention duration and interaction methods were found to be important factors influencing the efficacy of social skills training. These findings suggest that VR social skills training can be an effective approach, particularly for complex social skills, and that intervention duration and interaction method should be carefully considered when designing VR training programs. The paper concludes with a discussion of the results and provides directions for future research.

Lin, X. (2025). ***Neighborhood Exposure Effects in Cognitive Skills and the Role of Primary Schools*** [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2025_5f618.htm
This study examines how childhood residential location affects cognitive skills, focusing on the roles of neighborhood and primary school quality in shaping children's school performance. Using administrative data from the Netherlands, I estimate the causal effect of neighborhood exposure—defined as the impact of time spent in a neighborhood—on children's test scores at the end of their primary education. By comparing children who move at different ages, I separate the effects of exposure from those of sorting into neighborhoods. The results show that for each additional year a child spends in a neighborhood with higher expected test scores, their test scores improve by approximately 2.5% relative to the total gap between the lower- and higher-performing neighborhoods. As families can choose primary schools without geographical restrictions in the Netherlands, I can further isolate improvements attributable to school quality. Approximately 40% of the observed improvements in test scores can be explained by differences in primary school quality. These findings highlight the critical roles of neighborhood environments and school quality in reducing spatial educational inequalities.

Liu, A. (2025). **Pedagogical and Methodological Principles for the Development of Artistry of Vocal Performance in the Context of Distance Learning**. *European Journal of Education*, *60*(1), e12912. https://doi.org/10.1111/ejed.12912
The objective of this study was to investigate the influence of contemporary pedagogical principles of distance learning on the quality of acquiring artistic skills in the field of vocal arts. The research was conducted based on a sample of 750 first-year students from the School of Literature and Journalism (Zhengzhou Business University), utilising a random sampling method. The research entailed the implementation of a case study method to facilitate an in-depth examination of the impact of modern pedagogical principles of distance learning on the quality of acquiring artistic skills in the realm of vocal arts. Pedagogical observation materials were employed in two experimental groups of students for empirical investigation purposes. To obtain statistical data, the method of qualitative analysis was employed and experimental online sessions were conducted from February to April 2023. It has been ascertained that, based on preliminary surveys, the average performance scores for the three groups, as per the mental principle, did not exceed 3.8 points; as per the physical principle, 4.3 points; and as per the aesthetic

principle, 4.4 points. This equates to a low and borderline average level of knowledge and signifies the low efficacy of the methodological principles.

Mestre, C. (2024). **Valoriser les compétences socio-comportementales grâce aux open badges**. *Éducation Permanente*, (HS1), 111-121. https://doi.org/10.3917/edpe.hs01.0111

Monney, N., & Rajotte, T. (2024). **Rendons l'évaluation plus inclusive : le cas de la compétence à résoudre une situation-problème en mathématique**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 17-21. https://doi.org/10.7202/1114680ar
Le texte explore l'évaluation des apprentissages au Québec, guidée par la Politique d'évaluation des apprentissages. Deux fonctions sont distinguées : l'aide à l'apprentissage, qui fournit des rétroactions pour ajuster l'enseignement et la reconnaissance des compétences, souvent par des examens formels. Ces examens, imposés trois fois par an, peuvent désavantager les élèves ayant des difficultés, nuisant à l'équité. Pour une évaluation plus inclusive, l'article propose des méthodes alternatives, notamment la rétroaction par les pairs et l'usage de jeux pédagogiques, comme le Noggle, pour évaluer la compétence de résolution de situations-problèmes en mathématique. Ces approches, intégrées aux activités d'apprentissage, engagent activement les élèves et prennent en compte leur diversité, tout en renforçant leur estime de soi et leur sentiment de compétence en mathématique. Elles permettent ainsi une évaluation plus juste et adaptée à tous les élèves.

Nehass, B., Ismaili, J., Merzaq, G., Kiouach, A., Bounaissat, A., & Zarhbouch, B. (2025). **Psychometric characteristics of the decision-making ability scale among high school students**. *Psychology in the Schools*, *62*(2), 475-491. https://doi.org/10.1002/pits.23334
The process of decision-making is a multifaceted cognitive endeavor encompassing various cognitive, emotional, psychological, and social processes. It empowers individuals to select from a range of alternatives. Its significance spans across age groups, impacting both adults and children, and the relevance of which goes beyond aiding learners in choosing their educational or professional paths; it also pertains to preparing them to navigate the diverse situations they will encounter throughout their lives. To approach this ability, we developed a scale comprising 20 items, assessing five distinct decision-making factors. This scale was administered to a sample of 303 learners in the first and second years of the baccalaureate course (pre-final and final years of secondary education), representing both genders, and studying in four high schools. The participants' ages ranged between 16 and 20 years. The results of this study revealed positive psychometric properties of the scale after its apparent validity was verified. Additionally, principal component analysis, using a latent root criterion greater than one (Eigenvalue > 1), and performing Varimax rotation, resulted in five factors that represent decision-making styles (dependent, avoidant, confident, rational, intuitive) that explain 53.67% of the total variance. Through the application of confirmatory factor analysis (CFA), the outcomes showcased favorable conformity indicators. The ratio of chi-square value to degrees of freedom was recorded at less than 5 ($x^2/df = 1.531$). The RMSEA index, at 0.041, remained below the accepted threshold of 0.08. The metrics (CFI, TLI, GFI, IFI) all surpassed 0.90, falling within acceptable ranges. Strong internal consistency between item scores and their respective factors was established by Pearson coefficients. The correlation coefficients between each factor's score and the total scale score were robust, ranging from 0.483 to 0.727. The Cronbach's alpha coefficient for the scale's

factors ranged from 0.788 (highest) to 0.723 (lowest), with an overall scale stability coefficient of 0.748. These high coefficients collectively confirm the scale's validity, reliability, and appropriateness for implementation within the Middle East and North Africa (MENA) region.

OECD. (2024). ***Insights from Skills Strategies in the European Union: Lessons Learnt for Developing and Implementing Effective Skills Policies***. https://doi.org/10.1787/0bf9e78e-en

Sénéchal, K., Brassard, G., Dumouchel, M., & Messier, G. (2025). **Une collaboration entre enseignantes et chercheuses pour soutenir le développement des compétences en littératie des élèves par des pratiques d'enseignement et de gestion de la classe cohérentes en contexte d'oral réflexif**. *Revue hybride de l'éducation*, 9(1), 1-14. https://doi.org/10.1522/rhe.v9i1.1746
Notre équipe a mené une recherche collaborative de trois ans dont l'objectif était de coconstruire, avec des personnes enseignantes du primaire, des pratiques d'enseignement et de gestion de la classe cohérentes soutenant le développement des compétences en littératie des élèves par l'intermédiaire de l'oral réflexif. Corédigé avec une enseignante participante, l'article présente, d'une part, la façon dont la collaboration au sein du projet a permis le développement professionnel et la transformation des pratiques d'enseignement en vue de donner davantage la parole aux élèves ainsi que, d'autre part, les implications d'une telle forme de collaboration pour les personnes enseignantes et chercheuses.

Shin, Y., Jung, J., Choi, S., & Jung, B. (2025). **The influence of scaffolding for computational thinking on cognitive load and problem-solving skills in collaborative programming**. *Education and Information Technologies*, *30*(1), 583-606. https://doi.org/10.1007/s10639-024-13104-0
This study investigates the effects of metacognitive and cognitive strategies for computational thinking (CT) on managing cognitive load and enhancing problem-solving skills in collaborative programming. Four different scaffolding conditions were provided to help learners optimize cognitive load and improve their problem-solving abilities. A total of 110 participants were randomly assigned to one of the four groups. The four-week experiment included scaffolding, with two hours of Python programming each week to solve two real-world problems. Upon completing the learning process, participants' cognitive load and problem-solving skills were assessed. The results provide empirical evidence that using faded worked examples (WOE) combined with metacognitive scaffolding for CT effectively optimizes cognitive load and enhances problem-solving skills in collaborative programming, leading to improved efficiency and complexity in their solutions.

Silva-Chelles, E., Viana, N., Mata, F., & Lopes-Silva, J. (2025). **Home literacy interventions and children's emergent literacy and oral language skills: A systematic review and discussion of underlying mechanisms**. *Review of Education*, *13*(1), e70027. https://doi.org/10.1002/rev3.70027
Family literacy interventions, encompassing both meaning- and code-based activities, have generally demonstrated positive outcomes in fostering children's literacy and oral language skills. Despite the overall positive impact, the effectiveness of these interventions varies, and the distinction between the specific mechanisms underlying

each approach to home literacy activities remains unclear. This article systematically reviews existing evidence on home literacy interventions, aiming to provide a clearer understanding of meaning- and code-based activities' roles in promoting children's literacy and oral language development. Our findings suggest that code-based activities are more effective in enhancing literacy skills, while meaning-based activities, particularly shared and dialogic reading, most effectively support oral language development. However, a strict separation between the two was not supported, as many studies implemented multiple intervention types concurrently. The most successful interventions included active conversational turns and clear strategies for parental involvement. Further research is needed to disentangle the specific contributions of code- and meaning-based activities in home literacy interventions.

Slattery, E. J., Lehane, P., Butler, D., O'Leary, M., & Marshall, K. (2025). **Assessing the benefits of digital game-based learning with Minecraft in children, adolescents and young adults: A broad systematic review**. *Review of Education*, *13*(1), e70035. https://doi.org/10.1002/rev3.70035
Minecraft is a popular digital game-based learning (DGBL) tool used in learning environments around the world. With increasing emphasis on evidence-informed practice and policymaking in educational systems, this paper systematically reviews the evidence base behind the use of Minecraft in improving academic, cognitive, motivational-affective and social outcomes. We searched seven databases and other secondary sources up until February 2024. Pre-post intervention studies that evaluated the use of Minecraft (randomised, non-randomised and single-group studies) in children, adolescents and young adults were included. Twenty-nine studies satisfied our inclusion criteria. Studies primarily investigated Minecraft as a tool to improve cognitive (n = 7) and academic (n = 16) outcomes. Studies reported positive effects on spatial thinking (n = 2), creativity (n = 3), critical thinking (n = 1), mathematics (n = 5), science (n = 4) and language (n = 2). However, all studies included in this review had a medium or high risk of bias. Therefore, while Minecraft demonstrates good potential in improving these outcomes, effects need to be replicated in more rigorous studies. Suggestions for future research are discussed. This review provides timely evidence for educators, school leaders and policymakers regarding the use of DGBL with Minecraft.

Susanti, D., Anand, G., & Arifin, F. A. (2025). **Leveraging school principals to address learning loss in Indonesia through group and individual targeting**. *International Journal of Educational Development*, *112*, 103153. https://doi.org/10.1016/j.ijedudev.2024.103153
In Indonesia, the COVID-19 pandemic-induced school closure led to significant learning loss among students. This study aimed to explore if differentiated remedial teaching can improve the foundational numeracy skills of students and if the improvements are better in schools with added individual tutoring. It also aimed to understand if additional training of school principals would strengthen the results. After implementing the interventions in 25 primary schools to 1545 students for eight weeks, we found that the interventions significantly improved the foundational numeracy skills of students, and teachers in schools with trained principals were more punctual in implementing the intervention.

Veilleux, J., Beaulieu, J., & Ruberto, N. (2025). **Effets de la lecture à haute voix par le parent sur le développement du vocabulaire réceptif d'enfants de 3 et 4 ans ayant un retard global du développement**. *Revue hybride de l'éducation*, 9(1), 1-21. https://doi.org/10.1522/rhe.v9i1.1703

Les effets de l'accompagnement parental en littératie, notamment sur le développement du vocabulaire des enfants de 3 et 4 ans présentant un retard de développement global (RGD), sont peu documentés. Pourtant, il est crucial d'approfondir ces connaissances, car une intervention précoce en littératie permettrait de lutter contre les inégalités (Tazouti et al., 2020), en plus de favoriser la réussite éducative et éventuellement la participation sociale. Cet article vise à décrire les effets de la lecture à haute voix par les parents sur le développement du vocabulaire réceptif de leur enfant ayant un RGD.

Welch, A. L., Skinner, C. H., Collins, H. L., Chutna, M. R., Smith, C., Cihak, D., & Wilhoit, B. (2025). **Improving independent purchasing skills in postsecondary students with disabilities**. *Psychology in the Schools*, *62*(2), 399-415. https://doi.org/10.1002/pits.23332
An experimental design was used to evaluate the effects of a classroom-based purchasing skills intervention designed to teach postsecondary students with intellectual and developmental disabilities the one-dollar-more purchasing strategy. The experimental group students (n = 12) completed the intervention first,and the control group participants (n = 9) did not receive the intervention until experimental procedures ceased. The intervention included eight intervention sessions. Each session included researcher-led, small-group instruction designed to enhance acquisition of the one-dollar-more strategy, followed by response card learning trials designed to enhance skill development. The response card trials contained different price points that reflected common items available for purchase in community retail settings. Results showed significant improvement in the experimental group's ability to provide the correct amount of dollar bill across 20 purchase prices up to $39 within 10 s. No significant changes were observed in the control group. However, individual analysis showed that some students who received the intervention did not show socially valid improvements. Also, group data suggest that most of the improvement may have occurred after three intervention sessions. Although our group data showed increases in purchasing skill acquisition (accuracy), fluency (within 10 s), and generalization (different values), discussion focuses on future research designed to enhance the efficacy of this intervention across all students and to assess for generalization to natural settings.

Zhang, H., Tang, H., Zhou, Q., & Wang, F. (2025). **Predictors of students' global competence in China, Germany, Turkey, and Mexico: A cross-cultural comparative study**. *International Journal of Educational Development*, *113*, 103203. https://doi.org/10.1016/j.ijedudev.2025.103203
Global competence is the key determinant of student success in an interconnected, diverse, and rapidly changing world. This study examined the simultaneous influence of student- and school-level factors on students' global competence across diverse cultural contexts in China, Germany, Turkey, and Mexico. The sample comprised 25,677 students (grades 7–12) and 771 schools from the Program for International Student Assessment (PISA 2018). Hierarchical linear modeling (HLM) was utilized for data analysis. Findings indicated that family cultural capital, students' ICT competence, and cooperation consistently affect students' global competence across varied countries. In contrast, the effects of school location, participation in international exchange programs, and foreign language learning in the curriculum on students' global competence significantly differ among four countries. Distinguishing the commonalities and differences in influences on students' global competence across cultures guides the

creation of educational strategies that foster cross-cultural understanding and global cooperation, and become responsible global citizens.

Zhong, Y., Guo, K., Fryer, L. K., Chu, S. K. W., & Deng, H. (2025). **More than just fun: Investigating students' perceptions towards the potential of leveraging esports for promoting the acquisition of 21st century skills**. *Education and Information Technologies*, *30*(1), 1089-1121. https://doi.org/10.1007/s10639-024-13146-4
Esports (electronic sports) or competitive video gaming has taken its place as a leading form of entertainment for young people worldwide. However, esports were generally studied as a popular form of entertainment, and rarely have studies examined esports from an educational perspective. This study aimed to investigate the perceived impact of various types of esports on the acquisition of the 4Cs skills (critical thinking, creativity, collaboration, and communication) through the lenses of higher education students. A sequential mixed methods research design was adopted, with a questionnaire survey involving 628 participants followed by semi-structured interviews with 46 participants. The quantitative findings showed that the players generally perceived that esports can cultivate the 4Cs skills and their perception was significantly related to gaming experience, gaming frequency, and time spent on each gameplay. The higher level of engagement in games was associated with higher 4Cs skills. No significant difference was found in scores of the 4Cs skills across nine esports genres. Apart from statistical inferences, natural language process (NLP) techniques combined with thematic analysis were used to identify various mechanisms and elements of different games associated with the 4Cs skills development. The quantitative and qualitative findings collectively shed light on the potential of integrating esports elements into innovative pedagogies for promoting learning and developing the 4Cs skills for both life and career.

Aspects économiques de l'éducation

Agnew, S., Bostock, P., Kay, E., Sampson, K., & Wordsworth, R. (2024). ***How Does Level Three National Certificate of Educational Achievement (NCEA) Economics Standards Performance Predict Academic Attainment in a First-Year Microeconomics Course?*** [Working Papers in Economics]. Consulté à l'adresse University of Canterbury, Department of Economics and Finance website: https://econpapers.repec.org/paper/cbteconwp/24_2f17.htm
With business studies now an option alongside traditional economics and accounting at NCEA (National Certificate of Educational Achievement) level three in secondary schools, many students interested in business may not have taken economics before university. This study examines whether prior completion of level three NCEA economics predicts higher academic success in an introductory microeconomics course. After controlling for a range of other variables, studying economics at secondary school is found to be significantly correlated with higher academic achievement in a university introductory economics class. These findings may help guide course advice for high school students considering business studies at university. Findings may inform course selection information given to high school students considering studying business at university, as well as assist economics departments in offering more targeted support to students with no prior economics experience.

Alan, S., & Kubilay, E. (2025). **Empowering Adolescents to Transform Schools: Lessons from a Behavioral Targeting**. *American Economic Review*, *115*(2), 365-407. https://doi.org/10.1257/aer.20240374
We test the effectiveness of a behavioral program grounded in the idea that status granting and self-persuasion might yield a robust behavioral change in disadvantaged adolescents. We enlist socially connected senior middle school students with high emotional intelligence as « student-teachers » and entrust them with delivering a curriculum to their junior peers. The program empowers student-teachers, leading them to improve their social environment. It reduces disciplinary incidents and antisocial behavior among student-teachers and their friendship networks. The intervention significantly enhances the likelihood of admission to selective high schools for student-teachers, offering a cost-effective way to help disadvantaged adolescents escape neighborhood disadvantages.

Beine, M., Peri, G., & Raux, M. (2024). ***The Contribution of Foreign Master's Students to US Start-Ups*** (NBER Working Paper N° 33314). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/33314.htm
In this paper, we estimate the effect of increasing the share of foreign-born Master graduates on the creation of innovative start-ups in the US. We combine information on international students graduating from Master's programs by university cohort with data on start-ups created in the US between 1999 and 2020 by graduates of those cohorts. To establish a causal link, we use idiosyncratic variation in out-of-state relative to in-state fees charged by universities across Master's cohorts, resulting in differential foreign students' enrollment. We also use changes in the share of foreign students predicted by a shift-share instrument, based on university-level past networks, as an additional identification strategy. For each additional ten percentage points of foreign students graduating in a Master's cohort, we find 0.4 additional start-ups in that cohort. Then, using a name-based attribution of the origin of creators of start-ups, we find that between 30 and 45% of the total start-up creation effect is attributable to a positive spillover of foreign-born on start-up founders of US origin.

Belzil, C., Hansen, J., & Pernaudet, J. (2024). ***Separating the Structural and Composition Impacts of Financial Aid on the Choice of Major*** (Working Paper N° 2024-14). Consulté à l'adresse Center for Research in Economics and Statistics website: https://econpapers.repec.org/paper/crswpaper/2024-14.htm
Using the unique design of a field experiment among Canadian high school students combined with early life-cycle data collected 10 years later, we estimate the impacts of financial aid distributed as grants on the distribution of university majors. We find that financial aid raises net university enrollment and graduation rates but attracts marginal entrants with lower STEM enrollment probabilities than the population enrolling under the status quo (the composition effect). Among the latter population, financial aid also reduces STEM enrollment and graduation probabilities (the structural effect). Our results thereby reveal potential unintended consequences of financial aid on students' educational outcomes.

Bertoni, M., Huynh, Q., & Rocco, L. (2025). **The age gradient in the effects of poverty alleviation program on schooling. Evidence from the Vietnam hunger eradication and**

poverty reduction program. *Economics of Education Review*, *104*, 102616. https://doi.org/10.1016/j.econedurev.2024.102616
This paper estimates the effect of the Vietnam Hunger Eradication and Poverty Reduction (HEPR) program on school enrollment and shows how it changes by age at first treatment. Using longitudinal data that span over 15 years and a difference-in-differences research design, we find that early treatment (age 8) increases enrollment by 9.9 percentage points. In contrast, the enrollment of children receiving treatment at later ages (age 12 and 15) is either unaffected or even reduced in rural areas, where it is paralleled by an increase in labor market participation. These divergent results by age and area of residence depend on two components: first, the effect of subsidizing education declines with the age of first treatment; second, starting from age 15, HEPR beneficiaries residing in rural areas are entitled with free access to the Vocational Training Program, which favors a prompt transition to the labor market.

Bouvet, N., Galli, C., Maillard, D., & Marion, I. (2024). ***Évaluation des effets du financement du PIA sur les Campus des métiers et des qualifications. Première campagne d'évaluation*** (report N° 56; p. 46 p.). Consulté à l'adresse Céreq - Centre d'études et de recherches sur les qualifications website: https://shs.hal.science/halshs-04891715

Breitkopf, N., & Keloharju, M. (2025). **The impact of pre-conference advice on academic talk effectiveness**. *Economics of Education Review*, *104*, 102607. https://doi.org/10.1016/j.econedurev.2024.102607
Utilizing a randomized controlled trial, we explore the effect of advice on presentation quality at a prestigious academic finance conference. Employing a panel of MTurk workers to evaluate presentations for effectiveness, our findings show that treated speakers are 0.22 standard deviations more likely to win a comparison for effectiveness against non-treated counterparts. We further corroborate these results by examining the treatment effects on presentation slides, overall presentation quality, Zoom talk attendance duration, and YouTube viewings. This evidence suggests that informing speakers about good presentation practices can substantially improve the effectiveness of conference talks.

Calvi, R., Farooqi, H., & Kandpal, E. (2024). ***The Perceived Marital Returns to Education and the Demand for Girls' Schooling*** (Working Paper N° 709). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/709.htm
We study how marriage market considerations influence parental investments in daughters' education in Pakistan. Using a hypothetical choice methodology, we estimate parents' preferences and willingness-to-pay for marital customs and daughters' marital and post-marital outcomes. Our findings highlight considerable heterogeneity between mothers and fathers, even within the same family. On average, fathers prioritize adherence to traditional customs, while mothers emphasize daughters' post-marital agency. Using a model of schooling decisions that incorporates these preferences, perceived costs, and parental beliefs about marital returns to education, we examine educational investments. Counterfactual simulations show that belief-targeting campaigns and policies boosting mothers' decision-power could significantly improve girls' education.

Carron, D., Costa, A., Do Sul, T., O'Keeffe, P., Ngabirano, M., & Radjabu, A. (2024). **The real cost of teaching in a refugee camp: Asking the difficult questions**. *PROSPECTS*, *54*(3), 789-805. https://doi.org/10.1007/s11125-023-09645-w
This article asks difficult questions about higher-education courses provided by Western institutions to people living in refugee camps. It critically examines a blended-learning approach that incorporates a massive online open course (MOOC) into a scaffolded higher-education program—the University of Geneva's Connected Blended Learning model—in the Kakuma refugee camp. It assesses the effectiveness of this approach in an accredited University of Geneva human-rights law course, which ran in the Kakuma camp from 2017 to 2020. On the basis of the long experience of the course leaders and research carried out with students who participated in the course, the article explores ways of improving this model by answering difficult questions about the real cost of teaching in a refugee camp. This paper was co-written by a professor, a researcher, and students who were involved in the course, two of whom are refugees living in Kakuma refugee camp.

Dagorn, E., & Moulin, L. (2025). **Dropping out of university in response to the COVID-19 pandemic**. *Economics of Education Review*, *104*, 102604. https://doi.org/10.1016/j.econedurev.2024.102604
This study empirically examines the impact of the COVID-19 pandemic on university students' enrollment behaviors using a comprehensive database of university enrollments from 2012 to 2022. Our analysis reveals a 3.7% decline in the probability of re-enrollment for the subsequent academic year among the first cohort affected by the pandemic. This effect is particularly pronounced among students entering university, as well as among non-free lunch students, international students, and male students. The medium-term analysis indicates that the pandemic led to a significant shift in enrollment behaviors, decreasing the likelihood of enrolling in subsequent years and reducing graduation rates two years after the pandemic. Moreover, we find that exposure to stricter lockdown policies led to a 3.8% decrease in enrollment behaviors. We investigate three potential mechanisms: (i) exposure to the pandemic, (ii) labor market opportunities, and (iii) university quality. However, we find little evidence to support that these factors are significantly associated with changes in enrollment behaviors. These findings contribute to our understanding of the disruptive consequences of the COVID-19 pandemic on students' educational trajectories and highlight its lasting impact on enrollment behaviors.

Elacqua, G., Rodrigues, M., & Rosa, L. (2025). **Impact of Monetary Incentives on Teacher Decisions to Leave and Choose Schools: Evidence from a Policy Reform in Sao Paulo**. *IDB Publications*. https://doi.org/10.18235/0013366
Teacher turnover is a major challenge for human resource management in schools, adversely affecting student learning. We examine the impact of a monetary incentive program introduced in 2022 in the city of Sao Paulo, Brazil, which aims to reduce teacher turnover by allocating wage premiums ranging from 5% to 25% of base salary based on schools turnover levels. Our results show a significant reduction in turnover: an average decrease of 18% across all schools, with an even more pronounced 30% reduction in schools offering higher incentives. Notably, the program also attracted new teachers to these higher-incentive schools. An analysis of teacher preferences similarly reveals a shift towards schools offering greater wage premiums. Furthermore, we find that schools offering high incentives experienced significant improvements in student test scores, with

gains of 0.3-0.6 standard deviations in standardized assessments. The findings demonstrate the effectiveness of monetary incentives in mitigating teacher turnover and improving educational outcomes, providing evidence-based guidance for policymakers developing teacher retention strategies.

Gromadzki, J. (2024). ***Universal Child Benefit and Child Poverty: The Role of Fertility Adjustments*** (IZA Discussion Paper N° 17456). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17456.htm
I study fertility adjustments after the introduction of a large universal child benefit in Poland. The program caused a six percent increase in the number of births. Patterns of selection into parenthood changed significantly and persistently, with a weakening of positive selection based on education and a strengthening of negative selection based on income. The share of births in the bottom half of the income distribution increased from 51 percent to 58 percent. Using a microsimulation approach, I combine changes in the births structure with existing estimates of the transfer's effect on labor supply to study the impact of these adjustments on poverty reduction. These impacts are very small due to the exceptional generosity of the transfer, but they become more pronounced in the middle of the income distribution.

Kim, S. W. (2025). **Early impacts of the FAFSA requirement in Texas**. *Economics of Education Review*, *104*, 102618. https://doi.org/10.1016/j.econedurev.2024.102618
In 2021−22, Texas implemented a policy requiring all public high school seniors to complete a financial aid application. This paper examines the early impacts of this requirement on Free Application for Federal Student Aid (FAFSA) completion rates and college enrollment using a difference-in-differences model. First, using a sample of high schools in Texas, I find that the FAFSA requirement increases FAFSA completion rates in public schools by 6.3 percentage points relative to private schools. Second, using a multi-valued discrete treatment, I find positive effects on FAFSA completion rates across all treated schools, ranging from 3.1 to 7 percentage points. Furthermore, this increase in FAFSA completion rates is associated with an increase in college enrollment for schools with lower pre-treatment FAFSA completion rates.

Krücken, G., Götze, N., & Seidenschnur, T. (2025). **Lions, Game Players and Niche Providers: Universities' Positioning in Funding Competitions in Germany**. *Higher Education Quarterly*, *79*(1), e70005. https://doi.org/10.1111/hequ.70005
This research addresses two important developments in the academic field: First, universities are transforming into organisational actors, gaining more responsibilities and capacities for strategic action, and second, competition has reached a new level. An important driver of competition and universities' development towards strategic actorhood is funding contests in which actors compete with proposals over a limited timeframe with clear evaluation criteria. In Germany, funding contests are central to the crystallisation of a broader competitive positioning and universities develop different strategic approaches in relation to them. We focus on two large-scale funding contests to analyse universities' heterogeneous positioning strategies: The German Excellence Initiative (EI) and the Quality Pact for Teaching (QPL). We empirically develop three ideal types of universities in terms of strategic positioning (lions, niche providers and game players) and examine different strategic approaches taken by universities when relating to internal and external reference groups.

McCannon, B. C. (2025). **Does starting a Division III college football program benefit the institution?** *Economics of Education Review*, *104*, 102621. https://doi.org/10.1016/j.econedurev.2025.102621
I ask whether the addition of a college football team playing at the Division III level effects three dimensions to an institution's success: enrollment, gender balance, and endowment. I consider all higher education institutions in the U.S. which compete in Division III athletics and evaluate the impact of adding college football. I find that the overall effect on undergraduate enrollment is statistically indistinguishable from zero. Further, I show that the proportion of the student body who are women falls. Finally, I are unable to provide evidence that the drawing of the endowments prior to football's adoption slowed.

Métais, T. (2025, janvier 28). **Formation professionnelle : un rapport fait un bilan sévère du plan d'investissement dans les compétences**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/politique/article/2025/01/28/formation-professionnelle-un-rapport-fait-un-bilan-severe-du-plan-d-investissement-dans-les-competences_6519682_823448.html
La Cour des comptes estime que le dispositif, déployé entre 2018 et 2023, avec un budget de près de 15 milliards d'euros, n'a pas transformé le système de formation ni atteint les publics cibles.

Musibau, H., Vespignani, J., & Yanotti, M. B. (2024). ***Education Quality and Economic Growth: A New International Measure of Quality of Education*** [CAMA Working Paper]. Consulté à l'adresse Centre for Applied Macroeconomic Analysis, Crawford School of Public Policy, The Australian National University website: https://econpapers.repec.org/paper/eencamaaa/2024-72.htm
This paper explores the impact of education quality on economic growth in 37 OECD countries. We developed a new dataset that combines mixed-frequency data, including low-frequency data (every three years) from the Programme for International Student Assessment (PISA) and annual data from the World Development Indicators (WDI), covering the period from 2000 to 2018. Our study investigates the relationship between education quality and economic growth. We found that a 1% increase in educational quality contribute to an annual economic growth rate of 2.8%. This result is significantly higher than previous research, which, based on cross-sectional PISA data, reported growth rates ranging from 0.4% to 2.3%.

Organisation de Coopération et de Développement Économiques. (2025). ***Trends Shaping Education 2025*** (p. 101) [Report]. Consulté à l'adresse OCDE website: https://www.oecd.org/en/publications/trends-shaping-education-2025_ee6587fd-en.html

Remigereau, C., & Schäper, C. (2024). ***The Impact of Student Aid Eligibility on Higher Education Applications*** (Discussion Papers of DIW Berlin N° 2104). Consulté à l'adresse DIW Berlin, German Institute for Economic Research website: https://econpapers.repec.org/paper/diwdiwwpp/dp2104.htm
This study examines how student aid eligibility influences application decisions to higher education using administrative data from France. We study the impact of a change in income thresholds for aid eligibility. We find that aid eligibility did not have a uniform effect on students' applications but varied by gender and academic performance.

Highperforming male students shifted their First-Ranked application from non-selective to selective long-term programs. Yet, female students did not show a systematic response. We suggest that female students were more certain in their application choices, while male students faced stronger financial constraints than females when attending long-term selective programs.

Saygin, P. O., & Zhang, X. (2025). **Gender Gap in Teaching Evaluations and its Effect on Course Enrollments**. *Economics of Education Review*, *104*, 102617. https://doi.org/10.1016/j.econedurev.2024.102617
The disparity in teaching evaluations between male and female instructors is well documented. This paper demonstrates that, even when controlling for specific components of the same evaluation surveys, students tend to give lower overall ratings to female instructors compared to their male counterparts. Importantly, on popular rating platforms used by students, the average overall ratings are more prominently displayed than the detailed components of these evaluations. To explore the potential implications of this, we analyze data from two widely used teaching evaluation tools at a U.S. public research university: the online platform RateMyProfessors.com (RMP) and official university-conducted evaluations. By merging RMP ratings, official evaluations, and course enrollment data, we find that RMP's overall quality ratings have a greater influence on course enrollment than official evaluations, particularly affecting the enrollment decisions of female students. Additionally, our analysis reveals that conditional on all of these evaluations, male students have lower enrollment rates in the sections of the same courses offered by female instructors even when accounting for the average grades in these courses from previous semesters.

Schenkenhofer, J., Block, J., & Vismara, S. (2025). **University knowledge spillovers and innovation of hidden champions: evidence from Italy**. *R&D Management*, *55*(2), 598-613. https://doi.org/10.1111/radm.12716
Hidden champions (HCs) are niche market leaders and innovation is key for them to stay competitive and retain market and technology leadership. While prior research has stressed the importance of customers and internal R&D as sources of innovation for HC, we know little about the role of universities in this regard. Using a knowledge spillover lens, we investigate how the regional proximity of HCs to universities influences their innovation output. Drawing on a sample of 124 Italian HCs, we show that HCs located in proximity to universities have higher innovation output as compared to other HCs. The size of the spillover effect depends on university characteristics and thus both on the size and type of the knowledge base. Our study contributes to a better understanding of the innovation process of HCs and how they interact with universities in a regional innovation ecosystem.

UNESCO, Mécanisme mondial de coopération dans le domaine de l'éducation. (2024). ***L'avenir en péril : pourquoi il est essentiel d'investir dans l'éducation*** (p. 15). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391645_fre

Aspects psychologiques de l'éducation

Agulhon, S., & Romo Morales, G. (2024). **Worry as the new normal. Generation Z facing its future through the educational process**. *Revista Senderos Pedagógicos*, *16*(1), 147-157. https://doi.org/10.53995/rsp.v16i1.1561

This contribution examines the characteristics of Generation Z (Gen Z) and the emotional imagination of its members about their professional future. The aim of this paper is to provide elements for a better understanding of the role of education in shaping the future projections Gen Z members. To do this, we analyze aspects related to their emotions and sensitivity, placing special emphasis on a particular emotion: worry. And we do this after realizing that there is not much literature that analyzes the emotions involved in the visions of the future that awaits them. In methodological terms, we use an international research protocol (applied to young people from Mexico and France) that we developed to collect young people's opinions about themselves and their future, and finally, we present some of the most significant results that have to do with worry and resilience

Alabdullah, M., Agha, Q., & Abdullah, M. A. (2025). **Building Academic Resilience through Positive Thinking: A Study of University Students in Syria**. *Asian Journal of Education and Social Studies*, *51*(1), 280-292. https://doi.org/10.9734/ajess/2025/v51i11747
This study examined the role of positive thinking and academic resilience in academic success among Syrian university students. A quantitative research design was utilized, with data collected from 384 students (50% male, 50% female) through stratified sampling. The study measured academic resilience and positive thinking using validated scales that assessed optimism, selfefficacy, and social support. Descriptive analysis showed high levels of academic resilience and positive thinking. Gender differences were non-significant, while academic year, living situation, and academic performance were associated with variations in resilience and positive thinking. A significant positive correlation was found between academic resilience and positive thinking. The findings highlight that students with higher resilience and positive thinking exhibited greater Original Research Article

Aslan, T. K., & Burucu, R. (2025). **A Mixed-Model Study on Nursing Students' Views and Awareness of Sustainability**. *European Journal of Education*, *60*(1), e12914. https://doi.org/10.1111/ejed.12914
This study aimed to determine nursing students' views on sustainability and their awareness levels in this regard. The study has a mixed research design. No sampling was made, and it was aimed to access the whole population. Two hundred twenty-two students were included in the quantitative part of the research, while 16 students participated in the qualitative part. In the study, the Sustainability Awareness Scale and a semi-structured interview form were used. The quantitative and qualitative data were analysed both separately and in combination. The mean age of the participants was 20.85 ± 1.638 years, and the total scale mean score was 42.80 (38.800–47.200). Family type affects sustainability awareness. The participants reported 103 opinions on sustainability. These opinions were grouped under 4 main themes and 18 subthemes. Two subthemes obtained from the qualitative data were evaluated as "complementary", and two subthemes were considered "convergent". Nursing students had a low level of sustainability awareness. To nursing students, sustainability means environmental awareness, justice, renewability, and continuity. Nursing is a profession that is effective in ensuring sustainability. Incorporating sustainability into nursing education will contribute to sustainability in society, especially the sustainability of community health.

Aubry, A., Bourdin, B., & Duplenne, L. (2025, janvier 21). **Anxiété et dépression chez les enfants à haut potentiel intellectuel : une réalité complexe à nuancer**. Consulté 27 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/anxiete-et-

depression-chez-les-enfants-a-haut-potentiel-intellectuel-une-realite-complexe-a-nuancer-246928
Les enfants à haut potentiel intellectuel ne seraient pas plus vulnérables à l'anxiété ou la dépression. Un environnement éducatif et social adapté permet de préserver leur santé mentale.

Aydın, S., Akkaş, F. D., & Tekin, I. (2025). **Does self-regulation in student and teacher interactions in online learning environments predict foreign language anxiety and enjoyment?** *Review of Education*, *13*(1), e70033. https://doi.org/10.1002/rev3.70033
While self-regulation (SR) in student and teacher interactions in online environments, foreign language enjoyment (FLE), and foreign language anxiety (FLA) are significant issues in the English as a foreign language (EFL) learning process, research on SR in student and teacher interactions in online environments seems scarce in the EFL research context. This descriptive and correlational study aims to determine the levels of SR in student and teacher interactions in online learning environments, FLA, and FLE, and examine whether SR in student and teacher interactions in online learning environments predicts FLA and FLE. The sample group in the current study consisted of 312 students enrolled at the Department of English Language Teaching (ELT) of state universities. Data was collected using a background questionnaire, the Scale for Self-regulation in Student and Teacher Interactions in Online Environments, the Foreign Language Classroom Anxiety Scale (FLCAS), and the Foreign Language Enjoyment Scale (FLES). Descriptive statistics, regression analysis, and the Pearson correlation were preferred for data analysis. The study concluded that EFL learners exhibit high levels of SR in student and teacher interactions in online environments and FLE while experiencing a moderate level of FLA. It was also concluded that SR in student and teacher interactions in online learning environments predicts FLE and FLA among EFL learners. Context and implications Rationale for this study: Online learning that has gained sustainability offers flexibility and interactivity and brings opportunities to enhance SR among foreign language learners, while FLE and FLA as emotional factors may impact SR in online interactions. However, no scientific evidence indicates the direction of FLE and FLA in online interactions between teachers and students in the context of foreign language learning. Moreover, research on SR is scarce in foreign language learning contexts regarding both traditional and online learning environments. Thus, a comparison of positive and negative emotions in the context of a foreign language seems necessary to clarify their effects in accordance with SR in online interactions. Why the new findings matter? The findings in the current study are significant for a better and deeper understanding of SR in interactions between students and teachers in online environments since it concludes that SR correlates negatively with FLA and positively with FLE. The study differs from prior studies since it finds that SR in student and teacher interactions in online environments predicts FLA and FLE in the EFL learning context. Implications for researchers, teachers, and policy makers: Researchers should focus on the relationships among SR in student and teacher interactions in online environments, FLA, and FLE, considering individual, social, psychological, and cultural differences in different research contexts and settings, designing longitudinal, qualitative, and experimental research. Teachers should adopt innovative instructional designs, tools, environments and applications to promote SR regarding their interactions with their students. Policy makers and curriculum developers should integrate and implement the mentioned issues into the pre-service and in-service teaching programmes and current language learning curricula and programmes that aim at equipping teachers with theoretical and practical knowledge of SR, FLA and FLE.

Azarniyoosh, S., & Roohani, A. (2025). **The Effectiveness of the Flipped Learning Model in Improving Second/Foreign Language Metacognitive Listening Awareness and Strategy Use**. *European Journal of Education*, *60*(1), e12841. https://doi.org/10.1111/ejed.12841
This study investigated the effectiveness of the flipped learning model, compared with the nonflipped learning model, in improving second/foreign language metacognitive listening awareness and perceived strategy use. For this purpose, 40 young adult learners studying English as a foreign language in two intact classes were selected. They were assigned into flipped and nonflipped groups, which received flipped and nonflipped instruction, respectively. A mixed-methods embedded design was adopted. Data were gathered by employing the Metacognitive Awareness Listening Questionnaire and diaries. Analysis of covariance and thematic analysis revealed that the flipped model significantly fostered the learners' metacognitive awareness and strategy use in listening. Although the strategies related to planning and evaluation, person knowledge, directed attention, mental translation and problem solving were used in both groups, the flipped group demonstrated a greater tendency to use the metacognitive strategies requiring high-order processes. Flipped learning can drive L2 students to become metacognitively strategic listeners.

Bohm, I., Åbacka, G., Hörnell, A., & Bengs, C. (2025). **"Can we add a little sugar?" the contradictory discourses around sweet foods in Swedish home economics**. *Pedagogy, Culture & Society*, *33*(1), 105-121. https://doi.org/10.1080/14681366.2023.2190754
Sweet foods occupy an ambiguous position in many people's diets, perhaps especially for children and adolescents. The twin expectation that they both covet and limit their intake can create a dilemma not only in the home, but also in the school subject Home Economics (HE), which among other themes has a focus on food and health. In this study, we explored how Discourses on sweet foods were formed, reproduced, and challenged during 26 lessons in northern Sweden. Overall, sweet foods were constructed as desirable but also as unhealthy, disgusting, and unnecessary. They were used as a form of capital where ownership, distribution, and fairness were important, and students could mark friendships by sharing and gifting. Conversely, they could also use sweet foods to police, ridicule, question, or punish each other. Conflicts could arise around less-than-perfect results and students could withhold sweet foods from each other as a form of social rejection. Vague limits to intake placed responsibility for intake on the students themselves. We suggest that a contextualisation of the social, cultural, and health aspects of sweet foods in HE might help students acquire a more holistic Discourse of sweet foods and mitigate their social weaponisation.

Bolourian, Y., Zeedyk, S. M., & Brown, H. (2025). **Faculty training in neurodiversity: Stakeholder feedback on social validity and perceived effectiveness**. *Psychology in the Schools*, *62*(2), 535-549. https://doi.org/10.1002/pits.23337
Neurodivergent students, including autistic students, often benefit from faculty support to navigate college challenges. To better equip faculty in their interactions with neurodivergent students and enhance their understanding, NeuroPREP, a faculty training program was developed. Comprising four 20-min modules, NeuroPREP addresses key topics including neurodiversity, understanding neurodivergent needs and strengths, effective support strategies (e.g., universal design), and illustrative case studies. An Advisory Committee (N = 10), including faculty, autistic students, and disability support staff, assessed the social validity and perceived effectiveness of NeuroPREP through

written forms and virtual sessions. On forms, Committee participants uniformly expressed positive ratings regarding the program's quality (i.e., language, content, impact, and format). Through individual interviews or focus group sessions, the Advisory Committee offered valuable feedback, suggesting improvements such as clarifying definitions, addressing misconceptions and stigmatizing language, and incorporating additional case scenarios. These recommendations informed the refinement of NeuroPREP in preparation for a pilot program. Higher education initiatives informed by stakeholders' perspectives, like NeuroPREP, are vital for equipping faculty with the tools to foster inclusive educational environments and equitable educational experiences for neurodivergent students. Implications for practice will be discussed.

Café pédagogique. (2025, janvier 20). **Le travail émotionnel des enseignants : une prise en compte nécessaire**. Consulté 20 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/20/le-travail-emotionnel-des-enseignants-une-prise-en-compte-necessaire/
Depuis de nombreuses années, l'actualité pointe la difficulté à attirer de futurs enseignants vers les concours de recrutement[1]. Manque de reconnaissance, dégradation des conditions de travail, complexification du métier, salaires

Cai, Y., Zhu, L., & Yang, Y. (2025). **The double-edged sword effect of reading self-concept on math achievement: Additional insights for making dimensional comparisons**. *Psychology in the Schools*, *62*(2), 631-645. https://doi.org/10.1002/pits.23342
A common belief underlying the dimensional comparison theory is that reading self-concept has a positive relation to reading achievement but a negative relation to math achievement. However, this belief is incomplete and potentially misleading as supporting evidence is usually derived from studies without simultaneously considering the mediated effect of reading self-concept through reading achievement. The current study examined the direct and indirect effects of reading self-concept on math achievement through reading achievement, using PISA 2018 data from 501,766 students across 74 countries/territories. Multilevel structural equation modeling was performed to control for confounding variances from the school level and above. The results showed that reading self-concept had a direct and negative effect on math achievement, while also exerting a positive indirect effect on math achievement through reading achievement. Overall, the indirect effect outperformed the negative direct effect on math achievement. We concluded that reading self-concept exerted a double-edged effect on math achievement. These results should be able to shed new light on the contrasting comparison effect of self-concept on academic achievement.

Cao, Y. (2025). **Teacher-Student Rapport: An Essential Mediator in Creating a Learning Climate Conducive to Psychological Well-Being of Chinese Students**. *European Journal of Education*, *60*(1), e12794. https://doi.org/10.1111/ejed.12794
The success of students is closely tied to their well-being and those students with high degrees of well-being are more likely to excel in academic environments. Accordingly, the internal and external factors that cause positive changes in students' mental states and lead them to higher levels of psychological well-being (PWB) need to be divulged. In response to this necessity, many scholars have explored the internal and external predictors of students' PWB such as teacher–student rapport (TSR) and learning climate in different educational domains. To narrow these gaps, this research inspects the role of TSR as a mediator in creating a learning climate conducive to PWB of Chinese Students.

To do so, three scales were given to 588 Chinese students, among them 560 were valid. Then, structural equation modelling (SEM) was performed to analyse participants' answers. The results disclosed strong and close connections between TSR, learning climate and students' PWB. The results also uncovered that TSR was a significant mediator between learning climate and PWB. The outcomes of this investigation might be illuminating for teachers, teacher trainers and educational managers.

Cera, R., & Sinclair, M. (2024). **What kind of intuition for what kind of education: A scoping review**. *Encyclopaideia*, *28*(70), 53-70. https://doi.org/10.6092/issn.1825-8670/19650
The general purpose of this scoping review is to investigate the role of intuition in Higher Education. In particular, it aims to understand the contribution of intuition to achieving disciplinary objectives. The review method used is that of Arksey and O'Malley, of a qualitative type, the data were extracted in an "analytical-descriptive" mode, in order to detect the profound meaning of the content present in the reviewed articles. The qualitative-interpretative approach and the thematic analysis of relevant parts of text have made it possible to grasp the essence of educating by means of intuition. ERIC, Education Source Ultimate, Scopus, Web of Science, APA PsycArticles are the electronic databases consulted, 2020-2024 are the years considered. The results show that STEM disciplines are more interested in the educational dimension of intuition and conceptualise it according to psychological or neurological theories; they find it useful in experiential learning for training expert intuition through visual elements. The disciplines related to humanities prefer, however, to train creative intuition, imbued with emotions, through readings and discussions in a small group.

Chávez, D. V., Palacios, D., Laninga-Wijnen, L., Salmivalli, C., Garandeau, C. F., Berger, C., & Luengo Kanacri, B. P. (2025). **Do Adolescents Adopt the Prosocial Behaviors of the Classmates They Like? A Social Network Analysis on Prosocial Contagion**. *Journal of Youth and Adolescence*, *54*(1), 17-31. https://doi.org/10.1007/s10964-024-02037-z
While the influence of high-status peers on maladaptive behaviors is well-documented, socialization processes of prosocial behavior through high-status peers remain understudied. This study examined whether adolescents' prosocial behavior was influenced by the prosocial behavior of the peers they liked and whether this effect was stronger when the peers they liked were also well-liked by their classmates. Three waves of data, six months apart, were collected among Chilean early adolescents who completed peer nominations and ratings at Time 1 (n = 294, Mage = 13.29, SD = 0.62; 55.1% male), Time 2 (n = 282), and Time 3 (n = 275). Longitudinal social network analyses showed that adolescents adopted the prosocial behavior of the classmates they liked - especially if these classmates were well-liked by peers in general. In addition, adolescents low in likeability were more susceptible to this influence than adolescents high in likeability. The influence resulted both in increases and – especially – decreases in prosocial behavior, depending on the level of prosociality of the liked peer. Findings suggest that likeability represents an important aspect of peer status that may be crucial for understanding the significance of peer influence with respect to prosocial behaviors during adolescence. Pre-Registration: https://osf.io/u4pxm.

Chen, J., Toprak, M., Karakus, M., & Kouhsari, M. (2025). **The Network Structure of School Principal Resilience: Gender Differences**. *European Journal of Education*, *60*(1), e12756. https://doi.org/10.1111/ejed.12756

The ability of school principals to demonstrate resilience enables them to effectively lead, adapt and thrive amidst the ever-changing landscape of educational challenges and transformations. Despite its necessity, research on principal resilience remains largely underdeveloped and is still in its early stages. The current study aims to fill this gap using network analysis to examine the inter-structural principal resilience network and gender differences in terms of network estimation, centrality indices, network stability and network comparison using a sample of 1274 principals from China. The results reveal a comprehensive understanding of the dynamic network and gender effects on school principal resilience at the dimension and item levels. It is noted that social resilience exhibits the highest strength, indicating the critical importance of social support networks and relationships. The gender analysis indicated that spiritual resilience emerged as a central dimension in the resilience network of female principals, while emotional and psychological resilience was the central dimension in the resilience network of male principals. This study advances the conceptual and practical understandings of school principal resilience by examining the interactions among different dimensions and items, thereby contributing to the maturity of knowledge production and intervention efforts in the field.

Chen, L. (2025). **Unlocking the Beat: How AI Tools Drive Music Students' Motivation, Engagement, Creativity and Learning Success**. *European Journal of Education*, *60*(1), e12823. https://doi.org/10.1111/ejed.12823
This study explores the relationships among music students' artificial intelligence (AI) perceptions, motivation, engagement, creativity and learning success. Through a random sampling method, 521 Chinese music students participated in the research, which employed a range of questionnaires to assess AI perceptions, motivation, engagement, learning outcomes and creativity. The study utilised SPSS (version 27) and AMOS (version 24) for comprehensive statistical analysis. Findings reveal a significant relationship between students' perceptions of AI in music education and their motivation, engagement and learning success. Positive AI perceptions were found to enhance motivation by increasing interest in innovative learning tools and fostering engagement through interactive AI-based learning environments. Moreover, these perceptions were predictive of higher motivation, engagement and learning success. The study suggests that AI can play a crucial role in enhancing educational outcomes by making learning more interactive, personalised and engaging, thus improving overall student performance and creativity in music education.

Chung, Y., & Shin, J. Y. (2025). **Profiles of Perfectionism and Their Relations to Task Disengagement, Test Anxiety, and Depression in South Korean High School Students: The Mediating Role of Achievement Goals**. *European Journal of Education*, *60*(1), e12894. https://doi.org/10.1111/ejed.12894
This study examined the profiles of 437 South Korean high school students, defined by their scores on four subscales of perfectionism (i.e., organisation, personal standards, concern for mistakes, and doubts about actions) from a person-centered perspective. We then assessed the mean differences across class memberships in the levels of task disengagement, test anxiety, and depression. Latent profile analysis identified four distinct profiles of individuals: non-perfectionist, average-mixed perfectionist, adaptive perfectionist, and high-mixed perfectionist. Adaptive perfectionists exhibited the most adaptive features across academic and psychological indicators, whereas high-mixed perfectionists exhibited the most maladaptive features. Compared with adaptive

perfectionists, non-perfectionists and average-mixed perfectionists pursued mastery goals to a lesser extent, leading to increased task disengagement and depression. Implications for the role of mastery goals in designing interventions to support students' efforts to engage in tasks and decrease test anxiety and depression were suggested. Directions for future research were also discussed.

Číhalová, M., Hubálek, T., & Cieslarová, Z. (2025). **Critical Areas in the Teaching of Philosophy at Grammar Schools From the Teachers' Perspective**. *European Journal of Education*, *60*(1), e12855. https://doi.org/10.1111/ejed.12855
The paper deals with the issue of critical areas in the philosophy as part of the subject Basics of Social Sciences in the Czech Republic from the perspective of teachers. The critical areas are components of the curriculum that are difficult, challenging and problematic for educational practice. They can be on the side of both teachers and students and cause problems with teachers' didactic transformation and students' understanding. We investigated how teachers perceive the causes of critical areas on their own side and also on the side of their students. We chose the subject of philosophy in general grammar schools because of its huge time consumption in relation to other social science disciplines taught in Basics of Social Sciences. And we also chose it because of the difficulties in mastering the philosophy curriculum cited by students and teachers. We applied qualitative research based on the grounded theory to analyse the causes of the critical areas from the viewpoint of teachers. To achieve our results, we applied content analysis concerning relevant curricular documents and conducted interviews with 11 teachers. For the analysis of respondents' interviews, open, axial and selective coding methods of grounded theory were applied. The process of obtaining the most general axial codes is introduced, and each axial code is specified in detail. Finally, we applied selective coding to provide a theory for a deeper description of the relationships between axial codes that detected causes of critical areas. The proposed theory may serve for a better understanding of the critical areas origin and understanding of the educational process regularities.

Cimpian, J. R., & McQuillan, M. T. (2025a). **An Overlooked Explanation for Increasing Suicidality: LGBQ Stressors Felt by More Students**. *Educational Researcher*, *54*(1), 56-60. https://doi.org/10.3102/0013189X241305329
Recent data show rising suicidality among high school girls. We posit this increase may be related to an overlooked factor: more girls identifying as LGBQ. Using four cohorts of national Youth Risk Behavior Survey data (N = 22,562 females, N = 22,130 males), we found that LGBQ identification among females rose from 15% in 2015 to 34% in 2021. LGBQ females consistently reported higher suicidality, although rates remained stable within both LGBQ and heterosexual groups. The rise in females' suicidality may stem from social pressures faced by LGBQ youth. Male suicidality and LGBQ identification showed smaller changes. More support for LGBQ students is essential to address this trend.

Cimpian, J. R., & McQuillan, M. T. (2025b). **An Overlooked Explanation for Increasing Suicidality: LGBQ Stressors Felt by More Students**. *Educational Researcher*, *54*(1), 56-60. https://doi.org/10.3102/0013189X241305329
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Dalton, L. J., Aukland, L., Lloyd-Newman, E., Buechner, H., McCall, A., & Rapa, E. (2025). **Development and evaluation of neuroscience lesson content to improve Key Stage 3 (11–14 year old) students' understanding of the early years in England**. *The Curriculum Journal*, *36*(1), 126-146. https://doi.org/10.1002/curj.270
The Oxford SEEN (Secondary Education around Early Neurodevelopment) project developed Key Stage 3 (11–14 year olds) science lesson content about the importance of the early years for lifelong health and evaluated its impact on students' knowledge of the neuroscience and practical application to a real-world scenario. A mixed methods approach was used collecting quantitative and qualitative data from students and staff using pre- and post-lesson surveys and focus groups. Data were analysed from 2767 students from 20 schools in England. The new curriculum successfully increased both student's scientific understanding and practical application of knowledge about neurodevelopment and the role of the caregiver. students' mean multiple choice question scores (assessing knowledge) were higher post-lesson compared to pre-lesson; this increase was consistent across gender and year group. The post-lesson and 6–8-week follow-up scores were similar, indicating a retention in students' knowledge. Students were also asked how they would care for a 2-year-old child to promote brain development; before the lessons 89% of students provided no or a basic level answer, but after the lessons 50% of students provided detailed or advanced comments. The lessons were feasible and acceptable; both teachers and students stated the curriculum should be taught to other students. Qualitative analyses indicated that the lessons inspired the curiosity of both teachers and students and were perceived to impact on students' interaction with children in their current lives and their future career choices. The Oxford SEEN curriculum could serve as a foundation to build community-wide knowledge about the importance of the early years, with the aim of enhancing mental and physical health outcomes for future generations.

Deslandes Martineau, M., Charland, P., Skelling-Desmeules, Y., Bruyère, M.-H., Arvisais, O., Bluteau, J., … Gauvin, I. (2024). **Impacts of Covid-19 on primary and secondary school students: A case study in Quebec**. *PROSPECTS*, *54*(3), 829-851. https://doi.org/10.1007/s11125-024-09703-x
The Covid-19 pandemic has had significant effects on education systems, the extent of which is only beginning to be understood. The aim of our research was to investigate links between the Covid-19 pandemic and school environments in Quebec (Canada), and this article presents our findings specific to the impact on primary and secondary school students. Our quantitative and qualitative results show that students in general were resilient and highly adaptable during the school year following the initial lockdown. However, two categories of students were particularly vulnerable, especially with respect to mental health and school motivation: students with special educational needs and students in upper-secondary school (14–17 years).

Di Martino, V., Pellegrini, M., Altomari, N., & Peru, A. (2024). **Developing logical reasoning in primary school: The impact of a cognitive enhancement programme**. *PROSPECTS*, *54*(3), 891-904. https://doi.org/10.1007/s11125-024-09709-5

In an increasingly complex world, the development of logical reasoning skills is vital for students of all ages. This study investigates the impact of the Logical Intelligence Enhancement Program (LIEP) on the logical reasoning skills of a large sample of primary school students aged between eight and eleven. The research encompasses 54 classes across nine Italian state primary schools, with half of the classes participating in the LIEP training and the other half forming the control group. Results demonstrate significant improvements in logical reasoning abilities among the students who participated in the LIEP training, as indicated by both near and far effects on tasks assessing logical reasoning (an LIEP-like task for near effect and the Matrix Reasoning subtest of the WISC-IV for far effect). Student and teacher feedback reinforces the programme's positive influence on cognitive development and learning experiences. These findings underscore the potential value of LIEP for strengthening critical thinking skills in primary education.

Dölek, E. D., Dere, İ., & Sarı, M. (2025). **Heritage Transmission From Past to Future: A Practice-Based Exploration of Value Education Through Oral History**. *European Journal of Education*, *60*(1), e12793. https://doi.org/10.1111/ejed.12793
Studies connecting oral history and value education as a method of learning and teaching are a few, and most are based on theoretical knowledge. There are limited studies that practically apply value education, using oral history as an example for researchers and readers. We designed this research to fill the gap between theory and practice. The current study aims to integrate oral history practices into value education and provide a practice-based example. Our problem statement: "Can the oral history method contribute to students' learning of the values?" To answer this question, we conducted collaborative action research with 20 students studying in a public secondary school over nine weeks to teach them the values of attaching importance to family unity, solidarity, respect, and responsibility, which we determined to be within the scope of the social studies course. At all stages, we collaborated with the social studies teacher, students, and family members of the students. We used various data collection tools, including knowledge assessment forms (pre and post), implementation assessment forms, and semi-structured interview forms with the students. After the data collection, we used the content analysis method. The study results showed that implementing value education through oral history effectively taught the objectives' values. In addition, thanks to the practice, students could perceive the change and continuity of values and develop their skills. Based on the research results, we can say that oral history should be used more as an innovative method in value education.

Espinoza, O., González, L., Sandoval, L., & McGinn, N. (2024). **Satisfaction of university graduates: What does it tell us?** *PROSPECTS*, *54*(3), 627-644. https://doi.org/10.1007/s11125-024-09697-6
Is the satisfaction of university graduates explained by their pre-university background, by the nature and financial returns of the professional work in which they are now engaged, or by other factors? This paper seeks to provide some quick answers to this question. This study focuses on the relative impact of variables that have a direct and indirect effect on work satisfaction and satisfaction with the university's degree program. The data include measures of satisfaction of 587 graduates from two professional degree programs, psychology and teaching, who studied in three universities in Chile. Correlational and path analysis link graduates' satisfaction to family background, type of secondary school, employment in the public or private sector, and salary. The

graduates' level of satisfaction was found to vary by degree program and level of university prestige but also by their current salary and satisfaction with the conditions of their employment. Expressions of satisfaction by graduates tell us as much about their jobs as they do about the quality of their university formation.

Fang, X., Ng, D. T. K., & Yuen, M. (2025). **Effects of geogebra-enhanced scratch computational thinking instruction on fifth-grade students' motivation, anxiety, cognitive load**. *Education and Information Technologies*, *30*(1), 377-402. https://doi.org/10.1007/s10639-024-13052-9
To promote computational thinking in mathematics education, Scratch is used to foster students' computational thinking and mathematical understanding. However, students face challenges in block-based programming environments, such as having low motivation, high anxiety, and cognitive loads. This study combined the pedagogical values of Geogebra and Scratch to enhance primary students' learning outcomes in computational thinking. We investigated two interventions (solely Scratch and Scratch combined with Geogebra) among 72 Hong Kong fifth-grade students. We found that students who learned computational thinking using Scratch and Geogebra had higher motivation, perceived ability, and lower cognitive load than those who only used Scratch. However, students' anxiety had no significant difference between the two groups. In addition, Students faced more challenges and gained less positive learning outcomes in Scratch group. The use of Geogebra can better complement Scratch in teaching computational thinking in primary mathematics classrooms. We identified the potential of using Geogebra to visualize mathematical knowledge and help students apply what they have learned in block-based languages. Pedagogical implications are provided for instructional design and teaching strategies of computational thinking integrated with STEM education.

Figueiredo, S., & Ferreira, S. (2025). **Vulnerability and academic burnout in the university context: Interaction events, social exchanges, and resilience behaviours**. *Higher Education Quarterly*, *79*(1), e12562. https://doi.org/10.1111/hequ.12562
This study focuses on how levels of burnout impact on the quality of sleep and academic performance of university students. Previous research has found limited evidence on the prevalence of burnout in university students, in addition to the relationship between exhaustion behaviours and sleep quality. The social exchange theory (SET) is important for understanding how the various actors in that context behave and with what effect on their social exchanges, here, specifically, verifying academic burnout and its perception by students and institutions themselves. Research has not sufficiently addressed the examination of burnout and forms of coping in that context. The data for this study were collected during the 2023 academic year, through an online survey, from 311 Portuguese university students from different undergraduate courses, without children and without student-worker status, aged between 18 and 38 (M = 21.58 and DP = 3.20). The results showed a high-negative correlation between burnout and sleep quality in university students with a direct impact on academic performance (burnout rates and poor sleep quality are associated with low academic performance scores, regardless of the course attended). This research and its results make a contribution that directs the management of university and specifically of courses towards a greater awareness of the existence of burnout and well-complied sleep schedules by students. Given the evidence that there is a deficit in sleep quality caused by burnout in university students, resilience in this context is one of the aspects that deserve further research, in

order to prevent burnout, poor sleep quality, and consequently, control of academic grades.

Franco, D., Vanderlinde, R., & Valcke, M. (2025). **Capturing Competence: The Design, Evaluation, and Implementation of a Video-Based Instrument for Assessing Verbal Aggression Management Competence**. *European Journal of Education*, *60*(1), e12834. https://doi.org/10.1111/ejed.12834
Complex competences, such as managing students' aggressive behaviour, are challenging to develop during teacher training. Recently, video-based simulations have been considered promising, yet suitable assessment instruments are limitedly available. This paper reports on the design and evaluation of a video-based assessment tool tailored to measure preservice teachers' verbal aggression management competence (V-AMC) development. Design considerations for video-based activities served as a framework, resulting in an assessment instrument consisting of video vignettes mirroring classroom situations concerning verbal aggressive behaviour, questions prompting situation-specific skills development, and a coding scheme to analyse preservice teachers' answers. Furthermore, this paper discusses the results of the instrument's implementation on preservice teachers' (n = 182) V-AMC. Findings support the appropriateness of the instrument in assessing V-AMC levels and mapping the impact of a simulation-based intervention. The data partially confirm the intervention's contribution to V-AMC development. Implications for future interventions targeting competence development are discussed.

Geng, F., Zhou, N., & Yu, S. (2025). **Exploring the Effect of L2 Writing Teachers' Emotional Intelligence on Their Professional Well-Being: The Mediating Role of Emotional Labour Strategies**. *European Journal of Education*, *60*(1), e12850. https://doi.org/10.1111/ejed.12850
With the increasing focus on the emotional nature of L2 writing instruction, chances have increased for L2 writing teachers to perform exquisite emotional labour in teaching writing knowledge and skills in the classroom, but our knowledge regarding the emotional labour strategies used by L2 writing teachers and their potential influence on their professional well-being is quite limited. To fill this void, this study used survey data on 301 university L2 writing teachers across various parts of the Chinese mainland to investigate the relationship between their emotional intelligence and professional well-being (i.e. teaching satisfaction, emotional exhaustion and personal accomplishment), with a particular focus on the specific mediating effect of various emotional labour strategies. Results showed that teachers' emotional intelligence was associated with their teaching satisfaction via a specific emotional labour strategy, the expression of naturally felt emotions, but not through the other strategies (i.e. surface acting and deep acting). Moreover, some specific dimensions of emotional intelligence, that is, others' emotional appraisal were related to L2 teachers' emotional exhaustion and personal accomplishment via surface acting. These findings highlighted the predictive effect of emotional intelligence and the mediating roles of emotional labour strategies in thriving L2 writing teachers' professional well-being. This study may allow L2 writing teachers and teacher educators to better understand their emotions and use specific emotional labour strategies to improve their teaching effectiveness and professional well-being.

Golab, A., Barratt, T., Yong, J., & Afroz, T. (2025). **Teacher wellbeing and teaching excellence in higher education: Exploring the interplay through the lens of the PERMA**

framework. *Higher Education Quarterly*, *79*(1), e12563. https://doi.org/10.1111/hequ.12563
Recognising the pivotal role of teacher wellbeing in fostering teaching excellence, this paper explores the intricate relationships in the context of higher education. Employing an abductive, qualitative methodology and expanding the use of the PERMA framework to in the realm of higher education, this paper investigates the associations between teachers' perceptions of excellence to five elements of wellbeing: positive emotions (P), engagement (E), relationships (R), meaning (M) and accomplishment (A). Drawing insights from a case study of an Australian business school, the findings of this paper reveal dynamic interactions among these elements. Contextual variations give rise to virtuous or vicious cycles, allowing for the facilitation or degradation of both teacher wellbeing and teaching excellence. This underscores the interplay between the dimensions of teaching quality and wellbeing of educators in higher education, shedding light on the potential cyclical influences that can either bolster or undermine the symbiotic relationship between teacher wellbeing and excellence.

Gonon, F., Boraud, T., & Golse, B. (2024). ***Neurosciences : un discours néolibéral ? : Psychiatrie, éducation, inégalités***. Consulté à l'adresse https://www.champsocial.com/book-neurosciences_un_discours_neoliberal_psychiatrie_education_inegalites,1347.html
L'engouement croissant pour la biologie du cerveau tient à la conviction qu'elle serait la mieux placée pour expliquer les troubles mentaux, les difficultés scolaires et les inégalités sociales. Pourtant, selon les scientifiques les plus reconnus, les neurosciences n'ont, jusqu'à présent, guère éclairé les pratiques en psychiatrie, en pédagogie ou pour lutter contre les inégalités. Il y a en effet un écart considérable entre le discours triomphant délivré au grand-public et la réalité des avancées scientifiques. Ce double discours favorise une conception neuro-essentialiste des comportements humains. En mettant l'accent sur le cerveau individuel, cette conception occulte les responsabilités collectives, notamment vis-à-vis des enfants et des familles défavorisées. En célébrant la plasticité cérébrale, le discours des neurosciences contribue aussi à renforcer l'idéal néolibéral d'autonomie et d'adaptabilité. Parmi tous les discours d'experts, celui des neurosciences est particulièrement difficile à critiquer sur le fond en raison de sa technicité. Ce livre en propose un examen critique.

Guan, W., Cheng, Y., Wu, T., Liu, J., & Xie, Z. (2025). **The Influence of Perceived Organisational Support on Work Engagement Amongst Chinese Inclusive Education Teachers: A Chain Mediation of Psychological Empowerment and Attitudes Toward Inclusive Education**. *European Journal of Education*, *60*(1), e12856. https://doi.org/10.1111/ejed.12856
This study aimed to investigate the relationship between teacher perceived organisational support and their work engagement in the context of inclusive education, highlighting the mediating roles of psychological empowerment and attitudes towards inclusive education. A total of 366 primary and secondary inclusive school teachers participated in a cross-sectional online survey. The results indicated that perceived organisational support significantly and directly predicted work engagement. Psychological empowerment and attitudes toward inclusive education mediated the influence of perceived organisational support on work engagement, respectively. Furthermore, psychological empowerment and attitudes played a chain mediating role. The findings shed light on the mechanisms underlying the influence of perceived

organisational support on work engagement amongst inclusive education teachers and provide practical implications for enhancing their engagement in inclusive education.

Gülşen Turgut, İ., & Bakır, N. Ş. (2025). **Different predictors of high school students' mathematics achievement**. *Psychology in the Schools*, *62*(2), 457-474. https://doi.org/10.1002/pits.23333
This study examined the relationships between factors contributing to high school students' mathematics achievement. Three hundred fourteen high school students participated in the study. We collected the data through the "Self-Efficacy Scale for Mathematics Literacy," "Bidimensional Mathematics Anxiety Scale," "Mathematics Self-Efficacy Scale," "Attitudes Towards Mathematics Scale Short Form," and mathematics exams. For this purpose, we proposed a theoretical model and tested the assumptions based on the model with path analysis. The results showed a positive and significant relationship between mathematical literacy self-efficacy with mathematics self-efficacy perception and attitudes towards mathematics. In addition, mathematics self-efficacy perception had a positive and significant relationship with attitudes towards mathematics and a negative and significant relationship with mathematics anxiety. Also, attitudes towards mathematics had a positive and significant relationship with mathematics achievement, and mathematics anxiety had a negative and significant relationship with mathematics achievement. For every individual to use mathematics to meet basic life skills, all stakeholders of education, especially teachers, need to understand its importance, resources and how they can empower individuals in this aim. The relationships revealed in this study will serve the development of this understanding.

Guo, Y., & Wang, Y. (2025). **Exploring the Effects of Artificial Intelligence Application on EFL Students' Academic Engagement and Emotional Experiences: A Mixed-Methods Study**. *European Journal of Education*, *60*(1), e12812. https://doi.org/10.1111/ejed.12812
As artificial intelligence (AI) gains prominence, its integration into second language (L2) /foreign language (FL) instruction has become a significant trend. Despite the considerable promise of AI for L2/FL learning, more research is still needed on its effects on student academic engagement in literature classes and the corresponding emotional experiences. This study, therefore, aimed to examine the effects of AI use on English as a foreign language (EFL) learners' academic engagement, and the emotional experience was also qualitatively explored. Students were allocated to the experimental group (N = 48), who received instruction integrated with AI, and the control group (N = 48), who received traditional instruction without AI assistance. Quantitative data were collected using an FL engagement scale, supplemented by individual semi-structured interviews in the qualitative phase. The results indicated that integrating AI into EFL instruction has a positive effect on students' cognitive, emotional and social engagement. Moreover, the learners' emotional experiences were found to be abundant and dynamic, exerting influence on their academic engagement. This study provides valuable insights for language educators and researchers regarding integrating AI into EFL instruction.

Hoang, L. N. (2025). **Engagement in Extracurricular Activities: Does It Matter to Consider Students' Sense of School Belonging?** *European Journal of Education*, *60*(1), e12836. https://doi.org/10.1111/ejed.12836
This research aims to analyse the complex connections between students' engagement in extracurricular activities (ECAs), their sense of school belonging, and the cumulative

effects on their psychological well-being and academic performance. The results based on a sample of 892 students reveal that active engagement in ECAs does not influence students' academic outcomes directly. Instead, the benefits derived from ECAs primarily manifest in non-academic spheres, particularly in enhancing well-being. Moreover, ECAs yield positive psychological well-being and academic performance only when students have a low sense of school belonging. At higher levels, the positive impact of ECAs diminishes, and it may even detrimentally affect academic performance. This study offers a different viewpoint to address the dilemma surrounding ECAs and practical implications in the development of institutional policies.

Josseron, L., Mombo, W. T., Maggiacomo, M., Jolly, C., & Clerc, J. (2025). **Transfer of motor and strategy learning in children with Developmental Coordination Disorder (DCD): A scoping review**. *Research in Developmental Disabilities*, *157*, 104908. https://doi.org/10.1016/j.ridd.2024.104908
Developmental coordination disorder (DCD) is a developmental disorder that affects the learning and execution of motor skills. Little is known about their ability to transfer their learning, i.e. to adapt prior knowledge to new tasks (Hattie & Donoghue, 2016). This is an important issue in these children, both to better understand how they can adapt initial learning to new tasks, and to develop interventions that will enable them to transfer their knowledge into their daily lives. The aim of this scoping review is to assess the body and nature of the existing literature on transfer of learning in children with DCD. After a search in 4 databases, 58 publications meeting the inclusion criteria were included. Among the studies, 18 aimed at measuring transfer, other can be interpreted as measuring transfer of learning even if transfer is not explicitly mentioned by the authors. The results show that children with DCD seem to have difficulty transferring their motor learning when the transfer tasks are far from the trained tasks but seem able to transfer their learning when the transfer tasks remain close, however they can transfer cognitive strategies to more distant transfer tasks. Future research is needed to systematically assess different aspects of transfer, with the aim of proposing effective interventions for children with DCD.

Juliyabadu Gunathilake, T., Allen, K.-A., Berger, E., May, F., Grove, C., Patlamazoglou, L., … Reupert, A. (2025). **Improving sense of school belonging in Indian schools: Student perspectives**. *Psychology in the Schools*, *62*(2), 564-583. https://doi.org/10.1002/pits.23338
Students' sense of school belonging is associated with healthier psychological functioning and improved academic outcomes. Currently, most research on school belonging has been conducted in the United States, United Kingdom, Australia, and New Zealand, resulting in school belonging practices and interventions largely biased towards Western school systems and cultures. This study sought to identify Indian students' perceptions of teacher-level and school-level factors that could contribute to a sense of school belonging. Open-ended survey questions were used to qualitatively explore how teacher- and school-level practices contributed to the school belonging of 93 Indian students aged 12–19. Data analysis followed manifest content analysis, identifying themes within teacher-level and school-level domains of enquiry. Results reveal valuable insights into factors influencing school belonging from the students' perspective. These findings can inform the development of targeted interventions to support Indian students in rebuilding their sense of school belonging, improving their wellbeing, and enhancing their academic success. The research also contributes to a broader understanding of school belonging practices and their cultural sensitivity, benefiting educators, policymakers, and researchers worldwide.

Kahveci, G., & Serin, N. B. (2024). **The effectiveness of perspective video modelling training on one-stage word problem-solving skills in children with autism spectrum disorder**. *British Journal of Special Education*, *51*(4), 468-478. https://doi.org/10.1111/1467-8578.12554
Single-subject research can provide adequate justification when developing successful evidence-based educational practices for children with autism spectrum disorder (ASD), which can help such students thrive academically. This research investigates whether point-of-view video modelling effectively improved the word problem-solving addition performances of primary-school-aged students with ASD. The effectiveness of the intervention on each participant's ability to solve single-digit addition by a single digit, effectively view the video on a tablet and generalise a learned skill was investigated by utilising a design that included several participant baselines. All participants saw an improvement in their ability to solve simple addition problems due to using point-of-view video modelling. Between the baseline and intervention phases, each participant's rate of digits correctly entered per minute and total number of steps completed significantly increased. A generalisation phase was performed at home. After receiving the intervention, people with ASD could independently complete word problems involving addition with a single digit. The findings suggest that this technology could practically support the education of the growing number of children and young people with ASD by mollifying the particular learning obstacles their impairment brings.

Kozhakhmet, S., Moghavvemi, S., & Mazhiyeva, G. (2025). **Enhancing Faculty Well-Being and Performance Through University Support: The Role of Resiliency and Proactive Personality in Remote Work**. *Higher Education Quarterly*, *79*(1), e12592. https://doi.org/10.1111/hequ.12592
The fast transitions of higher education to online format offers unique educational experience and practical knowledge that need to be considered by managers and policy makers. This paper aimed to explore the impact of organisational support practices on faculty members' in-role performance and well-being by assessing the mediating role of work resiliency capability and moderating role of proactive personality while working online and remote. Questionnaires were used to collect data from 390 faculty members from higher education institutions of Kazakhstan. The study found that work resiliency capability plays a mediating role in the connection between organisational support practices and faculty members' well-being and in-role performance. Additionally, it was discovered that the relationship between work resiliency capability and well-being/in-role performance negatively moderated by proactive personality. This research advances understanding of how universities can enhance the well-being and in-role performance of faculty working online and remotely.

Kreuze, E., York, J., Lamis, D. A., Jenkins, C., Quinnett, P., Mueller, M., & Ruggiero, K. J. (2025). **Gatekeeper training for youth suicide prevention: A mixed method comparative analysis of two online programs**. *Psychology in the Schools*, *62*(2), 492-511. https://doi.org/10.1002/pits.23335
The overriding aim of this study was to conduct a side-by-side comparative evaluation of two online suicide prevention gatekeeper-training programs: Question, Persuade, Refer (QPR) and Making Educators Partners in Youth Suicide Prevention (MEP). Specific aims included identifying program components, instructional methods, and technology elements that are well received by school personnel and that increase knowledge and

self-efficacy. QPR and MEP were directly assessed following levels one and two of Kirkpatrick's Model (i.e., reactions to training, program efficacy), and indirectly assessed at levels three and four (i.e., future gatekeeper behaviors, potential school community impact). QPR and MEP produced positive outcomes with respect to reactions, knowledge, and self-efficacy (i.e., Kirkpatrick levels one and two). MEP and QPR also produced partial support with respect to behavior and impact (i.e., Kirkpatrick levels three and four), given the limited objective data demonstrating consistent application of gatekeeper skills that reduce community suicidal behaviors. Taken together, future research should evaluate inclusion of innovative pedagogical approaches and strategic online classroom design, which may enhance learning motivation, attitudes, and self-efficacy. Research should also objectively evaluate intermediate and longer-term behavioral outcomes to identify population-level impact.

Kruk, M., & Kałużna, A. (2025). **Investigating the Role of AI Tools in Enhancing Translation Skills, Emotional Experiences, and Motivation in L2 Learning**. *European Journal of Education*, *60*(1), e12859. https://doi.org/10.1111/ejed.12859
The integration of artificial intelligence (AI) in L2 teaching and learning is poised to revolutionise educational practices by enhancing both instructional methods and language development for L2 learners. This study employed a mixed-methods design to comprehensively examine the impact of AI tools, machine translation systems, and traditional approaches on students' translation accuracy, emotions, and motivation. A total of forty-nine undergraduate English majors were divided into three groups: the AI Group (AIG; N = 16) using AI tools, the machine translation group (MTG; N = 20) using machine translation tools, and the traditional group (TG; N = 13) using manual methods. Participants completed four translation tasks with varying levels of linguistic complexity, and their performance was evaluated using quantitative metrics such as meaning retention, grammatical correctness, fluency, and naturalness. Additionally, semi-structured interviews were conducted to gather qualitative insights into participants' emotional and motivational experiences. Quantitative data analysis included the Kruskal-Wallis test to assess differences amongst the groups, revealing that AIG students achieved the highest translation accuracy. Qualitative thematic analysis of the interview data indicated that emotions such as curiosity, anxiety, and excitement were prevalent across all groups. While AI tools fostered motivation in the AIG and MTG, some participants expressed concerns about over-reliance on technology leading to reduced engagement. These findings highlight AI's dual role in enhancing translation accuracy and shaping the emotional and motivational dynamics of L2 learners, suggesting that its integration should be balanced with traditional methods to optimise learning outcomes.

Li, R., Shen, Y., Meng, Z., & Hu, Y. (2025). **Longitudinal Relationships Among Child School Engagement, Parental Monitoring, and Child Prosocial Behavior: A Child-Parent Synergistic Mechanism**. *Journal of Youth and Adolescence*, *54*(1), 121-132. https://doi.org/10.1007/s10964-024-02043-1
Numerous contextual factors have been identified that impact the development of children's prosocial behavior, yet the influence of child-initiated factors on prosocial behavior and its underlying mechanism remains unclear. This study employed three longitudinal models to examine in depth how children's school engagement may promote the development of their own prosocial behavior. Three-wave longitudinal data from 4691 children (M age = 9.480, SD = 0.507; 48.2% female) with 2-year intervals were used. Sequentially, a cross-lagged panel model, a random intercept cross-lagged panel

model, and a parallel process latent growth model were constructed. The findings indicated that children's school engagement consistently predicted the future level, dynamic changes at within-person level, and long-term trends in their prosocial behavior, and these longitudinal relationships were partially mediated by parental monitoring. These results reveal a child-parent synergistic mechanism for the development of prosocial behavior, wherein children's school engagement both directly promotes their own prosocial behavior and simultaneously enhances prosocial behavior through eliciting increased parental monitoring.

Lin, X., Wang, Q., Gu, H., Yu, J. J., & Limniou, M. (2025). **Faculty's Negative Emotions in Poor Teacher–Student Online Interactions: Sources and Intentional Handling Strategies**. *European Journal of Education*, *60*(1), e12867. https://doi.org/10.1111/ejed.12867
A knowledge gap exists regarding the faculty's dynamic selection and modification of emotion regulation strategies to reduce negative emotions in synchronous teaching. This study conducted semi-structured interviews with 16 teachers at higher education institutions in China, focusing on their handling of the negative emotions that arose from poor teacher–student interactions. Technology-induced and student-induced behaviour problems are two primary causes of faculty's negative emotions. The problem-focused emotion regulation strategy effectively reduced faculty's negative emotions when facing the former. In handling student-induced negative emotions, the problem-focused strategy was only occasionally sufficient. The ownership of synchronous teaching provides faculty with continuous agency to reflect on teaching challenges. The outcome of this reflection enables faculty to alter emotion regulation strategies and ultimately reduce negative emotions without compromising students' rights. We propose that critical reflection that challenges underlying assumptions (e.g., double-loop learning) can effectively mitigate negative emotions while ensuring equitable online education.

Lin, Z., Wang, Y., Gill, T. M., & Chen, X. (2024). ***School Racial Segregation and Late-Life Cognition*** (GLO Discussion Paper Series N° 1527). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1527.htm
Disparities in cognition persist between non-Hispanic Black (hereafter, Black) and non-Hispanic White (hereafter, White) older adults, and are possibly influenced by early educational differences stemming from structural racism. However, the relationship between school racial segregation and later-life cognition remains underexplored. We examined a nationally sample of older Americans from the Health and Retirement Study. Utilizing childhood residence data and cognitive assessment data (1995-2018) for Black and White participants aged 65 and older, Black-White dissimilarity index for public elementary schools measuring school segregation, multilevel analyses revealed a significant negative association between school segregation and later-life cognitive outcomes among Black participants, but not among White participants. Potential mediators across the life course, including educational attainment, explained 58-73% of the association, yet the associations remained large and significant among Black participants for all outcomes. Given the rising trend of school segregation in the US, educational policies aimed at reducing segregation are crucial to address health inequities. Clinicians can leverage patients' early-life educational circumstances to promote screening, prevention, and management of cognitive disorders.

Liu, G. L., Zou, M. M., Soyoof, A., & Chiu, M. M. (2025). **Untangling the Relationship Between AI-Mediated Informal Digital Learning of English (AI-IDLE), foreign Language Enjoyment**

and the Ideal L2 Self: Evidence From Chinese University EFL Students. *European Journal of Education*, *60*(1), e12846. https://doi.org/10.1111/ejed.12846
Artificial intelligence-mediated informal digital learning of English (AI-IDLE) might strengthen second language (L2) learners' motivational self-concept (e.g., the ideal L2 self) and enhance their foreign language enjoyment (FLE) by enabling them to build confidence, engagement, and willingness to practice their English skills in a self-directed, instant feedback, and non-judgemental learning environment. In our explanatory mixed-method study, we collected questionnaire data from 299 Chinese undergraduate English as a foreign language (EFL) learners and interviewed 12 of them. Structural equation modelling showed that students who participated in AI-IDLE more often reported a clearer ideal L2 self and greater FLE, but those with a greater ideal L2 self did not report more FLE. In addition, gender did not moderate the impact of AI-IDLE on FLE. Analysis of the interview data not only corroborated the quantitative results but also highlighted that while EFL learners can acquire a sense of FLE and vivid ideal L2 selves as they agentively negotiate the affordances of generative AI for informal language learning purposes, the sense of FLE and motivational force may shift across contexts to shape their continued investment in AI-IDLE practices. By comparing and integrating the quantitative and qualitative insights, this study highlights the pedagogical potential of AI-IDLE activities that can strengthen EFL learners' motivation, enjoyment, and commitment to English learning.

Liu, H., & Fan, J. (2025). **AI-Mediated Communication in EFL Classrooms: The Role of Technical and Pedagogical Stimuli and the Mediating Effects of AI Literacy and Enjoyment**. *European Journal of Education*, *60*(1), e12813. https://doi.org/10.1111/ejed.12813
This study leverages the Stimulus-Organism-Response (S-O-R) framework to investigate the effects of teacher and technical support (TCHS) on learners' willingness to communicate (WTC) in artificial intelligence (AI)-enhanced English as a foreign language (EFL) contexts, considering the mediating effects of learners' artificial intelligence literacy (AIL) and foreign language enjoyment (FLE). A quantitative survey encompassing 637 non-English major university students across four institutions was conducted. Structural equation modelling (SEM) results demonstrated that teacher support (TEAS) exerts a direct influence on learners' WTC, whereas TCHS does not. The study also revealed that AIL and FLE significantly mediate the relationship between teacher and TCHS and learners' WTC. The findings underscore the pivotal role of cognitive and affective factors, emphasising the substantial impact of TEAS and the value of nurturing learners' AIL and enjoyment of foreign languages. This research offers strategic implications for educational practitioners and policymakers, advocating for the integration of innovative educational technologies and fostering sustainable growth in artificial intelligence in education.

Liu, X., & Liu, Y. (2025). **Developing and Validating a Scale of Artificial Intelligence Anxiety Among Chinese EFL Teachers**. *European Journal of Education*, *60*(1), e12902. https://doi.org/10.1111/ejed.12902
As artificial intelligence (AI) technology continues to advance, its influences across various industries have grown, leading to increasing levels of anxiety, including that in education. Nonetheless, in terms of current knowledge, the literature lacks a valid scale to measure AI anxiety among EFL teachers, particularly university EFL teachers. Moreover, the underlying dimensions of this construct have yet to be clarified. Against these gaps, this study aims to develop and validate a scale to assess AI anxiety among university EFL

teachers in China. We used qualitative interviews and quantitative surveys combined to identify the key dimensions of AI anxiety of university EFL teachers. In so doing, 251 Chinese EFL teachers completed a newly designed scale. The result of exploratory factor analyses indicated five dimensions and 21 items in the questionnaire. Five dimensions were identified: technical proficiency, job displacement, technological support, student experience and research development. Next, another 415 Chinese EFL teachers participated in validating the scale. The result of confirmatory factor analysis indicated that the scale demonstrated strong reliability, validity and an acceptable model fit. This new scale provides a useful tool for assessing AI anxiety in EFL teachers and highlights the unique challenges they face in adapting to AI, offering a basis for future research and targeted support.

Luo, S., & Zou, D. (2025). **University Learners' Readiness for ChatGPT-Assisted English Learning: Scale Development and Validation**. *European Journal of Education*, *60*(1), e12886. https://doi.org/10.1111/ejed.12886
Recent AI-based language learning research highlights learners' crucial role, yet university learner readiness in ChatGPT-based English learning remains unexplored. Accordingly, this current research attempted to develop and validate a tool to evaluate university learner readiness for ChatGPT-assisted English learning (LRCEL) to address the research gap that the prior instruments for language learners' readiness have not taken into account the features and characteristics of ChatGPT in language teaching and learning as well as students' achievement emotions. Three hundred and forty-seven Chinese university learners participated to help explore and confirm the constructs of the LRCEL. Guided by the theory of planned behaviour and the control-value theory of achievement emotions, results of first-order and second-order confirmatory factor analysis, exploratory structural equation modelling, convergent validity and discriminant validity supported an 18-item questionnaire comprising seven dimensions. The LRCEL has been proven valid and reliable, enabling educational educators to understand university learners' readiness for ChatGPT-supported English learning with domain-specific items.

Magni, G. (2024). **Mener une recherche sur les violences de genre en tant que jeune chercheuse : Prise de conscience des rapports de genre et du rôle des émotions à l'œuvre sur le terrain d'enquête**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(3), 69-81. https://doi.org/10.57154/journals/red.2024.e1775
As a young researcher, I embarked on my doctoral research project on gender-based violence in higher education, with ethical concerns focused primarily on the well-being of the participants. Unexpectedly, emotions and gender dynamics emerged as elements to consider in my preparatory process. However, due to my lack of experience and the lack of vigilance from institutional bodies, I had not anticipated the impact of these two aspects on my position as a young female researcher. By analyzing two instances of gender-based violence experienced at different stages of my data collection, this article proposes a critical reflection on the impact of gender dynamics and the role of emotions on the well-being and safety of young researchers throughout the research process. The aim is to understand how can one better prepare for the risks and unforeseen challenges associated with a fieldwork built within the framework of a research project having emancipatory purposes, yet likely to reproduce some of the power dynamics it seeks to combat.

Malone, C. M., Barclift, M., & Heidelburg, K. (2025). **School psychology graduate students' perspectives on multicultural training and program environment**. *Psychology in the Schools*, *62*(2), 607-630. https://doi.org/10.1002/pits.23341
School psychology training programs are vital to promoting culturally responsive and equity-centered practices. However, research on multicultural training in school psychology tends to be based on faculty reports, often excluding graduate students' perspectives. The present investigation sought to obtain a more comprehensive understanding of multicultural training in school psychology. A sample of 108 graduate students completed the Multicultural Environmental Inventory-Revised and a training experiences questionnaire to explore their perspectives on the models and methods used for school psychology multicultural training, perceptions of their program's multicultural environment, and the extent to which these perceptions are associated with programs' multicultural training offerings. Results indicate that almost all participants reported that their programs provided multicultural training. However, there was limited discussion of diversity regarding age, gender identity, national origin, and religion, and of social justice topics. Additionally, there were differences in perceptions of multicultural program environment by race, sexual orientation, and political ideology. Findings of this study suggest that programs should emphasize social justice and skills-based instruction and create program environments that support the development of cultural competence. Recommendations for enhancing multicultural training and creating inclusive program environments are provided.

Martin, M.-A. (2024). ***Rôle du rapport au Haut Potentiel Intellectuel sur le sens des expériences fraternelles et amicales d'adolescents identifiés à Haut Potentiel Intellectuel : étude qualitative auprès de 30 familles*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://hal.science/tel-04848470
Alors que le Haut Potentiel Intellectuel (HPI) est aujourd'hui largement médiatisé en France et fait l'objet de nombreux mythes, des controverses persistent sur la socialisation des adolescents HPI (Tourreix, 2022). Dans les recherches portant sur la socialisation familiale, rares sont les études qui s'intéressent aux relations fraternelles et aucune n'a été conduite en France auprès d'une population de sujets HPI. Par ailleurs, très peu d'études ont été menées auprès des enfants uniques sur leur expérience d'absence de frère et sœur et aucune auprès d'enfants HPI.Dans une approche développementale, qualitative et exploratoire, l'objectif de cette thèse est de contribuer à la construction de connaissances sur le sens accordé aux « expériences fraternelles » (Almodovar, 1981, 1998) et amicales d'adolescents identifiés HPI. À travers la notion de « rapport au HPI », nous explorons les liens entre la relation de sens et de valeur entretenue avec cette étiquette et la socialisation horizontale (avec les membres de la fratrie d'une part et le groupe amical d'autre part).Deux procédures de triangulation (des sources et des analyses) ont été mises à l'épreuve (Garric & Capdevielle-Mougnibas, 2009). Nous avons réalisé des entretiens semi-directifs pour explorer le rapport au HPI, les expériences fraternelles et amicales de 32 adolescents HPI, 12 filles et 20 garçons âgés de 9 à 15 ans (M=12,25 ; σ=1,41), dont cinq enfants uniques. Des entretiens ont également été menés auprès de leurs parents (n=42). Le HPI a été attesté par un compte-rendu de bilan psychologique. Des analyses de contenus thématiques à l'aide du logiciel NVivo et des analyses lexicométriques avec le logiciel IRaMuTeQ ont été conduites.Les principaux résultats mettent en évidence des conceptions du HPI multidimensionnelles, hétérogènes, ambivalentes ainsi qu'une expérience de l'identification différenciée entre les adolescents HPI et leurs parents. Cinq formes d'expériences fraternelles et trois formes

d'expériences amicales ont été identifiées, associées au genre de l'adolescent, à la composition de la fratrie, aux différentes formes de rapport au HPI et à la présence d'amis et/ou membres de la famille considérés comme HPI. Les relations fraternelles, idéalisées par les enfants uniques, sont globalement perçues comme satisfaisantes, bien qu'ambivalentes, par les adolescents ayant une fratrie, tandis que la relation avec le meilleur ami est décrite comme chaleureuse. Le rapport au HPI semble principalement jouer un rôle sur les expériences amicales. Bien que des relations cordiales soient entretenues avec les camarades, un sentiment de différence et des difficultés (exclusion, harcèlement) peuvent être éprouvés par certains adolescents. Des stratégies d'adaptation (dissimulation, déni, évitement, sur-adaptation) peuvent alors être mises en place. Des spécificités concernant les dimensions à l'œuvre dans chaque type d'expérience (fraternelles/amicales, adolescents uniques/avec fratrie) ont été dégagées.

Mehic, A. (2024). ***The Long-Term Effects of Early Sports Selection*** (Working Paper Series N° 1513). Consulté à l'adresse Research Institute of Industrial Economics website: https://econpapers.repec.org/paper/hhsiuiwop/1513.htm
This paper examines the long-term effects of early sports selection using a regression discontinuity design. I show that Swedish track and field athletes who qualified for a one-time appearance with the junior national team at age 17 are less likely to quit sports and more likely to improve their performance. Several years later, although few make a living from sports, selected athletes have earned more college credits and are more successful on the marriage market. I show that early sports selection fosters grit and resilience, leading to lower dropout rates and positive spillovers in other areas of life.

Moniotte, J., & Ponnelle, S. (2024). **Liens entre les profils motivationnels des élèves en EPS, le sexe et le niveau habituel d'activité physique**. *Carrefours de l'éducation*, *58*(2), 121-136. https://doi.org/10.3917/cdle.058.0121

Morris, T. H., Koutsouris, G., Stentiford, L., & Bremner, N. (2025). **Self-directed learning—a framework for inclusion 'In' and 'Through' Education – A systematic review**. *Review of Education*, *13*(1), e70028. https://doi.org/10.1002/rev3.70028
There is a dearth of knowledge regarding how self-directed learning and inclusion relate as concepts. In this paper, we explore how self-directed learning and inclusion are discussed together in the educational literature. With the aim of advancing our conceptual and theoretical understanding in this regard, we present the findings of a systematic review that critically explores the relevant literature on self-directed learning and inclusion. We included peer-reviewed texts with an explicit focus on both inclusion and self-directed learning in any educational phase. There were no restrictions on date of publication or methodology adopted. We searched five databases in July 2023: British Education Index, Education Research Complete, ERIC, International Bibliography of the Social Sciences, Australian Education Index, and Web of Science. We located 19 studies published in the past 15 years—8 studies concerned childhood education settings and 11 studies were written in the context of adult education, with the majority from higher education. We analysed the texts using thematic analysis and key findings were that: (1) self-directed learning can be used as a framework to promote both inclusion 'in' education (as in pedagogical methods and strategies) and 'through' education (as in educational products and outcomes); and (2) engaging with self-directed learning has the potential to further inclusion and social justice aims in education. However, these

findings can only be interpreted by taking into consideration the tensions associated with inclusion that were rarely acknowledged in the included studies. Context and implications Rationale for this study: To date there is limited literature on how self-directed learning and inclusion relate to each other. Why the new findings matter: Our findings suggest that the connections between self-directed learning and inclusion are not unproblematic, which reflects the complexities of inclusion. Implications for teachers and researchers: Key insights gained through this process include that (1) self-directed learning can be used as a framework to promote both inclusion 'in' education (as in pedagogical methods and strategies) and 'through' education (as in educational products and outcomes); and (2) engaging with self-directed learning has the potential to further inclusion and social justice aims in education. However, it is essential to consider that the majority of studies reviewed in this present work were small-scale and cross-sectional in nature. Therefore, this field remains an important open door for further research.

Nah, D., Lim, L. Y., Anwar, N. D., & Sim, J. B.-Y. (2025). **Moulding student mental health in Singapore's Character and Citizenship Education: projected pedagogic identities**. *Pedagogy, Culture & Society*, *33*(1), 305-328. https://doi.org/10.1080/14681366.2023.2260390
This paper examines the official pedagogic discourse communicating the explicit inclusion of Mental Health (MH) education in Singapore's revised 2021 Character and Citizenship (CCE2021) curriculum within Singapore's state-driven educational context of decentralised centralism. By adapting Basil Bernstein's theoretical work on pedagogic discourse – using William Tyler's typology of Bernstein's 'Pedagogic Codes' and 'Official Pedagogic Identities' – our findings reveal how MH in CCE2021 projects different, simultaneous student identities. These include retrospective identities of students as resilient, community-minded citizens; prospective identities of students as vulnerable cyber users requiring explicit guidance for their future-readiness; de-centred therapeutic identities of students as reflective, self-actualising students requiring psychological safety; and de-centred market identities of students as trained advocates and community first responders. Together, they generate a tension where therapeutic identities are positioned as prerequisite to the other identities, subsuming individual well-being within community well-being, and conflating the intrinsic good of personal resilience with instrumental notions of future-readiness. This expresses a paradox where state-student social relations are both transformed and continued, as concerns of student confidentiality and efficacy of help-seeking efforts persist. Overall, we contend the educational reform of MH in CCE2021 accommodates rather than reconciles progressive concerns of youth mental health with neoliberal state imperatives.

Nauffal, D., & Tawil, S. (2024). **Resilience in crisis: A study of Lebanese student engagement across economic, political, and pandemic turmoil**. *PROSPECTS*, *54*(3), 807-827. https://doi.org/10.1007/s11125-024-09707-7
This article investigates the dynamics of student engagement in higher education against the backdrop of multifaceted challenges—including the Covid-19 pandemic, socioeconomic crises, and political instability—within the context of Lebanon. Using data from the National Survey of Student Engagement (NSSE), the article spans three distinct periods: the onset of an economic slowdown and political instability (2013–2014), the profound deepening of the economic crisis and political turmoil (2017–2018), and the tumultuous period of the Covid-19 pandemic and the devastating explosion of August 4,

2020 (2020–2021). It addresses three key research questions examining differences in student engagement over time and exploring the influence on engagement of sociodemographic characteristics, particularly the difference between first-year and senior students. The findings shed light on the intricate relationship between external crises and student engagement, offering insights into the adaptability and resilience of higher education in challenging circumstances. The study contributes to our understanding of student engagement within turbulent contexts and provides a basis for enhancing the quality of education delivery in similar settings.

Nehass, B., Ismaili, J., Merzaq, G., Kiouach, A., Bounaissat, A., & Zarhbouch, B. (2025). **Psychometric characteristics of the decision-making ability scale among high school students**. *Psychology in the Schools*, *62*(2), 475-491. https://doi.org/10.1002/pits.23334
The process of decision-making is a multifaceted cognitive endeavor encompassing various cognitive, emotional, psychological, and social processes. It empowers individuals to select from a range of alternatives. Its significance spans across age groups, impacting both adults and children, and the relevance of which goes beyond aiding learners in choosing their educational or professional paths; it also pertains to preparing them to navigate the diverse situations they will encounter throughout their lives. To approach this ability, we developed a scale comprising 20 items, assessing five distinct decision-making factors. This scale was administered to a sample of 303 learners in the first and second years of the baccalaureate course (pre-final and final years of secondary education), representing both genders, and studying in four high schools. The participants' ages ranged between 16 and 20 years. The results of this study revealed positive psychometric properties of the scale after its apparent validity was verified. Additionally, principal component analysis, using a latent root criterion greater than one (Eigenvalue > 1), and performing Varimax rotation, resulted in five factors that represent decision-making styles (dependent, avoidant, confident, rational, intuitive) that explain 53.67% of the total variance. Through the application of confirmatory factor analysis (CFA), the outcomes showcased favorable conformity indicators. The ratio of chi-square value to degrees of freedom was recorded at less than 5 ($x^2/df = 1.531$). The RMSEA index, at 0.041, remained below the accepted threshold of 0.08. The metrics (CFI, TLI, GFI, IFI) all surpassed 0.90, falling within acceptable ranges. Strong internal consistency between item scores and their respective factors was established by Pearson coefficients. The correlation coefficients between each factor's score and the total scale score were robust, ranging from 0.483 to 0.727. The Cronbach's alpha coefficient for the scale's factors ranged from 0.788 (highest) to 0.723 (lowest), with an overall scale stability coefficient of 0.748. These high coefficients collectively confirm the scale's validity, reliability, and appropriateness for implementation within the Middle East and North Africa (MENA) region.

Núñez-Regueiro, F., Juhel, J., & Wang, M.-T. (2025). **Does need satisfaction reflect positive needs-supplies fit or misfit? A new look at autonomy-supportive contexts using cubic response surface analysis**. *Social Psychology of Education*, *28*(1), 43. https://doi.org/10.1007/s11218-024-09959-3
According to self-determination theory (SDT), teachers' autonomy-supportive behavior fosters students' autonomy and competence needs. However, individual differences in students' needs for autonomy support have been overlooked. Specifically, it is unclear whether variations in students' needs influence how effectively a teacher's support contributes to need satisfaction, and whether matching or exceeding the students'

needs is most beneficial. This study addresses these gaps by extending SDT in two ways. Theoretically, it introduces a phenomenology of needs-supplies fit, where need satisfaction depends on the interplay between students' needs for autonomy support and teacher supplies. Methodologically, it introduces cubic response surface analysis (RSA) to model this fit. We tested these extensions using cross-sectional data from 389 French secondary school students (M(age) = 14.3 years, grades 6 through 12, 58% female), who self-reported their need satisfaction (autonomy and competence) and supplies and needs in teacher autonomy support. Results from cubic RSA highlighted asymmetric processes, which were overlooked by simpler methods (e.g., quadratic RSA). Matching levels of teacher supplies and student needs positively related to need satisfaction, but this relation reversed at low and high levels of fit. Additionally, misfit effects were asymmetrical: while moderate misfit had minimal impact, extreme excess supplies was related to high satisfaction, whereas extreme deficient supplies to low satisfaction. Overall, supplies exceeding students' needs appeared more beneficial than those merely matching them, but this depended on need levels. These findings underscore the importance of tailoring autonomy-supportive behaviors to individual students' needs, as this can enhance or diminish the beneficial impact of such support.

Oben, A. I., & Hui, X. (2025). **Discipline or damage?: Students' experiences of corporal punishment in Cameroon secondary schools and implications for education**. *International Journal of Educational Development*, *113*, 103201. https://doi.org/10.1016/j.ijedudev.2024.103201
The school environment should be the last place to expect or experience child abuse; unfortunately, corporal punishment another form of violence has been persistently used behind closed doors in Cameroon secondary schools as a disciplinary measure despite its ban, leaving victims with physical and invisible scars. Previous studies have mainly focused on the prevalence of this practice, with little comprehension of the lived experiences of those subjected to it, aside from its direct implications on the individual and their education. This creates a gap in scholarly literature especially in Cameroon. This study explored students' experiences of corporal punishment in Cameroon secondary schools. The study employed a qualitative research methodology. The study participants were students (N = 25) aged 13–18 from 15 Cameroon secondary schools. A purposive sampling technique was used to select the participants; only secondary school students who had experienced physical punishment participated in this study. A semi-structured interview guide was used as the instrument for data collection. The data collected was analyzed thematically. The study revealed that corporal punishment results in; humiliation and low self-esteem; increase in fear, anxiety, and trauma; demotivation and academic disengagement; increased adolescent aggression; and impaired teacher-student relationships. The study highlights corporal punishment's implications for a child's education such as poor performance and eventual school dropout, and the long-term effects on adulthood (as future teachers or parents) such as potential perpetuation of aggressive behavior emphasizing the need for addressing its prevention. This calls for urgent interventions, such as the recommended alternative school disciplinary methods.

Obeso, I. M. (2024). ***Burnout Syndrome and Engagement in the Academic Staff of Public Universities and the Levels of Productive Communication in Mexico and France.*** (Phdthesis, Université Savoie Mont Blanc ; Universidad Anáhuac (México Norte)). Consulté à l'adresse https://theses.hal.science/tel-04833526
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Oladunni, A. A., Usman, A. H., Afolabi, O. E., Wuraola, S. F., Opone, I. S., Adebayo, A., … Rasak, M. A. (2025). **Prioritizing safe schools in Nigeria: A key to sustainable educational development [commentary]**. *International Journal of Educational Development*, *113*, 103199. https://doi.org/10.1016/j.ijedudev.2024.103199
Insecurity poses a significant threat to stability and development in Nigeria. In March 2024, the country witnessed a harrowing incident in which over 200 students from Government Secondary School in Chikun Local Government Area of Kaduna state were abducted. This reminds us of the previous kidnappings of Chibok girls from the Government Girls Secondary Schools Chibok, Borno state, in April 2014 and Dapchi school girls from a government girls' technical college, Bulaburin in the state of Yobe in February 2018. Kidnappings and abduction for ransom have become a large industry in Nigeria; this marks a devastating turn in the fight against insurgency in Northern part of the country and poses a significant question as to whether or not our schools are still a safe haven for innocent young students. This commentary discusses the impact of insecurity on the education and mental health of children, including key priority areas that are necessary for safety of schools, and protection of innocent lives of the students in Nigeria.

Olckers, C., & Harumavamwe, M. (2025). **The relationship between study resources, task performance and subjective wellbeing among university students: The role of academic self-efficacy as personal resource**. *Review of Education*, *13*(1), e70023. https://doi.org/10.1002/rev3.70023
Most universities are facing a crisis of student wellbeing and high failure rates. Using the Conservation of Resources theory, we hypothesised that both study resources and personal resources (academic self-efficacy) could enhance task performance and improve wellbeing among university students. We conducted a cross-sectional study on 431 university students. We used standardised questionnaires to assess students' levels of academic self-efficacy (ASE), the availability and use of study resources, their task performance, and their subjective wellbeing. The results supported all the direct effects to the outcome variables. ASE mediated the relationship between study resources and subjective well-being but did not mediate the relationship between study resources and task performance. In addition, subjective wellbeing mediated the relationship between ASE and task performance. Addressing the interplay between study resources, ASE and positive outcomes (i.e. task performance and wellbeing) can foster optimal learning environments that support the success of students. This can promote students' holistic development and contribute to a well-rounded and flourishing student. Context and implications Rationale for this study: The study explores how academic self-efficacy (ASE) as a personal resource functions as a psychological mechanism that explains the effect of study resources on task performance and wellbeing outcomes. Understanding these dynamics can inform strategies to enhance student success leading to better academic outcomes and improved student wellbeing. Why the new findings matter: By understanding the role of ASE in mediating the use of study resources, universities can better support students, leading to improved educational practices, more effective resource allocation, and programmes that bolster students' confidence. The findings inform the development of positive interventions and contribute to broader discussions on how to create supportive academic environments that prioritise both performance and mental health. Implications for educators and policymakers in higher education institutions: The study emphasises the need for higher education institutions to focus on

enhancing study resources and ASE to improve student performance and overall wellbeing. Access to quality study materials is crucial for academic success and should be prioritised. Programmes to boost students' self-efficacy, such as mentoring, counselling, and workshops, are recommended, alongside curriculum integration of self-efficacy-promoting activities like goal setting and reflective practices. Institutions should also provide comprehensive student support services for both academic and personal growth, including mental health services and skills development initiatives. Updating library collections, enhancing technology access, and fostering faculty-student collaboration are essential actions. Additionally, implementing academic and wellbeing support services, skill development programmes, peer mentoring, and collaborative learning can directly boost task performance and resource utilisation. Continuous evaluation of these programmes is essential for sustained student success.

Oszwa, U., & Buczak, A. (2025). **Latent Profiles of Passion and Categories of University Students' Passionate Activities: Difficulties in the Empirical Systematisation of Passion**. *European Journal of Education*, *60*(1), e12821. https://doi.org/10.1111/ejed.12821
Both classical and contemporary definitions of education emphasise the development of learners and the discovery of their potential. The period of systemic education at all stages is an opportunity to seek this potential both at school and outside it. These are the circumstances of the development of abilities, interests and passions. In the educational process and in the modern world, the most valued are people who are creative, entrepreneurial, open to new experiences and have a passion—since it provides energy, gives wings, is a source of a sense of freedom and meaning and helps maintain well-being. This study aimed to explore passion profiles, considering their dimensions and categories, and the respondents' field of study and gender, in a sample of Polish university students (n = 2720). The online Self-Report Passion Inventory (SRPI) was used. Cluster analysis identified three latent profiles, differentiated by the perceived benefits of passion, its origin and its balance with other life activities. In addition, we identified categories of passionate activities typical of each profile. Field of study and gender were represented in similar ways in the distinguished profiles, indicating the universal nature of passion. The qualitative analysis of the results revealed potential reasons for the difficulties respondents experienced while categorising passionate activities.

Paradies, M. (2024). **"I do not want to stop teaching": The impact of conflict and displacement on teachers in southern Mosul**. *PROSPECTS*, *54*(3), 769-787. https://doi.org/10.1007/s11125-023-09666-5
This article explores the emotional and physical conditions experienced by Iraqi teachers after the fighting and displacement began in 2014 (IOM, 2018) in southern Mosul. It contributes to reducing the paucity of research on teacher well-being in conflict-affected contexts, showing that education can have a healing role for teachers, as well as for students. Teaching helps them to be resilient, to re-establish relationships, and to focus once again on their knowledge and skills. The paper draws on findings from hybrid research involving 35 teachers in 10 different primary and secondary schools in Ninewa governorate. The research explores their needs and challenges from multiple perspectives. While confronted with daily hardships and challenges, teachers do not want to abdicate their role as educators. Teaching helps them to have a sense of purpose. Their strong sense of vocation and motivation to continue teaching under such challenging circumstances add to the debate on teacher well-being and resilience.

Pipero, C. F. (2024). **La percezione delle educatrici e delle insegnanti sull'outdoor education a Modena**. *Encyclopaideia*, *28*(70), 1-17. https://doi.org/10.6092/issn.1825-8670/18569
Outdoor education is a pedagogical orientation that has been present for years in the educational institutions of the municipality of Modena; the latter, through research, monitors the trend in order to identify and resolve problems. Examining the professionalism of the staff in the outdoor education field and the limitations in implementing the practice, this contribution highlights how various factors constitute an obstacle to carrying out the activities, even in the presence of adequate training; the constraints that emerged concern relationships with colleagues and parents, bureaucracy and the physical structure of the service itself. The study therefore offers ideas to take into consideration for the updating and training of educational personnel on outdoor education practices.

Przibilla, B., Enderle, C., Casale, G., Scheer, D., Platte, A., Melzer, C., & Leidig, T. (2025). **Psychometric Properties of the German Student-Specific Teacher Self-Efficacy Scale (SS-TSES-G)**. *European Journal of Education*, *60*(1), e12879. https://doi.org/10.1111/ejed.12879
Based on previous research, it can be assumed that teachers' self-efficacy (TSE) varies across situations, domains and individual students' behaviors confronting teachers with particularly challenging tasks. The construct of student-specific TSE is considered informative theoretical basis for understanding the relationship between affective-motivational components of teachers' competencies and individual student behaviour. The aim of the present study was to translate and validate the Student-Specific Teacher Self-Efficacy Scale (SS-TSES; Zee and Koomen, 2015) for use in German teacher samples. The items of the original SS-TSES were translated from Dutch to German using a forward-backward translation procedure. A total of 477 teachers completed the SS-TSES-G. After a randomly drawn sample-split an EFA was conducted on half of the sample, while a CFA was performed on the other half. The results of EFA and CFA revealed that a 4-factor bifactor model fitted the data best. Except for item 18, which was assigned to the first factor (emotional support), the item-factor assignments were consistent with the original structure. The goodness-of-fit statistics indicated a good model fit. The SS-TSES-G demonstrated good to excellent psychometric properties, allowing for reliable measurements of teachers' self-efficacy in relation to individual students in a German teacher population.

Qi, C., Guo, X., Liu, C., Li, Y., Zhao, B., Bi, T., & Luo, L. (2025). **Intelligence Mindsets Trajectory Profiles among Chinese Elementary School Students: Associations with Changes in Academic Achievement from Grades 4 to 6**. *Journal of Youth and Adolescence*, *54*(1), 238-254. https://doi.org/10.1007/s10964-024-02061-z
Early adolescence is a critical period for the development of children's intelligence mindsets, which play a significant role in academic achievement. However, existing research predominantly employs variable-centered approaches, which fail to capture individual differences in mindset–achievement relations. This research addresses this gap by adopting a longitudinal person-centered approach to explore the joint developmental trajectories of growth and fixed mindsets among early adolescents. It further explores how these trajectories relate to changes in academic achievement (i.e., the mean of standardized mathematics and Chinese achievement test scores) over 2 years, accounting for intelligence and sociodemographic factors such as age, sex, and

family SES. In two five-wave longitudinal studies with 748 (Mage = 10.23 years, SD = 0.30; 49% girls at T1) and 3258 (Mage = 10.34 years, SD = 0.37; 49% girls at T1) Chinese elementary school students from grades 4 to 6, four distinct mindset trajectory profiles were identified: Growth (initially high growth but low fixed mindsets), Fixed (initially high fixed but low growth mindsets), Moderate (initially moderate levels in both mindsets), and Both-High (initially high levels in both mindsets). Analysis across both studies revealed that students in the Growth trajectory profile exhibited the most significant improvements in academic achievement 2 years later. Conversely, students in the Both-High trajectory profile experienced the least favorable academic outcomes. These findings highlight the importance of recognizing individual differences in mindset trajectories and their potential impact on academic outcomes. The current research underscores the need for educational interventions that are tailored to different mindset profiles to optimize student development and achievement.

Rached, P., Gharib, Y., & Toscani, P. (2024). **Les émotions, angle mort de l'accompagnement à la régulation de l'enseignement au supérieur : cas d'une université libanaise**. *Carrefours de l'éducation*, *58*(2), 225-241. https://doi.org/10.3917/cdle.058.0225

Rifà-Ros, R., Rodriguez-Monforte, M., Carrillo-Alvarez, E., Costa-Tutusaus, L., Comes-Forastero, M., Martin-Arribas, A., … Gasch-Gallen, A. (2025). **Healthcare Students' Exposure to Sexual Violence During Clinical Placements in Spain: A Cross-Sectional Study**. *European Journal of Education*, *60*(1), e12892. https://doi.org/10.1111/ejed.12892
Data from international investigations indicate that gender-based violence is a phenomenon that also occurs in the university environment. Despite the fact that clinical learning environments have been widely studied, little attention has been paid to sexual violence in the clinical placement setting of Health Sciences students. Consequently, the aim of this study was to describe situations and/or behaviours of harassment, such as assault and/or sexual abuse experienced by the students of one university in Barcelona, Spain, during their clinical placements. A cross-sectional study was conducted using an ad-hoc online questionnaire. A convenience sample was used including bachelor's degree students as subjects during their clinical placements in the second half of 2022. A total of 156 responses were collected from the students of four degrees (Nursing, Physiotherapy, Nutrition and Dietetics and Pharmacy). Of the total results collected, 74.5% (117) corresponded to women and the remaining 25.5% (40) to men. 71.3% of students reported that they had experienced one (or more) of the 25 types of conduct described in the questionnaire at some time. The behaviours of social interaction with sexual content and sexual harassment in the placement setting showed that such behaviours were mostly experienced by women on the Nursing degree. In relation to the perpetrators of such behaviours, the respondents manifested that the greatest aggressor was a patient and that most of the aggression took place in hospitalisation units, rehabilitation centres and nursing homes. It is essential that academic institutions, in collaboration with health institutions, carry out joint actions, awareness-raising, identification and interventions, with students, professionals and teams from a culture of non-violence and the eradication of sexual harassment in academic placements.

Rigaud, K., Török, L., Amoura, C., Carton, A., Salamon, J., & Orosz, G. (2025). **Changer pour apprendre : l'état d'esprit de développement comme levier de transformation éducative**. *Psychologie Française*. https://doi.org/10.1016/j.psfr.2025.01.001

Résumé Cette synthèse théorique se consacre à l'examen approfondi de l'état d'esprit de développement et de son influence transformatrice dans le domaine éducatif, notamment via les interventions psychosociales, avec un accent particulier sur l'apport de la littérature anglophone analysée en français. En s'appuyant sur des travaux existants, nous explorons comment la conceptualisation de l'intelligence comme une capacité évolutive peut remodeler les pratiques pédagogiques et promouvoir la résilience académique. Toutefois, la théorie de l'état d'esprit de développement fait l'objet de débats, certains chercheurs soulignant l'hétérogénéité des effets selon les contextes et les populations. Notre analyse examine ces controverses tout en proposant des pistes pour adapter et affiner les interventions en fonction des besoins spécifiques. Un guide pratique est également inclus pour soutenir les enseignant·es dans la mise en place de programmes favorisant un état d'esprit de développement. En conclusion, cette note souligne la pertinence d'intégrer ces principes au sein du système éducatif français pour optimiser le potentiel d'apprentissage des élèves. This theoretical summation is dedicated to a thorough examination of the growth mindset and its transformative influence in the educational field, particularly through wise interventions, with a special focus on the contribution of Anglophone literature analyzed in French. Relying on existing works, we explore how the conceptualization of intelligence as a malleable trait can reshape pedagogical practices and promote academic resilience. However, the growth mindset theory has been the subject of debate, with some researchers highlighting the heterogeneity of effects depending on context and populations. Our analysis explores these controversies while suggesting ways to adapt and refine interventions based on specific needs. A practical guide is also included to support educators in implementing programs that foster a growth mindset. In conclusion, this note emphasizes the importance of integrating these principles into the French educational system to maximize students' learning potential.

Santana-Monagas, E., Núñez-Regueiro, F., & Núñez, J. (2025). **Does motivation lead to academic success, or conversely? Reciprocal relations between autonomous and controlled motivation, and mathematics achievement**. *British Journal of Educational Psychology*. https://doi.org/10.1111/bjep.12736

Background: While it's clear that autonomous motivation significantly boosts academic success, there are conflicting findings regarding the opposite relation. Besides, the reciprocal relations among controlled motivation and achievement present mixed results. Adequately distinguishing between variations among individuals and within individuals results key to acknowledge such relations. Aim: This longitudinal study examines the reciprocal relations between controlled and autonomous forms of motivation and academic achievement using the RI-CLPM methodology. Sample: Participants were 1042 high school students (M = 16 years, 52% male adolescents) from 16 different high schools in urban and rural areas. Methods: A random intercept cross-lagged panel model (RI-CLPM) was tested to estimate whether students' autonomous and controlled motivation predicted achievement and/or vice versa. Independent models were estimated for the two types of motivation. Results: Overall, the RI-CLPM results indicated a unidirectional relationship between autonomous motivation and achievement. As for controlled motivation, the results of RI-CLPM models showed no reciprocal relationship between this type of motivation and achievement. Conclusions These results underline the importance of taking within- and between-person processes into account when analysing reciprocal relations and provide crucial insights for enhancing student motivation and achievement in diverse educational contexts.

Shahzad, M. F., Xu, S., Liu, H., & Zahid, H. (2025). **Generative Artificial Intelligence (ChatGPT-4) and Social Media Impact on Academic Performance and Psychological Well-Being in China's Higher Education**. *European Journal of Education*, *60*(1), e12835. https://doi.org/10.1111/ejed.12835
The rapid advancement of generative artificial intelligence (GAI) and the extensive use of social media have transformed how students engage with educational materials and interact with their peers. Collaborative learning (CL) platforms, empowered by artificial intelligence (AI) algorithms, have gained popularity due to their potential to enhance learning outcomes and provide personalised educational experiences. This research examines the effects of generative AI (ChatGPT-4) and social media use on young students' academic performance and psychological well-being, focusing on CL. The study conceptual framework was examined based on a sample of 441 Chinese university students. The statistical technique PLS-SEM is put into practice to measure the structural framework of academic performance and psychological well-being. The findings of this study show that generative AI (ChatGPT-4) and social media positively influence young students' academic performance and psychological well-being. Additionally, the results of this research study show that CL positively mediates between social media, academic performance and psychological well-being. Conversely, it negatively mediates the association between generative AI (ChatGPT-4), academic performance (AP), and psychological well-being. The findings can facilitate a better understanding of the implications of technologies in the educational context and subsequently aid in formulating evidence-based strategies to optimise their impact on students's academic success and well-being.

Shi, X., Zhang, W., Chen, X., & Zhu, Y. (2025). **Longitudinal Relations among Self-Compassion, Self-Esteem, and Depressive Symptoms in College Students: Disentangling the Within-Person Process from Stable Between-Person Differences**. *Journal of Youth and Adolescence*, *54*(1), 255-270. https://doi.org/10.1007/s10964-024-02069-5
Although previous studies have shown that self-compassion is associated with self-esteem and depressive symptoms, little is known about the intra-individual processes and the temporal dynamics of these variables. This study used a longitudinal design to explore the association between self-compassion, self-esteem and depressive symptoms among 5785 college students (aged 17–22 years; Mage = 18.63, SD = 0.88; 48.2% females). The participants were assessed six times in a six-month interval over three years. The random intercept cross-lagged panel models (RI-CLPMs) were used to disentangle within-person processes from stable between-person differences. Results of RI-CLPMs indicated that at the within-person level, self-compassion can positively predict subsequent self-esteem and negatively predict subsequent depressive symptoms, and vice versa. Self-esteem played a longitudinal mediating role in the prediction from self-compassion to depressive symptoms at the within-person level. These results indicate that cultivating self-compassion in college students is crucial as it can bolster their self-esteem and alleviate depressive symptoms.

Shin, Y., Jung, J., Choi, S., & Jung, B. (2025). **The influence of scaffolding for computational thinking on cognitive load and problem-solving skills in collaborative programming**. *Education and Information Technologies*, *30*(1), 583-606. https://doi.org/10.1007/s10639-024-13104-0

This study investigates the effects of metacognitive and cognitive strategies for computational thinking (CT) on managing cognitive load and enhancing problem-solving skills in collaborative programming. Four different scaffolding conditions were provided to help learners optimize cognitive load and improve their problem-solving abilities. A total of 110 participants were randomly assigned to one of the four groups. The four-week experiment included scaffolding, with two hours of Python programming each week to solve two real-world problems. Upon completing the learning process, participants' cognitive load and problem-solving skills were assessed. The results provide empirical evidence that using faded worked examples (WOE) combined with metacognitive scaffolding for CT effectively optimizes cognitive load and enhances problem-solving skills in collaborative programming, leading to improved efficiency and complexity in their solutions.

Song, S., Guo, R., Chen, X., & Li, C. (2025). **How School Burnout Affects Depression Symptoms Among Chinese Adolescents: Evidence from Individual and Peer Clique Level**. *Journal of Youth and Adolescence*, *54*(1), 92-102. https://doi.org/10.1007/s10964-024-02044-0
The impact of peer clique school burnout norms on adolescents' emotional adaptation is becoming increasingly prominent, but its underlying mechanisms remain unclear, especially in China where academic achievement is highly valued. The present study examined how clique burnout norms impact the relationship between school burnout, negative cognitive bias, and depressive symptoms. A total of 904 Chinese adolescents (57% boys; Mage = 12.73, SD = 0.43) participated in a two-wave longitudinal study (initiated in 2015, with approximately a 2-year interval). The results of multilevel models indicated that only in low clique burnout norms, adolescents with high school burnout at T1 would exhibit more negative cognitive bias and suffer from more depressive symptoms at T2, whereas the moderating effect was only observed in all-boys cliques. These findings reflect that a decrease in the overall level of burnout within a peer clique does not necessarily benefit every student, and the adaptation issues of students experiencing burnout still require attention even in a relatively healthy context.

Stokes-Casey, J. (2025). **Expanding on Garnet's polyptych construction as historical methodology: insertions and implementations**. *International Journal of Qualitative Studies in Education*, *38*(2), 228-234. https://doi.org/10.1080/09518398.2024.2365198
In response to Dustin Garnet's (2015) article "Polyptych Construction as Historical Methodology" in the International Journal of Qualitative Studies in Education, this paper aims to insert citations of feminist theories into the record of polyptych methodology. Examples from Black Feminist Theorists offer models of form to polyptych construction. The author further illustrates how they implement polyptych methodology and form in their art education historical research.

Sun, X., & Sailer, M. (2025). **Students' behavioural, cognitive and affective outcomes in gamified flipped classrooms: A meta-analysis**. *Review of Education*, *13*(1), e70039. https://doi.org/10.1002/rev3.70039
This study aims to illustrate the effects of gamified flipped classrooms (GFC) on students' behavioural, cognitive and affective outcomes in formal educational settings. Based on the PRISMA reporting guidelines, we systematically identified and screened articles from five databases: Web of Science, Scopus, Wiley Online Library, ProQuest and ERIC. Finally, 21 effect sizes from 13 articles on behavioural outcomes, 38 effect sizes from 19 articles

on cognitive outcomes and 16 effect sizes from 11 articles on affective outcomes were included in this study. Then, we use CMA 3.0 software to conduct the meta-analysis for the selected articles. The calculated effect sizes indicate that GFC had a more positive effect on students' behavioural, cognitive and affective outcomes compared to traditional lectures. Using a random effects model, we calculated two statistically significant medium overall effect sizes—Cohen's d = 0.409 for the behavioural outcome, Cohen's d = 0.400 for the affective outcome—and a statistically significant small overall effect size—Cohen's d = 0.285 for the cognitive outcome. In addition, through the publication bias test, we did not find that this study was threatened by publication bias. Moderator variable analysis demonstrated that year of publication, region, educational level, subject, treatment (intervention) duration, and learning environment were significant variables influencing the effects of GFC on behavioural, cognitive and affective outcomes. Overall, the results of this study suggest that GFC significantly improved students' behavioural, cognitive and affective outcomes. Context and implications Rationale for this study: This study aims to explore the effects of GFC on learning outcomes, as there is a lack of sufficient prior research evidence to prove this. Why the new findings matter: As the first meta-analysis clarifying the effects of GFC on all three domains of learning outcomes, it fills a gap in meta-analyses on this topic. Implications for educational researchers and practitioners: This study points the way for educational researchers and practitioners who apply GFC in the classroom. Researchers can explore more research topics based on the results of this study, such as investigating the influence mechanism of GFC on three different domains of learning outcomes respectively. In addition, this study provides effective references and promising results for future instructional design and educational practice.

Teng, M. F. (2025). **Metacognitive Awareness and EFL Learners' Perceptions and Experiences in Utilising ChatGPT for Writing Feedback**. *European Journal of Education*, *60*(1), e12811. https://doi.org/10.1111/ejed.12811

The present study explored EFL students' perceptions and experiences in utilising ChatGPT to seek feedback for writing. The present study also examined how levels of metacognitive awareness (MA) influenced these perceptions and experiences. Utilising a mixed-method research design, the study collected data from a total of 40 EFL undergraduates over a semester-long writing course. Data collection methods included self-report questionnaires and semi-structured interviews. Data analyses comprised both quantitative and qualitative approaches. Quantitatively, t-tests and Mann–Whitney U tests were used to compare group differences, while regression analyses were conducted to explore relationships between variables. Qualitatively, thematic analysis was employed to identify and interpret patterns within the data. Quantitative analysis revealed significant differences in writing experiences and perceptions, including motivation for writing, engagement, self-efficacy and collaborative writing tendency. Furthermore, a positive correlation was found between MA scores and students' perceptions and practices of using ChatGPT. Analysis of interview data highlighted a range of perceptions and experiences between the high and low MA students, with behaviours spanning from mere copying words from ChatGPT to effective use of ChatGPT for writing feedback. Key factors that influenced the effective use of ChatGPT for writing assistance included metacognitive awareness, critical thinking skills and cognitive efforts. The findings highlight implications for writing teachers and students in teaching and learning English as a foreign language.

Terrusi, M. (2024). **Letteratura per l'infanzia e tenerezza: riflessioni pedagogiche sui gesti della cura, il benessere della relazione e gli affetti negli albi illustrati**. *Encyclopaideia*, *28*(70), 71-83. https://doi.org/10.6092/issn.1825-8670/19951
The contribution offers some pedagogical reflections dedicated to the theme of tenderness in education through the exploration of a repertoire of excellent picture books published in the field of children's publishing. The poetic investigation of the suggestions from the bibliographic corpus highlights ethical, aesthetic and pedagogical aspects of bodily imagery and experiences, linked to the sensitive, ethical and emotional dimension of education. The reflection interweaves perspectives from the pedagogy of the body with the interdisciplinary study of children's literature and proposes a pedagogical reflection, with didactic and formative repercussions, on the iconographic and narrative representations of the postures of care, play and the educational relationship.

Tesfaw, B., Tefera, G., Awoke, S., Abye, N., Adem, M., Yigzaw, S., … Carlson, D. L. (2025). **Science education and conflict: The case of South Wollo, Ethiopia**. *International Journal of Educational Development*, *112*, 103176. https://doi.org/10.1016/j.ijedudev.2024.103176
This case study explores the impact of armed conflict on science education in secondary schools and higher education institutions in South Wollo, an area in Northeast Ethiopia that was for two years a battlefield during the country's civil war. The purpose of this inquiry is to assess the extent of damage to science education infrastructure, examine how the disruption affected teaching and learning continuity, and explore the psychosocial consequences for students, educators, and the community. The findings reveal how war results in extensive damage to laboratories and science facilities, leading to a decline in the quality of science education. Ethiopian students and teachers experienced considerable challenges adapting to the unexpected, abrupt loss of practical teaching and learning resources during and after the conflict, resulting in reliance on theoretical instruction insufficiently connected to the application of science concepts. The results underscore the need for innovative solutions such as virtual laboratories and also highlight the importance of addressing the psychosocial needs of the affected community to restore effective science education.

Tong, Q. (2025). **Exploring the Interplay Between Teachers' Emotions, Personal Traits, Environmental Factors and Psychological Well-Being**. *European Journal of Education*, *60*(1), e12903. https://doi.org/10.1111/ejed.12903
Elevated stress levels among teachers are linked to both physical and mental health issues, which in turn affect their job performance. In addition, Teachers' ability to regulate emotions influences their instructional effectiveness and well-being. Moreover, psychological well-being is crucial for teachers' satisfaction and success, influenced by factors like burnout and personality traits and external circumstances impact teachers' stress levels and job performance, affecting their professional trajectory. Understanding these dynamics holistically is essential for fostering teacher well-being and enhancing their effectiveness in the classroom; therefore, this study explores the intricate connections between various factors influencing teachers' professional success. To collect the data, the researchers used four questionnaires: environmental factor, Big Five personality traits, teachers' emotion and psychological well-being questionnaires. Rigorous SEM analysis was employed to discern the direct and indirect influences of teachers' emotions, teachers' personal traits and environmental factors on teachers'

psychological well-being and their professional success. The findings revel that teachers' emotions, teachers' personal traits and environmental factors significantly predict teachers' psychological well-being and their professional success. The study suggests that incorporating emotional regulation training into professional development can equip teachers with skills to navigate challenging situations, thereby enhancing their well-being and effectiveness and establishing work environments that recognise and support and address the emotional needs of teachers can foster a positive atmosphere conducive to both well-being and professional growth.

Tsang, K. K., Zhang, Y., Li, G., & Song, H. (2025). **Moving the Debate Forward: A Cross-Sectional Study Examining Marxist and Interactionalist Perspectives of Emotional Labor in Teaching**. *European Journal of Education*, *60*(1), e12814. https://doi.org/10.1111/ejed.12814
The Marxist perspective asserts that teachers' emotional labor is alienating because it is prescribed by institutional forces such as external accountability, leading to burnout. However, the interactionist perspective disagrees with this perspective; it posits that teachers possess subjectivity, such as a sense of calling, which enables them to intentionally manage their emotions to achieve self-actualization. Thus, this study aims to contribute to the debate by examining the relationships amongst teachers' emotional labor, external accountability, sense of calling, and burnout in China. The findings reveal (1) a negative relationship between external accountability and burnout that is mediated by various forms of emotional labor and (2) a significant moderation effect of a sense of calling on the relationship between external accountability and emotional labor. The findings generally support the internationalist perspective but show that the Marxist perspective may be applicable in explaining emotional labor amongst teachers with a weak sense of calling.

Tumen, S., Vlassopoulos, M., & Wahba, J. (2025). ***The Power of Language: Educational and Mental Health Impacts of Language Training for Refugee Children*** (IZA Discussion Paper N° 17593). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17593.htm
This paper examines the causal impact of a large-scale Turkish language training program on the academic performance, school participation, and mental well-being of Syrian refugee children in T¨urkiye. Using rich administrative data and a staggered difference-in-differences design, we find that the program led to improvements in Turkish language and Math scores of refugee students, along with a significant reduction in their school absences. The language gains and associated improvements in school outcomes are more pronounced for younger refugee children with lower pre-program academic performance, which suggests that early language interventions are more effective for integration. In addition, we provide evidence that the language training program generated modest positive spillovers on native students. Finally, we identify mental health as a potential key channel through which the program enhanced educational outcomes, as alleviating language barriers improved concentration, reduced anxiety, and decreased bullying. Our findings underline the critical role of language training in improving refugee students' educational outcomes and mental well-being, and fostering social cohesion.

Wang, J., & Derakhshan, A. (2025). **Ameliorating the Psychological Well-Being of Chinese and Iranian Teachers in English Classrooms: A Cross-Cultural Analysis of the Role of Job**

Satisfaction and Exemplary Leadership Behaviour. *European Journal of Education*, *60*(1), e12877. https://doi.org/10.1111/ejed.12877
It is widely acknowledged that the mental condition of teachers has a direct impact on their professional performance. Put another way, teachers with mental or psychological disorders may fail to accomplish their professional responsibilities. Accordingly, factors contributing to teachers' psychological well-being need to be uncovered. To address this necessity, several scholars up to now have scrutinised the predictors of this construct in different educational settings, including language classrooms. Nevertheless, few researchers have addressed the role of personal and job resources in teachers' psychological well-being. Furthermore, to the best of our knowledge, no cross-cultural study to date has examined the role of these resources in English teachers' psychological well-being. To bridge these gaps, the present cross-cultural inquiry investigated the role of two personal and job resources, namely job satisfaction and exemplary leadership behaviour, in Chinese and Iranian English teachers' well-being. In doing so, three self-report scales were distributed among a large sample of Iranian (N = 256) and Chinese (N = 311) teachers. The collected data were statistically analysed through the Amos software (version 29). The results of the analysis showed that both Iranian and Chinese teachers' psychological well-being is closely tied to job satisfaction and exemplary leadership behaviour. Moreover, the outcomes identified that job satisfaction and exemplary leadership behaviour can ameliorate the psychological well-being of Iranian and Chinese teachers in English classrooms. In addition, no meaningful difference was discovered between Chinese and Iranian measurement models regarding the predictive role of job satisfaction and exemplary leadership behaviour. This may be illuminating for all teachers and educational administrators working in EFL and ESL environments.

Watson, K. R., & Astor, R. A. (2025). **A critical review of empirical support for trauma-informed approaches in schools and a call for conceptual, empirical and practice integration**. *Review of Education*, *13*(1), e70025. https://doi.org/10.1002/rev3.70025
Interest in trauma-informed approaches in schools is high throughout the US, UK, Australia, Canada and other countries, but the empirical evidence on whole-school responses to trauma is limited. This conceptual and theoretical review explores relevant literature; outlines existing conceptual models for trauma-informed organisations, including schools; reviews current evidence for individual components of conceptual models relevant to schools; and considers implications for future research, practice and policy. Four common components were identified in the literature: (a) understanding trauma and making a universal commitment to address it; (b) emphasising physical, emotional and psychological safety for all school members; (c) taking a strengths-based, whole-person approach toward staff, students and families; and (d) creating and sustaining trusting, collaborative and empowering relationships among all school constituents. Most of these components have been studied as part of other literature and are not specific to trauma-informed schools. Practitioners would benefit from shifting to an organisational model for trauma rather than the historical emphasis on interpersonal approaches, toward ensuring that all staff members are trauma-aware and -responsive, and emphasising the creation of healthy, healing schools for all communities.

Wells, K., & Daniels, L. (2024). **Canadian Teachers' Emotional Experiences during COVID-19: A Narrative Inquiry**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(4), 1122-1153. https://doi.org/10.53967/cje-rce.6763

This narrative inquiry study delves into the emotional experiences of teachers during the COVID-19 pandemic, using restorying (Connelly & Clandinin, 1990) as a primary data analytic approach. Drawing on terror management theory, theories of emotional coping, broaden-and-build theory, and theories of emotion regulation, this study explores teachers' emotional responses to challenges brought on by the pandemic. We interviewed three elementary school teachers in Alberta, Canada. The resultant three restoried narratives reveal a spectrum of emotions, from uncertainty and anxiety to curiosity and empathy, as teachers grappled with shifting job demands, social disconnection, and feelings of inadequacy. The discussion highlights the importance of understanding teachers' emotions in the context of broader theoretical frameworks by providing multiple theoretical avenues for understanding the emotions in the narratives. Implications of the study underscore the need for administrators to listen to teachers' stories and for researchers to explore narrative inquiry as a therapeutic process.

Willis, A., Devi, A., & Whitfield, H. (2025). **Efficacious learning strategies and experiences for education recovery after disruption**. *International Journal of Educational Development*, *113*, 103198. https://doi.org/10.1016/j.ijedudev.2024.103198
Although much is known about the effects of stress and trauma on learning, there is an urgent need to better understand the phenomenon of education recovery after disruption so that educators and community workers are equipped with efficacious learning strategies and educational experiences for recovery. This project investigated the experiences of people who have suffered learning opportunity loss. Using a phenomenological theoretical perspective, in-depth interviews and a pilot survey were used to identify efficacious strategies and experiences for recovery. The University of the Sunshine Coast partnered with the Salvation Army in South Africa to conduct research with their education officers and social welfare units to identify practical strategies for responding to stress- and trauma-affected people. The most effective strategies for education recovery were internet searches and knowing the learning goals. Experiences that aided recovery included: prayer, meditation, relaxation exercises; storytelling; peer learning; and mentoring. These findings are useful for identifying antecedent structures and essential practices in education recovery and provide governments and systems administrators with research evidence for policy and processes around education recovery efforts. These findings also give educators and not-for-profit community workers practical strategies for responding to education needs in disruption-affected contexts. Rather than merely becoming informed about the effects of disruption, stress and trauma on learning, these findings equip educators with responses.

Wimmer, J., Coyle-Eastwick, S., Fox, J. K., & Grapin, S. (2025). **Stress, social support, and internalizing problems: Domains of stress and support**. *Psychology in the Schools*, *62*(2), 646-660. https://doi.org/10.1002/pits.23344
Social support has been consistently identified as a protective factor for youth. Two competing models have been proposed regarding the role of social support: one in which social support provides benefits for all youth (General Benefits) and one where youth undergoing stress are especially protected (Stress-Buffering). While the General Benefits model is supported, evidence for Stress-Buffering is more mixed. These disparate findings may be attributed to how different sources of social support (i.e., parents, teachers, classmates, and friends) interact with different stressors in relation to internalizing problems. The current study investigated the relationships between different stressors (i.e., family, academic, and social), sources of social support, and internalizing

problems in a sample of 166 middle school students. The General Benefits model was supported for all sources of social support. Surprisingly, vulnerability-enhancing effects were found for high teacher and parent support, wherein the positive association between internalizing problems and social stress was strengthened with high teacher and parent support.

Winter, E. L., Mason, C., & Stillman, C. (2025). **Eating disorders, school professionals, and understanding family theory**. *Psychology in the Schools*, *62*(2), 550-563. https://doi.org/10.1002/pits.23339
Eating disorders have substantially risen in school-aged youth, especially in a post-pandemic world. Impacting children and adolescents across races, ethnicities, genders, and sexual orientations, prevalence rates suggest that eating disorders do not discriminate. Interestingly, despite the rising prevalence rates and increase of eating disorders, many school-based mental health providers feel ill-equipped to support children, adolescents, and their families seeking eating disorder treatment due to lack of knowledge or skill. Given the evidence-based focus on family-based treatment, many school-based providers wonder what is best approach to support individuals within a school-system, for how to best intertwine family-based recommendations and collaboration with relevant outside clinicians. Given this uncertainty, this piece explores the role of school-based mental health in supporting family-based treatment, exploring two prominent systems theories and how providers within schools can adopt these approaches to most ethically aid students within the bounds of competence within a school setting.

Xia, X., & Qi, W. (2025). **Potential Social Behaviour and Feedback Strategies Related to the Burnout State of Learner Behaviour in MOOCs**. *European Journal of Education*, *60*(1), e12882. https://doi.org/10.1111/ejed.12882
Massive Open Online Courses (MOOCs) effectively support online learning behaviour; while constructing a sustainable learning process, MOOCs have also formed the social network. In addition, learners' burnout state has become a serious obstacle to the development and promotion of MOOCs. This study analyzes the potential social behaviour associated with the burnout state of the learning behaviour and designs a fruit fly trajectory model to comprehensively analyse the learning behaviour and social behaviour. Enabled by the sector search mechanism, one improved generalised regression neural network accurately predicts the burnout state. Then, the changes in social behaviour and learning behaviour during the occurrence of burnout state are demonstrated, and strategies for warning learning behaviour, intervening in the learning state and optimising social behaviour are further derived. The entire study might improve the online learning process of integrating learning behaviour with social behaviour, providing effective technical means and reliable decision for learners, and reduce the negative impact of burnout state.

Xin, Z., & Derakhshan, A. (2025). **From Excitement to Anxiety: Exploring English as a Foreign Language Learners' Emotional Experiences in the Artificial Intelligence-Powered Classrooms**. *European Journal of Education*, *60*(1), e12845. https://doi.org/10.1111/ejed.12845
The use of artificial intelligence (AI) technologies in second/foreign language education has recently gained a bulk of attention. However, the emotional experiences of English as a foreign language (EFL) learners in AI-mediated classes have been ignored. To fill this

gap, the present qualitative study examined 34 Chinese EFL students' perceptions of AI-induced emotions and regulation strategies. A semi-structured interview and a narrative frame were used to collect the data. The gathered data were thematically analysed through the latest version of MAXQDA software (v. 2023). The findings revealed that Chinese EFL students had mostly experienced positive emotions of 'motivation', 'excitement', 'engagement' and 'confidence'. On the negative side, they reported experiencing 'frustration', 'anxiety' and 'stress' more frequently in their classes. Furthermore, the study indicated that the participants had used six strategies, namely 'seeking help from others', 'shifting attention', 'cognitive change', 'persistent practice', 'staying positive' and 'suppression' to regulate their AI-induced emotions. The findings are discussed and implications are provided for EFL students and educators to understand the emotional aspect of AI injection into L2 education.

Xiong, F., Nie, Y., Bai, B., & Lee, A. N. (2025). **Outside School ICT Use for Learning and Science Performance: The Mediating Role of Motivation and Epistemological Beliefs**. *European Journal of Education*, *60*(1), e12838. https://doi.org/10.1111/ejed.12838
This study utilised 2015 PISA data from the United Kingdom and Hong Kong to examine the relations between outside school ICT use for learning and science performance through a mediation model. The results uncovered three key findings: Firstly, ICT use for learning exhibited negative total effects on science performance in the United Kingdom, whereas the effects were non-significant in Hong Kong. Secondly, ICT use for learning consistently showed positive indirect effects on science performance through the mediation of self-efficacy, enjoyment and interest. However, no indirect effects were observed through utility value in either of the sampled countries/regions. Notably, ICT use for learning showed positive indirect effects through the mediation of epistemological beliefs in Hong Kong but not in the United Kingdom. Thirdly, ICT use for learning displayed negative unexplained (i.e., direct) effects on science performance, suggesting that potentially negative mediators have not been fully identified. Future research shall focus on exploring potential mediations that may cause negative indirect effects to develop more targeted interventions.

Xu, J., Wang, Y., & Peng, B. (2025). **Differentiating the Role of Growth Language Mindsets in Feedback-Seeking Behaviour in L2 Writing through Perspective-Taking: A Mixed-Method Study**. *European Journal of Education*, *60*(1), e12876. https://doi.org/10.1111/ejed.12876
The differential impact of growth language mindsets on second or foreign (L2) writing feedback-seeking behaviour (FSB) is an important yet underexplored area of research. How perspective-taking, a less-researched construct in L2 writing, directly predicts FSB or mediates the paths between growth language mindsets and FSB remains unknown, either. Therefore, the present mixed-method study seeks to explore the impacts of growth language mindsets—specifically related to intelligence, aptitude and age sensitivity—perspective-taking on FSB, and particularly examines whether perspective-taking mediates the relationship between growth language mindsets and FSB. A battery of questionnaires were administered to 571 Chinese learners of English at the tertiary level, of whom six L2 learners were interviewed. Quantitative results showed that growth mindsets on language aptitude and age sensitivity as well as perspective-taking positively predicted both feedback monitoring and feedback inquiry; growth mindsets on language intelligence only predicted feedback inquiry. Perspective-taking mediated the relationship between growth mindsets on language aptitude and both feedback

monitoring and feedback inquiry. The qualitative findings highlighted the influences of growth language mindsets and perspective-taking on FSB, with the latter moderated by learning goals and types of writing tasks. This study provides implications for improving L2 learners' growth language mindsets and perspective-taking abilities.

Yang, S., Zhang, Q., Ran, G., Zhang, Q., & Ren, J. (2025). **The association between cyber victimization and social anxiety: A three-level meta-analysis**. *Psychology in the Schools*, *62*(2), 512-534. https://doi.org/10.1002/pits.23336
Cyber victimization is a growing global concern, impacting both the physical and mental well-being of individuals. Some empirical studies have declared that cyber victimization is considered as an important factor in the emergence of symptoms of social anxiety. Whereas other studies still show inconsistency regarding the relationship. According to the PRISMA method, the present study used a three-level meta-analysis to obtain reliable estimates of effect sizes and examined a range of moderators. Based on 43 studies, a total of 115 effect sizes and 41,313 participants were retrieved through systematic literature searches. The meta-analysis revealed a statistically significant positive correlation between cyber victimization and social anxiety. Furthermore, significant moderating effects were found in the study. The correlation is stronger between cyber victimization and social anxiety in children compared to adolescents. Additionally, victims exhibited heightened fear of negative evaluation from peers (FNE) among significant social anxiety variables. Notably, effect sizes were significantly larger when social anxiety was assessed using the Social Anxiety Scale for Adolescents (SASA), as opposed to the Social Anxiety Scale for Children-Revised (SASC-R). The current findings contribute to a deeper understanding and underscore the importance of personalized interventions aimed at mitigating cyber victimization and preventing social anxiety.

Yang, Y., Li, W., Xue, S., Huang, W., & Guo, S. (2025). **Psychometric Evaluation of Perceived Internship PUA Scale: Using Rasch Analysis**. *European Journal of Education*, *60*(1), e12832. https://doi.org/10.1111/ejed.12832
In response to the prevalence of perceived internship Pick-up Artist(PUA) behaviours and the lack of appropriate measurement tools, the purpose of this study was to develop and validate a new self-designed questionnaire, the Perceived Internship PUA Scale (PIPUAS), to assess college student interns' perceptions of internship PUA behaviours. The scale was developed based on interviews with college student interns. A sample of 340 college student interns from a provincial university in Hebei Province, China, participated in the study. Rasch analysis was used to examine the psychometric properties of the scale, including unidimensionality, monotonicity, item fit statistics, item polarity, item- and person-level reliability and separation, item hierarchy and measurement invariance across gender and birthplace. The results indicated that the PIPUAS is a unidimensional construct with good psychometric properties, although some issues need to be addressed to further improve the scale. The study's limitations and directions for future research were discussed.

Yu, Q., Brunsting, N. C., Smart, J., & Bingham, W. P. (2024). **Language Proficiency, Second Language Educational Experience, and Psychological Well-being Among International Students at U.S. Universities**. *Research in Higher Education*, *66*(1), 3. https://doi.org/10.1007/s11162-024-09821-7
Study abroad comes with challenges, yet it is not clear how language proficiency may longitudinally predict students' social engagement and well-being. Recent changes in

international student demographics, including age decreases and increased international school backgrounds, may also affect students' well-being. This study views language as a culturally specific symbolic tool that serves cognitive, social, and emotional interactions, both interpersonal and intrapersonal. By surveying 387 international students from 14 U.S. universities over 1.5 years, this study explored the role of English proficiency in facilitating students' adaptability to psychosocial challenges and well-being. The findings suggested that both English proficiency and prior-to-admission second language educational experience predict well-being, while the latter may have afforded more nonacademic adjustment to international students' continuous social engagement. In addition, the onset of social engagement and sense of belonging showed a likely importance which highlights the value of pre-study-abroad programming for facilitating international students' continuous social engagement.

Yüksel Doğan, R., & Demircioğlu, H. (2025). **The role of bullying perpetration and victimization in adolescents' perceptions of school climate and social media usage**. *Psychology in the Schools*, *62*(2), 416-436. https://doi.org/10.1002/pits.23330
Previous research has reported a relationship between adolescents' perceptions of school climate and social media use. However, the underlying mechanisms associated with the relationship have yet to be fully explored. This study aimed to examine the role of peer bullying in the relationship under consideration. This cross-sectional study applied a correlational research model to examine the perceptions of 718 adolescents aged 11–14. Data gathering entailed the School Climate Survey, Peer Bullying Self-Report Form, and the Social Media Disorder Scale. Significant relationships between school climate, social media addiction, and peer bullying emerged from the gathered data. The study also found that peer bullying partially mediated the relationship between school climate and social media usage, both in terms of perpetrating bullying behavior and experiencing victimization. Specifically, 22.43% of the total effect of school climate on social media addiction was mediated through exposure to bullying perpetration, while 25.10% was mediated through experiencing victimization. A notable finding of this study is the role played by a perceived negative school climate in terms of increasing social media addiction; additionally, this increase may be partially mediated by exposure to peer bullying. A discussion of the results in light of the relevant literature is included, along with suggestions for future study.

Zhao, Y., Zhao, K., & Wei, S. (2025). **School support, perceived value and teachers' digital training adaptability: A multilevel moderated mediation model**. *Psychology in the Schools*, *62*(2), 437-456. https://doi.org/10.1002/pits.23331
Digital training has significantly transformed the landscape of teacher professional development, introducing various uncertainties. In this context, adaptability can play a crucial role in helping teachers cope with stress and effectively navigate new and changing scenarios. However, existing research on adaptability has not adequately addressed the specific challenges and opportunities presented by digital training, nor has it thoroughly explored the interplay between external factors and individual characteristics. Therefore, this study is based on job demands-resources (JD-R) theory to explore the school-level (school support) and individual-level (perceived value) predictors that influence teachers' digital training adaptability (DTA) and their mechanisms of action through hierarchical linear model. To this end, a questionnaire was administered to 552 teachers from 55 schools who had participated in digital training. The results of multilevel regression analyses show that (1) emotional support and cognitive

support have a significant positive effect on teachers' DTA; (2) perceived value plays a mediating role in the relationship among emotional support, cognitive support, and teachers' DTA; and (3) emotional support weakens the relationship between perceived value and teachers' DTA, but cognitive support enhances this relationship. The study discusses these results further to propose feasible recommendations for building a community that improves the support system and adopts evidence-based policy-making to enhance the effectiveness and relevance of training, thereby improving teachers' DTA.

Zong, Y., & Yang, L. (2025). **How AI-Enhanced Social–Emotional Learning Framework Transforms EFL Students' Engagement and Emotional Well-Being**. *European Journal of Education*, *60*(1), e12925. https://doi.org/10.1111/ejed.12925
This study explores the transformative role of AI-enhanced social–emotional learning (SEL) frameworks in improving the engagement and emotional well-being of English as a foreign language (EFL) students in China. A survey was conducted among 816 undergraduate and postgraduate students from universities across five provinces, utilising convenience sampling. The research focused on how AI tools integrated into English learning contribute to student engagement and emotional stability. Data were analysed using SPSS for descriptive and regression analyses and AMOS for structural equation modelling. The findings highlight that AI-enhanced SEL significantly boosts student engagement and emotional well-being. By providing tailored learning experiences based on students' emotional and cognitive needs, AI systems facilitate better emotional regulation, increased focus and improved academic performance. The results suggest that AI-enhanced SEL frameworks offer personalised support that not only enhances learning outcomes but also creates a more emotionally supportive environment, contributing to students' overall academic success and well-being.

Aspects sociaux de l'éducation

Aiston, S. J., Morley, L., & Fo, C. K. (2025). **Becoming a Third Sex?: Chinese Women and Postgraduate Education**. *European Journal of Education*, *60*(1), e12815. https://doi.org/10.1111/ejed.12815
This article explores how women's postgraduate education becomes entangled with heteronormative gender regimes enacted in public discourses that caution against women becoming too educated in China. The cultural capital of the PhD is obliterated by the loss of cultural capital resulting from gender non-conformity. Two powerful discourses—'leftover women' and women with PhDs as a 'third sex' operate in tandem, we argue, to make the decision to study at postgraduate level challenging for women in China. Theoretically informed by neotraditionalist familialism, heteronormativity, chrononormativity and the potent affective ecology of shame, this research makes a significant contribution to scholarship on gender and higher education internationally by analysing the lived experiences of 15 Chinese postgraduate female students. The article suggests that by analysing gender and higher education in temporal terms, or culturally loaded age and gender-appropriate decision-making processes in China, chrononormativity effectively undoes the graduate premium and cultural capital of those Chinese women who do not marry or reproduce. We argue, however, that Chinese women are not powerless victims of patriarchal culture. Many are choosing to study for their PhDs (42% of PhDs in Mainland China in 2020 were gained by women), and in doing

so are opening up options and lifestyles which disrupt, add value to or query the traditional gendered social order.

Alan, S., & Kubilay, E. (2025). **Empowering Adolescents to Transform Schools: Lessons from a Behavioral Targeting**. *American Economic Review*, *115*(2), 365-407. https://doi.org/10.1257/aer.20240374
We test the effectiveness of a behavioral program grounded in the idea that status granting and self-persuasion might yield a robust behavioral change in disadvantaged adolescents. We enlist socially connected senior middle school students with high emotional intelligence as « student-teachers » and entrust them with delivering a curriculum to their junior peers. The program empowers student-teachers, leading them to improve their social environment. It reduces disciplinary incidents and antisocial behavior among student-teachers and their friendship networks. The intervention significantly enhances the likelihood of admission to selective high schools for student-teachers, offering a cost-effective way to help disadvantaged adolescents escape neighborhood disadvantages.

Alban Conto, C., Foimapafisi, T., Beaujeu, M., Lamouri, J., & Diagana, F. (2024). ***Dynamiques de genre et éducation dans le camp de réfugiés de Mbera : éléments d'analyse et recommandations pour une intégration sensible au genre de la population réfugiée dans les politiques d'éducation nationale*** (p. 51). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392252

Aleghfeli, Y. K., McIntyre, J., Hunt, L., & Stone, C. (2025). **Safety, Belonging and Success in Education for Refugees in Europe: A Systematic Review**. *European Journal of Education*, *60*(1), e12852. https://doi.org/10.1111/ejed.12852
This systematic review aims to explore refugees' educational access, experiences and outcomes in Europe since 2015. The review follows a systematic process of reviewing and synthesising texts compiled in the Hub for Education for Refugees in Europe (HERE) Knowledge Base to fill gaps in knowledge about the educational trajectories of learners of refugee and forced migrant backgrounds who have arrived in Europe. The review includes studies that focus on all forms of educational provision and services for refugees and forced migrants in Europe: formal, non-formal and informal. The review also takes a meta-ethnographic approach to data analysis and synthesis. Key findings highlight the interconnectedness of safety, belonging and success in education for learners with refugee and forced migrant backgrounds and the necessity of economic redistribution, cultural recognition and political participation for achieving these goals.

Alix, S.-A. (2022). **Enfance, réforme sociale et désarmement. Mise en regard d'articles publiés dans The New Era et Pour l'Ère Nouvelle en 1923 et 1932**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(3-4), 187-202. https://doi.org/10.3917/lsdle.553.0187

Andersson, I. (2024). **Sylvia Wynter's Decolonial Philosophy: How Being Human Needs an Origin Story**. *Educational Theory*, *74*(5), 780-798. https://doi.org/10.1111/edth.12662
In this article, Ingrid Andersson discusses the decolonial philosophy of Sylvia Wynter, with a special focus on addressing her concepts of the hybrid human and origin stories. Andersson shows how Wynter's philosophizing about the being of being human is premised on an entanglement of nature and culture that is on par with the posthuman understanding of the ontological inseparability of matter and discourse. She goes on to

interrogate some productive tensions between Wynter's decolonial philosophy and posthumanism by pointing out how Wynter's hybrid human formulates an understanding of human nature that is different in itself and not solely in relation to other nonhuman entities. In the final part of the article, she proposes how we, with Wynter, can devise a pedagogical approach that seeks to counteract harmful taxonomizing practices.

Antonowicz, D., & Pokorska, A. (2025). **The Masculine Figure of a University Rector in the Narratives of Polish Female Academic Leaders**. *Higher Education Quarterly*, *79*(1), e12576. https://doi.org/10.1111/hequ.12576
There is a growing interest in the underlying mechanisms affecting female leaders in higher education. And this paper examines the problem by focusing specifically on Polish public universities which historically stands out by particularly low number of female university rectors. The core of the study is based on 15 in-depth expert interviews with female university rectors and vice-rectors. The paper argues that the large deficit of female rectors has been influenced by the traditional masculine figure of a university rector deeply embedded in the Polish academic culture. We demonstrate evidence that the masculine figure of a rector still strongly affects the perception of who is destined to perform the role.

Araújo-Oliveira, A., & Barroso da Costa, C. (2024). **L'évaluation des apprentissages : soutenir et favoriser la diversité des apprenants**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 30-33. https://doi.org/10.7202/1114683ar
L'article propose une synthèse critique des recherches présentées dans le cadre d'un dossier spécial intitulé L'évaluation des apprentissages pour soutenir et promouvoir la diversité, publié par la revue internationale Revista Educativa (Barroso da Costa et Araújo Oliveira, 2021). L'objectif est de répondre de manière globale aux grandes questions soulevées par les organisateurs du dossier, recontextualisant ainsi la question de l'évaluation des apprentissages et soulignant la nécessité d'innover pour mieux soutenir la diversité chez tous les apprenants. Une lecture transversale de ces recherches a permis de mettre en lumière les principaux résultats et conclusions des études ainsi que les défis émergents et des pistes de réflexion pour de futures recherches.

Armagnague, M., & Bednarek, D. (2024). **L'École des parents, une ébauche de ré-institution de l'Autre ? De la normalisation à la participation politique de populations migrantes**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 163-180. https://doi.org/10.3917/nresi.101.0163

Badar, F., & Mason, J. (2024). **Recalibrating educational opportunity for underprivileged communities in Pakistan**. *PROSPECTS*, *54*(3), 661-685. https://doi.org/10.1007/s11125-024-09712-w
Context plays a key role in the design and development of educational opportunities, particularly for underprivileged communities—and in this study, out-of-school children (OOSC). Several contextual factors, notably access and equity, differentiate school education in developing countries from that in developed countries, and a deep understanding of their underpinning sociocultural and economic factors is required. This article probes how such underpinning contextual factors lead to underprivileged school-aged children in Pakistan being out of school. Framed by an analysis of the macro-environment, it includes qualitative research involving interviews with parents of OOSC

and is situated within a transformative research paradigm. Drawing on actor-network theory, it identifies four primary factors influencing the outcomes for OOSC: global initiatives; educational technology potential; Pakistan's education system; and findings from interviews with OOSC's parents, which highlighted (1) living standards, (2) importance of education, (3) factors behind OOSC, and (4) interest in accessing education. Finally, possible solutions and directions are identified.

Baraldi, C. (2025). **Research on Hybrid Integration and Local Policies in the Education System**. *European Journal of Education*, *60*(1), e12854. https://doi.org/10.1111/ejed.12854
This article presents a European research project addressing migrant children's participation in the education system in seven countries. The article primarily concerns a part of the research project, based on transcribed recordings of facilitated classroom activities in primary and secondary schools, prefaced by a summary of the research findings that provides a background. The analysed facilitated classroom interactions show forms of hybrid integration based on the ways in which migrant and nonmigrant children exercise agency, sharing their personal cultural trajectories. The paper shows the importance of using research on classroom activities for the support of educational policies at local, national and European level. The analysis also suggests the ways in which these policies can be supported by the use of resources based on field research. Finally, the paper briefly focuses on the support of classroom activities in exceptionally unpredictable conditions, such as the COVID-19 pandemic.

Beard, K. S. (2025). **When Day Comes We Ask Ourselves, Where Can We Find Light in This Never-Ending Shade? An Introduction to Time for Change**. *Education and Urban Society*, *57*(2), 91-97. https://doi.org/10.1177/00131245221107230

Belguise, M., Huang, Y., & Mo, Z. (2024). ***Non-Meritocrats or Choice-Reluctant Meritocrats? A Redistribution Experiment in China and France*** (SocArXiv N° vcuzp). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/vcuzp.htm
Recent experimental evidence contends that meritocratic ideals are mainly a Western phenomenon. Intriguingly, the Chinese public does not appear to differentiate between merit- and luck-based inequalities, despite China's historical emphasis on meritocratic institutions. We propose that this phenomenon could be due to the Chinese public's greater reluctance to make an active choice in real-stake redistribution decisions. We run an incentivized redistribution experiment with elite university students in China and France, by varying the initial split of payoffs between two real-life workers to redistribute from. We show that, compared to French respondents, Chinese respondents consistently and significantly choose more non-redistribution across both highly unequal and relatively equal status quo scenarios. Additionally, we also find that Chinese respondents do differentiate between merit- and luck-based inequalities, and do not redistribute less than the French, excluding the individuals who engage in non-redistribution choices. Chinese respondents are also as reactive as the French towards scenarios with noisy signals of merit, such as inequalities of opportunities. Ultimately, we contend that the reluctance to make an active choice is indicative of diminished political agency to act upon redistribution decisions with real-life stakes, rather than apathy, inattention, having benefited from the status quo in Chinese society or libertarian preferences among the Chinese. Notably, our findings show that Chinese individuals' reluctance to make a

choice is particularly pronounced among those from families of working-class and farming backgrounds, while it is absent among individuals whose families have closer ties to the private sector. (Stone Center on Socio-Economic Inequality Working Paper)

Bellani, L., & Hidalgo-Hidalgo, M. (2025). **Bridging the gender gap: Women's education and political representation**. *Economics of Education Review*, *104*, 102605. https://doi.org/10.1016/j.econedurev.2024.102605
Gender disparity is present in many aspects of life, especially in politics. This paper provides new evidence on the impact of women's education on political representation focusing on several European countries. We combine multi-country data from the Gender Statistics Database of the European Institute for Gender Equality (EIGE) and from the European Social Survey (ESS). Using an IV strategy, we find that increased female education significantly increases the percentage of women elected to regional parliaments. We then explore possible channels at the individual level and find that education increases women's interest in politics and induces more egalitarian views about gender roles in society among women, although it fails to do so among men.

Benmerah-Mathieu, M. (2024). ***Mécanismes genrés dans les pratiques d'évaluation : Une étude de cas en Éducation Physique et Sportive et en mathématiques par une approche didactique*** (Thesis). Consulté à l'adresse https://theses.fr/api/v1/document/2024CYUN1314

Binhas, A. (2025). **Alone on the Bridge: The Intersectional Identity and Mediating Role of Israeli Educators of Ethiopian Descent**. *European Journal of Education*, *60*(1), e12830. https://doi.org/10.1111/ejed.12830
Intercultural mediation has developed significantly in recent decades in various public systems, including the education system. In Israel, hundreds of mediators from various social groups serve to bridge between the parents and community on the one hand, and the school on another. This role involves a personal and professional challenge given the mediators' intersectional identity as members of both a migrant group and the host culture, where they represent the Israeli education system. This study focuses on mediators of Ethiopian descent, and examines the following questions: (1) How are the mediators' two identities expressed? (2) How do they affect their personal and professional experiences? (3) What, in their experience, are the most effective tools for intercultural mediation in the school system? (4) How can a public system support the mediators' activity? The study was carried out in the Research Lab of the Center for the Advancement of a Shared Society at the Beit Berl College, with the funding of the Feldman Foundation TX.

B-Lamoureux, B., Gélinas-Proulx, A., & Guillemette, S. (2024). **Promouvoir le bienêtre et l'inclusion dans une approche équitable visant la justice sociale : défis, rôles et éléments clés en milieu scolaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 48-52. https://doi.org/10.7202/1114687ar
Cet article explore les enjeux d'équité et d'inclusion pouvant miner le bienêtre dans les milieux scolaires québécois, en identifiant les injustices profondément enracinées dans des dynamiques de pouvoir asymétriques et des présupposés à déconstruire et reconstruire. S'appuyant sur une thèse (B-Lamoureux, 2024) recensant des recherches récentes, il met en lumière le décalage entre les savoirs issus des recherches et leur mise

en application concrète dans les établissements scolaires, en soulignant l'impératif de former et d'accompagner les directions d'établissement scolaire ainsi que leurs équipes dans le développement d'un leadeurship bienveillant, inclusif et transformatif. L'article propose également des stratégies pour renforcer la collaboration entre toutes les parties prenantes du milieu scolaire pour créer un environnement où chaque individu se sent valorisé et inclus. Des pistes sont avancées pour soutenir un processus de transformation organisationnelle, visant à promouvoir le bienêtre individuel et collectif au sein des milieux scolaires.

Boat, A. A., Holquist, S. E., & Redmond, N. M. (2025). **Student-teacher developmental relationships: A mechanism through which culturally responsive school environments promote positive outcomes for students of color**. *Psychology in the Schools*, *62*(2), 584-606. https://doi.org/10.1002/pits.23340
Culturally responsive student–teacher relationships are critical to the academic success and social-emotional learning (SEL) outcomes of students of color and/or students from low-income backgrounds. Yet, little is known about how students' perceptions of their schools' culturally responsive environment are related to the quality of student–teacher relationships. To address this gap, the current study examined how students' perceptions of their school's culturally responsive environment contributes to positive student–teacher developmental relationships, and in turn, their academic motivation and SEL. A total of 2,069 public middle and high school students of color from 46 schools across the country were surveyed (51.4% female; Mage = 13.4, SD = 1.86; 30.7% Hispanic or Latina/o/x, 30.4% Multiracial or Multiethnic, 17.5% Black or African American, 12.4% Asian or Pacific Islander, 8.7% American Indian or Alaska Native; 0.4% identified as another race or ethnicity). Students' perceptions of their school as a culturally responsive environment were both directly and indirectly associated with greater academic motivation and SEL via stronger student–teacher developmental relationships. Findings have important implications for school administrators' and school psychologists' efforts to create more culturally responsive education environments.

Bogale, B. M. (2024). **Parental involvement in the education of students with visual impairment: Evidence from Woldia, Ethiopia**. *British Journal of Special Education*, *51*(4), 458-467. https://doi.org/10.1111/1467-8578.12551
This study examined the extent and nature of parental involvement in the education of students with visual impairment in the city of Woldia, Ethiopia, as well as the associated challenges these parents face. A qualitative approach was employed, utilising a case-study design. A purposive sample of 14 participants, consisting of parents of students with visual impairment, was selected for in-depth interviews and focus group discussions. The collected data underwent thematic analysis to identify key themes and patterns. The results indicate that parents of children with visual impairment actively engage in their child's education by providing materials, creating supportive environments and maintaining communication with schools. Challenges to parental involvement included poor communication with schools, a lack of involvement in at-home learning, limited participation in volunteer activities and minimal involvement in decision-making. These challenges were influenced by factors such as time constraints, false beliefs, scant knowledge of Braille-related activities and negative attitudes towards parental involvement. Additionally, the study revealed a lack of collaboration between parents and communities in the education of children with visual impairment. These challenges need addressing and parental involvement in the education of these students should be

enhanced. Improving communication, providing support and resources, fostering inclusivity, and promoting collaboration among parents, teachers, schools and the community are key to improving educational outcomes and societal inclusion for students with visual impairment.

Boudreau, M., Beaudoin, I., Mélançon, J., & Hébert, M.-H. (2025). **Former et impliquer les parents afin de soutenir l'émergence de l'écrit de leur enfant à l'éducation préscolaire cinq ans**. *Revue hybride de l'éducation*, *9*(1), 1-25. https://doi.org/10.1522/rhe.v9i1.1739
Cet article présente les principaux résultats ayant émergé de l'expérience de parents d'enfants de maternelle 5 ans d'un groupe expérimental (GE, n = 85) et d'un groupe témoin (GT, n = 85) qui ont participé à un programme de littératie familiale composé de quatre ateliers et de 21 trousses littéraires. L'article s'attarde aux données issues d'un questionnaire autodéclaré auquel ont répondu les parents des deux groupes (avant et après le projet) portant sur leurs pratiques de littératie. Les résultats suggèrent un effet positif du programme sur la qualité des interventions des parents du GE liées à l'environnement physique et interactif, dont celles réalisées lors de la lecture à haute voix.

Breau, J., & Gaucher, C. (2024). **La surdité sur papier : un regard sur les représentations sociales des enfants de Bengkala**. *Carrefours de l'éducation*, *58*(2), 59-76. https://doi.org/10.3917/cdle.058.0059

Buffet, C. (2025). **Les écarts de réussite entre les étudiants français et étrangers s'expliquent principalement par des différences sociodémographiques**. *Note d'Information*, (25.02), 1-8. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-ecarts-de-reussite-entre-les-etudiants-francais-et-etrangers-s-expliquent-principalement-par-des-98353
En 2018-2019, près de 50 000 étudiants étrangers s'inscrivent pour la première fois en licence ou en master à l'université. Ils représentent 13 % de l'ensemble des primo-inscrits dans ces formations. Trois quarts sont inscrits dans le cadre d'une mobilité diplômante et un quart sont des résidents étrangers.

Burns, N. P., Young, D., Sherriff, A., Black, P., Blackshaw, A., & Kelly, L. (2025). **Tracking the Success of Contextual Offer Students at One Scottish Higher Education Institution**. *Higher Education Quarterly*, *79*(1), e70011. https://doi.org/10.1111/hequ.70011
Knowing the academic outcomes of students who received contextual offers to higher education is important in understanding whether or not Scotland's Widening Access efforts have been successful in delivering impact to those from socio-economically deprived backgrounds. This study showed that once controlling for academic cohort, sex, ethnicity and faculty, contextual offer students have a greater than 80% chance of progression at the end of first year and a greater than 60% chance of completing their Bachelor's with Honours degree within 4 years. However, for the data used in this study, contextual offer students were not as successful as their standard offer peers. Models also showed that students from more deprived areas (measured using SIMD Quintile) were less likely to be successful compared to their peers from less deprived areas, even when they had the same levels of prior attainment in secondary school exams (Scottish Higher). This study calls for Scotland's Widening Access targets to focus not only on admissions but also on improving the academic outcomes of disadvantaged students' throughout their time at university.

Café pédagogique. (2025, janvier 17). **Les différences d'apprentissage renforcent-elles les inégalités socioscolaires ?** Consulté 17 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/17/les-differences-dapprentissage-renforcent-elles-les-inegalites-socioscolaires/
Sollicite-t-on les élèves de la même manière quels que soient les contextes sociaux de leurs établissements scolaires ? Ou sont-iels confronté·es à des degrés d'exigences différents qui risquent insidieusement de

Cairns, R., & Garrard, K. A. (2024). **The status of History in the subject-selection 'marketplace': Insights from Australian students**. *PROSPECTS*, *54*(3), 739-754. https://doi.org/10.1007/s11125-024-09705-9
Concern about declining enrollments in senior school History subjects has been a regular feature of history education discourse in Australia for at least 30 years. This concern is also evident in international discourse about History being a subject "in crisis". In Australia and elsewhere, there has been increased speculation about the reasons History enrollments are contracting. However, students are not often included in these discussions, and the external conditions affecting their subject choices tend to be overlooked. Our mixed methods research draws on descriptive statistics and thematic analysis of data from an online survey of 293 students in years 10, 11, and 12 from across Australia. This article examines influences on History's status in the subject 'marketplace' from the perspective of students and conceptualizes three sets of influences: instrumental, subject status, and local context. We position this work in the context of history education, subject selection, careers education research literature, and policy. The dominance of instrumental influences on the decisions of participants to choose or reject History as a senior secondary subject also leads us to examine how, in uncertain times, the forces of neoliberalism are shaping young people's perceptions of the alignment of school and future work.

Calvi, R., Farooqi, H., & Kandpal, E. (2024). ***The Perceived Marital Returns to Education and the Demand for Girls' Schooling*** (Working Paper N° 709). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/709.htm
We study how marriage market considerations influence parental investments in daughters' education in Pakistan. Using a hypothetical choice methodology, we estimate parents' preferences and willingness-to-pay for marital customs and daughters' marital and post-marital outcomes. Our findings highlight considerable heterogeneity between mothers and fathers, even within the same family. On average, fathers prioritize adherence to traditional customs, while mothers emphasize daughters' post-marital agency. Using a model of schooling decisions that incorporates these preferences, perceived costs, and parental beliefs about marital returns to education, we examine educational investments. Counterfactual simulations show that belief-targeting campaigns and policies boosting mothers' decision-power could significantly improve girls' education.

Carron, D., Costa, A., Do Sul, T., O'Keeffe, P., Ngabirano, M., & Radjabu, A. (2024). **The real cost of teaching in a refugee camp: Asking the difficult questions**. *PROSPECTS*, *54*(3), 789-805. https://doi.org/10.1007/s11125-023-09645-w

This article asks difficult questions about higher-education courses provided by Western institutions to people living in refugee camps. It critically examines a blended-learning approach that incorporates a massive online open course (MOOC) into a scaffolded higher-education program—the University of Geneva's Connected Blended Learning model—in the Kakuma refugee camp. It assesses the effectiveness of this approach in an accredited University of Geneva human-rights law course, which ran in the Kakuma camp from 2017 to 2020. On the basis of the long experience of the course leaders and research carried out with students who participated in the course, the article explores ways of improving this model by answering difficult questions about the real cost of teaching in a refugee camp. This paper was co-written by a professor, a researcher, and students who were involved in the course, two of whom are refugees living in Kakuma refugee camp.

Charland, S., & Boies, T. (2024). **Repenser l'évaluation des apprentissages en faveur de l'équité**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 38-41. https://doi.org/10.7202/1114685ar
Cet article explore comment les pratiques d'évaluation scolaire au primaire peuvent être repensées et adaptées pour promouvoir l'équité. En s'appuyant sur une revue narrative de la littérature, nous analysons les défis liés à certaines inégalités en évaluation et quelques pistes qui visent à y remédier. L'article met l'accent sur le développement d'une capacité éthique chez les enseignant.es ainsi que sur des pratiques comme l'évaluation formative, la différenciation pédagogique et l'approche critériée, pour favoriser une évaluation plus juste et inclusive en classe.

Chávez, D. V., Palacios, D., Laninga-Wijnen, L., Salmivalli, C., Garandeau, C. F., Berger, C., & Luengo Kanacri, B. P. (2025). **Do Adolescents Adopt the Prosocial Behaviors of the Classmates They Like? A Social Network Analysis on Prosocial Contagion**. *Journal of Youth and Adolescence*, *54*(1), 17-31. https://doi.org/10.1007/s10964-024-02037-z
While the influence of high-status peers on maladaptive behaviors is well-documented, socialization processes of prosocial behavior through high-status peers remain understudied. This study examined whether adolescents' prosocial behavior was influenced by the prosocial behavior of the peers they liked and whether this effect was stronger when the peers they liked were also well-liked by their classmates. Three waves of data, six months apart, were collected among Chilean early adolescents who completed peer nominations and ratings at Time 1 (n = 294, Mage = 13.29, SD = 0.62; 55.1% male), Time 2 (n = 282), and Time 3 (n = 275). Longitudinal social network analyses showed that adolescents adopted the prosocial behavior of the classmates they liked - especially if these classmates were well-liked by peers in general. In addition, adolescents low in likeability were more susceptible to this influence than adolescents high in likeability. The influence resulted both in increases and – especially – decreases in prosocial behavior, depending on the level of prosociality of the liked peer. Findings suggest that likeability represents an important aspect of peer status that may be crucial for understanding the significance of peer influence with respect to prosocial behaviors during adolescence. Pre-Registration: https://osf.io/u4pxm.

Chávez-Moreno, L. C. (2025). **Toward a relational racialization lens in education: addressing critiques of CRT's race theory**. *International Journal of Qualitative Studies in Education*, *38*(2), 211-227. https://doi.org/10.1080/09518398.2024.2365196

In the interdisciplinary field of education, critical race theory (CRT) is the predominant framework for studying racism. However, some have argued CRT lacks a racial theory and that CRT-education scholarship should examine how education racializes (i.e. contributes to making racialized categories). In this theoretical article, I suggest that one way to address this gap is by adopting a relational racialization lens—a perspective that helps scholars theorize on the process of creating the boundaries of racialized groups and that places these boundaries as always relational to the different racial categories. To support my proposal, I discuss CRT and the trends in the education literature focused on racialization. I then present an account of how a relational racialization lens complemented my CRT research and illuminated issues concerning racialization and racisms. I argue this lens can help education scholarship advance with a racial theory and in doing so contribute to important conversations about racialization.

Cholley-Gomez, M., Ruffié, S., Ferez, S., & Villoing, G. (2024). **La scolarité des drépanocytaires en Guadeloupe : (in)visibilisation d'une maladie chronique**. *Carrefours de l'éducation*, *58*(2), 43-58. https://doi.org/10.3917/cdle.058.0043

Cioldi, I., Rémeau, M., Schmitt, P., Garnero, M., & Thumerelle, J. (2025). **En petite section de maternelle, des acquis plus solides pour les élèves nés en début d'année et pour les filles**. *Note d'Information*, (25.03), 1-4. Consulté à l'adresse https://www.education.gouv.fr/en-petite-section-de-maternelle-des-acquis-plus-solides-pour-les-eleves-nes-en-debut-d-annee-et-pour-416410
En milieu de petite section, l'acquisition du langage est inégale : si 83 % des élèves sont capables d'élaborer des phrases simples pour communiquer à l'oral, 8 % d'entre eux ne communiquent jamais avec l'adulte par le verbal.

Clavel-Arroitia, B., & Pennock-Speck, B. (2025). ***Diversity and differentiation in a primary school context***. Consulté à l'adresse https://hal.science/hal-04895322
Diversity and differentiation are of the utmost importance in the language learning classroom. In the words of one of the teachers in this study, not taking diversity into account can lead to frustration and lack of engagement in the classroom. This study centres on a virtual exchange (VE) between a group of pupils in an infants and junior school in London (St. Joseph's Camberwell Catholic Schools' Federation), UK and another group in a primary school (Santo Ángel de la Guarda), in Badajoz in Extramadura, Spain. The pupils' ages ranged from eight to nine in Spain and ten and eleven in the UK. Both the teachers involved have extensive experience in VE. The teacher in the UK, Óscar Balseiro-Mayi, teaches Spanish while the teacher in Spain, Concepción González-Acedo, teaches English. The exchange was proposed by the teacher in the UK and the Spanish partner was found by an E-LIVE coach. Both teachers took into account the diversity in their classes and tailored their activities to suit the needs of their pupils. Both teachers reported that the exchange was a success as VEs offer pupils a chance to put their target language to use with peers from the countries where the languages were spoken and thus converted a subject into a real tool for communication.

Coleman, J. J., & Wargo, J. M. (2024). **Queer Civics, Hermeneutical Injustice, and the Cis-Straight Nation-State: Reading the Illusion of LGBTQ+ Inclusion through the (Queer) Child**. *Educational Theory*, *74*(5), 639-661. https://doi.org/10.1111/edth.12668
In this article, James Joshua Coleman and Jon Wargo interrogate the (queer) child as a concept and specter that haunts civic life in the United States. Whereas scholars across

a range of fields and standpoints have questioned the value of LGBTQ+ inclusion in public school curricula, and society more broadly, together Coleman and Wargo wonder at the capacity of civics education to include queer (as opposed to LGBTQ+) citizens within the cis-straight nation-state. To explore this possibility, they read across two bills: (1) H.R. 9197 (Stop the Sexualization of Children Act), and (2) Illinois House Bill 246 (Inclusive Curriculum Law). In so doing, they highlight how the (Queer) Child operates as an organizing binary logic within these bills and examine how hermeneutical injustice impedes the formation of a truly queer civics education. Specifically, Coleman and Wargo demonstrate how hermeneutical injustice limits the nature of inclusion for LGBTQ+ citizens, both for exclusionary, anti-LGBTQ+ policy and for seemingly inclusive legislation. Pointing to scenes that demonstrate hermeneutical justice and queer survivance, they conclude by suggesting the construction of a queer civics education that stands outside the binary logics of the cis-straight nation-state.

Contreras-García. (2025). **"Setting Down Roots"—Developing Formerly Incarcerated Student Programs Through Advocacy and Network Building**. *Community College Journal of Research and Practice*, *49*(2), 71-86. https://doi.org/10.1080/10668926.2023.2256256
This study examines formerly incarcerated student programming from practitioner perspectives at California community colleges. The following research questions guide the study: 1) How has the pandemic and concurrent sociopolitical contexts influence the way staff, faculty, and administrators approach their work? 2) How do practitioners describe their experiences supporting formerly incarcerated students? 3) How are challenges and opportunities toward sustaining their programs described? I used a basic qualitative approach to collect interview data with 15 staff, faculty, and administrators. Once data were transcribed, I engaged in open and axial coding to capture participants' words, which developed into categories and emergent themes. Faculty and staff expressed profound care for students and their programs and acted on this care by challenging deficit-perspectives and advocating for students' needs. Despite many programs' funding concerns, participants shared how they gain support for currently and formerly incarcerated students by developing webs of support toward a more inclusive campus environment. Findings reveal how practitioners respond to and meet students' personal and academic needs by allocating and sharing relevant resources like housing support and advising services. Staff often assume a case management role for students and advocate for their programs' needs such as funding and physical meeting spaces. Findings affirm the need for colleges to expand their support for formerly incarcerated students and develop intentional spaces toward empowerment and desistance.

Conus, X., & Pelletier, L. (2024). **Microtransformations de la relation école-familles dans une recherche AVEC : repenser la place des parents dits éloignés de l'école**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 147-162. https://doi.org/10.3917/nresi.101.0147

Dang, H.-A. H., Oseni, G., & Abanokova, K. (2025). **Educational inequalities during COVID-19: Results from longitudinal surveys in Sub-Saharan Africa**. *International Journal of Educational Development*, *112*, 103174. https://doi.org/10.1016/j.ijedudev.2024.103174
While the literature on the COVID-19 pandemic is growing, there are few studies on learning inequalities in a lower-income, multi-country context. Analyzing a rich database consisting of 34 longitudinal household and phone survey rounds from Burkina Faso,

Ethiopia, Malawi, Mali, Nigeria, Tanzania, and Uganda with a rigorous linear mixed model framework, we find lower school enrolment rates during the pandemic. But countries exhibit heterogeneity. Our variance decomposition analysis suggests that policies targeting individual household members are most effective for improving learning activities, followed by those targeting households, communities, and regions. Households with higher education levels or living standards or those in urban residences are more likely to engage their children in learning activities and more diverse types of learning activities. Furthermore, we find some evidence for a strong and positive relationship between public transfers and household head employment with learning activities for almost all the countries.

Dave Pregoner, J., Leopardas, R., Marzado, D., Retherford, K., Ganancial, I. J., & Sedo, F. (2024). **Indigenous Storytelling Practices and Communicative Competence of Urban Learners from Philippine Ethnolinguistic Groups**. *IMCC Journal of Science*. Consulté à l'adresse https://hal.science/hal-04879820
This study explores the relationship between indigenous storytelling practices and the communicative competence of urban learners from Philippine ethnolinguistic groups (ELGs). Employing an explanatory sequential mixed methods design, the research investigated this phenomenon in two phases. The quantitative phase surveyed 192 public secondary school students residing in Davao City, belonging to five specific ELGs: Maranao, Tausug, Mandaya, Badjao, and Mansaka. The survey identified five common indigenous storytelling practices, with oral storytelling by elders being the most prevalent. Notably, over 80% of participants reported high engagement with storytelling. Additionally, self-reported levels of communicative competence were strong, particularly in grammar, written discourse, sociolinguistic, and strategic aspects. A statistically significant positive association emerged between engagement in storytelling and self-reported communicative competence. The qualitative phase involved in-depth interviews with five participants -one representative from each ELG. Thematic analysis revealed two key themes impacting communicative competence: mastery of language and expression, and the development of interpersonal and social skills. These findings suggest potential mechanisms by which indigenous storytelling fosters effective communication among urban ELG learners. This research contributes to the understanding of how traditional practices can support the development of communication skills in diverse educational settings.

Delprato, M., & Antequera, G. (2024). **Climate, environment, geography, and spatial education inequality in sub-Saharan Africa**. *PROSPECTS*, *54*(3), 577-605. https://doi.org/10.1007/s11125-024-09711-x
Space, beyond standard urban/rural divisions, plays a leading role in the diffusion of educational inequalities. In this article, using geo-localization and Demographic and Health Surveys (DHS), we analyze educational access (never-been-to-school and out-of-school rates at primary and secondary levels) and the impact of climate variables (aridity, temperature, rainfall, enhanced vegetation index) for 5,279 communities from 10 countries in sub-Saharan Africa. We find that space matters for educational access and negative impacts of climate variables on access after accounting for communities' contextual backgrounds in spatial econometric models, with climate and spatial educational inequality operating more powerfully in marginalized communities. Educational policies aimed at boosting educational access should consider space-based interventions and mitigating strategies against climate change.

Delprato, M., & Beltrán, R. (2025). **Contextual characteristics and heterogeneity of female teacher supply – The case of public primary schools in Mexico**. *International Journal of Educational Development*, *112*, 103195. https://doi.org/10.1016/j.ijedudev.2024.103195
The benefits of increasing cohorts of female teachers in terms of boosting gender equality in education systems of the global south is understood. Yet, there is a lack of country studies looking into the main determinants of female teacher uptake. Based on data for 60,000 primary schools in Mexico, we assess what is the role of municipalities and states behind female teacher supply variation and which are the characteristics shaping female teacher supply. We find that most of the heterogeneity occurs across municipalities and that contextual disadvantages of primary schools (be it multigrade, Indigenous schools, rural schools, or in zones with higher social lags) have all negative impacts on the prevalence of female teachers uptake.

Demirhan Kayacik, A., Küçüktürkmen, B., Turan, Z., & Suveren, Y. (2025). **Awareness of Professional Differences and Similarities Among Midwifery and Nursing Students in Türkiye**. *European Journal of Education*, *60*(1), e12906. https://doi.org/10.1111/ejed.12906
This study examined the professional awareness among nursing and midwifery students in Türkiye, with a focus on interprofessional dynamics, conflicts and collaboration between these closely related professions. Employing a qualitative inductive and descriptive methodology, 14 in-depth interviews and two focus group discussions were conducted with undergraduate students from a state university. Thematic analysis of the transcribed data yielded four primary themes: factors influencing career choice; societal perceptions of the professions, duties and authority areas; and students' perspectives on vocational education. The findings suggest that, despite shared responsibilities, disparities in educational backgrounds and societal perceptions contribute to occasional conflicts. Nevertheless, there is significant potential for collaboration, particularly in clinical environments. This study underscores the necessity for more clearly defined professional boundaries and enhanced educational processes to foster cooperation. These insights may inform policy modifications aimed at improving the quality of healthcare services and addressing inter-professional challenges.

Deniz, U. H., & Cevher Kalburan, N. (2025). **Risky Play Approaches of Educators in German and Turkish Nature-Based Preschools**. *European Journal of Education*, *60*(1), e12851. https://doi.org/10.1111/ejed.12851
This cross-cultural multiple case study investigates the approaches of educators in nature-based preschools in Turkey and Germany towards risky play, exploring factors influencing play behaviours and educator roles. Four educators from Turkey and three educators from Germany participated in the study. Through qualitative analysis of interviews and observations, three themes emerged: factors affecting play (including age, gender, environment, and cultural norms), educator roles (pre-play, during play, post-play), and risky play requirements (rules, risk management). Findings reveal cultural differences in attitudes towards risk, the impact of policy frameworks on practice, and the importance of professional development for educators. Policy implications include the need for supportive regulations promoting outdoor play, while future research should focus on longitudinal studies to assess long-term outcomes of risky play and explore innovative approaches to risk management. This study underscores the importance of creating environments that empower children to engage in enriching, developmentally appropriate play experiences while ensuring their safety and well-being.

Devecchi, M., Dagnino, E., Milelli, M., Soini, K., & Parodi, A. (2025). **Climate Change Education in a Secondary School, the I-CHANGE Project Approach**. *European Journal of Education*, *60*(1), e12875. https://doi.org/10.1111/ejed.12875
Raising the awareness and interest of young generations for climate change phenomena and its impacts is a topic of great importance from a social and cultural standpoint. Along these lines, education plays a crucial role to meet the goals of the EU's Green Deal both through direct interplay with students and information spillover towards families and in general stakeholders at large. Inspired by these ideas, the H2020 I-CHANGE project (Individual Change of HAbits Needed for Green European transition, 2021–2025, https://ichange-project.eu/) aims at engaging and promoting the active participation of citizens for addressing climate change, sustainable development, and environmental protection. By taking into consideration the ongoing fast socio-cultural change, the vertical growth of digital media, and, therefore, the new ways children and young people learn, this paper presents a possible path towards the practical implementation of key EU's Green Deal concepts in a secondary school, building on top of Episode of Situated Learning (ESL) methodology.

Djataou, N.-Y., Furnon-Petrescu, H., & Seiler. (2025). ***Pauvreté et conditions de vie des jeunes dans le monde rural : comment adapter les réponses institutionnelles ?*** [Report]. Consulté à l'adresse Inspection générale des Affaires sociales website: https://www.vie-publique.fr/files/rapport/pdf/296742.pdf
La mission apporte un éclairage sur la pauvreté des jeunes ruraux de 16 à 29 ans, leurs conditions de vie et analyse leurs facteurs spécifiques de fragilité au regard de ceux de l'ensemble de la jeunesse. Longtemps qualifiés d'"invisibles", moins nombreux que les jeunes urbains, les jeunes ruraux focalisent moins l'attention alors que leur place – et les choix qu'ils réalisent (partir ou rester) – sont cruciaux pour l'avenir des territoires ruraux. L'Inspection générale des affaires sociales (Igas) en dresse un état des lieux inédit, à 360 degrés qui dessine le portrait d'une jeunesse rurale qui se sent souvent délaissée et met en lumière des freins spécifiques, dont l'éloignement et une mobilité empêchée. Il en recense les conséquences, domaine par domaine. Moindres opportunités d'insertion ou de formation, problèmes d'accès au logement, santé mentale, inégalités de genre présentent aussi des traits particuliers en ruralité. La mission estime que 338 000 jeunes ruraux vivraient sous le seuil de pauvreté. L'action publique peine à répondre à ces vulnérabilités multiples et à certaines situations de « perte de chance », à agir en grande proximité dans des territoires très dispersés. Les politiques publiques transverses sont insuffisamment ciblées vers les jeunes ruraux précaires, cependant que les dispositifs sectoriels à destination des jeunes, trop souvent calqués sur le modèle urbain, prennent mal en compte les contraintes inhérentes à la ruralité. Le rapport livre une trentaine de recommandations opérationnelles, d'une part, pour apporter des réponses spécifiques aux besoins des jeunes ruraux à travers des mécanismes adaptés à la non-densité, notamment à travers un cadre de priorisation renouvelé, d'autre part, pour développer des réponses destinées à l'ensemble des jeunes précaires dont pourront bénéficier les jeunes ruraux. C'est aussi un enjeu démographique pour nos territoires.

Dölek, E. D., Dere, İ., & Sarı, M. (2025). **Heritage Transmission From Past to Future: A Practice-Based Exploration of Value Education Through Oral History**. *European Journal of Education*, *60*(1), e12793. https://doi.org/10.1111/ejed.12793

Studies connecting oral history and value education as a method of learning and teaching are a few, and most are based on theoretical knowledge. There are limited studies that practically apply value education, using oral history as an example for researchers and readers. We designed this research to fill the gap between theory and practice. The current study aims to integrate oral history practices into value education and provide a practice-based example. Our problem statement: "Can the oral history method contribute to students' learning of the values?" To answer this question, we conducted collaborative action research with 20 students studying in a public secondary school over nine weeks to teach them the values of attaching importance to family unity, solidarity, respect, and responsibility, which we determined to be within the scope of the social studies course. At all stages, we collaborated with the social studies teacher, students, and family members of the students. We used various data collection tools, including knowledge assessment forms (pre and post), implementation assessment forms, and semi-structured interview forms with the students. After the data collection, we used the content analysis method. The study results showed that implementing value education through oral history effectively taught the objectives' values. In addition, thanks to the practice, students could perceive the change and continuity of values and develop their skills. Based on the research results, we can say that oral history should be used more as an innovative method in value education.

Edwards, K. T., & Shahjahan, R. A. (2025). **Antiblackness as Global Aspiration? Centering Black Studies in Global Higher Education Research**. *Educational Researcher*, *54*(1), 46-55. https://doi.org/10.3102/0013189X241281051
Although education researchers have increased attention to the study of antiblackness, particularly within schools and national boundaries, how antiblackness impacts transnational phenomena within the higher education (HE) field remains undertheorized. As such, this conceptual article introduces the "antiblackness as global aspiration" heuristic and applies it to one cogent example: Sino-African relations in HE. The heuristic highlights two features of antiblackness shaping the globalization of HE: anti-humanity and extraction. The article argues that Black studies illuminate antiblackness in the moves made by aspiring global white subjects in HE.

Estorgio, M. A. S., & Rosil, C. B. (2024). **Parental Involvement: Urban Elementary School in Focus**. *Asian Journal of Education and Social Studies*, *50*(7), 371-385. https://doi.org/10.9734/ajess/2024/v50i71470
The study investigated the experiences of elementary school parents in urban areas regarding their engagement in their children's education. Employing a qualitative research approach, specifically adopting a phenomenological design, it was conducted within selected public elementary schools in Davao City, utilizing in-depth interviews with 8 parents. Strict ethical protocols were adhered to throughout the data collection process. The findings, analyzed meticulously using thematic analysis, revealed that the most common issues faced by parents included conflicting work schedules and inadequate communication with teachers. Coping strategies employed by parents included time management, setting priorities, and active engagement. Parents emphasized the importance of effectively managing their schedules, setting clear priorities, and being intentional in their interactions with the school to fulfill their roles in their children's education. Participants highlighted the significance of continuous communication and active involvement for achieving these goals. It is recommended that parents may prioritize effective communication with teachers to enhance their

engagement in their children's education. This includes regular updates on their child's progress, discussing concerns or challenges promptly, and actively participating in school activities and meetings.

Eulatth Vidal, W. E., & Kamp, A. (2025). **Exploring international students' perspectives on being 'international'**. *Higher Education Quarterly*, *79*(1), e12565. https://doi.org/10.1111/hequ.12565
International student mobility has garnered significant attention in higher education research. Despite this attention, a fundamental question persists in the field: What does it mean to be an 'international student', as perceived by the students themselves? This article presents the findings of a phenomenological qualitative study to delve into the lived experiences of 12 undergraduate students from one university in Aotearoa New Zealand, focusing on elucidating these students' self-perceptions as international students. The study challenges the conventional definition that often emphasizes geographic or visa-related criteria, leading to homogenization. It underscores the diversity among international students, emphasizing that their unique experiences, backgrounds, personal narratives and perspectives play a pivotal role in shaping their multiple identities and sense of self.

Ferez, S., & Torterat, F. (2024). **À l'école de la différence : regards croisés sur les enjeux scolaires du handicap**. *Carrefours de l'éducation*, *58*(2), 11-27. https://doi.org/10.3917/cdle.058.0011

Feuilladieu, S., Ricotta, C., Machado-Coelho, S., Abi-Younes, M., Thuilier, O., & Hache, C. (2024). **L'accessibilité des parents d'élèves à la scolarité de leur enfant en maternelle : un exemple autour du dispositif classes ouvertes en réseau d'éducation prioritaire renforcé**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 127-146. https://doi.org/10.3917/nresi.101.0127

Forestier, A., Sempé, G., & Combaz, G. (2025). **What is transformed, resists, or is strengthened in physical education in school contexts? Analyzing the dispositional plasticity of a female migrant student**. *International Journal of Qualitative Studies in Education*, 1-15. https://doi.org/10.1080/09518398.2025.2452651
This article presents the socializing effects of PE, and more broadly school contexts, on the set of dispositions of a Somali migrant girl, recently arrived in France. Shaped from various agents of socialization and according to her gender, her social class, her religion and her migratory background, this portrait shows how PE allows, through individual variations, to (trans)form or reinforce her ways of being, acting and thinking at school. Based on an ethnographic survey carried out in a French secondary school, our findings highlight Sarah's taste for PE and for sport, is gradually taking shape, thanks to the support of her teacher. Moreover, while dispositional transformations have been observed in her investment in PE thanks to the persistence of her docility, an inertia to change remains concerning the acquisition of fine motor skills. Also, in practice, a triple division of gender, migration and language still persists in class.

Frederick, A., Monarrez, A., & Morales, D. X. (2025). **Strategic familismo: how Hispanic/Latine students negotiate family values and their stem careers**. *International Journal of Qualitative Studies in Education*, *38*(2), 180-196. https://doi.org/10.1080/09518398.2024.2365191

Hispanic/Latine young adults remain severely under-represented in STEM fields. While structural barriers contributing to these disparities have been thoroughly examined in previous research, the current study brings focus to the strategies young adults employ to navigate the incongruence between the cultures of higher education and STEM and the cultural value of "familismo," a central orientation in Latin American cultures that prioritizes family ties over the individual. This study reports findings from 19 interviews and two focus groups we conducted with Hispanic/Latine young adults who had been part of an undergraduate STEM program. Focusing on participants' first two years after college graduation, we identify the strategies these young adults employed to combine familismo with their goals for successful careers in STEM related fields. We identify three broad strategies, strategic selection, strategic timing, and strategic bridging; which enables Hispanic/Latine young adults to cultivate successful careers in STEM without rejection of their home-based cultural values. We also explore how participants' perspectives and strategies shifted with the onset of the COVID-19 pandemic. Our findings contribute to a growing interest in recognizing how Hispanic/Latine young adults exercise agency to successfully negotiate structural and cultural barriers in the pursuit of STEM careers.

Gallifa, J., & Sangrà, A. (2025). **The University in Transformation: Rationales, Challenges and Prospective Actions**. *European Journal of Education*, *60*(1), e12872. https://doi.org/10.1111/ejed.12872
The purpose of this paper is to understand the diverse rationales of the transformation of the University to respond to the challenges, evolutions and crises of the current global world, finding out what are the key aspects that articulate the discourses about its transformation. From a qualitative approach, the selected method was discourse analysis of interviews with 11 representative experts from different university cultures, sizes and World regions with senior experience in different kinds of transformation processes. The interviews explored the challenges and possible responses of universities and then were analysed to formulate 'the right questions of our time' on the transformation of the University in the global context. The results of the analysis allowed understanding the different meanings and levels involved as well as the motivations that are impelling the transformation of universities. Ten implicated tensions were also identified. The discussion is appropriate for substantiating the discourse on the transformation of the University, useful for the agents involved in it, as well as for understanding the prospective trends.

Główczewski, M., Burdziej, S., & Wójcik, A. D. (2025). **The Effect of Organisational Justice, Academic Identification and Legitimacy of Academic Authorities on Student Loyalty**. *Higher Education Quarterly*, *79*(1), e12583. https://doi.org/10.1111/hequ.12583
Our work contributes to existing research on student loyalty by testing a model that includes organisational justice as a predictor. In Study 1 (n = 257, Polish sample), students' perceived organisational justice of their university was a positive predictor of their loyalty. In Study 2 (n = 522, Polish sample), we replicated these findings and observed that academic identification accounted for the relationship between university's organisational justice and students' loyalty. In Study 3 (n = 500, American sample), we replicated findings from Study 1 and Study 2 and tested perceived legitimacy of university staff and authorities as another mediator of the investigated relationship. We conclude that the experience of organisational fairness at university translates into stronger academic identification and greater perceived university legitimacy, both of which lead

to increased loyalty. Thus, we recommend that evaluation tools in higher education institutions more explicitly measure student perceptions of fairness.

Gould, E., & Lichtinger, G. (2024). ***Child Penalties, Child Outcomes, and Family Culture*** (IZA Discussion Paper N° 17455). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17455.htm
This paper analyzes how the « child penalty » associated with career interruptions for women after becoming a mother is influenced by preferences absorbed during childhood, and how the child penalty, in turn, is related to the quantity and quality (education) of her own children. Using linked administrative data on Israeli parents and children, the analysis shows that mothers who grew up in larger and more traditional families marry men from larger families, and together they have more children. Growing up with more siblings is also associated with a larger child penalty for a mother in earnings and employment, as well as in terms of commuting less and moving to « mother friendly » firms at the expense of higher wage firms. The results also indicate that the child penalty produces two opposing effects on child human capital – a negative impact due to the loss of parental income, and a positive influence of increased maternal time away from work. Overall, the evidence suggests that the family preferences and norms absorbed during childhood significantly influence a woman's choices of spouse, fertility, and child penalty later in life – but with little overall impact on her children's high school achievements.

Grignoli, D., D'Ambrosio, M., & Pierzchalski, F. (2025). **Gender-Based Violence in Academic Contexts: Between Capitalist Logic and Ordinary University Practices in Italy and Poland**. *European Journal of Education*, *60*(1), e12869. https://doi.org/10.1111/ejed.12869
The contemporary capitalist practice, a neoliberal version, promotes the model of a public university as a profitable enterprise providing high-quality educational services. This means a situation in which public higher education is subject to market pressures, including the narrative of irreversible privatisation and marketisation. It is also the occurrence of academic capitalism, associated with three specific processes: commercialisation, capitalisation and financialisation. Such neoliberal ideas mean enormous changes in the orientation of teaching and the organisation of higher education institutions for universities. At the same time, these changes are related to the roles and functions of women in academia, considering also the discrimination and violence against them. On this basis, the article aims to reflect on the differences and similarities between the Italian and Polish academic systems by attempting to reconstruct the socio-economic and political framework, also in the EU, considering the gender gap.

Guyard, L., Lesueur-Jannoyer, M., & Zeller, A. (2034). ***Le genre en recherche : évaluation et production des savoirs***. Consulté à l'adresse https://www.quae.com/produit/1782/9782759236107/le-genre-en-recherche-evaluation-et-production-des-savoirs
Le genre en recherche : évaluation et production des savoirs - - (EAN13 : 9782759236107)

Hache, C., Paez-Puentes, C., Ahmadi, A. E., & Thuilier, O. (2024). **La recherche collaborative autour de la relation école-famille : un outil d'objectivation au service du collectif**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 63-82. https://doi.org/10.3917/nresi.101.0063

Härtull, C., & Saarela, J. (2025). **Parental Birth Order and the First Stage of Tracking Into Schools: Evidence From General Upper Secondary Educational Attainment in Finland**. *European Journal of Education*, *60*(1), e12827. https://doi.org/10.1111/ejed.12827
No previous study on the interrelation between parental birth order and offspring educational attainment has analysed the first stage of tracking into schools, which in many countries is highly selective of persons who aim for university studies. We do so and examine how parental birth order is associated with attainment of general upper secondary education in Finland. Three-generational register data on the total population are used to assess how the probability of having the matriculation examination at age 20 is associated with parental birth order. The total number of individuals in the child generation is 377,038. We find that the probability of having the matriculation examination decreases with parental birth order. Within-family analyses using cousin fixed effects models, which account for unobserved characteristics in the extended family, show that having later-born parents, and in particular a later-born father, is negatively associated with first tracking into schools. These patterns can solely be attributed to the fact that earlier-born parents are highly educated and found in higher social classes than later-born parents. The results largely corroborate findings from similar analyses of length of schooling in Sweden, although the contribution of parental education and social class is notably stronger in our study context.

HCE (Haut Conseil à l'égalité entre les hommes et les femmes). (2025). ***État des lieux du sexisme en France à l'heure de la polarisation*** (N° 2024-01-22-STER-61). Consulté à l'adresse HCE website: https://www.vie-publique.fr/files/rapport/pdf/296926.pdf

HCFEA (Haut Conseil de la famille, de l'enfance et de l'âge. (2024). **Restauration collective et alimentation durant la vie étudiante**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4026*. Consulté à l'adresse HCFEA (Haut Conseil de la famille, de l'enfance et de l'âge website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/restauration_collective_et_alimentation_durant_la_vie_etudiante_rapport.pdf
La population étudiante bénéficie d'une offre de restauration collective organisée par le réseau des œuvres universitaires et scolaires et subventionnée par l'État. Les deux tiers des étudiant-es fréquentent aujourd'hui cette offre de restauration, un pourcentage en très nette augmentation depuis la fin de la crise sanitaire et l'instauration du repas à 1 € pour les bénéficiaires d'une bourse sur critères sociaux de l'enseignement supérieur ou de la reconnaissance d'une situation de précarité. Ce rapport établit un état des lieux de l'offre de restauration universitaire et émet plusieurs recommandations pour en améliorer l'organisation. Ce rapport met d'abord en évidence le manque de cohérence de l'action publique en matière d'accès à l'alimentation pour la population étudiante et, plus globalement, de condition étudiante. Le Conseil de la famille recommande en conséquence de renforcer la coordination entre les différents acteurs publics intervenant dans le champ de la restauration des étudiant-es. Ceci nécessite entre autres de clarifier le modèle économique de la restauration universitaire. Le Conseil demande par ailleurs que la réglementation sur les quantités servies en restauration étudiante et l'équilibre nutritionnel des repas soit complétée par la prise d'un arrêté attendu depuis 2012. Il encourage également à la réouverture de structures de restauration les soirs et week-ends. Une partie de la population étudiante ne bénéficie pas d'une structure de restauration étudiante à proximité de leur lieu d'études. La loi dite « Lévi », adoptée en avril 2023, prévoit de les compenser financièrement. Les montants

d'aide fixés par un arrêté publié en novembre 2024 sont cependant bien en deçà des ambitions de la loi et la complexité de la procédure risque d'affecter le taux de recours à cette aide. Le Conseil de la famille regrette que cet arrêté ne respecte pas l'esprit de la loi Lévi. Enfin, garantir aux étudiantes et étudiants une alimentation saine et équilibrée doit être pensé dans une démarche globale pour améliorer les conditions d'études, renforcer la réussite académique et réduire les inégalités de conditions de vie. Lire aussi la synthèse de ce rapport.

Hill, C., Bailey, R., & McKay, C. (2024). **Disrupting Colonial Narratives of Place: The qʔíc'əy' Slough Yesterday, Today, and Tomorrow Project**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(4), 1057-1089. https://doi.org/10.53967/cje-rce.6889
What happens when traces of the past are invited to « haunt » the present, disrupting the colonial narratives inherent in local spaces, and creating openings for new stories and new relationships? Guided by Indigenous and post-human worldviews, this action-research project facilitated community learning about the qʔíc'əy' (Katzie) Slough, while collectively imagining new futures for this waterway. Elementary students learned from Elders and environmentalists at the Slough, while simultaneously caring for the land. They then made art with the land, which, along with Elder stories, guided the creation of a school mural. The teachings of the mural and the children's art continue to reverberate as their stories are shared with post-secondary students and teachers. This research informs how we might engage learners with the complexities and complicities of settler colonialism and provides an example of a local land-centred curriculum that informs how we might all live well together, contributing to real world change.

Ibrahim, R. (2024). **Quand l'enseignement en entrepreneuriat et en innovation se confronte au rejet des avatars du néo-libéralisme : apports et limites des épistémologies performatives**. *19ème Congrès du RIODD "Imaginer, expérimenter et pérenniser la soutenabilité forte"*. Présenté à Bruxelles, France. Consulté à l'adresse https://hal.science/hal-04893674
The primary venue for the dissemination of academic knowledge remains overwhelmingly the classroom; however, the teaching of certain subjects may be subject to critical questioning – or even militant rejection – by students, thereby signalling a certain democratic vitality. In our case, this concerned a teaching module on innovation and entrepreneurship for ecological and solidarity-based transition. These refreshing challenges invite us to take these criticisms seriously and to search for the reasons behind these rejections in the content of the questioned teachings. In this essay, we specifically explore how the adoption of a performative epistemology might guide our ethical reflection as educators. It seems to us that teaching in innovation management and entrepreneurship constitutes an interesting case study, insofar as it raises a singular paradox: these subjects inherently carry the project of social evolution, if not transformation; yet, in doing so, they frequently draw their ontologies from other social science disciplines, particularly economics, whose systems of representation are often criticised. These teachings are now facing the growing politicisation and activism of young people in relation to climate issues and the questioning of an economic system they consider harmful to the planet.

Imbert, A. (2023). **Qui change les enfants de maternelle ? Genre, classe et rapports professionnels dans la division du travail de soin**. *Cahiers de la recherche sur l'éducation et les savoirs*, *23*. https://doi.org/10.4000/132q4

This article analyzes variations in nursery school care practices. In the first part, we show that the division of labor was built on a class-based contempt for popular care practices. In the second part, we use case studies to examine how care work is divided today in the light of changes in the recruitment of ATSEMs and teachers, and the transformations of nursery schools. We show that, when faced with crying pupils, ATSEMs and teachers have different « mandates ». The distance advocated by teachers enables them to justify delegating emotional work to subordinate workers. Finally, the case of soiling when ATSEMs are unavailable highlights a gendered variation between male and female teachers. These cases all point to the entrenchment of class, gender and professional relations in this division of labor.

Ingole, M. R., & Mandal, H. K. (2025). **Higher Education among Warli Tribe Girls of Maharashtra: Perceptions and Barriers**. *International Journal of Educational Development*, *112*, 103175. https://doi.org/10.1016/j.ijedudev.2024.103175
Within the framework of evolving democratic governance and the aspiration for a fair and equitable societal structure, the framers of the constitution were keenly aware of India's hierarchical societal framework, the accumulated hardships faced by tribal communities, and the communal fabric of their social connections. To mitigate these disparities, education was perceived as a vehicle for societal transformation, individual advancement, and the pursuit of social parity across all societal segments through social justice, integration, and mainstreaming. Across such societal segments, tribal communities also needed integration into the mainstream, which strongly required measures ensuring social justice and equality in terms of perceiving education. In light of this, the paper seeks to address the causes of systemic exclusion of Warli tribal girls in higher education. In addressing such a systemic exclusion of Warli tribe girls, the second objective of the study seeks to investigate the external factors such as lack of opportunities, infrastructure, and low inclusion of culture milieu in the educational text or certain internal factors such as traditional gender roles, marriage practices and other culturally attested practices which sets the scene for systemic exclusion in the higher education system. In identifying the causes of such exclusion, a third objective of the study is to understand the unique cultural and societal factors at play, linking to higher educational aspirations among girls while unraveling the dilemmas of perception and barriers of higher education in the community. This includes traditional gender roles and expectations as well as the influence of social norms and practices, which in a way seek to explore the perceptions of availing higher education in the Warli community within the cusp of cultural and societal norms. While shedding light on the unique socio-cultural factors at play, the fourth objective of the research seeks to inform targeted interventions that can help empower Warli girls to pursue educational opportunities and break the cycle of poverty and inequality so that a more inclusive and supportive academic environment could be established. The paper is based on primary qualitative data collected from the Warli community of Thane and Palghar districts of Maharashtra. The conversation analysis method and shadowing method are used as analysis methods to emphasize the depth of the qualitative data. Theoretical tools of Urie Bronfenbrenner's - Bioecological Model of Human Development and Social-Cognition Theory are used to understand the dynamics of perception and barriers of higher education. The findings of the study suggest that there is a complex interplay of cultural, social, and economic factors contributing to the systemic exclusion of Warli tribe girls from higher education. Internally, those girls who manage to pursue higher education recognize both the intrinsic and instrumental values of education - seeing it as a means of self-actualization and a

pathway to economic mobility. However, traditional gender roles, early marriage, financial constraints, limited awareness, and language barriers persist as significant challenges.

Irmert, N., Bietenbeck, J., Mattisson, L., & Weinhardt, F. (2024). ***Autonomous Schools, Achievement, and Segregation*** (IZA Discussion Paper N° 17462). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17462.htm
We study the impact of autonomous schools – publicly funded institutions that operate more independently than government-run schools – on student achievement and school segregation, using data from 15 countries over 16 years. Our triple-differences regressions exploit between-grade variation in the share of students attending autonomous schools within a given country and year. We find that autonomous schools do not raise overall achievement, and our estimates are precise enough to rule out even modest positive effects in math and small positive effects in science. However, these aggregate results mask important heterogeneity, with consistently positive effects for high-socioeconomic-status students and natives, and negative effects for low-socioeconomic-status students and immigrants. In line with these results, we also find that autonomous schools increase segregation by socioeconomic and immigrant status. We conclude that autonomous schools have not generated the anticipated system-wide benefits.

Işıkgöz, M. E. (2025). **The Role of Gender Differences in Pre-Service Turkish Physical Education Teachers' Attitudes Towards Teaching Profession: A Meta-Analysis**. *European Journal of Education*, *60*(1), e12915. https://doi.org/10.1111/ejed.12915
The aim of this study is to estimate the role of gender differences in the teaching profession in a meta-analytic way, based on empirical findings analysing Turkish pre-service physical education teachers' attitudes towards the teaching profession. For this purpose, studies, that were published in Türkiye between 2015 and 2023 were searched by following the PRISMA Protocol. As a final search we reached 65 studies and 28 of them met the criteria for inclusion in the meta-analysis. The data analysis was made with JASP 0.16.4.0 software. As a result of the analysis, it was found that the effect of gender difference on the attitudes of Turkish pre-service physical education teachers towards the teaching profession was weak (g = −0.159, 95% CI [−0.262, −0.055]). Also, the effect size distribution of the examined studies was found to be heterogeneous (Q = 112.350; p < 0.001; I2 = 81.178), and it was confirmed that there was no publication bias by Egger's (z = −0.853; p > 0.05) and Rosenthal's FSN (N = 438,000, p < 0.001) tests. In conclusion, the results of this meta-analysis indicate that the impact of gender on the attitudes of Turkish pre-service physical education teachers towards the teaching profession is relatively weak and appears to favour women. It is recommended that further research be conducted to ascertain whether this gender-based difference in attitudes will evolve over time. Additionally, it would be prudent for higher education institutions and education policymakers to implement measures to mitigate the influence of gender stereotypes in the teaching profession.

Jandarova, N. (2025). **Does intelligence shield children from the effects of parental non-employment?** *Economics of Education Review*, *104*, 102620. https://doi.org/10.1016/j.econedurev.2024.102620
Current literature offers several potential channels through which jobless parents can affect children. In this paper, I provide new evidence based on variation across

intelligence of children. The results suggest that loss of human capital investments into children is the driving mechanism. I find that gap in education widens with higher intelligence, while the gap in labour-market outcomes narrows. I rationalise these findings using the skill formation and employer learning theories.

Kailaheimo-Lönnqvist, S., Jalovaara, M., & Myrskylä, M. (2025). **Parental Separation and Children's Education—Changes Over Time?** *European Journal of Population*, *41*(1), 5. https://doi.org/10.1007/s10680-024-09721-7
The association between parental separation and children's education has been widely studied, but mainly at a single time point and for marital dissolution only. We examine whether the (generally negative) association has changed across cohorts for several educational outcomes and whether the association differs by parental union type (marriage, cohabitation) and socioeconomic family background (parental education).We use Finnish total population register data. We focus on child cohorts born between 1987 and 2003 (N = 967,242) and analyse grade point averages, secondary education and tertiary education using linear regression and linear probability models with standard errors clustered within families.The association between parental separation and educational achievement is negative and has remained similar across the birth cohorts. Differences according to parental union type and socioeconomic family background are rather small. The stability of the association over time suggests that the consequences of parental separation on children's education have not changed over time, and they do not depend much on parental union type or family background.

Karan, & Sharma, G. (2024). **Experiencing caste in higher education: Everyday pedagogic contexts and silenced conflicts**. *Encyclopaideia*, *28*(70), 35-52. https://doi.org/10.6092/issn.1825-8670/19392
This study engages with the experiences of Dalit-Bahujan (oppressed social castes) students at a higher education institution in India. Drawing from interview-based data, it explores the students' narratives to map their educational experiences, taking the medium of instruction as a case in point. The study aims to deepen understanding of the intersection of caste and curricular-pedagogic context of higher education and its relation to knowledge production in institutional contexts. The findings highlight a significant gap between the socio-economic backgrounds of Dalit-Bahujan students and the institutional and pedagogical structures, processes, and discourses they encounter. Based on these findings, the study further examines the framing of marginality at the intersection of caste, language and background of Dalit-Bahujan students. The lack of institutional support often relegates Dalit-Bahujan students to the margins within higher education institutions, not only excluding the disadvantaged social groups but also impinging upon the democratisation of knowledge production. We conclude that the question of medium of knowledge production necessitates a critical examination of which lives and voices are included in curricular and pedagogic processes.

Karpontini, M. (2025). **Dimensions of Parental Involvement in Refugee and Migrant Students' Education: Views of Parents and Teachers of Zones of Educational Priority (ZEP) Classes of a Greek Intercultural High School**. *European Journal of Education*, *60*(1), e12843. https://doi.org/10.1111/ejed.12843
Parental involvement and its various aspects regarding students' education have drawn scholarly attention over the last few decades. Parents from minoritised backgrounds lack

opportunities for active participation in their children's education, which, in turn, could prove fruitful for children's academic progress and future social inclusion. The present case study approaches views on parental involvement in Zones of Educational Priority (ZEP) classes, as displayed by Greek language teachers, as well as by a sample of ZEP students' parents, stemming from refugee and migrant backgrounds. It specifically addresses experiences discussed by both parents and teachers in the process of communication across settings, the emerging patterns from both sides, and the strategies considered as most effective for home–school communication by the participants. The current study corroborates previous research on the importance of parental involvement in refugee and migrant education and further advances it through participants' perspectives on solutions. It constitutes an effort to encourage more extensive research and potentially impact the design of educational policies and practices on parental involvement regarding ZEP classes.

Kherroubi, M. (2025). **Une contribution à l'histoire de la sociologie de l'éducation en France. La forme scolaire : apports et héritages de Guy Vincent et du Groupe de recherche sur la socialisation (GRS)**. *Éducation et Sociétés*, *53*(1), 141-168. https://doi.org/10.3917/es.053.0141

Kilbride, D., Cotier, T., & Malthouse, R. (2024). **Exploring the strategic nature of the SENCo's role and the management of education and health care plans since the Covid-19 pandemic**. *British Journal of Special Education*, *51*(4), 502-510. https://doi.org/10.1111/1467-8578.12556
This research identifies new approaches to education health and care plan (EHCP) provision since the start of the Covid-19 (C-19) pandemic (March 2020 to March 2021). This qualitative research was conducted after the C-19 pandemic and used online questionnaires to identify the perceptions of 64 SENCos recruited from mainstream primary and secondary schools across southeast London and Essex in England. Thirteen of the 64 participants then consented to be interviewed. The findings show that where SENCos had the autonomy to act strategically, they could enact change for pupils with EHCPs as well as SEND. Furthermore, aspects of practice relating to staff SEND knowledge and understanding of SEND provision were enhanced during the pandemic, as was the SENCo's ability to adapt and allocate resources effectively.

Kisanga, S. E. (2024). **Social barriers faced by students with sensory impairment in higher education in Tanzania**. *British Journal of Special Education*, *51*(4), 426-435. https://doi.org/10.1111/1467-8578.12549
This study explored the social barriers facing students with sensory impairment in Tanzanian higher learning institutions across different settings. Twenty-seven students were involved in semi-structured interviews, focus group discussions and open-ended questionnaires. Students with sensory impairment reported that across the different settings, other people view them as incapable and as a socio-economic burden. They also revealed that they were viewed as beggars. Their perceptions of these negative views resulted in their social isolation, and difficulties in forming and maintaining friendships. The study recommends setting up awareness-creation campaigns aimed at demonstrating the capabilities of disabled people in Tanzania. In addition, the law governing the employment of disabled people in Tanzania should be enforced accordingly to increase their employment opportunities in different sectors.

Li, R., Shen, Y., Meng, Z., & Hu, Y. (2025). **Longitudinal Relationships Among Child School Engagement, Parental Monitoring, and Child Prosocial Behavior: A Child-Parent Synergistic Mechanism**. *Journal of Youth and Adolescence*, *54*(1), 121-132. https://doi.org/10.1007/s10964-024-02043-1
Numerous contextual factors have been identified that impact the development of children's prosocial behavior, yet the influence of child-initiated factors on prosocial behavior and its underlying mechanism remains unclear. This study employed three longitudinal models to examine in depth how children's school engagement may promote the development of their own prosocial behavior. Three-wave longitudinal data from 4691 children (M age = 9.480, SD = 0.507; 48.2% female) with 2-year intervals were used. Sequentially, a cross-lagged panel model, a random intercept cross-lagged panel model, and a parallel process latent growth model were constructed. The findings indicated that children's school engagement consistently predicted the future level, dynamic changes at within-person level, and long-term trends in their prosocial behavior, and these longitudinal relationships were partially mediated by parental monitoring. These results reveal a child-parent synergistic mechanism for the development of prosocial behavior, wherein children's school engagement both directly promotes their own prosocial behavior and simultaneously enhances prosocial behavior through eliciting increased parental monitoring.

Lin, X., Wang, Q., Gu, H., Yu, J. J., & Limniou, M. (2025). **Faculty's Negative Emotions in Poor Teacher–Student Online Interactions: Sources and Intentional Handling Strategies**. *European Journal of Education*, *60*(1), e12867. https://doi.org/10.1111/ejed.12867
A knowledge gap exists regarding the faculty's dynamic selection and modification of emotion regulation strategies to reduce negative emotions in synchronous teaching. This study conducted semi-structured interviews with 16 teachers at higher education institutions in China, focusing on their handling of the negative emotions that arose from poor teacher–student interactions. Technology-induced and student-induced behaviour problems are two primary causes of faculty's negative emotions. The problem-focused emotion regulation strategy effectively reduced faculty's negative emotions when facing the former. In handling student-induced negative emotions, the problem-focused strategy was only occasionally sufficient. The ownership of synchronous teaching provides faculty with continuous agency to reflect on teaching challenges. The outcome of this reflection enables faculty to alter emotion regulation strategies and ultimately reduce negative emotions without compromising students' rights. We propose that critical reflection that challenges underlying assumptions (e.g., double-loop learning) can effectively mitigate negative emotions while ensuring equitable online education.

Lin, Z., Wang, Y., Gill, T. M., & Chen, X. (2024). ***School Racial Segregation and Late-Life Cognition*** (GLO Discussion Paper Series N° 1527). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1527.htm
Disparities in cognition persist between non-Hispanic Black (hereafter, Black) and non-Hispanic White (hereafter, White) older adults, and are possibly influenced by early educational differences stemming from structural racism. However, the relationship between school racial segregation and later-life cognition remains underexplored. We examined a nationally sample of older Americans from the Health and Retirement Study. Utilizing childhood residence data and cognitive assessment data (1995-2018) for Black and White participants aged 65 and older, Black-White dissimilarity index for public elementary schools measuring school segregation, multilevel analyses revealed a

significant negative association between school segregation and later-life cognitive outcomes among Black participants, but not among White participants. Potential mediators across the life course, including educational attainment, explained 58-73% of the association, yet the associations remained large and significant among Black participants for all outcomes. Given the rising trend of school segregation in the US, educational policies aimed at reducing segregation are crucial to address health inequities. Clinicians can leverage patients' early-life educational circumstances to promote screening, prevention, and management of cognitive disorders.

Lopez-Mayan, C., Montresor, G., & Nicodemo, C. (2024). ***School Entry Age Policy and Adolescent Risk–Taking*** (AQR Working Paper N° 202408). Consulté à l'adresse University of Barcelona, Regional Quantitative Analysis Group website: https://econpapers.repec.org/paper/aqrwpaper/202408.htm
This paper investigates the impact of the school entry age policy on adolescent risk–taking behaviors. The policy mandates that children begin primary education in the year they turn six, creating relative age differences within cohorts due to a January 1st cutoff date. Using data from the Spanish School Survey on Drug Use, we analyze a comprehensive set of risky behaviors, including substance use, gambling, gaming, internet use, and sexual activity among students in the early adolescence in compulsory education. Employing an empirical strategy that compares students born in December (young–for–grade) and January (old–for–grade) while controlling for potential confounders, we find that young–for–grade students are less likely to engage in risky behaviors. Findings are consistent across various robustness checks. Further analysis suggests that both absolute age differences and educational cycle effects contribute to these findings. Gender–specific patterns reveal distinct effects for boys and girls, while school type shows limited variation. Notably, most behavioral differences diminish by late adolescence in high school. This research broadens our understanding of the non–academic impacts of school entry age policies contributing to the literature on education policy and adolescent development

Luczaj, K. (2025). **The Less Miraculous. Conceptualising social mobility in post-communist academia**. *Pedagogy, Culture & Society*, *33*(1), 247-266. https://doi.org/10.1080/14681366.2023.2244962
This paper looks at the phenomenon of upward mobility through education from a comparative and historical perspective. Pierre Bourdieu referred to upwardly mobile individuals in France as the miraculous (les miraculés), oblates (oblats), or, less often, defectors (transfuges). A difficulty with applying a theory created in one specific cultural context to other settings is the recognition of unique structural conditions characteristic of the particular academic field, especially when systematic analyses of academic careers in post-communist and semi-peripheral countries are rare. In this study, based on autobiographical narrative interviews, 24 upwardly mobile Polish professors were asked to tell their life stories and how these led them to an academic career. The findings suggest that the category of les miraculés should not be treated as a universal, one-size-fits-all concept but rather as a general name for many forms of mobility taking place in various higher education systems. Building on the Polish, semi-peripheral, example, I introduce two new concepts ('Normal Miraculous' and 'Non-Miraculous'), which allow us to adequately capture the experience of mobility in a post-communist society. These findings reveal more general mechanisms of non-reproduction within academia.

MacCannell, D. (2024). **Alienated Leisure: Reflections on The Tourist**. *Theory, Culture & Society*, *41*(7-8), 165-176. https://doi.org/10.1177/02632764241296030
The Tourist: A New Theory of the Leisure Class was published in 1976 and has been republished in multiple printings, editions and translations. The original English text has been continuously in print, unmodified from its first publication. This essay suggests that The Tourist can be read today as an account of baseline socio-cultural and economic conditions at the moment just before tourism began its rapid growth to become the world's largest industry. Several enduring and unique qualities of the tourist commodity and tourist consumption are posited as reasons for the unconstrained growth of the industry. The essay further argues that new cultural models and psychoanalytic frameworks are needed for the analysis of capitalism's shift from alienated labor to alienated leisure as its primary engine of profitability.

Magni, G. (2024). **Mener une recherche sur les violences de genre en tant que jeune chercheuse : Prise de conscience des rapports de genre et du rôle des émotions à l'œuvre sur le terrain d'enquête**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(3), 69-81. https://doi.org/10.57154/journals/red.2024.e1775
As a young researcher, I embarked on my doctoral research project on gender-based violence in higher education, with ethical concerns focused primarily on the well-being of the participants. Unexpectedly, emotions and gender dynamics emerged as elements to consider in my preparatory process. However, due to my lack of experience and the lack of vigilance from institutional bodies, I had not anticipated the impact of these two aspects on my position as a young female researcher. By analyzing two instances of gender-based violence experienced at different stages of my data collection, this article proposes a critical reflection on the impact of gender dynamics and the role of emotions on the well-being and safety of young researchers throughout the research process. The aim is to understand how can one better prepare for the risks and unforeseen challenges associated with a fieldwork built within the framework of a research project having emancipatory purposes, yet likely to reproduce some of the power dynamics it seeks to combat.

Manier, M., & Unterreiner, A. (2024). **L'intervention socio-éducative auprès des familles minorisées La permanence du registre culturaliste en question**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 239-254. https://doi.org/10.3917/nresi.101.0239

Marcu, S. (2025). **Between "Storm" and "Privilege": The Unequal Impact of Online Learning In the Pandemic and its Consequences Among Romanian Graduates**. *European Journal of Education*, *60*(1), e12833. https://doi.org/10.1111/ejed.12833
The COVID-19 pandemic impacted the lives of students around the world, forcing them to study remotely through online learning. This article uses 60 in-depth interviews with students from four Romanian universities (Iasi, Galati, Brasov and Cluj-Napoca) who had recently completed 3-year degrees to analyse the impact of remote learning on the lives of Romanian graduates, taking into account inequalities in their living standards. This research contributes to the literature on higher education by analysing the unequal experiences of these graduates and how they have been affected in educational, emotional and professional terms, both during and after the pandemic. The findings show that despite the scarcity and absence of face-to-face learning, the students used resilience to overcome this period and graduate, albeit with clear differences: those in rural areas are still suffering severe consequences, while those in urban areas are enjoying

the "privilege" conferred on them by their status. The conclusions highlight inequalities and reflect on the (dis)advantages of online learning in students' lives.

Merkys, G., Vaitkevičius, S., Bubeliene, D., & Sakalauskas, L. (2025). **Differences in Mathematical and Verbal Achievement Between Girls and Boys: The Heuristic Potential of the Structural Typing Approach in Large-Scale Studies**. *European Journal of Education*, *60*(1), e12802. https://doi.org/10.1111/ejed.12802
The results of total testing from the years 2015–2022 on the mathematical and verbal achievement of Lithuanian pupils (N ≈ 250,000) are presented. These are the standardised tests from grades 4 to 12. The K-Means method has discovered six types of achievement. The highest achievement type is dominated by girls (61.1%) who perform well on both mathematical and verbal tasks. The lowest achievement type is dominated by boys (57.4%) who solve both mathematical and verbal tasks extremely poorly. Each of these types makes up 1/5 of the population, and the gap between the means of their groups is about 2.5 standard deviations. The remaining four types of achievement are in the 20th to 80th percentile and make up about 60% of the population. Differences in means within the same type between mathematic and verbal achievement average 0.85 standard deviations or span one quartile. Gender differences are clearly visible in this subgroup: boys solve mathematical tasks better and verbal tasks worse; girls solve verbal tasks better and mathematical tasks worse. Big data may form a mixed distribution. It is appropriate to first discover the basic types of achievement and only then look for gender-specific differences. Such a type-building approach is heuristically superior to the conventional approach of working only with the mixed dataset.

Misra, D., & Bhat, M. (2025). **Gender equality in higher education—A call to action for universities and policy makers**. *Higher Education Quarterly*, *79*(1), e12571. https://doi.org/10.1111/hequ.12571

Moniotte, J., & Ponnelle, S. (2024). **Liens entre les profils motivationnels des élèves en EPS, le sexe et le niveau habituel d'activité physique**. *Carrefours de l'éducation*, *58*(2), 121-136. https://doi.org/10.3917/cdle.058.0121

Moore, J., & Mountford-Zimdars, A. (2025). **Contextual Admissions: Normative Considerations**. *Higher Education Quarterly*, *79*(1), e12579. https://doi.org/10.1111/hequ.12579
Access to higher education is often competitive, and much attention has been placed on the question of admission decision-making in such high stakes situations. We identify various approaches to distributive justice and consider these under the framework developed by Pike distinguishes between 'egalitaria' (everyone gets the same); 'necessitia' (people get what they need); 'desertia' (people get what they deserve); and 'marketia' (the market decides what people get). Considering applicants in context is one approach to deciding admissions designed to enhance fairness and support social justice. This approach is practiced in a range of countries including the United Kingdom, the United States and Japan and operates under names such as Contextual Admissions (CA), Holistic Assessment (HA) or Holistic Review (HR). This thought piece considers the philosophical/normative and practical reasoning approaches that underpin CA. We use the case of English higher education to illustrate the political and philosophical debates, to highlight practical challenges and potential limitations and to identify further considerations for realising the benefits of contextualising university applicants.

Mzidabi, J., Goudeau, S., Delès, R., Claes, N., Easterbrook, M. J., Alexopoulos, T., & Rouet, J.-F. (2024). **Unequal homework: The hidden forces of social class contexts and parental self-efficacy in shaping educational outcomes**. *Journal of Social Issues*, *80*(4), 1315. https://doi.org/10.1111/josi.12656
The Covid-19 outbreak forced families and teachers to use digital technology to support students to engage in distance learning at home. According to their social class, families' digital equipment, competences and uses vary markedly, which in turn, impacts children's academic achievement. Social class has also a great influence on cultural and parental practices at home, as well as on parental self-efficacy regarding supporting children's academic achievement. The present study investigated whether, within a single model, structural factors, including home environment, cultural capital, and digital capital, contribute both directly and indirectly (via parental self-efficacy) to the development of academic inequalities during homework. As predicted, analyses showed that families from working-class backgrounds are less equipped and feel less competent in digital technology as compared to families from middle- and upper-class backgrounds. Our findings also showed that families' social class is a significant predictor of cultural capital and parental self-efficacy which in turn contributes to educational inequalities in achievement. Future studies should delve deeper into the role of parental practices and their involvement, during homework, to educational inequalities.

Nadeau, S. (2024). **Former de futures personnes enseignantes : pour engager les parents de milieux défavorisés dans le parcours scolaire de leur enfant**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 54-57. https://doi.org/10.7202/1114688ar
L'engagement parental est central pour l'accompagnement scolaire de l'enfant. Il apparait ainsi pertinent de le soutenir afin qu'il puisse collaborer avec l'école. Or, plusieurs études reconnaissent que les parents de milieux plus défavorisés ont tendance à rencontrer plus de difficultés à s'engager dans l'accompagnement de leur enfant, ce qui représente un obstacle à l'équité pour favoriser la réussite de tous les élèves.

Nara, R., & Ikeda, A. (2024). **The professional structure required of primary school teachers in Japanese schools for the deaf**. *British Journal of Special Education*, *51*(4), 436-446. https://doi.org/10.1111/1467-8578.12550
This study aimed to identify the professional structure required by teachers working in primary schools for deaf students in Japan. Ten university teachers training in education for deaf students at Japanese universities participated in semi-structured interviews. Data were analysed using the KJ method of qualitative analysis based on similarity, with 409 codes, 12 categories and 99 sub-categories extracted. The results were aggregated into teaching skills and knowledge and collaborative skills categories, clarifying the specific structure of expertise required for teachers of deaf students. Teaching skills and knowledge have already been integrated into teacher training programmes; however, curriculum development for collaborative skills is required. The results of this study suggest that teachers need to acquire a wide range of professional skills to educate children with hearing impairment. We recommend improving social mechanisms for training these teachers in the future.

Nesterova, Y., & Anderson, S. K. (2024). **Visions of peace: Exploring how Scottish youth understand and define peace**. *PROSPECTS*, *54*(3), 607-626. https://doi.org/10.1007/s11125-024-09700-0
In this article, we report on a study that explored how young people in Scotland understand and define peace. A total of 59 young people aged 12–18, from three schools (independent, state Roman Catholic, and state non-denominational) participated in this study. The young people were asked to participate in a peace data walk and, after that, to draw or paint pictures of what peace means for them in their local community and beyond. We utilize a combination of Personal Meaning Mapping, visual content analytic procedures, and visual art coding scheme to analyse the pictures. We drew on Critical Peace Education as an overarching framework to approach data collection and on the Peace Education Curricular Analysis framework to examine the presence of positive peace elements in youth drawings/paintings. Previous research in different contexts suggests that youth find it difficult to conceptualize peace, whereas it appears to be easy to explain war and negative peace (i.e., absence of war). Previous research conducted in Scotland showed that the curriculum focused on the element of wellbeing, with many other positive peace elements being either absent or not well represented. By contrast, youth in our study showed a strong understanding of positive peace, with a particular emphasis on the following facets: peace zone, eco mind, wellbeing, peace bond, and social justice. In our conclusion, we discuss these findings in relation to Scottish education policies and ways of capitalizing on this method of engagement and overall findings to support youth learning about peace.

Newton, V. A. (2025). **Hiding in plain sight: Black women speak on racist patriarchy and Black patriarchy in unmarked and marked spaces on campus**. *International Journal of Qualitative Studies in Education*, *38*(2), 252-266. https://doi.org/10.1080/09518398.2024.2365920
Black undergraduate women who attend a HPWI are impacted by racist patriarchy and Black patriarchy. To examine patriarchies across campus, I explored unmarked spaces on campus which are generic, white spaces; and racially marked spaces, such as the Black Student Center. To better understand how racist patriarchy and Black patriarchy shape Black women's college experiences, I utilized qualitative methods and an ethnography to center their experiences of discrimination and marginalization. Using a critical race feminism framework, I interviewed 25 Black undergraduate women who attended a state-flagship university in the Mid-Southern region of the US and conducted ethnographic fieldwork on campus. The findings show that Black women experienced overt racial hostility from white males in unmarked spaces on campus, while also experiencing objectification and social subordination from Black men in marked spaces. My findings demonstrate that HPWI's are patriarchal structures that create gendered racial violence against Black women.

Niu, Y., Dong, Y., Zhang, J., Zhang, S., & Cao, Y. (2025). **The value of athletics class with the use of virtual reality games for better communication and socialization of students**. *Education and Information Technologies*, *30*(1), 693-714. https://doi.org/10.1007/s10639-024-13206-9
This study aimed to determine the importance of socialization through sports as exemplified by athletics using interactive technologies for better socialization of students. The Small Group Socialization Scale (SGSS) was utilized for the measurement of socialization. The researchers conducted the study based on the Physical Education

Department Department, [Tangshan Normal University University. One hundred 1st year students and three physical education instructors of the university took part in the study. The age of the participants was 18–20, 50% females and 50% males. The researchers divided the participants into 2 groups: experimental and control. Each of them consisted of 50 people: 25 males and 25 females. To improve socialization and evaluate the impact of innovative technologies on this process, the experimental group attended physical education classes and had additional physical education classes using virtual games. The control group attended traditional physical education classes. The results demonstrated that 25% of the control group (CG) did not want to play sports in a team, while 88% of the experimental group (EG) wanted to communicate and engage with other children in a team. Students in the experimental group, who engaged in the educational process with the involvement of virtual gaming, displayed a preference for teamwork, facilitated interpersonal communication amongst themselves, and rapidly acclimated to group dynamics. According to gender indicators, the results showed slight gender differences in the levels of socialization among male and female students. According to the results of the T-tests, the males reported higher scores in collective involvement and satisfaction with communication in a team. In the prospects of further research, there lies the development of practical recommendations regarding socialization through sports involving VR methods, which will be effectively manifested in interpersonal interactions in one's future life.

Niyubahwe, A., & Mukamurera, J. (2024). **Obstacles à l'équité et à l'intégration scolaire des élèves immigrants au Québec : perspectives des parents**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 22-25. https://doi.org/10.7202/1114681ar
Le nombre d'élèves immigrants de cultures, de langues et d'ethnies diverses ne cesse de croître dans les écoles québécoises. L'intégration scolaire de ces élèves constitue un enjeu important pour l'école puisqu'elle doit leur assurer les mêmes chances de réussite que les autres élèves. Or, les recherches montrent que ces élèves s'adaptent difficilement aux normes scolaires et aux codes culturels de la société d'accueil. Cet article a pour objectif de décrire et comprendre les obstacles à l'intégration des élèves immigrants selon le point de vue des parents immigrants. Les résultats d'une recherche qualitative menée au moyen d'entrevues semi-structurées auprès des parents immigrants des régions de Montréal, Gatineau et Sherbrooke permettent de comprendre que plusieurs obstacles institutionnels nuisent à l'intégration des élèves immigrants. Les résultats permettent également d'envisager certaines pistes de solutions favorables à l'équité et à l'inclusion scolaire de ces élèves.

Nkosi, N. (2024). **Breaking Barriers and Building Bridges: Unveiling the Enablers of Women School Leaders to Overcome Gender Inequality in KwaZulu-Natal, South Africa**. *Research in Educational Policy and Management*, *6*(2), 436-453. https://doi.org/10.46303/repam.2024.43
This paper examined the enablers of women school leaders in KwaZulu-Natal, South Africa, which can be leveraged to address persistent challenges of gender inequality. Globally, women in leadership roles face numerous obstacles that hinder their professional growth and negatively impact their well-being. Despite ongoing gender equity initiatives in South Africa, women continue to experience gender discrimination. This study aimed to identify the enablers that women in school leadership could utilise to mitigate the adverse effects of societal expectations on their gender identity. Using a

phenomenological Community-Based Participatory Research (CBPR) design, the research focused on empowering and collaborating with women school leaders. The paper is framed within the critical pedagogy theory (CPT), which advocates for the examination of power structures and patterns of inequality, urging women to awaken their critical consciousness in the pursuit of emancipation from oppression. Data was gathered through individual face-to-face interviews with Deputy Principals (DPs), one Head of Department (HD), and two school principals, and analysed thematically. The findings revealed three key themes that women in leadership roles use to navigate and counteract gendered expectations: networking, the revision of outdated policies, and mentoring for change. By emphasising these enablers, the study outlines practical strategies that can assist women school leaders in effectively combating gender inequality and successfully leading their schools. Further implications for practice include the need for continuous professional development and capacity-building sessions aimed at empowering women in school leadership. Additionally, the paper advocates for societal empowerment through training sessions and seminars aimed at alleviating gender discrimination.

Nwosu, K. C., Orizu, C., Obiozor, W. E., & Apiti, A. A. (2024). **Barriers to effective learning for students with visual impairments at an inclusive-education university in Nigeria**. *British Journal of Special Education*, *51*(4), 447-457. https://doi.org/10.1111/1467-8578.12553
The research investigated the obstacles faced by undergraduates with visual impairments while studying at a Nigerian university striving to establish an inclusive learning environment for students with disabilities. The aim was to generate empirical evidence that can inform policies at the university and other similar institutions. The research is anchored in Bronfenbrenner's ecological systems theory, and a qualitative descriptive research design was employed. Using purposive sampling, 11 (male = 7; female = 4) undergraduate students living with blindness were recruited. Data were collected using semi-structured interviews and subjected to inductive data analysis. It was found that students encounter various challenges, emanating from peers, lecturers, the university and their families. The results demonstrate how different contexts influence the learning outcomes of students with visual impairments, warranting more comprehensive intervention programmes.

Observatoire des inégalités. (2025). **La compétition attise les inégalités et mine la cohésion sociale. Il faut miser sur la coopération**. Consulté 1 février 2025, à l'adresse Observatoire des inégalités website: https://inegalites.fr/La-competition-attise-les-inegalites-et-mine-la-cohesion-sociale-Il-faut-miser
Compétition et inégalités vont de pair. Pour contrer cette tendance généralisée à tous les domaines de la vie sociale, il faut sortir de cette logique et opter pour la coopération. Le point de vue de Sandra Hoibian, directrice du Crédoc.

Odier-Guedj, D., & Chatenoud, C. (2024). **Redimensionner ensemble les paramètres de la collaboration famille-école-communauté dans une recherche action participative : faire et apprendre ensemble**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 35-62. https://doi.org/10.3917/nresi.101.0035

Ozias, M., & Nicolazzo, Z. (2025). **Gender troubling critical whiteness studies in education**. *International Journal of Qualitative Studies in Education*, *38*(2), 298-313. https://doi.org/10.1080/09518398.2024.2369321

Gender is gaining more attention as a category of analysis in educational scholarship; however, much misunderstanding of gender remains, especially in how sex and gender are often treated as synonymous analytics. Additionally, gender and race are often treated as wholly separate despite their ongoing entwined epistemic and ontological genealogies. While critical studies of whiteness hold the potential to interrogate how gender itself is a violent imposition of white supremacy (Ozias & Nicolazzo, 2021; Spillers, 1987), the present study uncovers substantively different findings. Specifically, our content analysis of the past decade of CwS literature in higher education demonstrates what we identify as an investment in technologies of whiteness; a commitment that reinforces reductive, harmful, and inaccurate knowledge/power regimes of race/gender. In doing so, much of the CwS scholarship (including our own) undermines its intended goals by furthering, rather than dismantling, the effects of white cisheteropatriarchy.

Pelhate, J., & Pin, C. (2024). **Faire de la recherche avec les professionnels… et les familles ? Obstacles et empêchements d'une démarche inclusive**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 15-34. https://doi.org/10.3917/nresi.101.0015

Perry, V. (2011). ***Aspects du genre dans la didactique de l'anglais*** (Phdthesis, Université de Toulouse - Toulouse III - UPS). Consulté à l'adresse https://hal.science/tel-04916640
Le genre est un concept à la confluence de nombreuses disciplines, en lien avec les nouvelles approches critiques proposées par les gender studies et les études sur le genre. Dans le cadre de l'application de la Convention pour la promotion de l'égalité des chances entre les filles et les garçons, les femmes et les hommes dans le système éducatif (2000 & 2006), quelques initiatives ont déjà permis d'amorcer une intégration du genre pour la classe de langue-culture (LC). Cependant, il est montré dans cette recherche qu'articuler la problématique du genre à la didactique de l'anglais-LC pour francophones requiert de se pencher sur différents « aspects du genre » : non seulement étudier les systèmes linguistiques du français et de l'anglais (analyse formelle, linguistique) mais aussi comprendre les représentations culturelles de chaque sphère linguistique (analyse sociolinguistique) pour expérimenter des pistes d'application en classe de langue. Le genre, qui, dans les langues, est une catégorisation des termes, est grammaticalisé quand, porté par le substantif, il se manifeste par des marques au niveau du lexique et des contraintes d'accord au niveau de la syntaxe. Le français et l'anglais se situent à deux extrêmes : la grammaticalité du genre est maximale en français et le système alterne sur deux catégories (masculin/féminin pour les animés et les inanimés ; il n'y a pas de neutre), alors qu'elle est minimale en anglais (de type pronominal et associée au dualisme sexué pour les êtres humains), langue dont le système permet, en outre, de dépasser la contrainte de sexuation par des termes véritablement épicènes. L'approche comparée s'est appuyée sur la définition du genre que donne Edward Sapir dans Language (1921), celle que le genre est un concept d'ordre secondaire, une « forme pour la forme » opérant une « relation forcée » entre qualité, personne et action, et que les catégories du masculin et du féminin sont des « accidents philosophiques ». Il est donc proposé de considérer que la capacité de dépasser la bicatégorisation en anglais soit vue comme l'expression d'un tiers inclus. Après avoir interrogé plus de 1100 personnes (54% de femmes : public apprenant en lycée, à l'université ; stagiaires en IUFM, enseignantes et enseignants d'anglais, personnes « conscientes du genre ») il a été montré une corrélation entre le degré d'expertise en langue anglaise par des personnes dont la langue première et/ou de socialisation est le français et l'emploi des formulations non-sexistes (préférence nette pour les formulations épicènes au dépend de la

féminisation, vue comme encombrante et renforçant la logique différentialiste du dualisme sexué, bien qu'estimée également comme stratégiquement nécessaire pour contrer la domination masculine). Une enquête auprès de près de 230 enseignants et enseignantes révèle, en outre, la prégnance de la définition naturaliste du genre en anglais et la nécessité qu'une formation théorique sur le genre sous tous ses aspects. L'articulation genre/langage en didactique de l'anglais en contexte LANSAD (langues pour spécialistes d'autres disciplines) montre enfin que l'on peut proposer, par exemple, des parcours ciblés pour articuler « compétence en genre » et « compétence en communication » pour faire de la « conscience de genre » un élément fondateur de la professionnalisation du public apprenant, tout en respectant les exigences du Cadre européen commun de référence pour les langues.

Poteat, V. P., Marx, R. A., Richburg, A., Calzo, J. P., Bliss, C. C., Yoshikawa, H., & Lipkin, A. (2025). **Gender-Sexuality Alliance Experiences and LGBTQ+ Inclusive School Policies and Practices Predict Youth's School Belonging**. *Journal of Youth and Adolescence*, *54*(1), 1-16. https://doi.org/10.1007/s10964-024-02060-0
Gender-Sexuality Alliances (GSAs) and inclusive school policies and practices that affirm youth with minoritized sexual orientations or gender identities (e.g., lesbian, gay, bisexual, transgender, queer youth; LGBTQ+ youth) are two sources of support for LGBTQ+ youth that could promote school belonging. The current study tested a three-level multilevel model in which youth's GSA experiences and the degree to which their schools implemented LGBTQ+ inclusive policies and practices predicted their school belonging over a six-month period. Participants included 627 youth (87% LGBQ+ youth, 45% transgender or nonbinary youth, 48% youth of color) ages 11–22 (Mage = 15.13) in 51 GSAs. At the within-individual level, youth reported greater school belonging on occasions following months when they felt their peers and advisors were more responsive to their needs and when they had taken on more leadership in the GSA. At the between-individual level, youth who generally felt their peers were more responsive over the study period reported greater school belonging than others. At the between-GSA level, GSA members in schools that more thoroughly implemented LGBTQ+ inclusive policies and practices reported greater school belonging over the study period. These findings underscore the relevance of GSAs and inclusive policies and practices in establishing welcoming school environments.

Potvin, M. (2024). **Les effets systémiques des biais, stéréotypes et préjugés envers les jeunes noir[e]s en milieux éducatifs : des réalités attestées, mais peu connues ou reconnues**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(4), 859-906. https://doi.org/10.53967/cje-rce.6085
Despite the refusal of the Prime Minister of Quebec to recognize the existence of "systemic racism" in Quebec, deeming this term too guilt-inducing for the majority, there is significant official, scientific, and community literature in Quebec and Canada—and case law in matters of discrimination—that has documented systemic racism and its various manifestations in education. However, although the phenomenon has long been documented, its more subtle manifestations (such as the "adultification" bias of young Black people), which have systemic effects, are not always known and recognized by school stakeholders. This article is based on a non-systematic and non-exhaustive review of survey reports, statistics, and empirical studies in Quebec, Canada, and the United States, the main findings of which converge regarding biases, stereotypes, and prejudices against young Black people and their systemic effects, despite different

national contexts. The objective was above all educational: to show that invisible racism causes the problems of Black students to go unrecognized or become marginalized, which leads to less protection (under-protecting) and consideration of their needs—or, conversely, to over-policing and profiling behaviour toward young Black people.

Quickfall, A. (2025). **Exploring the Experiences of Women Academics in England: The Combined Effects of Societal, Structural and Life-Stage Factors**. *Higher Education Quarterly*, *79*(1), e12581. https://doi.org/10.1111/hequ.12581
This study explored the experiences of women who are academics working in UK higher education (HE), using a feminist approach and narrative methods and analysis. The purpose of the research was to explore the experiences of women, with a view to highlighting potential shared experiences, informing the policies of universities and adding to the body of knowledge on women in HE. Findings include narrative themes around gender roles, male-dominated academia and life-stage impact on career. Concluding recommendations include meaningful recognition of pastoral roles and promotion tracks which value these skills and support for women's life stages, including maternity, motherhood, menopause and sandwich caring.

Rifà-Ros, R., Rodriguez-Monforte, M., Carrillo-Alvarez, E., Costa-Tutusaus, L., Comes-Forastero, M., Martin-Arribas, A., … Gasch-Gallen, A. (2025). **Healthcare Students' Exposure to Sexual Violence During Clinical Placements in Spain: A Cross-Sectional Study**. *European Journal of Education*, *60*(1), e12892. https://doi.org/10.1111/ejed.12892
Data from international investigations indicate that gender-based violence is a phenomenon that also occurs in the university environment. Despite the fact that clinical learning environments have been widely studied, little attention has been paid to sexual violence in the clinical placement setting of Health Sciences students. Consequently, the aim of this study was to describe situations and/or behaviours of harassment, such as assault and/or sexual abuse experienced by the students of one university in Barcelona, Spain, during their clinical placements. A cross-sectional study was conducted using an ad-hoc online questionnaire. A convenience sample was used including bachelor's degree students as subjects during their clinical placements in the second half of 2022. A total of 156 responses were collected from the students of four degrees (Nursing, Physiotherapy, Nutrition and Dietetics and Pharmacy). Of the total results collected, 74.5% (117) corresponded to women and the remaining 25.5% (40) to men. 71.3% of students reported that they had experienced one (or more) of the 25 types of conduct described in the questionnaire at some time. The behaviours of social interaction with sexual content and sexual harassment in the placement setting showed that such behaviours were mostly experienced by women on the Nursing degree. In relation to the perpetrators of such behaviours, the respondents manifested that the greatest aggressor was a patient and that most of the aggression took place in hospitalisation units, rehabilitation centres and nursing homes. It is essential that academic institutions, in collaboration with health institutions, carry out joint actions, awareness-raising, identification and interventions, with students, professionals and teams from a culture of non-violence and the eradication of sexual harassment in academic placements.

Rivière, J. B. (2025, janvier 29). **Lycées agricoles : quelle place pour les filles ?** Consulté 31 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/lycees-agricoles-quelle-place-pour-les-filles-245868

Si les filles sont de plus en plus présentes dans les lycées agricoles, des ségrégations de genre persistent entre les filières et selon les spécialités.

Rodríguez-González, A. (2024). ***The impact of the female advantage in education on the family*** (AQR Working Paper N° 202407). Consulté à l'adresse University of Barcelona, Regional Quantitative Analysis Group website: https://econpapers.repec.org/paper/aqrwpaper/202407.htm
Men's historical advantage in educational attainment has recently been reversed in many countries. I study the implications for family formation of the new female advantage in education in the marriage market, exploiting a Finnish school reform that increased women's relative level of education. I analyze the reduced-form relationship between marriage market exposure to the reform and family outcomes. I find decreases in marriage and fertility in marriage markets with a larger female educational advantage. These results are mostly driven by the increasing mismatch between the educational distributions of men and women, and might have negative consequences for low-educated men's mental health.

Roques, N. (2025). **S'entraîner à la maison : les pratiques sportives autonomes des 6-18 ans en milieu rural**. *Éducation et Sociétés*, *53*(1), 83-100. https://doi.org/10.3917/es.053.0083

Russo, C. J. (2025). **COVID-19 and Urban Schools: The Public Health Issue of Our Time**. *Education and Urban Society*, *57*(2), 98-99. https://doi.org/10.1177/00131245211066192
Saygin, P. O., & Zhang, X. (2025). **Gender Gap in Teaching Evaluations and its Effect on Course Enrollments**. *Economics of Education Review*, *104*, 102617. https://doi.org/10.1016/j.econedurev.2024.102617
The disparity in teaching evaluations between male and female instructors is well documented. This paper demonstrates that, even when controlling for specific components of the same evaluation surveys, students tend to give lower overall ratings to female instructors compared to their male counterparts. Importantly, on popular rating platforms used by students, the average overall ratings are more prominently displayed than the detailed components of these evaluations. To explore the potential implications of this, we analyze data from two widely used teaching evaluation tools at a U.S. public research university: the online platform RateMyProfessors.com (RMP) and official university-conducted evaluations. By merging RMP ratings, official evaluations, and course enrollment data, we find that RMP's overall quality ratings have a greater influence on course enrollment than official evaluations, particularly affecting the enrollment decisions of female students. Additionally, our analysis reveals that conditional on all of these evaluations, male students have lower enrollment rates in the sections of the same courses offered by female instructors even when accounting for the average grades in these courses from previous semesters.

Shiue, C. H., & Keller, W. (2024). ***Elite Strategies for Big Shocks: The Case of the Fall of the Ming*** (NBER Working Paper N° 33121). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/33121.htm
This paper documents persistence in the power of elite families in Central China despite dynastic change. We study the impact of the fall of the Ming Dynasty (1368-1644) on couples and their descendants (treatment of people), and present evidence on the response of multigenerational family lines to a big shock. Local Ming elites suffered a

decline in influence in the short run, but in the long-run their descendants recovered and tightened their grip on power in their role as the elites of the new Qing Dynasty (1644-1911). In contrast to the recovery of family lines, the fall of Ming had a more persistently negative impact on the regions that historically were most strongly negatively affected by the shock (treatment of regions). The paper suggests that the elite reversal is due to trauma caused by Ming destruction that shifted norms towards the most socially respectable career paths based on the civil service exam; these norms were, to a greater degree, intergenerationally transmitted in family lines that suffered more from the destruction in the fall of the Ming dynasty.

Sicka, B. (2025). **Reclaiming & reasserting Third World womanhoods in U.S. higher education**. *Higher Education Quarterly*, *79*(1), e12570. https://doi.org/10.1111/hequ.12570
This study combines narrative inquiry with Third World feminism to bring a nuanced and scopic perspective of Third World women student experiences in US higher education. Specifically, it utilises Talpade Mohanty's concept of Third World womanhood to visibilise the experiences of five Third World international female students. Understanding womanhood as transnationally fluid and contextual, I investigate how women international students from the Third World perceive themselves to be misrepresented or homogenised in Western higher education. I also examine how gender and foreignness act as dynamic, interrelated categories in doubly-othering this population. The purpose is to identify how Third World women students enact agency and contest reductive stereotypes. Findings reveal that Third World women students confront a range of exclusions in the US university, including being typecast as poor, needy, and civilisationally lacking, which predicates the (over-) representation of Third World women as constrained and backward. Third World feminism emerges as a powerful intervention to unsettle colonial and oriental discourses in education and empower minoritised women to determinate selfhood.

Sjögren, A., Sundberg, A., & Getik, D. (2024). ***Migration inflow and the school performance of incumbent students*** (Working Paper Series N° 2024:22). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2024_5f022.htm
We examine how exposure to recent migrants affects the academic performance of Swedish students. To identify the effect, we exploit variation in exposure to recent migrants between grades in a given school and year, between siblings and over time for the same individuals. We find a positive effect on native students in schools with high levels of exposure and in rural areas. At the same time, the effect is negative in large cities. Analyses of mechanisms suggest that school responses to reduce class size play a role in generating net positive effects of migrant exposure. Findings are similar when considering the more acute exposure of the 2015-2016 refugee crisis.

Smith-Onyewu, Z., Stein, M. L., Cortes, J. B., Kim-Christian, P., & Dewey, N. (2024). **Public Transit and Urban Community College Access**. *Research in Higher Education*, *66*(1), 5. https://doi.org/10.1007/s11162-024-09829-z
Community colleges were established as affordable postsecondary education opportunities for all residents within their local areas. Typical measures of access to postsecondary institutions use binary indicators based on the presence of institutions within geographic areas or straight-line distance between student residences and

college locations as the underlying metric and implicitly assume that students travel by private vehicles. These factors likely overestimate access within urban areas where relatively large proportions of residents may commute primarily by public transit. In this paper we estimate access based on travel times to community colleges in ten large U.S. cities utilizing public transportation, examine variations in access across those cities, and compare these estimates to distance-based measures of access. We find that access to community colleges based on public transit travel times varies substantially within and across cities and is influenced by each city's geography and built environment. We conclude with a discussion of how measuring college access by travel time reveals the existence of urban community college access deserts.

Sofyan, M., Finefter-Rosenbluh, I., & Barnes, M. (2025). **Unpacking the ethics of care and safe learning environments in Indonesian vocational higher education settings: a contested space of power and (teaching) effectiveness**. *Pedagogy, Culture & Society*, *33*(1), 49-68. https://doi.org/10.1080/14681366.2023.2187437
Numerous studies have discussed the ethics of care and safe learning environments in relation to educational experiences. Yet, there is a dearth of literature on such aspects in vocational, non-western higher education contexts. This paper examines how students and teachers view entanglements of the ethics of care and safe learning environments in forming notions of teaching effectiveness in Indonesian vocational higher education settings. Utilising interview data from students and teachers in Indonesian higher education vocational institutions, the study draws upon Hofstede et al. Dimensions of National Cultures and Faranda and Clarke's framework of effective teaching. The findings illuminate balanced power distance, communicative participation and pedagogy of care as fundamentals of the ethics of care that correspond with notions of safe learning environments to inform effective teaching in the Indonesian higher education vocational space. Illustrating social-educational contestations in the vocational classroom, implications suggest the need to minimise the existing large teacher-student power distance and transform the role of teachers as 'object-givers' and students as 'object-takers' into caring partnerships that promote vocational knowledge and practice. The study holds promise for educators, teacher educators and policymakers seeking to buttress support for ethical caring initiatives to enhance teaching effectiveness in the vocational non-western space.

Sow, A.-M. (2024). ***Scolarisation, inclusivité et qualité de vie des élèves atteints d'une maladie chronique invalidante au Sénégal. Le cas de la drépanocytose*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04901067
La drépanocytose, maladie héréditaire chronique et invalidante, affecte gravement la vie de millions de personnes. Elle est caractérisée par de l'anémie, des infections fréquentes et des crises douloureuses. 66 % des 120 millions de personnes touchées dans le monde vivent en Afrique (OMS, 2022). Cette thèse, menée auprès de quatre cents élèves drépanocytaires au Sénégal, de leurs parents, enseignants et soignants, vise à comprendre la qualité de vie scolaire, familiale et hospitalière des drépanocytaires, et à proposer des solutions pour un meilleur accompagnement. Elle utilise la méthode mixte (questionnaires et entretiens) pour analyser les avancées et les obstacles à leur inclusion en tenant compte d'accords éthiques. Les résultats révèlent une faible connaissance de la drépanocytose par les personnes atteintes, ainsi que des pratiques familiales et scolaires inadaptées. Malgré quelques progrès au cours de la dernière décennie avec diverses initiatives pour promouvoir l'inclusivité, les interconnexions entre les catégories

identitaires (âge, sexe, origine ethnique, etc.) et les conditions matérielles soulignent, dans une approche écosystémique, la complexité des défis : multiples formes de discrimination, obstacles à la scolarisation, nombreuses absences et échecs aux examens (25 %). Les violences physiques subies par 69 % des élèves, le décrochage scolaire fréquent (26 % chez les 13-18 ans), le coût élevé des soins médicaux et une faible littératie en santé continuent d'impacter négativement leur qualité de vie. L'intérêt majeur de cette recherche réside dans sa contribution significative à la compréhension de la scolarisation des élèves malades au Sénégal en examinant les interactions entre les environnements scolaire, familial et hospitalier. Elle propose des pistes et recommandations pour améliorer l'inclusivité.

Stokes-Casey, J. (2025). **Expanding on Garnet's polyptych construction as historical methodology: insertions and implementations**. *International Journal of Qualitative Studies in Education*, *38*(2), 228-234. https://doi.org/10.1080/09518398.2024.2365198
In response to Dustin Garnet's (2015) article "Polyptych Construction as Historical Methodology" in the International Journal of Qualitative Studies in Education, this paper aims to insert citations of feminist theories into the record of polyptych methodology. Examples from Black Feminist Theorists offer models of form to polyptych construction. The author further illustrates how they implement polyptych methodology and form in their art education historical research.

Stoppa, L., Molina, G., & Hache, C. (2024). **Gender Stereotypes in French Pre-Schools: Between Construction and Deconstruction**. *European Journal of Education*, *60*(1 (mars 2025)), e12837. https://doi.org/10.1111/ejed.12837
ABSTRACT Stereotypes are social representations that help us understand the world around us, and yet endanger our conception of the world. Indeed, using stereotypes can lead to generalisations; in other words, it can lead to neglecting the personal characteristics of individuals. This article studies gender stereotypes and their part in the French early school system; kindergarten. In France, school is mandatory from an early age and promotes equality. Yet, gender equality is hard to reach as long as gender stereotypes persist. The overall question this paper addresses is that of gender stereotypes in French schools' hidden curriculum: does it help construct them, deconstruct them, or is it neutral? This study, in which school books and online video recordings were observed and analysed with the concepts of stereotypes, counter-stereotypes and non-stereotypes, shows how gender stereotypes still exist in French kindergarten schools, although counter-stereotypes and non-stereotypes are found as well.

Stoppa, L., Molina, G., & Hache, C. (2025). **Gender Stereotypes in French Pre-Schools: Between Construction and Deconstruction**. *European Journal of Education*, *60*(1), e12837. https://doi.org/10.1111/ejed.12837
Stereotypes are social representations that help us understand the world around us, and yet endanger our conception of the world. Indeed, using stereotypes can lead to generalisations; in other words, it can lead to neglecting the personal characteristics of individuals. This article studies gender stereotypes and their part in the French early school system; kindergarten. In France, school is mandatory from an early age and promotes equality. Yet, gender equality is hard to reach as long as gender stereotypes persist. The overall question this paper addresses is that of gender stereotypes in French schools' hidden curriculum: does it help construct them, deconstruct them, or is it neutral? This study, in which school books and online video recordings were observed and analysed

with the concepts of stereotypes, counter-stereotypes and non-stereotypes, shows how gender stereotypes still exist in French kindergarten schools, although counter-stereotypes and non-stereotypes are found as well.

Szerdahelyi, L. (2024). **Gender, Physical Education and the Biographical Turn. French Perspectives on the History of Female PE Teachers**. *Foro de Educación*, *22*(1), 79-102. https://doi.org/10.14201/fde.1315
This article seeks to examine the current dynamism of biographical approaches that explore the history of PE teachers in France through the prism of gender. To this end, the first section examines the historiographical filiations of the history of female PE teachers, where it intersects with the history of women and gender, gender in the history of sport, and the history of education, coeducation and female teachers. The second section focuses on the theoretical and methodological shifts brought about by gender within the wider biographical transformation of the history of PE teachers. Here I will discuss the shift from a male profession to a mixed-gender profession, from the study of groups to that of individuals, and from the use of official sources to that of oral sources. This contribution will conclude by considering possible next steps for the social history of female teachers and arguing for a history from below of women in PE.

Tarrayo, V. N., Vásquez-Guarnizo, J., & Tobar-Gómez, M. F. (2025). **Exploring Queer Colombian Preservice English Language Teachers' Perceptions Towards Queering English Language Teaching**. *European Journal of Education*, *60*(1), e12853. https://doi.org/10.1111/ejed.12853
Recent initiatives have highlighted the need for integrating a gender perspective into English Language teaching (ELT), particularly in Colombia where gender diversity in education lacks significant sociocultural advancement. This study investigates the perceptions of 11 queer preservice English-language teachers (PSELTs) from a Colombian public university, using semistructured interviews to explore their views on queering ELT and their future roles as educators. The findings emphasise the importance and challenges of adopting a queer perspective in ELT, essential for creating inclusive environments that respect (queer) students' identities. Moreover, the experiences of these PSELTs during their training have empowered and motivated them as future educators to advocate for societal transformation by promoting awareness of gender diversity in Colombian EFL classrooms. This study supports critical educational reforms that recognise and integrate diverse identities, enriching teaching practices and fostering inclusive learning environments.

Teodóra, S., Zita, G., & László, K. (2025). **Preschool Children's Social Problem-Solving in Hungary and Vojvodina Based on Parents' and Teachers' Opinions**. *European Journal of Education*, *60*(1), e12842. https://doi.org/10.1111/ejed.12842
The aim of the study was to explore parents' and teachers' opinions about preschoolers' social problem-solving and the role of parents' educational attainment and family structure in social problem-solving, comparing these results in Hungary (n = 162) and Vojvodina (n = 147). We used Strengths and Difficulties Questionnaire (SDQ) and Social Problem-Solving Parent/Teacher Questionnaire (SPSQ) for the latter drawing on the social problem-solving model of Chang et al. which has two processes, problem orientation (positive, negative) and three problem-solving styles (rational, impulsive, avoidant). Based on the results, parents' and teachers' evaluations are generally different, in both samples' parents perceive children as much more prosocial than teachers, and teachers

have a more negative perception of children's attitude towards problem-solving than parents. The triangulation research—where mothers, fathers and teachers evaluated the children—revealed several differences in the perceptions of parents and teachers in Vojvodina and Hungary. One of our findings from the comparison showed that frequency of positive problem orientation in SPS was differently perceived in both samples by the raters: according to which Vojvodina mothers and fathers found these higher in 4-year-olds, additionally in 5-year-olds by fathers, while in Hungary, this was perceived only by teachers in 5- and 6-year-olds. In both the Hungarian and the Vojvodina samples, parental education explained the psychological factors examined differently. The main message of the research is that there are significant differences in the perceptions of both parents and teachers, but also of mothers and fathers in both samples, and this is particularly true in the case of externalising problems.

Tessier, L., & Trémion, V. (2025). **Comment les filles apprennent-elles à faire des vidéos ? Conceptions et productions audiovisuelles d'étudiantes en sciences humaines**. *Éducation et Sociétés*, *53*(1), 101-118. https://doi.org/10.3917/es.053.0101

Tianbao, L., & Zhenbo, P. (2025). **Socio-Spatial Differentiation of Chinese Shadow Education Activities During its Peak Period: A Case Study of Dalian Urban Area**. *Education and Urban Society*, *57*(2), 168-190. https://doi.org/10.1177/00131245241280965
Based on the survey data of shadow education activities of junior middle school students in Dalian, China in 2020, this paper analyzes the socio-spatial differentiation of participation, activity spatial distribution and travel distance. It's found that: (1) The participation rate reaches 74.17%. In general, the higher socioeconomic status strata have more advantages both in participation rate and registered subjects' number. Spatially, though the suburban area has the lowest participation rate, the largest registered subjects' number per student is there. (2) Spatial agglomeration of shadow education activities is obvious, mainly gathering in commercial centers, around schools and residential areas and forming a relatively dispersed multi-core structure. The activities of the middle socioeconomic status strata are most widely distributed. (3) The average travel distance of shadow education is almost twice that of travel to school. The average distance goes up with the rise of social strata with the only exception of the highest stratum because of their enjoying of superior locations. Students in the suburban area have the longest travel distance due to their large number of travels to the urban core area. Also, students registered for more than one shadow education subjects' number have a much higher proportion of long-distance travel.

Tumen, S., Vlassopoulos, M., & Wahba, J. (2025). ***The Power of Language: Educational and Mental Health Impacts of Language Training for Refugee Children*** (IZA Discussion Paper N° 17593). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17593.htm
This paper examines the causal impact of a large-scale Turkish language training program on the academic performance, school participation, and mental well-being of Syrian refugee children in T¨urkiye. Using rich administrative data and a staggered difference-in-differences design, we find that the program led to improvements in Turkish language and Math scores of refugee students, along with a significant reduction in their school absences. The language gains and associated improvements in school outcomes are more pronounced for younger refugee children with lower pre-program academic performance, which suggests that early language interventions are more effective for

integration. In addition, we provide evidence that the language training program generated modest positive spillovers on native students. Finally, we identify mental health as a potential key channel through which the program enhanced educational outcomes, as alleviating language barriers improved concentration, reduced anxiety, and decreased bullying. Our findings underline the critical role of language training in improving refugee students' educational outcomes and mental well-being, and fostering social cohesion.

Warshaw, J. B., DeMonbrun, M., & McNaughtan, J. (2025). **Reaching for Excellence Through Equity or Prestige? US Private Master's Comprehensive Institutions and Low-Income Students**. *Higher Education Quarterly*, *79*(1), e12573. https://doi.org/10.1111/hequ.12573
Private master's comprehensive institutions (PMCIs) in the United States navigate pressures to expand college access and equity while striving for prestige in the academic hierarchy. To strive for prestige entails competing for world-class status of greater selectivity, research intensity and resources, but such a pathway to excellence may, because of market-competition, deepen institutional and student stratification in the sector. In this study, we examine how organisational characteristics associated with striving influence low-income student enrolment at PMCIs over time. Our panel analysis revealed selected factors constraining the enrolment of low-income students at the average PMCI. But the magnitude of these statistical relationships was rather modest and did not suggest dramatically worsening institutional and student inequality in the sector. These findings support a flexible theory of organisational fields, illuminating more equity-centred behaviours at the typical PMCI than what prior literature indicates. We discuss implications for research and policy emphasising equity's connection to institutional excellence.

Wedajo, H. G. (2024). **"I wanted a different life for myself": Aspirations and agency of economically disadvantaged youth in Ethiopia**. *PROSPECTS*, *54*(3), 709-722. https://doi.org/10.1007/s11125-024-09693-w
Understanding the freedom that students have to make decisions they value enables them to remove barriers to their valued aspirations and obstacles to their freedom and helps them take actions toward their aspired futures. Using the capability approach, this study examines how economically disadvantaged youth in Ethiopia exercised their agency to choose and pursue what they aspire to be. The youths' stories underline that they are certainly agentic, wherein their ability to have a clear picture of their future strengthens their agentic power. In contrast, economic barriers limit their ability to pursue and realize their aspirations by making it practically impossible to have options other than what is reachable. This article provides insight on the conditions that constrain or enhance the agentic power of youths to make choices and take actions in forming and pursuing their educational aspirations.

Winter, E. L., Mason, C., & Stillman, C. (2025). **Eating disorders, school professionals, and understanding family theory**. *Psychology in the Schools*, *62*(2), 550-563. https://doi.org/10.1002/pits.23339
Eating disorders have substantially risen in school-aged youth, especially in a post-pandemic world. Impacting children and adolescents across races, ethnicities, genders, and sexual orientations, prevalence rates suggest that eating disorders do not discriminate. Interestingly, despite the rising prevalence rates and increase of eating

disorders, many school-based mental health providers feel ill-equipped to support children, adolescents, and their families seeking eating disorder treatment due to lack of knowledge or skill. Given the evidence-based focus on family-based treatment, many school-based providers wonder what is best approach to support individuals within a school-system, for how to best intertwine family-based recommendations and collaboration with relevant outside clinicians. Given this uncertainty, this piece explores the role of school-based mental health in supporting family-based treatment, exploring two prominent systems theories and how providers within schools can adopt these approaches to most ethically aid students within the bounds of competence within a school setting.

Wondim, M. G. (2025). **Parental Engagement in Early Childhood Education: The Case of Debre Tabor Schools, Ethiopia**. *European Journal of Education*, *60*(1), e12817. https://doi.org/10.1111/ejed.12817
Parental engagement (PE) in early childhood education refers to the different ways parents get involved to help children's learning. Drawing on Ecological Systems and Social Capital as theoretical frameworks, this research explored parents' engagement experiences in early childhood education in primary schools in Debre Tabor Town, Ethiopia. A qualitative approach with a case study design was employed in this study. Through purposive sampling, 12 key informants, such as parents, school principals and teachers, were chosen from five primary schools for in-depth interviews. Thematic analysis was used to analyse data from interviews focusing on four dimensions of PE: communication, learning at home, collaborative partnership and creating a nurturing environment. Results showed that parents excelled in creating a nurturing home environment to support their children's education. However, the study revealed low engagement from parents in communication, collaborative partnership and learning at home activities. It highlighted that parents' engagement in working with others to help the education of their children was not motivating. Lastly, the study also identified the reasons behind parents' low engagement in early childhood education, many of which are associated with parent-related, and school-related. Generally, the research indicated parents had limited engagement in their child's pre-school education.

Wong-Campbell, J. P. (2024). **Developing Antiracist Intelligence in Institutional Research: A Critical Content Analysis of AIR Forum Conference Programs, 2002–2023**. *Research in Higher Education*, *66*(1), 2. https://doi.org/10.1007/s11162-024-09825-3
Grounded in Quantitative Critical Race Theory (QuantCrit), this study utilizes Critical Content Analysis to examine how educational sessions at the Association for Institutional Research's annual conference, AIR Forum, have engaged issues of race and racism. On average, race was mentioned in just 6.2% of AIR Forum sessions annually, and only three sessions used the terms "racism" or "antiracism" between 2002 and 2023. Findings suggest there is a dearth of learning opportunities at AIR Forum explicitly aimed at countering racism in Institutional Research (IR). Implications for research and practice are shared to bolster the development of antiracist intelligence among IR professionals.

Yamada, H., & Vu, T. M. (2025). **The number of toilets, toilet types, and school enrollment rates: Evidence from Cambodia**. *International Journal of Educational Development*, *112*, 103194. https://doi.org/10.1016/j.ijedudev.2024.103194
Using commune-level panel data for 11 years, we investigate whether there is a relationship between toilet facilities at primary and lower secondary schools and school

enrollment rates in Cambodia. We differentiate toilet facilities by type (improved and unimproved) and by gender. We find that the number of improved toilets at both primary schools and lower secondary schools per boy/girl in the commune is positively associated with the school enrollment rate of boys/girls of the corresponding age range (7–11 or 12–14 years). A positive association between the number of unimproved toilets per boy/girl and the school enrollment rate of boys/girls was found only at the lower secondary-school level, but the association was much weaker than that for improved toilets. These findings suggest that the construction of improved toilet facilities might lead to higher school enrollment rates.

Yu, Q., Brunsting, N. C., Smart, J., & Bingham, W. P. (2024). **Language Proficiency, Second Language Educational Experience, and Psychological Well-being Among International Students at U.S. Universities**. *Research in Higher Education*, *66*(1), 3. https://doi.org/10.1007/s11162-024-09821-7
Study abroad comes with challenges, yet it is not clear how language proficiency may longitudinally predict students' social engagement and well-being. Recent changes in international student demographics, including age decreases and increased international school backgrounds, may also affect students' well-being. This study views language as a culturally specific symbolic tool that serves cognitive, social, and emotional interactions, both interpersonal and intrapersonal. By surveying 387 international students from 14 U.S. universities over 1.5 years, this study explored the role of English proficiency in facilitating students' adaptability to psychosocial challenges and well-being. The findings suggested that both English proficiency and prior-to-admission second language educational experience predict well-being, while the latter may have afforded more nonacademic adjustment to international students' continuous social engagement. In addition, the onset of social engagement and sense of belonging showed a likely importance which highlights the value of pre-study-abroad programming for facilitating international students' continuous social engagement.

Zarifa, D., Sano, Y., & Pizarro Milian, R. (2025). **Does Transfer Pathway Uptake Help or Hinder Access to STEM Fields in Postsecondary Education? A View From Canada**. *Higher Education Quarterly*, *79*(1), e12578. https://doi.org/10.1111/hequ.12578
Considerable scholarly attention has been devoted to how gender, race and various other demographic factors shape the odds of majoring in science, technology, engineering and mathematics (STEM) programs. Such work has identified sizable disparities in access to STEM fields across various dimensions. In turn, these empirical findings have informed productive discussions about the social and institutional mechanisms that prevent marginalised groups from entering STEM, along with the potential strategies that could be used at multiple levels (e.g., government and institutional) to address them. Despite the increasing size of this literature, little energy has been devoted to examining the extent to which uptake of transfer pathways is associated with the odds of eventually majoring in a STEM field. Does transfer divert students away from STEM fields? Does it primarily function as an 'on-ramp' for students from other disciplines to enter STEM? We find that students who travel transfer pathways into the university sector are less likely to major in STEM, but those that travel transfer pathways into the community college sector are more likely to major in STEM. We identify some of the mechanisms that could be contributing to these trends and highlight some prospective strategies for addressing the potential structural barriers faced by students wishing to enter STEM.

Zhao, M. (2025). **Double Disadvantage? Internal Migration, Gender and Labour Market Outcomes Among Recent College Graduates in China**. *European Journal of Education*, *60*(1), e12868. https://doi.org/10.1111/ejed.12868
This study examines three waves of data from a nationally representative survey, the China College Student Survey (2010, 2013 and 2015), to determine whether highly educated female graduates who choose to move outside their hukou-registered cities experience a double-negative effect in terms of initial earnings attainment and work organisation entry due to their gender and migrant status in China's urban labour market. The results from multinomial logistic regression and OLS models show that, on the one hand, female graduate migrants are less likely to enter government organisations that afford institutional protection from gender discrimination. On the other hand, female graduate migrants are paid significantly less than their male counterparts in the graduate labour market. Therefore, in China's urban labour market, female graduates suffer a double-negative effect on earnings attainment and work organisation entry. This study extends 'the double-disadvantage thesis' to the study of internal migration, contributing to existing knowledge by showing that the interaction between gender and migration produces different labour market outcomes among migrant groups.

Zorn, S., Atlan, E., Martel, K., Puustinen, M., Lewi-Dumont, N., & Toubert-Duffort, D. (2024). **Les relations entre parents de jeunes avec polyhandicap et professionnels de l'éducation : les apports d'une démarche collaborative d'analyse de situations filmées**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 107-126. https://doi.org/10.3917/nresi.101.0107

Climat de l'école

Angelonias, D., & Richard, P. (2024). **Who sees what? A study of the perception of sexual harassment among university students in Switzerland**. *Revue Pluridisciplinaire d'Education Par et Pour Les Doctorant-e-s*, *1*(3), 83-87. https://doi.org/10.57154/journals/red.2024.e1776

B-Lamoureux, B., Gélinas-Proulx, A., & Guillemette, S. (2024). **Promouvoir le bienêtre et l'inclusion dans une approche équitable visant la justice sociale : défis, rôles et éléments clés en milieu scolaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 48-52. https://doi.org/10.7202/1114687ar
Cet article explore les enjeux d'équité et d'inclusion pouvant miner le bienêtre dans les milieux scolaires québécois, en identifiant les injustices profondément enracinées dans des dynamiques de pouvoir asymétriques et des présupposés à déconstruire et reconstruire. S'appuyant sur une thèse (B-Lamoureux, 2024) recensant des recherches récentes, il met en lumière le décalage entre les savoirs issus des recherches et leur mise en application concrète dans les établissements scolaires, en soulignant l'impératif de former et d'accompagner les directions d'établissement scolaire ainsi que leurs équipes dans le développement d'un leadeurship bienveillant, inclusif et transformatif. L'article propose également des stratégies pour renforcer la collaboration entre toutes les parties prenantes du milieu scolaire pour créer un environnement où chaque individu se sent valorisé et inclus. Des pistes sont avancées pour soutenir un processus de transformation

organisationnelle, visant à promouvoir le bienêtre individuel et collectif au sein des milieux scolaires.

Boyer, F., Shankland, R., & Stella, L. (2024). ***Rapport d'enquête - Prévenir et réduire le harcèlement scolaire : quels besoins de formation du côté des professionnels de l'éducation nationale aujourd'hui ?*** Consulté à l'adresse Lea.fr website: https://www.linkedin.com/posts/caroline-bonnaud-0a22588a_pr%C3%A9venir-et-r%C3%A9duire-le-harc%C3%A8lement-scolaire-activity-7167759043808186368-XWnT
Les enquêtes nationales sur le climat scolaire mettent en lumière l'ampleur des violences répétées en milieu scolaire, touchant 24,7 % des élèves de CM1-CM2 et 46 % des collégiens. Ces situations de multivictimation, caractéristiques du harcèlement scolaire, révèlent un besoin urgent de prévention. Le plan interministériel de lutte contre le harcèlement scolaire, lancé en 2023, introduit notamment des cours d'empathie en maternelle et en élémentaire pour développer les compétences psychosociales des élèves, favoriser les comportements prosociaux et créer un climat scolaire inclusif. Une enquête menée auprès de 574 professionnels de l'éducation montre que 77 % ont été confrontés à des situations de harcèlement scolaire au cours de leur carrière, mais seuls 21,3 % se sentent suffisamment formés pour les identifier efficacement. Bien que des stratégies comme la communication en équipe (81,9 %) ou l'organisation d'ateliers sur les compétences psychosociales (9,1 %) soient mises en œuvre, 36,4 % des professionnels signalent un manque de moyens adaptés. Ces résultats soulignent l'importance de renforcer la formation des professionnels, d'améliorer les outils pédagogiques et d'encourager des pratiques favorisant la solidarité et l'inclusion. Le développement d'un environnement scolaire positif apparaît comme un levier essentiel pour prévenir le harcèlement et favoriser le bien-être des élèves.

Burns, E., Fogelgarn, R., & Billett, P. (2025). **Men school teachers get bullied too: examples from an Australian study**. *International Journal of Qualitative Studies in Education*, *38*(2), 267-281. https://doi.org/10.1080/09518398.2024.2365922
Studies of teachers targeted and bullied by students and parents have mostly been quantitative studies with few qualitative portrayals of the lived experience of teachers who suffer this discursively invisible bullying and harassment. The present study examines the accounts of three Australian male secondary teachers' experiences of being bullied and harassed. Gender, in these accounts, is an ambivalent variable, simultaneously relevant yet in other ways not relevant. On one hand, these are deeply felt narratives of personal hurt and disquiet. At the same time, the structuring effects of the formal contemporary educational system is coupled to cultural changes in how teachers are positioned in imperatives of balanced class management, state education performance metrics, and shifting social attitudes and expectations. These intersections move these personal stories beyond any simple gender binary divide in how bullying impacts these individuals' personal lives and professional teaching careers.

Debarbieux, É. (2025a). ***Zéro Pointé ? : Une histoire politique de la violence à l'école***. Consulté à l'adresse https://www.editionsleslibertes.fr/livre-Z%C3%A9ro_Point%C3%A9__-9791020923073-1-1-0-1.html
Conflits, découragement du personnel, souffrance des élèves... L'école française est en crise. Comment en sommes-nous arrivés là ? Expert engagé sur les problèmes de violence et de harcèlement en milieu scolaire, Éric Debarbieux ouvre plus de quarante années d'archives et de réflexion pour tenter de comprendre la situation actuelle. Sans

concession et sans langue de bois, il montre la responsabilité majeure des politiques publiques incohérentes, peu ou pas suivies, reposant trop souvent sur des déclarations hypocrites et des croyances au programme miracle. Livre de mémoire, il est aussi un geste de combat qui dénonce simplismes et effets d'annonce joints à un mode de gouvernance obsolète. La stabilisation de cette « violence » ne se fera pas sans douleur, sans une profonde remise en question de notre être-adulte comme de nos institutions dans un monde où la géopolitique interfère de plus en plus avec le milieu scolaire. Une enquête nécessaire sur une incohérence d'État.

Debarbieux, É. (2025b, janvier 22). **Violences scolaires, des violences entre adultes ?** Consulté 27 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/violences-scolaires-des-violences-entre-adultes-246541
La dégradation du climat scolaire tient moins à une montée des tensions entre élèves qu'à la détérioration des relations entre adultes. Extraits de « Zéro pointé » (2024).

Grignoli, D., D'Ambrosio, M., & Pierzchalski, F. (2025). **Gender-Based Violence in Academic Contexts: Between Capitalist Logic and Ordinary University Practices in Italy and Poland**. *European Journal of Education*, *60*(1), e12869. https://doi.org/10.1111/ejed.12869
The contemporary capitalist practice, a neoliberal version, promotes the model of a public university as a profitable enterprise providing high-quality educational services. This means a situation in which public higher education is subject to market pressures, including the narrative of irreversible privatisation and marketisation. It is also the occurrence of academic capitalism, associated with three specific processes: commercialisation, capitalisation and financialisation. Such neoliberal ideas mean enormous changes in the orientation of teaching and the organisation of higher education institutions for universities. At the same time, these changes are related to the roles and functions of women in academia, considering also the discrimination and violence against them. On this basis, the article aims to reflect on the differences and similarities between the Italian and Polish academic systems by attempting to reconstruct the socio-economic and political framework, also in the EU, considering the gender gap.

Juliyabadu Gunathilake, T., Allen, K.-A., Berger, E., May, F., Grove, C., Patlamazoglou, L., … Reupert, A. (2025). **Improving sense of school belonging in Indian schools: Student perspectives**. *Psychology in the Schools*, *62*(2), 564-583. https://doi.org/10.1002/pits.23338
Students' sense of school belonging is associated with healthier psychological functioning and improved academic outcomes. Currently, most research on school belonging has been conducted in the United States, United Kingdom, Australia, and New Zealand, resulting in school belonging practices and interventions largely biased towards Western school systems and cultures. This study sought to identify Indian students' perceptions of teacher-level and school-level factors that could contribute to a sense of school belonging. Open-ended survey questions were used to qualitatively explore how teacher- and school-level practices contributed to the school belonging of 93 Indian students aged 12–19. Data analysis followed manifest content analysis, identifying themes within teacher-level and school-level domains of enquiry. Results reveal valuable insights into factors influencing school belonging from the students' perspective. These findings can inform the development of targeted interventions to support Indian students in rebuilding their sense of school belonging, improving their wellbeing, and enhancing their academic success. The research also contributes to a broader understanding of

school belonging practices and their cultural sensitivity, benefiting educators, policymakers, and researchers worldwide.

Oben, A. I., & Hui, X. (2025). **Discipline or damage?: Students' experiences of corporal punishment in Cameroon secondary schools and implications for education**. *International Journal of Educational Development*, *113*, 103201. https://doi.org/10.1016/j.ijedudev.2024.103201
The school environment should be the last place to expect or experience child abuse; unfortunately, corporal punishment another form of violence has been persistently used behind closed doors in Cameroon secondary schools as a disciplinary measure despite its ban, leaving victims with physical and invisible scars. Previous studies have mainly focused on the prevalence of this practice, with little comprehension of the lived experiences of those subjected to it, aside from its direct implications on the individual and their education. This creates a gap in scholarly literature especially in Cameroon. This study explored students' experiences of corporal punishment in Cameroon secondary schools. The study employed a qualitative research methodology. The study participants were students (N = 25) aged 13–18 from 15 Cameroon secondary schools. A purposive sampling technique was used to select the participants; only secondary school students who had experienced physical punishment participated in this study. A semi-structured interview guide was used as the instrument for data collection. The data collected was analyzed thematically. The study revealed that corporal punishment results in; humiliation and low self-esteem; increase in fear, anxiety, and trauma; demotivation and academic disengagement; increased adolescent aggression; and impaired teacher-student relationships. The study highlights corporal punishment's implications for a child's education such as poor performance and eventual school dropout, and the long-term effects on adulthood (as future teachers or parents) such as potential perpetuation of aggressive behavior emphasizing the need for addressing its prevention. This calls for urgent interventions, such as the recommended alternative school disciplinary methods.

Permanasari, A. (2024). **Urgent need to form a task force to end bullying in schools**. *International Journal of Advance Research in Education & Literature*, *10*(9), 1-6. https://doi.org/10.61841/ew70yh35
School should be a safe place for children to get an education and develop themselves optimally, but violence often occurs in the educational environment itself, one of which is bullying. Research shows that eradicating bullying is the work of all parties, the government, schools, parents, including students. Because bullying in schools occurs in the school environment both inside and outside of school, or online, the biggest initiative is the availability of equipment to address bullying in the school institution. As an implementation of the Regulation of the Minister of Education and Culture Number 46 of 2023 concerning the Prevention and Handling of Violence in the Educational Unit Environment, an anti-violence/bullying Task Force Team must be formed in educational institutions. However, in its implementation, many schools still do not have this team, and even if they do have it, their performance is still not optimal.

Yang, S., Zhang, Q., Ran, G., Zhang, Q., & Ren, J. (2025). **The association between cyber victimization and social anxiety: A three-level meta-analysis**. *Psychology in the Schools*, *62*(2), 512-534. https://doi.org/10.1002/pits.23336
Cyber victimization is a growing global concern, impacting both the physical and mental well-being of individuals. Some empirical studies have declared that cyber victimization

is considered as an important factor in the emergence of symptoms of social anxiety. Whereas other studies still show inconsistency regarding the relationship. According to the PRISMA method, the present study used a three-level meta-analysis to obtain reliable estimates of effect sizes and examined a range of moderators. Based on 43 studies, a total of 115 effect sizes and 41,313 participants were retrieved through systematic literature searches. The meta-analysis revealed a statistically significant positive correlation between cyber victimization and social anxiety. Furthermore, significant moderating effects were found in the study. The correlation is stronger between cyber victimization and social anxiety in children compared to adolescents. Additionally, victims exhibited heightened fear of negative evaluation from peers (FNE) among significant social anxiety variables. Notably, effect sizes were significantly larger when social anxiety was assessed using the Social Anxiety Scale for Adolescents (SASA), as opposed to the Social Anxiety Scale for Children-Revised (SASC-R). The current findings contribute to a deeper understanding and underscore the importance of personalized interventions aimed at mitigating cyber victimization and preventing social anxiety.

Yüksel Doğan, R., & Demircioğlu, H. (2025). **The role of bullying perpetration and victimization in adolescents' perceptions of school climate and social media usage**. *Psychology in the Schools*, *62*(2), 416-436. https://doi.org/10.1002/pits.23330
Previous research has reported a relationship between adolescents' perceptions of school climate and social media use. However, the underlying mechanisms associated with the relationship have yet to be fully explored. This study aimed to examine the role of peer bullying in the relationship under consideration. This cross-sectional study applied a correlational research model to examine the perceptions of 718 adolescents aged 11–14. Data gathering entailed the School Climate Survey, Peer Bullying Self-Report Form, and the Social Media Disorder Scale. Significant relationships between school climate, social media addiction, and peer bullying emerged from the gathered data. The study also found that peer bullying partially mediated the relationship between school climate and social media usage, both in terms of perpetrating bullying behavior and experiencing victimization. Specifically, 22.43% of the total effect of school climate on social media addiction was mediated through exposure to bullying perpetration, while 25.10% was mediated through experiencing victimization. A notable finding of this study is the role played by a perceived negative school climate in terms of increasing social media addiction; additionally, this increase may be partially mediated by exposure to peer bullying. A discussion of the results in light of the relevant literature is included, along with suggestions for future study.

Zayani, H., & Larochelle-Audet, J. (2024). **Les microagressions raciales dans les établissements scolaires : un obstacle à l'école inclusive**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 58-62. https://doi.org/10.7202/1114689ar
L'article explore les microagressions raciales dans les écoles et leur impact sur l'inclusion scolaire. À travers une étude menée auprès de douze directions d'école à dans la région métropolitaine de Montréal, il met en lumière les défis éthiques et pratiques liés à la gestion de ces microagressions. Développé par Derald Wing Sue, le concept de microagression englobe des comportements subtils et souvent involontaires qui véhiculent des messages discriminatoires. Ces microagressions, qui nuisent au climat scolaire et à l'inclusion, se manifestent sous trois formes : les micro-assauts, les micro-insultes et les micro-invalidations. L'article insiste sur l'importance de mettre en oeuvre

des stratégies d'intervention, de la formation continue et des politiques claires pour créer un environnement scolaire inclusif en engageant tous les actrices et les acteurs éducatifs dans la lutte contre les microagressions.

Évaluation des dispositifs d'éducation-formation

Beaulieu, J., Ruberto, N., & Veilleux, J. (2025). **Retombées de la mise en place d'une structure d'accompagnement parental sur les pratiques de littératie familiale auprès d'enfants ayant un retard global du développement**. *Revue hybride de l'éducation*, 9(1), 1-24. https://doi.org/10.1522/rhe.v9i1.1695
Le retard global du développement (RGD) réfère à un développement significativement plus lent que la moyenne dans deux domaines du développement de l'enfant. Pour les enfants, notamment ceux ayant un RGD, une collaboration préventive et structurée avec leur famille favorise l'émergence de l'écrit. Cet article examine les retombées d'un accompagnement parental de dix semaines, axé sur la lecture parent-enfant, sur les pratiques de littératie familiale d'enfants ayant un RGD. L'étude utilise le questionnaire de Bérubé et al. (2019) sur les pratiques de littératie familiale. La discussion brosse un portrait de l'évolution des pratiques de littératie familiale de ces familles.

Boily, E., Desrosiers, G., Lalande, J., Mariane, B., Gravel, M., Amboulé-Abath, A., & Tremblay, S. (2025). **Des actions concrètes pour soutenir les apprentissages en littératie en milieu rural grâce au partenariat école-famille-communauté**. *Revue hybride de l'éducation*, 9(1), 1-12. https://doi.org/10.1522/rhe.v9i1.1742
Le partenariat entre l'école, la famille et la communauté (ÉFC) est particulièrement important dans les collectivités rurales (Casto, 2016). La structure partenariale l'AGIR, qui intervient dans cinq municipalités rurales, met en œuvre plusieurs actions concrètes pour favoriser la réussite éducative des jeunes (AGIR, 2021), notamment pour soutenir les apprentissages en littératie. Dans cet article, la structure de l'AGIR sera décrite de façon explicite et chacune des initiatives visant à soutenir les apprentissages en littératie sera présentée plus en détail. Des retombées observées auprès des jeunes, des familles, des écoles et de la communauté seront également exposées.

Chachkine, E., Al Khatib, J., & Saboya, F. (2025). ***Dimensions idéelle et vécue d'un dispositif de formation qui professionnalise à la recherche : une évaluation d'un parcours doctoral***. Consulté à l'adresse https://hal.science/hal-04700149
The 'ideal' and 'lived' dimensions of a training programme that professionalizes to research: an evaluation of the doctoral school's programme The aim of this research is to understand whether there is a gap between an 'ideal' doctoral programme designed in a multidisciplinary doctoral school in the social and human sciences in France and the programme 'lived' by the doctoral students who are learning to carry out research there. The design of the 'ideal' programme, i.e. underpinned by an epistemo- axiological logic of action (Albero,2018), is guided by the French doctoral decree of 2016. To gauge the gap between the ideal and the lived, which is underpinned by a logic of subjective and existential action (ibidem), a written questionnaire with open questions was administered to the doctoral school's apprentice researchers. A comprehensive analysis of the responses reveals the various ways in which the respondents (n=30) become professionalised in research, both inside and outside the institution, and shows a good convergence between the ideal and the lived programme.

Chapleau, N., & Godin, M.-P. (2025). **Le projet LIAM : effets d'un programme de lecture interactive sur la fluidité en lecture et le vocabulaire d'élèves du 1er cycle du primaire avec et sans difficulté langagière durant la période estivale**. *Revue hybride de l'éducation*, *9*(1), 1-25. https://doi.org/10.1522/rhe.v9i1.1750
Durant la période estivale, l'arrêt d'un enseignement peut entrainer un recul des apprentissages. Cette étude vise à examiner les effets d'activités de lecture interactive et de littératie sur le maintien des apprentissages en lecture de mots et de textes (fluidité) ainsi que sur le vocabulaire durant l'été. Les activités se sont réalisées auprès d'élèves du 1er cycle du primaire selon trois contextes distincts : en milieu familial (n = 26), à la bibliothèque municipale (n = 9) ou au camp de jour (n = 7). Les résultats obtenus révèlent que les participantes et participants ont maintenu leurs apprentissages durant l'été.

Daniel, J., Clucas, L., Wenqing, C., Collier, K., & Moss, J. (2024). **Translational science in the science of reading: A case study**. *British Journal of Special Education*, *51*(4), 416-425. https://doi.org/10.1111/1467-8578.12548
This study explores the perceived effectiveness of an open educational reading programme for primary school pupils with specific learning difficulties (SpLD) such as dyslexia. The programme, implemented by experienced teaching assistants (TAs), encompassed multiple aspects of reading, including phonics, sight word reading, reading fluency, vocabulary development and comprehension strategies, addressing the diverse needs of students with SpLD. Past observational studies have shown a disconnect between recommended reading practices and actual teaching approaches, often leading to a neglect of crucial skills like vocabulary, reading fluency and reading comprehension instruction for this student population. The current study aimed to bridge this research-to-practice gap, involving educators in programme development to ensure its effectiveness and practicality. Findings from interviews with five TAs indicate a strong need for comprehensive programmes that integrate various reading skills. The open educational reading programme received positive feedback from TAs, highlighting its role in engaging students and supporting active participation. This research underscores the significance of translating scientific insights into practical, transformative educational resources, emphasising the critical role of public engagement in advancing reading education. Additionally, this study emphasises the imperative of developing educator-oriented programmes that are research-based and easily accessible, thereby enhancing the practical application of scientific knowledge.

Feuilladieu, S., Ricotta, C., Machado-Coelho, S., Abi-Younes, M., Thuilier, O., & Hache, C. (2024). **L'accessibilité des parents d'élèves à la scolarité de leur enfant en maternelle : un exemple autour du dispositif classes ouvertes en réseau d'éducation prioritaire renforcé**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 127-146. https://doi.org/10.3917/nresi.101.0127

G-Héon, A., Thuot-Jolicoeur, A., Gagné, C., & Turcotte, C. (2025). **Alliance université-communauté : l'impact du tutorat en littératie auprès de jeunes du primaire sur le développement professionnel d'étudiantes en formation initiale en enseignement**. *Revue hybride de l'éducation*, *9*(1), 1-18. https://doi.org/10.1522/rhe.v9i1.1749
La collaboration entre des universitaires et des organismes communautaires favorise l'équité en éducation, transcendant les limites de la classe (Takeuchi et al., 2019). Cette recherche explore le développement professionnel d'étudiantes en enseignement grâce à un partenariat université-communauté axé sur l'enseignement de la littératie

auprès d'élèves du primaire à Montréal. Les résultats montrent le potentiel du tutorat pour renforcer les compétences des étudiantes-tutrices en planification, en mise en œuvre et en évaluation lors de situations d'enseignement-apprentissage, soulignant ainsi l'importance de ce partenariat pour la formation des futures personnes enseignantes.

Jacquet-Galiacy, M. (2024). **Équithérapie et prévention des difficultés d'apprentissage : vers un outil d'évaluation systémique des effets d'un dispositif**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 217-238. https://doi.org/10.3917/nresi.101.0217

Langlois-Berthelot, M., Besly, A., Slove, R., Fiorucci, N., Gallié, É.-P., Tronchet, G., … Jutand, F. (2025). **Évaluation du dispositif des instituts Carnot**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4040* (p. 361) [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/199540/download
Créé en 2006 pour soutenir la recherche partenariale entre les laboratoires publics de recherche et les acteurs socio-économiques, le label

Sales-Hitier, D., & Dupont, P. (2025). **Une évaluation pour soutenir l'enseignement et les apprentissages de l'oral : le dispositif SEMO**. *Phronesis*, *14*(1), 71-94. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-71

Formation continue

Allais, S., & Ngcwangu, S. (2025). **'I wanna die a slow death when I'm busy with that annual training report….': Why employer engagement for skills planning in South Africa goes wrong**. *International Journal of Educational Development*, *113*, 103217. https://doi.org/10.1016/j.ijedudev.2025.103217
This paper explores systems in South Africa to obtain skills needs information from employers, build employer-engagement, and direct training funds to the training required by employers. We argue that the system is not achieving the key goals for which it was set up. The system is by no means 'employer-led' or 'demand-led'; instead, the system has limited leadership from employers. A complex set of incentives and regulations backfire in some instances, leading to poor data about skills needs. This unwieldy system has many layers of collecting data, leading to information that is not useful for planning purposes, while alienating employers from strategic engagement. The complexity of the tools used to gather data from employers on skills needs undermines the integrity and validity of the data. The link between funding mechanisms to support training and the mechanisms for gathering data on skills needs skews the picture of needs, and does not facilitate provision planning. The complexity of the system deters high-level strategic engagement with employers on the skills trajectory of the sector, and leads to problematic sectoral and national planning. The rules and systems for disbursing funds get in the way of strategic support of provision that meets the needs of employers and of the economy. Poor steering of provision of training is a huge lost opportunity given the existence of a payroll levy with large amounts of money being available for training. In short, this complex attempt to use a regulatory state to steer provision has led to an unwieldy system with many layers of collecting information which is not useful for planning purposes as the primary sources of the data are generally flawed. There are some ways in which, based on our findings, the systems could be improved. But even if this were

done, what must be recognised is that employer-engagement is complex, inherently limited, and not the magic bullet for VET relevance often suggested. Our research brings attention to this, together with showing the many ways in which well-intentioned policy has not achieved its goals in this regard.

Arnould, A. (2024). **La réflexivité au cœur de la démarche apprenante**. *Éducation Permanente*, (HS1), 77-83. https://doi.org/10.3917/edpe.hs01.0077

Bluteau, M. (2024). **L'alternance intégrative, une ingénierie d'interfaces**. *Éducation Permanente*, (HS1), 25-37. https://doi.org/10.3917/edpe.hs01.0025

Boyer, F., Shankland, R., & Stella, L. (2024). ***Rapport d'enquête - Prévenir et réduire le harcèlement scolaire : quels besoins de formation du côté des professionnels de l'éducation nationale aujourd'hui ?*** Consulté à l'adresse Lea.fr website: https://www.linkedin.com/posts/caroline-bonnaud-0a22588a_pr%C3%A9venir-et-r%C3%A9duire-le-harc%C3%A8lement-scolaire-activity-7167759043808186368-XWnT
Les enquêtes nationales sur le climat scolaire mettent en lumière l'ampleur des violences répétées en milieu scolaire, touchant 24,7 % des élèves de CM1-CM2 et 46 % des collégiens. Ces situations de multivictimation, caractéristiques du harcèlement scolaire, révèlent un besoin urgent de prévention. Le plan interministériel de lutte contre le harcèlement scolaire, lancé en 2023, introduit notamment des cours d'empathie en maternelle et en élémentaire pour développer les compétences psychosociales des élèves, favoriser les comportements prosociaux et créer un climat scolaire inclusif. Une enquête menée auprès de 574 professionnels de l'éducation montre que 77 % ont été confrontés à des situations de harcèlement scolaire au cours de leur carrière, mais seuls 21,3 % se sentent suffisamment formés pour les identifier efficacement. Bien que des stratégies comme la communication en équipe (81,9 %) ou l'organisation d'ateliers sur les compétences psychosociales (9,1 %) soient mises en œuvre, 36,4 % des professionnels signalent un manque de moyens adaptés. Ces résultats soulignent l'importance de renforcer la formation des professionnels, d'améliorer les outils pédagogiques et d'encourager des pratiques favorisant la solidarité et l'inclusion. Le développement d'un environnement scolaire positif apparaît comme un levier essentiel pour prévenir le harcèlement et favoriser le bien-être des élèves.

Campbell, K. (2025). **Exploring Transition From the Workplace to Higher Education During Covid-19: Postgraduate Quality and Provision**. *Higher Education Quarterly*, *79*(1), e70000. https://doi.org/10.1111/hequ.70000
Postgraduate transitions rarely feature in literature and are scarcely acknowledged in practice, owing to assumptions about competence. This diverse group are often multimembers studying in alternative modes to cope with wide-ranging demands. Despite their contributions to society and the economy, issues concerning fitness for purpose within postgraduate resources, support and provision remain, influencing transition. Expertise brought to the academy is overlooked, and student expectations of study and relationships with staff are often misaligned. This research explores the return to postgraduate study from the workplace during the Covid-19 pandemic, drawing on transition theory. A reflexive thematic analysis of focus group data revealed how workplace skills and behaviours helped manage transition; the significance of personalised relationships with colleagues, peers and staff; and how technology mitigated pandemic-related obstacles.

de Araujo, N. (2024). **L'accompagnement socio-éducatif pour développer les compétences psychosociales et socioprofessionnelles**. *Éducation Permanente*, (HS1), 123-134. https://doi.org/10.3917/edpe.hs01.0123

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

Duchêne, S., & Lawinski, M. (2024). **De la formation à la professionnalisation, ou comment l'apprentissage poursuit sa mutation**. *Éducation Permanente*, (HS1), 57-67. https://doi.org/10.3917/edpe.hs01.0057

Fernandez, N., Aloisio Alves, C., Tremblay, F., Belisle, M., Vachon, B., Kathleen, L., & Caty, M.-È. (2022). **The Role of Reflection for Continuing Professional Development of In-Service Health Care Professionals: A Narrative Inquiry in Four Health Professions**. *Journal of Continuing Education in the Health Professions*, 10.1097/CEH.0000000000000590. https://doi.org/10.1097/CEH.0000000000000590
Introduction: Health care providers (HCPs) use reflection to intervene in complex, ambiguous clinical situations. Yet, there is scant evidence about the circumstances when HCPs use reflection and how they perceive reflection within their continuing professional development. We selected a narrative inquiry approach to study how HCPs perceive reflection's role in learning in four health professions. Methods: We invited 26 health professionals to a narrative interview conducted by a student in one of the four selected professions: medicine, nursing, occupational therapy, and speech-language pathology. The narrative events that make up the stories were analyzed and interpreted using structural analysis based on the narratives' historic-empirical and psycho-semantic dimensions. Results: Physicians told us that reflection bolsters their clinical performance and confidence. Nurses told us that reflection allowed them to develop resilience as they sought to integrate their work setting and gain autonomy. Occupational therapists spoke of how reflection spurred them to innovate and extend the scope of their practice to advocate for their patients' health better. Speech-language pathologists described how they reflect on "educating" other HCPs about their profession and enhancing their communication skills with patients. Discussion: The communicative power of storytelling allowed us to fathom what is hard to describe in words: how reflection builds clinical and psychosocial skills and introspective capacity. Hence, findings provide empirical evidence of

reflection's perceived role in maintaining professional skills that make HCPs effective in complex, ambiguous situations.

Former des professionnels citoyens grâce à l'apprentissage. (2024). *Éducation Permanente*, (HS1 (Hors série)), 1-164. Consulté à l'adresse https://shs.cairn.info/revue-education-permanente-2024-hs1
Former des professionnels citoyens grâce à l'apprentissage

Ganivet-Rapicault, A. (2024). **Rapport au(x) temps et construction de l'expérience dans les formations en alternance**. *Éducation Permanente*, (HS1), 39-47. https://doi.org/10.3917/edpe.hs01.0039

Hénon, J.-O. (2024). **Les principes du vivre-ensemble, base de la formation d'apprentis citoyens**. *Éducation Permanente*, (HS1), 17-24. https://doi.org/10.3917/edpe.hs01.0017

Jorquera, A. (2024). **La socialisation professionnelle, vecteur de citoyenneté**. *Éducation Permanente*, (HS1), 135-144. https://doi.org/10.3917/edpe.hs01.0135

Jurmo, P. J. (2024). **Innovative leadership in Gambian adult literacy/numeracy: Mid-1970s to early 1980s**. *PROSPECTS*, *54*(3), 905-924. https://doi.org/10.1007/s11125-023-09676-3
This article is written for educators and others interested in creating high-quality adult basic skills development systems in both developing countries and other nations. It presents case studies of two Indigenous-language adult literacy/numeracy projects in rural villages in The Gambia between 1976 and 1983. The first project was based at the Gambia Cultural Archives and used written versions of traditional stories as reading materials; the second project was run by the Gambian Department of Co-operation (Co-operatives) and focused on basic numeracy and literacy skills villagers needed for crop sales and other farming functions. The studies draw from a review of reports, curricula, and staff member notes from the two projects, stored in the Peace Corps Community Archive at American University in Washington, D.C. The strengths and limitations of the two projects are then analyzed with reference to recent international adult literacy guidelines.

Kogut-Kubiak, F. (2024). **Quelle intégration des enjeux liés aux transitions écologique et numérique dans les certifications professionnelles ?** *Céreq Bref*, (463), 1-4. Consulté à l'adresse https://www.cereq.fr/enjeux-transitions-ecologique-numerique-certifications

Miché, P. (2024). **Comment les environnements spécifiques d'apprentissage concourent à la professionnalisation de l'alternant**. *Éducation Permanente*, (HS1), 49-55. https://doi.org/10.3917/edpe.hs01.0049

Moreau, P. (2024). **Promouvoir des environnements d'apprentissage innovants et citoyens : Le cas des learning labs**. *Éducation Permanente*, (HS1), 105-110. https://doi.org/10.3917/edpe.hs01.0105

Morimoto, R. J. C., & Baguio, J. B. (2025). **Participative Leadership Practices and Professional Development of Language Teachers in Public Secondary Schools**. *Asian*

Journal of Education and Social Studies, *51*(1), 79-87. https://doi.org/10.9734/ajess/2025/v51i11728
This study determined and described the participative leadership practices and professional development of language teachers in public secondary schools in Calinan District Cluster 7, Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were composed of 131 teachers in public secondary schools using universal sampling. The data analysis utilized the mean, Pearson r and regression analysis. The findings disclosed that the participative leadership practices were high. Thus, participative leadership practices were oftentimes demonstrated by the teachers. Moreover, professional development is high. Thus, the professional development was oftentimes manifested by the teachers. It was found that there was a significant relationship between participative leadership practices and the professional development of teachers. Based on the findings, the public-school teachers may attend conferences and training from the DepEd for a proficient growth program in participative leadership practices and professional development of teachers. This may provide skillful improvement for teachers with the goal of building capability through supported education opportunities for learners and simultaneously learning the content of better academic rehearses.

Observatoire sur la réussite en enseignement supérieur - ORES (Québec). (2024). ***Formation continue en enseignement supérieur : des parcours de réussite étudiante*** (p. 104) [Report]. Consulté à l'adresse Observatoire sur la réussite en enseignement supérieur - ORES website: https://oresquebec.ca/wp-content/uploads/2024/11/ORES_DossierFormationContinue_8.5x11_Final-72DPI-1.pdf
Ce dossier présente les enjeux actuels de la formation continue en enseignement supérieur et propose des pistes d'action pour favoriser la réussite étudiante, dans une perspective d'apprentissage tout au long de la vie. Trois enjeux sont abordés dans ce dossier, soit : 1. le cloisonnement de la formation continue en enseignement supérieur;2. la diversité et la valorisation des apprentissages en formation non créditée, et3. la question des obstacles et des conditions facilitant la réussite étudiante en formation continue. Une synthèse des notions d'apprentissage tout au long de la vie et de reconnaissance des acquis et des compétences (RAC) complètent la présentation des enjeux. Le dossier offre finalement quelques réflexions prospectives autour du rôle de la formation continue en enseignement supérieur dans la transition écologique. La formation continue, une diversité de projets éducatifs Au Québec, la formation continue désigne des réalités diverses selon les ordres d'enseignement et selon les établissements. Pour certains établissements universitaires, elle englobe tous les programmes courts ne menant pas à un grade, alors que pour d'autres le terme réfère seulement aux formations non créditées, comme les activités de perfectionnement professionnel. Dans le milieu collégial, la formation continue comprend à la fois les programmes courts, crédités et non crédités, et la formation offerte aux entreprises pour répondre à leurs besoins de développement de compétences. En enseignement supérieur, bien que le secteur de la formation continue soit intégré dans l'organigramme institutionnel, il constitue en général une entité à part au sein des établissements.

OECD. (2024). ***Quality Matters: Strengthening the Quality Assurance of Adult Education and Training***. https://doi.org/10.1787/f44a185b-en

Thievenaz, J. (2024). **Démocratie et formation : du sujet capable au sujet citoyen**. *Éducation Permanente*, (HS1), 145-153. https://doi.org/10.3917/edpe.hs01.0145

Ulmann, A.-L. (2024). **La professionnalisation, entre travail et formation**. *Éducation Permanente*, (HS1), 69-76. https://doi.org/10.3917/edpe.hs01.0069

Marché du travail

Baguelin, O., & Duclos, L. (2025). **L'évaluation des politiques de l'emploi au régime de l'expérimentation - Introduction du numéro**. *Socio-économie du travail*, (14), 17-52. https://doi.org/10.48611/isbn.978-2-406-17798-2.p.0017

Cibois, V. (2025). **Les expérimentations en droit de la formation professionnelle au bénéfice d'un changement de culture normative**. *Socio-économie du travail*, (14), 169-198. https://doi.org/10.48611/isbn.978-2-406-17798-2.p.0169
Souvent critiqué, le système de la formation professionnelle génère de nombreuses expérimentations, tantôt officielles tantôt informelles. Plébiscitées par les acteurs et les gouvernants du système, ces expérimentations contribuent au renouvellement d'une politique publique bien souvent corsetée par son droit. Au point qu'elles permettraient de favoriser un changement de culture normative. Cela nécessiterait cependant qu'elles gagnent en méthodologie et que leurs effets sur la qualité du droit soient réels et évalués.

Gaini, M. (2025). **Évaluer les politiques de l'emploi (et de santé) - Dix ans de pratique en services statistiques ministériels**. *Socio-économie du travail 2023 – 2, n° 14. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la preuve de concept*, (14), 55-66. https://doi.org/10.48611/isbn.978-2-406-17798-2.p.0055

Gautié, J. (2025). **L'évaluation des politiques de l'emploi - L'économiste, le sociologue et l'expert**. *Socio-économie du travail*, (14), 67-76. https://doi.org/10.48611/isbn.978-2-406-17798-2.p.0067

Jany-Catrice, F., Fretel, A., & Gardin, L. (2025). **De quoi l'inflation d'évaluations dans les expérimentations « Territoires zéro chômeur » est-elle le nom ?** *Socio-économie du travail*, (14), 79-112. https://doi.org/10.48611/isbn.978-2-406-17798-2.p.0079
Si comme toute expérimentation sociale, le projet Territoires zéro chômeur de longue durée (TZCLD) est formellement soumis à évaluation, dans ce cas précis, l'expérimentation est traversée d'un nombre élevé d'évaluations. De quoi cette inflation d'évaluations est-elle le nom ? Pour répondre à cette question, nous présentons les évaluations auxquelles l'expérimentation TZCLD est soumise : loin d'une logique de type conséquentialiste, ces évaluations, qui ont porté sur son coût, ou encore le public cible, ont été diluées par de complexes jeux d'acteurs. Cela a altéré les fonctions classiques de l'évaluation, à savoir la production de connaissances pour un pilotage éclairé de l'action publique.

Observatoire des inégalités. (2025a). **L'activité professionnelle des femmes dans le monde**. Consulté 1 février 2025, à l'adresse Observatoire des inégalités website: https://inegalites.fr/L-activite-professionnelle-des-femmes-dans-le-monde

Au niveau mondial, 54 % des femmes ont une activité professionnelle, alors que 79 % des hommes sont dans ce cas. Dans certains pays, l'écart de taux d'activité est supérieur à 50 points.

Observatoire des inégalités. (2025b). **Le travail devient de plus en plus pénible**. Consulté 1 février 2025, à l'adresse Observatoire des inégalités website: https://inegalites.fr/Le-travail-devient-de-plus-en-plus-penible
Modernisation du travail ne rime pas avec fin de la pénibilité. Au contraire, les conditions de travail se dégradent depuis les années 1980. Une analyse extraite du Centre d'observation de la société.

Schneider, S., & Pilz, M. (2024). **India's labour market challenges: Employability of young workforce from the perspective of supply and demand**. *PROSPECTS*, *54*(3), 687-708. https://doi.org/10.1007/s11125-024-09691-y
India has one of the fastest-growing economies in the world, and the highest working-age population. The country has a particular demand for skilled labourers, especially at the semi-skilled level, in various sectors. However, many young people find it challenging to acquire the skills employers demand. To approach the issue of youth employability, it is essential to distinguish two sides of the question. On the one hand, the demand side of the labour market, and, on the other, the supply side of the workforce. It is significant that, in quantitative terms, the vocational education and training (VET) system does not yet play a decisive role here. To understand whether the VET system can solve the problem of high youth unemployment, the concept of 'employability' is introduced. A critical analysis of the VET system in terms of the concept of employability follows. Based on the analysis, this paper concludes that the VET system in India requires reform and proposes possible policy interventions to address this.

Tantot, A. (2025). **Territoires zéro chômeur de longue durée – L'évaluation conflictuelle d'une expérimentation singulière**. *Socio-économie du travail*, (14), 113-143. https://doi.org/10.48611/isbn.978-2-406-17798-2.p.0113
Dans une perspective d'instrumentation de l'action publique, cet article étudie ce qu'une évaluation peut dire des conflits et des rapports de force entre l'ensemble des acteurs embarqués dans une politique d'emploi expérimentale. Notre cas d'étude sera Territoires zéro chômeur de longue durée (TZCLD). Portée par des acteurs non-étatiques, cette expérimentation a fait l'objet de multiples évaluations. Nous montrerons que si l'évaluation de TZCLD ne remplit pas le rôle d'arbitre qui lui est habituellement assigné, c'est une ressource précieuse et un objet de dispute qui révèle les conflits à l'intérieur et entre les multiples niveaux d'acteurs de TZCLD.

Métiers de l'éducation

Akkari, A., & Vinuesa, V. (2024). **Teaching and teachers in the Sahel countries by 2030: The need to innovate in the face of adversity**. *PROSPECTS*, *54*(3), 515-529. https://doi.org/10.1007/s11125-023-09646-9
This article examines the educational and teacher-related policies in the Sahel region countries over the past decade and highlights main issues that hinder their ability to achieve the Sustainable Development Goals by 2030. The discrepancy between the current situation and the desired pace of change can be attributed to the lack of

prioritization in educational and teaching policies. This article proposes an alternative approach, emphasizing the selection of a maximum of five objectives and providing the necessary means for their effective implementation. By adopting a focused approach, the Sahel region can make strides in overcoming educational challenges and aligning with the goals set for 2030.

Alonzo, D., Pelobillo, G., Oo, C. Z., Lim, R., Asih, R., & Ibale, R. M. (2025). **Teacher Isolation: Investigations, Conceptualisations and Future Directions**. *European Journal of Education*, *60*(1), e12844. https://doi.org/10.1111/ejed.12844
This article provides a knowledge base on how teacher isolation was investigated, conceptualised and reported in the literature. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses, we extracted 23 relevant articles. Our analysis shows that 53 discrete elements, clustered into six dimensions, contribute to teacher isolation. In addition, two broad categories of strategies are implemented to support isolated teachers: school leader-led and teacher-led strategies. Furthermore, we have noted that the exploration of this construct is relatively limited in terms of research locale, aims and purpose. Our findings provide a more coherent conceptualisation of the construct. The multidimensionality of teacher isolation offers a better framework for understanding it and presents critical implications for practice and future research.

Antonowicz, D., & Pokorska, A. (2025). **The Masculine Figure of a University Rector in the Narratives of Polish Female Academic Leaders**. *Higher Education Quarterly*, *79*(1), e12576. https://doi.org/10.1111/hequ.12576
There is a growing interest in the underlying mechanisms affecting female leaders in higher education. And this paper examines the problem by focusing specifically on Polish public universities which historically stands out by particularly low number of female university rectors. The core of the study is based on 15 in-depth expert interviews with female university rectors and vice-rectors. The paper argues that the large deficit of female rectors has been influenced by the traditional masculine figure of a university rector deeply embedded in the Polish academic culture. We demonstrate evidence that the masculine figure of a rector still strongly affects the perception of who is destined to perform the role.

Arnold, B., & Rahimi, M. (2024). ***Rapport mondial 2024 sur la condition du personnel enseignant*** (p. 142). Consulté à l'adresse Internationale de l'éducation website: https://www.ei-ie.org/fr/item/29412:the-global-status-of-teachers-2024
Le Rapport mondial sur la condition du personnel enseignant contient une analyse mondiale et régionale des conditions et du statut de la profession enseignante et représente les points de vue des syndicats enseignants dans le monde.

Balas, S., & Touzet, V. (2024). **La complexité du travail au cœur des référentiels et de l'évaluation**. *e-JIREF*, *10*(2), 3-22. https://doi.org/10.48782/e-jiref-10-2-3
Les certifications professionnelles qui attestent la capacité des personnes à mobiliser un certain nombre de compétences en situation, sont construites, en France, sur la base de référentiels qui décrivent le métier, les compétences requises pour son exercice et les modalités de leur évaluation. Dans ce texte, nous cherchons à montrer comment les démarches d'analyse de l'activité de professionnels du métier ciblé, permettent de produire des référentiels plus authentiques et riches et, en particulier, de proposer des situations d'évaluation certificatives qui, tout en étant plus ajustées à la mobilisation des

compétences qu'elles cherchent à observer, sont apprenantes. En effet, ces situations, parce qu'elles font revivre aux candidats l'affrontement de la complexité du réel, favorisent aussi, d'une certaine manière, la construction d'expériences authentiquement professionnelles. Dans le cadre de ce travail, nous présentons trois exemples issus de chantiers de conception de référentiels de certifications professionnelles conduits avec des professionnels de la retraite complémentaire, mais nous observons aussi les limites de cette démonstration, tant il est fragile de proposer à tout système certificateur de conserver avec rigueur, le point de vue de la complexité du travail.

Bartanen, B., Kwok, A., Avitabile, A., & Kim, B. H. (2025a). **Why Do You Want to Be a Teacher? A Natural Language Processing Approach**. *Educational Researcher*, *54*(1), 7-20. https://doi.org/10.3102/0013189X241276814
Heightened concerns about the health of the teaching profession highlight the importance of studying the early teacher pipeline. This exploratory, descriptive article examines preservice teachers' expressed motivation for pursuing a teaching career. Using data from a large teacher education program in Texas, we use a natural language processing algorithm to categorize into topical groups roughly 2,800 essay responses to the prompt, "Explain why you decided to become a teacher." We identify 10 topics that largely reflect altruistic and intrinsic (although not extrinsic) reasons for teaching. The frequency of topics varied substantially by preservice teacher gender, race/ethnicity, and certification area. Intrinsic enjoyment of teaching and experiences with adversity predicted higher clinical teaching performance and lower attrition as a full-time teacher.

Bartanen, B., Kwok, A., Avitabile, A., & Kim, B. H. (2025b). **Why Do You Want to Be a Teacher? A Natural Language Processing Approach**. *Educational Researcher*, *54*(1), 7-20. https://doi.org/10.3102/0013189X241276814
Heightened concerns about the health of the teaching profession highlight the importance of studying the early teacher pipeline. This exploratory, descriptive article examines preservice teachers' expressed motivation for pursuing a teaching career. Using data from a large teacher education program in Texas, we use a natural language processing algorithm to categorize into topical groups roughly 2,800 essay responses to the prompt, "Explain why you decided to become a teacher." We identify 10 topics that largely reflect altruistic and intrinsic (although not extrinsic) reasons for teaching. The frequency of topics varied substantially by preservice teacher gender, race/ethnicity, and certification area. Intrinsic enjoyment of teaching and experiences with adversity predicted higher clinical teaching performance and lower attrition as a full-time teacher.

Benet Rivière, J. (2025). **Connaissez-vous les moniteurs et les monitrices des MFR ?** *Cahiers Pedagogiques*, (597), 8-9. Consulté à l'adresse https://hal.science/hal-04774645
Cet article présente une analyse du métier de moniteur dans les Maisons familiales rurales (MFR), un réseau d'établissements scolaires associatifs de l'enseignement agricole technique en France. Les moniteurs, apparus durant l'entre-deux-guerres, constituent un groupe professionnel original au carrefour de l'enseignement et de l'accompagnement. Les moniteurs exercent une fonction globale, combinant enseignement pluridisciplinaire, éducation socioculturelle et responsabilités d'accompagnement des jeunes. Ils sont recrutés directement par les conseils d'administration des associations locales et suivent une formation pédagogique de deux ans. Leur rôle est de créer un cadre éducatif

spécifique, marquant une rupture avec l'expérience du collège, pour remobiliser les jeunes sur le plan scolaire et les aider à s'insérer dans la société.

Bernsteiner, A., Haagen-Schützenhöfer, C., & Schubatzky, T. (2025). **Teacher Education in the Age of Digitality: Conclusions From a Design-Based Research Project**. *European Journal of Education*, *60*(1), e12904. https://doi.org/10.1111/ejed.12904
In response to the essential need for digital competences in education, a 3-year Design-Based Research project was conducted to prepare pre-service mathematics and science teachers for the demands of teaching in the digital age. Over three design cycles, an evidence-based course design for teaching and learning with and about digital media was developed. The interactions of 37 pre-service teachers with the course design were examined using a mixed-methods approach. Acceptance surveys, pre-, mid-, post-surveys and reflection journals informed iterative phases of refinement. This article presents global project findings and derives contributions to context-specific theories about teaching and learning with and about digital media. From this, key implications for higher (teacher) education are discussed, such as the use of scaffolds and teaching vignettes to promote self-efficacy expectations for implementing digital data acquisition and the use of the SAMR model as a scaffold for planning digitally transformed lessons.

Boyer, F., Shankland, R., & Stella, L. (2024). ***Rapport d'enquête - Prévenir et réduire le harcèlement scolaire : quels besoins de formation du côté des professionnels de l'éducation nationale aujourd'hui ?*** Consulté à l'adresse Lea.fr website: https://www.linkedin.com/posts/caroline-bonnaud-0a22588a_pr%C3%A9venir-et-r%C3%A9duire-le-harc%C3%A8lement-scolaire-activity-7167759043808186368-XWnT
Les enquêtes nationales sur le climat scolaire mettent en lumière l'ampleur des violences répétées en milieu scolaire, touchant 24,7 % des élèves de CM1-CM2 et 46 % des collégiens. Ces situations de multivictimation, caractéristiques du harcèlement scolaire, révèlent un besoin urgent de prévention. Le plan interministériel de lutte contre le harcèlement scolaire, lancé en 2023, introduit notamment des cours d'empathie en maternelle et en élémentaire pour développer les compétences psychosociales des élèves, favoriser les comportements prosociaux et créer un climat scolaire inclusif. Une enquête menée auprès de 574 professionnels de l'éducation montre que 77 % ont été confrontés à des situations de harcèlement scolaire au cours de leur carrière, mais seuls 21,3 % se sentent suffisamment formés pour les identifier efficacement. Bien que des stratégies comme la communication en équipe (81,9 %) ou l'organisation d'ateliers sur les compétences psychosociales (9,1 %) soient mises en œuvre, 36,4 % des professionnels signalent un manque de moyens adaptés. Ces résultats soulignent l'importance de renforcer la formation des professionnels, d'améliorer les outils pédagogiques et d'encourager des pratiques favorisant la solidarité et l'inclusion. Le développement d'un environnement scolaire positif apparaît comme un levier essentiel pour prévenir le harcèlement et favoriser le bien-être des élèves.

Burns, E., Fogelgarn, R., & Billett, P. (2025). **Men school teachers get bullied too: examples from an Australian study**. *International Journal of Qualitative Studies in Education*, *38*(2), 267-281. https://doi.org/10.1080/09518398.2024.2365922
Studies of teachers targeted and bullied by students and parents have mostly been quantitative studies with few qualitative portrayals of the lived experience of teachers who suffer this discursively invisible bullying and harassment. The present study examines

the accounts of three Australian male secondary teachers' experiences of being bullied and harassed. Gender, in these accounts, is an ambivalent variable, simultaneously relevant yet in other ways not relevant. On one hand, these are deeply felt narratives of personal hurt and disquiet. At the same time, the structuring effects of the formal contemporary educational system is coupled to cultural changes in how teachers are positioned in imperatives of balanced class management, state education performance metrics, and shifting social attitudes and expectations. These intersections move these personal stories beyond any simple gender binary divide in how bullying impacts these individuals' personal lives and professional teaching careers.

Café pédagogique. (2025, janvier 20). **Le travail émotionnel des enseignants : une prise en compte nécessaire**. Consulté 20 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/20/le-travail-emotionnel-des-enseignants-une-prise-en-compte-necessaire/
Depuis de nombreuses années, l'actualité pointe la difficulté à attirer de futurs enseignants vers les concours de recrutement[1]. Manque de reconnaissance, dégradation des conditions de travail, complexification du métier, salaires

Dare, P. S., Henderson, L., & Babaeff, R. (2025). **Basic education headteacher leadership in Ghana: A review of empirical studies from 1994 to 2022**. *Educational Management Administration & Leadership*, 17411432241310555. https://doi.org/10.1177/17411432241310555
This review examines the landscape of Ghana's Basic Education (BE) Headteacher Leadership (HTL) literature, revealing essential insights from empirical studies conducted between 1994 and 2022. It originated from the lack of a systematic review summarizing evidence on HTL training, preparation, and practices implemented across the sector. However, research shows Ghana does not provide formal HTL training programs for BE Headteachers before recruitment. Employing the PRISMA framework, we analyzed 23 peer-reviewed empirical studies related to BE HTL, published across ERIC, ProQuest, Scopus, EThOS, and Web of Science databases. The purpose was to identify the key characteristics that define Ghana's BE HTL. Findings reveal the absence of formal HTL training before recruitment, non-conventional recruitment criteria, and diverse leadership practices, predominantly transformational leadership, shaped by international training programs like Leadership for Learning. The literature also offers cultural factors that may inhibit training programs' learning transfer and ways to mitigate them. A trend towards self-directed and informal professional development among Headteachers was identified, suggesting a resilient but unstandardized approach to leadership development to address these systemic gaps. These findings provide a reference for present and future Headteachers and point to the essential need for developing leadership frameworks tailored to Ghana's BE HTL context.

Delprato, M., & Beltrán, R. (2025). **Contextual characteristics and heterogeneity of female teacher supply – The case of public primary schools in Mexico**. *International Journal of Educational Development*, *112*, 103195. https://doi.org/10.1016/j.ijedudev.2024.103195
The benefits of increasing cohorts of female teachers in terms of boosting gender equality in education systems of the global south is understood. Yet, there is a lack of country studies looking into the main determinants of female teacher uptake. Based on data for 60,000 primary schools in Mexico, we assess what is the role of municipalities and states behind female teacher supply variation and which are the characteristics shaping

female teacher supply. We find that most of the heterogeneity occurs across municipalities and that contextual disadvantages of primary schools (be it multigrade, Indigenous schools, rural schools, or in zones with higher social lags) have all negative impacts on the prevalence of female teachers uptake.

Elacqua, G., Rodrigues, M., & Rosa, L. (2025). **Impact of Monetary Incentives on Teacher Decisions to Leave and Choose Schools: Evidence from a Policy Reform in Sao Paulo**. *IDB Publications*. https://doi.org/10.18235/0013366
Teacher turnover is a major challenge for human resource management in schools, adversely affecting student learning. We examine the impact of a monetary incentive program introduced in 2022 in the city of Sao Paulo, Brazil, which aims to reduce teacher turnover by allocating wage premiums ranging from 5% to 25% of base salary based on schools turnover levels. Our results show a significant reduction in turnover: an average decrease of 18% across all schools, with an even more pronounced 30% reduction in schools offering higher incentives. Notably, the program also attracted new teachers to these higher-incentive schools. An analysis of teacher preferences similarly reveals a shift towards schools offering greater wage premiums. Furthermore, we find that schools offering high incentives experienced significant improvements in student test scores, with gains of 0.3-0.6 standard deviations in standardized assessments. The findings demonstrate the effectiveness of monetary incentives in mitigating teacher turnover and improving educational outcomes, providing evidence-based guidance for policymakers developing teacher retention strategies.

Fraj, H., Desbiens, J.-F., & Bali, N. (2024). **La formation à l'enseignement de l'ÉPS en Tunisie après l'implantation du modèle LMD : quelle professionnalisation pour les enseignants d'ÉPS tunisiens ?** *Carrefours de l'éducation*, *58*(2), 195-224. https://doi.org/10.3917/cdle.058.0195

Gottfried, M. A., Ansari, A., & Woods, S. C. (2025). **Do Teachers With Absent Students Feel Less Job Satisfaction?** *Educational Researcher*, *54*(1), 34-45. https://doi.org/10.3102/0013189X241292331
Research and policy have focused predominantly on the individual consequences for students who miss school. Yet absenteeism does not occur in a vacuum, and less work has focused on how student absenteeism correlates to classroom dynamics. Practically no attention has been paid toward teachers. We propose in this study that student absences make it challenging for teachers to enjoy the very function of their jobs and thus experience more dissatisfaction at work as a result. We find that teachers have lower job satisfaction when more of their students are absent. However, we find statistically significant differences only for broad aspects of teacher satisfaction—job enjoyment, usefulness, and belief in the profession—rather than differences among other related measures of teaching.

Grignoli, D., D'Ambrosio, M., & Pierzchalski, F. (2025). **Gender-Based Violence in Academic Contexts: Between Capitalist Logic and Ordinary University Practices in Italy and Poland**. *European Journal of Education*, *60*(1), e12869. https://doi.org/10.1111/ejed.12869
The contemporary capitalist practice, a neoliberal version, promotes the model of a public university as a profitable enterprise providing high-quality educational services. This means a situation in which public higher education is subject to market pressures,

including the narrative of irreversible privatisation and marketisation. It is also the occurrence of academic capitalism, associated with three specific processes: commercialisation, capitalisation and financialisation. Such neoliberal ideas mean enormous changes in the orientation of teaching and the organisation of higher education institutions for universities. At the same time, these changes are related to the roles and functions of women in academia, considering also the discrimination and violence against them. On this basis, the article aims to reflect on the differences and similarities between the Italian and Polish academic systems by attempting to reconstruct the socio-economic and political framework, also in the EU, considering the gender gap.

Hong, X., Xue, L., Ma, Y., Fan, H., Chen, Z., & Chen, L. (2025). **Because of Love, I Won't Leave: Harmonious Passion and Turnover Intention Among Primary and Secondary School Teachers**. *European Journal of Education*, *60*(1), e12911. https://doi.org/10.1111/ejed.12911
The high turnover rates of primary and secondary school teachers have become a serious problem in many countries, including China. To date, studies on the relationship between harmonious passion and turnover intention amongst primary and secondary school teachers remain scarce. Based on the conservation of resources theory, this study explored the relationship between harmonious passion and turnover intention, as well as the mediating role of emotional labour (deep acting, surface acting and genuine expression) and the moderating role of psychological empowerment. Data were extracted from 3336 primary and secondary school teachers. The results revealed the following: (1) Harmonious passion negatively predicted turnover intention. (2) Harmonious passion was associated with teachers' turnover intention through the mediating effect of emotional labour. (3) Psychological empowerment moderated the relationship between surface acting and turnover intention. The findings provide effective recommendations for the prevention and intervention of turnover intention amongst primary and secondary school teachers.

Imbert, A. (2023). **Qui change les enfants de maternelle ? Genre, classe et rapports professionnels dans la division du travail de soin**. *Cahiers de la recherche sur l'éducation et les savoirs*, *23*. https://doi.org/10.4000/132q4
This article analyzes variations in nursery school care practices. In the first part, we show that the division of labor was built on a class-based contempt for popular care practices. In the second part, we use case studies to examine how care work is divided today in the light of changes in the recruitment of ATSEMs and teachers, and the transformations of nursery schools. We show that, when faced with crying pupils, ATSEMs and teachers have different « mandates ». The distance advocated by teachers enables them to justify delegating emotional work to subordinate workers. Finally, the case of soiling when ATSEMs are unavailable highlights a gendered variation between male and female teachers. These cases all point to the entrenchment of class, gender and professional relations in this division of labor.

Işıkgöz, M. E. (2025). **The Role of Gender Differences in Pre-Service Turkish Physical Education Teachers' Attitudes Towards Teaching Profession: A Meta-Analysis**. *European Journal of Education*, *60*(1), e12915. https://doi.org/10.1111/ejed.12915
The aim of this study is to estimate the role of gender differences in the teaching profession in a meta-analytic way, based on empirical findings analysing Turkish pre-service physical education teachers' attitudes towards the teaching profession. For this

purpose, studies, that were published in Türkiye between 2015 and 2023 were searched by following the PRISMA Protocol. As a final search we reached 65 studies and 28 of them met the criteria for inclusion in the meta-analysis. The data analysis was made with JASP 0.16.4.0 software. As a result of the analysis, it was found that the effect of gender difference on the attitudes of Turkish pre-service physical education teachers towards the teaching profession was weak (g = −0.159, 95% CI [−0.262, −0.055]). Also, the effect size distribution of the examined studies was found to be heterogeneous (Q = 112.350; p < 0.001; I2 = 81.178), and it was confirmed that there was no publication bias by Egger's (z = −0.853; p > 0.05) and Rosenthal's FSN (N = 438,000, p < 0.001) tests. In conclusion, the results of this meta-analysis indicate that the impact of gender on the attitudes of Turkish pre-service physical education teachers towards the teaching profession is relatively weak and appears to favour women. It is recommended that further research be conducted to ascertain whether this gender-based difference in attitudes will evolve over time. Additionally, it would be prudent for higher education institutions and education policymakers to implement measures to mitigate the influence of gender stereotypes in the teaching profession.

Kondakci, Y., Nazarzadeh Zare, M., Ghoraishi Khorasgani, M. S., & Kızılhan, P. (2025). **International research collaborations: A comparative study on the lived-experience of academics in Iran and Türkiye**. *Higher Education Quarterly*, *79*(1), e12561. https://doi.org/10.1111/hequ.12561

Decades of research form an extensive body of knowledge on International Collaboration in Research (IRC). However, experiential perspectives of the operative core (the academics) in research collaboration, remained relatively uninvestigated. Besides, explorations on how academics in peripheral countries accomplish IRC are still very limited. Finally, the representation of social sciences is also limited compared to natural sciences and engineering. The current study aims to explore the factors facilitating and inhibiting IRC from the lived experiences of academics in Iran and Türkiye comparatively. The study was designed as a dual phenomenology, one study in each country. In each of the countries, 20 academics in social sciences participated in the study. The results suggest that similar generic forces motivate the researchers for IRC in Türkiye and Iran at the individual level, parallel to international literature. However, macro-level factors surrounding higher education ecologies including national-level support schemes, geopolitical dynamics, and the country's foreign policy play an important role in determining the IRC cluster to connect with and the mode of collaboration in these two peripheral countries. The role of macro-level political factors in IRC patterns suggests that although individual researchers intend to attach to the core cluster (USA, UK, Germany, France) of IRC at the global level, macro-level factors push researchers in the periphery for more periphery-periphery collaboration, which may strengthen the growing regionalization in IRC.

Kozhakhmet, S., Moghavvemi, S., & Mazhiyeva, G. (2025). **Enhancing Faculty Well-Being and Performance Through University Support: The Role of Resiliency and Proactive Personality in Remote Work**. *Higher Education Quarterly*, *79*(1), e12592. https://doi.org/10.1111/hequ.12592

The fast transitions of higher education to online format offers unique educational experience and practical knowledge that need to be considered by managers and policy makers. This paper aimed to explore the impact of organisational support practices on faculty members' in-role performance and well-being by assessing the

mediating role of work resiliency capability and moderating role of proactive personality while working online and remote. Questionnaires were used to collect data from 390 faculty members from higher education institutions of Kazakhstan. The study found that work resiliency capability plays a mediating role in the connection between organisational support practices and faculty members' well-being and in-role performance. Additionally, it was discovered that the relationship between work resiliency capability and well-being/in-role performance negatively moderated by proactive personality. This research advances understanding of how universities can enhance the well-being and in-role performance of faculty working online and remotely.

Kuzhabekova, A. (2025). **Ph.D. Publication Requirement and Its Effects on Research Productivity Trends in Kazakhstan**. *Higher Education Quarterly*, *79*(1), e12590. https://doi.org/10.1111/hequ.12590
The growing pressure to 'publish or perish', experienced by academia around the world, has pushed an increasing number of individual graduate programmes and universities, as well as entire higher education systems, to introduce a publication requirement as a prerequisite for the conferral of doctoral degrees. One example of the implementation of the requirement at the country level is Kazakhstan. This paper sheds light on the experience with publication requirement policies implemented at the country level by using bibliometric data from Scopus to statistically explore the effects of Ph.D. publication requirement policy on publication productivity trends in Kazakhstan. The findings reveal that the policy has increased the number of publications but has lowered the impact of research. The study suggests that measures focused on methodological training and improving the research capacity of future scholars may be more effective in strengthening the research competitiveness of countries than outcome-focused policies.

Latifi, M. M., Aghbelaghi, D. T., & Pordanjani, S. K. (2025). **Exploring the Psychometric Properties and Measurement Invariance of the Resilience Scale for Iranian Teachers: A Network Analysis Perspective**. *European Journal of Education*, *60*(1), e12885. https://doi.org/10.1111/ejed.12885
The present study sought to assess the psychometric properties of the Iranian adaptation of the Vietnam Teacher Resilience Scale for Asia (VITRS), referred to as the Iranian Teachers' Resilience Scale (ITRS) and to examine its measurement invariance across middle and high school teachers in Iran. In total, 700 participants completed the questionnaires, with the sample randomly split into two groups of 350. The first group was used for exploratory factor analysis (EFA) and the second for confirmatory factor analysis (CFA). The teachers responded to the ITRS and the study evaluated CFA, EFA, exploratory graph analysis (EGA), as well as different types of validity (face, content, construct and convergent) and reliability. The sample was split into two subgroups for EFA and CFA. EFA revealed a four-factor structure explaining 72.05% of the variance and CFA confirmed a good fit for both first-order and second-order models (CFI = 0.966, RMSEA = 0.063). Convergent validity was supported with AVE and CR values above 0.5 and 0.7, respectively. Reliability was acceptable, with internal consistency above 0.7. Measurement invariance indicated consistency across middle and high school teachers. Finally, EGA supported the four-factor structure, with a three-dimensional solution emerging as the most stable. The ITRS demonstrated solid psychometric properties, including strong reliability and validity, making it a useful tool for assessing resilience among teachers. Its measurement invariance across different educational levels ensures its practical applicability in diverse teaching contexts.

Lauer, S., & Wilkesmann, U. (2025). **Determinants of Peer Review Acceptance: Motivational Insights From German Academia**. *Higher Education Quarterly*, *79*(1), e12575. https://doi.org/10.1111/hequ.12575
This article examines how motivation affects peer review acceptance of journal manuscripts among German professors of biology, business administration, mechanical engineering, and sociology. Data collected via an online survey (March–May 2022) tested hypotheses based on self-determination theory. The results show significant discipline-specific differences. In the soft disciplines, intrinsic motivation, own manuscript submissions (reciprocity), and external motivation positively influenced peer review acceptance, while the motive to discover something new had a negative effect. In the hard disciplines, only sense of obligation to the scientific community was significant. Staff support positively influenced peer review acceptance in soft disciplines. The control variables revealed that the total number of peer review requests was positively related to acceptance. However, age, gender, departmental budget linked to publications, and academic discipline were not significant factors. These findings deepen our understanding of motivational factors in peer review and highlight important disciplinary differences.

Leblanc, A., Chapleau, N., Laplante, L., & Lachance, M. (2025). **Retombées d'une recherche collaborative sur le développement professionnel d'enseignantes au premier cycle du primaire au Maroc**. *Revue hybride de l'éducation*, 9(1), 1-22. https://doi.org/10.1522/rhe.v9i1.1738
Une étude exploratoire de huit semaines a été menée au Maroc par une équipe de chercheuses de l'Université du Québec à Montréal. Un des objectifs de cette étude était de documenter les changements de pratiques pédagogiques pour favoriser le développement des compétences en littératie en français des lecteurs-scripteurs marocains du 1er cycle du primaire. L'article décrit d'abord la ressource ABRACADABRA, centrale à cette étude, et présente ensuite les résultats d'entretiens réalisés auprès des enseignantes marocaines participantes. Les résultats démontrent que cette étude a contribué au développement professionnel des enseignantes et à l'adoption de pratiques pédagogiques nouvelles et efficaces.

Liu, X., & Liu, Y. (2025). **Developing and Validating a Scale of Artificial Intelligence Anxiety Among Chinese EFL Teachers**. *European Journal of Education*, *60*(1), e12902. https://doi.org/10.1111/ejed.12902
As artificial intelligence (AI) technology continues to advance, its influences across various industries have grown, leading to increasing levels of anxiety, including that in education. Nonetheless, in terms of current knowledge, the literature lacks a valid scale to measure AI anxiety among EFL teachers, particularly university EFL teachers. Moreover, the underlying dimensions of this construct have yet to be clarified. Against these gaps, this study aims to develop and validate a scale to assess AI anxiety among university EFL teachers in China. We used qualitative interviews and quantitative surveys combined to identify the key dimensions of AI anxiety of university EFL teachers. In so doing, 251 Chinese EFL teachers completed a newly designed scale. The result of exploratory factor analyses indicated five dimensions and 21 items in the questionnaire. Five dimensions were identified: technical proficiency, job displacement, technological support, student experience and research development. Next, another 415 Chinese EFL teachers participated in validating the scale. The result of confirmatory factor analysis indicated

that the scale demonstrated strong reliability, validity and an acceptable model fit. This new scale provides a useful tool for assessing AI anxiety in EFL teachers and highlights the unique challenges they face in adapting to AI, offering a basis for future research and targeted support.

Luczaj, K. (2025). **The Less Miraculous. Conceptualising social mobility in post-communist academia**. *Pedagogy, Culture & Society*, *33*(1), 247-266. https://doi.org/10.1080/14681366.2023.2244962
This paper looks at the phenomenon of upward mobility through education from a comparative and historical perspective. Pierre Bourdieu referred to upwardly mobile individuals in France as the miraculous (les miraculés), oblates (oblats), or, less often, defectors (transfuges). A difficulty with applying a theory created in one specific cultural context to other settings is the recognition of unique structural conditions characteristic of the particular academic field, especially when systematic analyses of academic careers in post-communist and semi-peripheral countries are rare. In this study, based on autobiographical narrative interviews, 24 upwardly mobile Polish professors were asked to tell their life stories and how these led them to an academic career. The findings suggest that the category of les miraculés should not be treated as a universal, one-size-fits-all concept but rather as a general name for many forms of mobility taking place in various higher education systems. Building on the Polish, semi-peripheral, example, I introduce two new concepts ('Normal Miraculous' and 'Non-Miraculous'), which allow us to adequately capture the experience of mobility in a post-communist society. These findings reveal more general mechanisms of non-reproduction within academia.

Metzger, R., Eneau, J., & Audran, J. (2024). **Formes et perceptions des collaborations entre enseignants-chercheurs des ENSA**. *Les Cahiers de la recherche architecturale urbaine et paysagère*, (22). https://doi.org/10.4000/1334v
Depuis 1968, l'enseignement de l'architecture, en France, est traversé par de multiples réformes, tant de son mode de gouvernance que de ses enseignements et du statut de ceux qui les dispensent. L'interdisciplinarité (interactions entre champs disciplinaires, en termes d'organisation des savoirs ou de collaboration entre enseignants) est au cœur de ces interrogations, du fait de la centralité de l'enseignement du projet architectural dans le cursus menant au diplôme d'architecte, mis en perspective avec celui de champs disciplinaires plus contributifs. Quelles sont les interactions recherchées aujourd'hui par les enseignants des différents champs disciplinaires, dans ce système centré sur l'enseignement du projet architectural ?

Monarca, H., Rappoport, S., Pericacho, J., Mottareale, D., Gratacós, G., Azorín, C., … Messina, C. (2025). **Perceptions of the Teaching Profession and Its Professionalisation in Spain**. *European Journal of Education*, *60*(1), e12878. https://doi.org/10.1111/ejed.12878
The article is based on a novel theoretical framework for studying the teaching profession and its professionalisation from a broad view of Education as a common field in which many different actors take part. The way the field of Education is (re)produced is rarely researched. Rather, its current order is assumed as valid, ignoring the infighting between different actors to control and legitimise particular areas of knowledge, know-how and practices that comprise it as a field. The article presents a survey-based study with the following objectives: (1) identify how the teaching faculty perceive the structural and structuring aspects of the teaching profession in the field of education and (2) analyse how those aspects affect the development of a horizontally, democratically and

collaboratively articulated profession and its professionalisation with all the other fields in education. The survey was taken by 7145 preschool, primary and secondary teachers at schools in Spain. The results show the structural and structuring features of a field of education, in tatters, differentiated and hierarchical, characterised by an uneven distribution of opportunities for its actors to 'say', 'do' and 'decide'. At the same time, the results offer a chance to explore a more horizontal articulation of the teaching profession and its professionalisation within the field of education.

Morimoto, R. J. C., & Baguio, J. B. (2025). **Participative Leadership Practices and Professional Development of Language Teachers in Public Secondary Schools**. *Asian Journal of Education and Social Studies*, *51*(1), 79-87. https://doi.org/10.9734/ajess/2025/v51i11728
This study determined and described the participative leadership practices and professional development of language teachers in public secondary schools in Calinan District Cluster 7, Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were composed of 131 teachers in public secondary schools using universal sampling. The data analysis utilized the mean, Pearson r and regression analysis. The findings disclosed that the participative leadership practices were high. Thus, participative leadership practices were oftentimes demonstrated by the teachers. Moreover, professional development is high. Thus, the professional development was oftentimes manifested by the teachers. It was found that there was a significant relationship between participative leadership practices and the professional development of teachers. Based on the findings, the public-school teachers may attend conferences and training from the DepEd for a proficient growth program in participative leadership practices and professional development of teachers. This may provide skillful improvement for teachers with the goal of building capability through supported education opportunities for learners and simultaneously learning the content of better academic rehearses.

Ndzeno, J., Sénéchal, C., & Larivée, S. (2024). **L'insertion professionnelle de nouveaux enseignants : une recension systématique de la littérature**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(4), 997-1031. https://doi.org/10.53967/cje-rce.6247
The early dropout rates of teachers is a much-discussed issue in several industrialized countries such as Canada, where dropout rates of over 50% can occur among novice teachers. The aim of this article is to identify the induction support strategies offered to novice teachers and to carry out a qualitative analysis in order to assess their effectiveness in helping teachers to solve the attrition problem. The results show that school administration responsibility is crucial, whether in training mentors and novice teachers, or in ensuring that the induction program is properly implemented and runs smoothly. This systematic literature review also shows that, when mentoring, if the most popular form of dyadic support is properly administered and management is informed of its effectiveness, both contribute significantly to the retention of novice teachers. In conclusion, this review has highlighted the fact that many mentors do not receive appropriate training to carry out their mission, and that expectations from the school administration regarding their roles and responsibilities often remain unclear.

Nguyen, N. T. L. (2025). **A bibliometric and systematic review of literature on teacher educators during the times of neoliberal internationalisation**. *Review of Education, 13*(1), e70037. https://doi.org/10.1002/rev3.70037
The neoliberal internationalisation of teacher education affects the professional lives of teacher educators in various ways. However, a comprehensive understanding of research on teacher educators during the times of neoliberal internationalisation has not been synthesised. This study reviews the literature on teacher educators within the context of neoliberal internationalisation through a combination of bibliometric and systematic approaches. Bibliometric data analysis with Biblioshiny in R and VOSviewer was employed to examine the literature's intellectual structure and research foci of 84 documents downloaded from the Scopus database. Additionally, the same documents were analysed thematically to enrich data from the bibliometric study. Firstly, findings revealed an imbalance in knowledge production and citation within the intellectual structure of literature. Secondly, seven themes from the word co-occurrence network presented seven professional duties of teacher educators during neoliberal internationalisation including (1) teaching for social justice, (2) fostering global consciousness of student teachers and sustainability in internationalisation, (3) engaging in professional learning, (4) providing global competence education for student teachers, (5) addressing the technification of teacher education accelerated by the COVID-19 pandemic, (6) integrating research into teaching, and (7) promoting (multi)cultural awareness in language teacher education. The complexity of teacher educators' professional lives calls for support and collaboration from stakeholders to enhance their resilience under the increasing influence of neoliberal internationalisation.

Nkosi, N. (2024). **Breaking Barriers and Building Bridges: Unveiling the Enablers of Women School Leaders to Overcome Gender Inequality in KwaZulu-Natal, South Africa**. *Research in Educational Policy and Management*, 6(2), 436-453. https://doi.org/10.46303/repam.2024.43
This paper examined the enablers of women school leaders in KwaZulu-Natal, South Africa, which can be leveraged to address persistent challenges of gender inequality. Globally, women in leadership roles face numerous obstacles that hinder their professional growth and negatively impact their well-being. Despite ongoing gender equity initiatives in South Africa, women continue to experience gender discrimination. This study aimed to identify the enablers that women in school leadership could utilise to mitigate the adverse effects of societal expectations on their gender identity. Using a phenomenological Community-Based Participatory Research (CBPR) design, the research focused on empowering and collaborating with women school leaders. The paper is framed within the critical pedagogy theory (CPT), which advocates for the examination of power structures and patterns of inequality, urging women to awaken their critical consciousness in the pursuit of emancipation from oppression. Data was gathered through individual face-to-face interviews with Deputy Principals (DPs), one Head of Department (HD), and two school principals, and analysed thematically. The findings revealed three key themes that women in leadership roles use to navigate and counteract gendered expectations: networking, the revision of outdated policies, and mentoring for change. By emphasising these enablers, the study outlines practical strategies that can assist women school leaders in effectively combating gender inequality and successfully leading their schools. Further implications for practice include the need for continuous professional development and capacity-building sessions aimed at empowering women in school leadership. Additionally, the paper advocates for

societal empowerment through training sessions and seminars aimed at alleviating gender discrimination.

Obeso, I. M. (2024). ***Burnout Syndrome and Engagement in the Academic Staff of Public Universities and the Levels of Productive Communication in Mexico and France.*** (Phdthesis, Université Savoie Mont Blanc ; Universidad Anáhuac (México Norte)). Consulté à l'adresse https://theses.hal.science/tel-04833526
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Oppong, N. Y., & Oduro-Asabere, N. (2025). **Leadership talent development in higher educational institutions: Evidence from the University of Cape Coast, Ghana**. *International Journal of Educational Development*, *113*, 103196. https://doi.org/10.1016/j.ijedudev.2024.103196
The paper investigates how senior members (non-teaching) are developed to fill non-academic leadership positions in higher educational institutions (HEIs) to ensure leadership continuity. The study was qualitative, using the University of Cape Coast (UCC) in Ghana as a case. Through face-to-face interviewing, data was collected from a sample of ten out of the 30 directors and deputy directors. The qualitative data was presented and discussed using inter-themes analytical tool while relating the UCC situation to the global perspective. It was found that employees initiate their development; management provides the necessary support to employees who initiate their development; and the University adopts an all-inclusive approach to employee development, therefore, adopting the traditional selection and promotion techniques, which depart from the standard global approach to leadership succession. The paper provides policy implications for the management of UCC. We recommend that UCC should design and implement structured leadership succession plans to ensure leadership continuity and to place the right talents in leadership roles for optimum institutional benefits.

Paradies, M. (2024). **"I do not want to stop teaching": The impact of conflict and displacement on teachers in southern Mosul**. *PROSPECTS*, *54*(3), 769-787. https://doi.org/10.1007/s11125-023-09666-5
This article explores the emotional and physical conditions experienced by Iraqi teachers after the fighting and displacement began in 2014 (IOM, 2018) in southern Mosul. It contributes to reducing the paucity of research on teacher well-being in conflict-affected contexts, showing that education can have a healing role for teachers, as well as for students. Teaching helps them to be resilient, to re-establish relationships, and to focus once again on their knowledge and skills. The paper draws on findings from hybrid research involving 35 teachers in 10 different primary and secondary schools in Ninewa governorate. The research explores their needs and challenges from multiple perspectives. While confronted with daily hardships and challenges, teachers do not want to abdicate their role as educators. Teaching helps them to have a sense of purpose. Their strong sense of vocation and motivation to continue teaching under such challenging circumstances add to the debate on teacher well-being and resilience.

Paré, M., Croguennec, F., & Dominé, S. (2025). **Le leadership inclusif des conseillères pédagogiques dans la mise en œuvre des pratiques d'enseignement du vocabulaire en contexte plurilingue**. *Revue hybride de l'éducation*, *9*(1), 1-22. https://doi.org/10.1522/rhe.v9i1.1761

Cet article présente les résultats d'une étude menée auprès de conseillères pédagogiques (CP) ayant collaboré à un projet de développement de pratiques d'enseignement du vocabulaire en milieu défavorisé et plurilingue dans une école de Montréal. Des collaborations étroites ont été facilitées entre les personnes enseignantes et le personnel des services complémentaires autour de certaines pratiques, comme le coenseignement, l'enseignement à partir de la littérature jeunesse et l'accroissement des interactions entre les élèves. Les résultats permettent d'identifier des pratiques observées pendant le projet ainsi que des obstacles et des conditions facilitantes au développement de pratiques inclusives dans des contextes similaires.

Pregoner, J. D. (2024). **Research Approaches in Education: A Comparison of Quantitative, Qualitative and Mixed Methods**. *IMCC Journal of Science*. Consulté à l'adresse https://hal.science/hal-04879841
This paper dissects three fundamental research approaches in education: qualitative, quantitative, and mixed methods. Each offers distinct strengths for investigating educational phenomena, evaluating teaching practices, and informing policy. Qualitative research explores into participants' experiences and contexts, yielding rich, detailed insights. Conversely, quantitative research prioritizes numerical data and statistical analysis, providing objective and generalizable findings. Mixed methods research strategically combines both approaches, fostering a comprehensive understanding and robust validation through triangulation. By unpacking the unique contributions of each approach, this analysis underscores the importance of selecting the most suitable methodology to effectively address specific research questions.

Provot, C. (2023). ***L'expérientiel d'une mobilité enseignante franco-allemande : quand binarité et complexité s'enchevêtrent*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-04551627
Cette thèse en codirection porte sur un dispositif de mobilité enseignante franco-allemande, nommé Élysée Prim (coordonné par l'OFAJ, l'Office franco-allemand pour la Jeunesse). Les enseignant·e·s du premier degré qui y participent partent en France ou en Allemagne pendant une voire plusieurs années enseigner l'allemand ou le français langue étrangère dans des écoles du premier degré. Notre recherche a pour objectif de répondre à l'interrogation suivante : comment les enseignant·e·s participant à la mobilité enseignante franco-allemande Élysée Prim perçoivent-ils/elles l'expérientiel de la mobilité, s'agissant des aspects interculturels, identitaires, langagiers, mais aussi de l'enseignement d'une langue étrangère au sein d'écoles élémentaires ? Plusieurs sous-questions découlent de notre question principale de recherche :- Comment l'expérientiel de la mobilité enseignante franco-allemande Élysée Prim est-il perçu d'un point de vue interculturel par les enseignant·e·s participant·e·s ?- Comment les enseignant·e·s participant à la mobilité Élysée Prim perçoivent-ils/elles leur identité personnelle ?- Comment la mobilité enseignante franco-allemande Élysée Prim est-elle vécue d'un point de vue langagier par les enseignant·e·s participant·e·s ?- Comment les enseignant·e·s participant·e·s perçoivent-ils/elles l'enseignement d'une langue étrangère dans le cadre de la mobilité enseignante franco-allemande Élysée Prim ?La méthodologie de recherche utilisée est qualitative et se compose de l'observation d'une formation, à laquelle participent les enseignant·e·s avant la mobilité, et d'entretiens semi-directifs à visée compréhensive (Kaufmann, 2011) menés avec douze enseignantes (à parité égale entre Françaises et Allemandes) avant leur départ et après une année

de mobilité, des représentant·e·s de l'OFAJ et de l'institution scolaire des deux pays. Les données ont été collectées durant l'année universitaire 2020-2021.

Quickfall, A. (2025). **Exploring the Experiences of Women Academics in England: The Combined Effects of Societal, Structural and Life-Stage Factors**. *Higher Education Quarterly*, *79*(1), e12581. https://doi.org/10.1111/hequ.12581
This study explored the experiences of women who are academics working in UK higher education (HE), using a feminist approach and narrative methods and analysis. The purpose of the research was to explore the experiences of women, with a view to highlighting potential shared experiences, informing the policies of universities and adding to the body of knowledge on women in HE. Findings include narrative themes around gender roles, male-dominated academia and life-stage impact on career. Concluding recommendations include meaningful recognition of pastoral roles and promotion tracks which value these skills and support for women's life stages, including maternity, motherhood, menopause and sandwich caring.

Rahman, Md. S., Som, H. Md., Rahman, M. H. A., & Karim, D. N. (2025). **A bibliometric analysis on intended and actual turnover in higher education**. *Higher Education Quarterly*, *79*(1), e12564. https://doi.org/10.1111/hequ.12564
The issue of turnover intention and actual turnover is a growing concern worldwide, particularly in the higher education sector. However, little attention has been paid to conducting bibliometric studies to map this phenomenon in the higher education sector. To address this gap, we conducted a bibliometric analysis using science mapping tools to examine 561 relevant documents collected from the Scopus database published from 1983 to 2023. The study aims to demonstrate an updated understanding of the conceptual structure and key players in the arena of turnover intention and actual turnover in higher education. The study examined the domain's growth over time, geographic distribution, and the contributions of publishing authors, documents, and journals to plot the intellectual structure as well as the research fronts. The study analysis reveals a sensible accumulation of scholarly insights on turnover intention and actual turnover in higher education contexts over the last four decades. This study represents one of the initial endeavours to systematically and methodically map the literature on turnover intention and actual turnover within the higher education context, employing bibliometric. The investigation offers a comprehensive synopsis of the research area's evolution and highlights potential research priorities that warrant further exploration.

Saeli, H., Rahmati, P., & Koltovskaia, S. (2025). **A bibliometric analysis of the SCOPUS-indexed research on written peer feedback**. *Review of Education*, *13*(1), e70036. https://doi.org/10.1002/rev3.70036
The present study aimed to explore the major patterns in the available scholarship on peer feedback in the writing classroom. In doing so, a bibliometric approach was utilised, where a nearly exhaustive search was conducted on the SCOPUS-indexed documents on peer feedback. After compiling a database, the scholarship on peer feedback was divided into three timelines: 2000–2010, 2011–2020 and 2021–2024. The subsequent analysis highlighted the salient research trends in the number of documents published on the topic of peer feedback, the most prolific authors and venues (e.g., academic journals), the most influential institutions and countries, and the most highly researched topics. The results, for example, showed a substantial increase in the number of documents published on peer feedback. The higher number of documents on peer

feedback in recent years is probably caused by the increasing attention paid to such notions as learner autonomy, learner engagement with feedback, and more learner-centred methods of providing feedback. Context and implications Rationale for this study: This study is the first bibliometric analysis of peer feedback research, providing a comprehensive overview of trends and developments in peer feedback research over the past three decades. Why the new findings matter: Our findings provide quantitative insights into research trends on peer feedback in second language writing studies. Implications for researchers and practitioners: Our research findings indicate a steady growth in peer feedback studies over the past three decades. We believe future research will likely focus on digital and multimodal peer feedback, driven by the ubiquity of digital platforms. Researchers should explore how these platforms can enhance peer feedback practices and improve learner engagement. Additionally, we recommend that researchers conduct empirical studies within multimodal spaces, focusing on learners as both providers and receivers of feedback. These studies can offer practical insights that can be directly applied by teachers to improve feedback practices in the classroom.

Shu, J., & Tian, L. (2025). **A Decade of Evolution: Examining the Dynamics of Academic Profession Internationalisation in China**. *European Journal of Education*, *60*(1), e12864. https://doi.org/10.1111/ejed.12864
Academic profession internationalisation is an important engine to promote higher education internationalisation, which can be analysed across four dimensions: international academic activities, cross-cultural concepts and contents, internationalisation attitudes and internationalisation knowledge and skills. The comparative analysis of the survey data between 2013 and 2023 reveals the trends and changes of academic profession internationalisation in China. In terms of international academic activities, international research activities remains a top priority for faculty; regarding cross-cultural concepts and contents, there has been limited progress in integrating domestic academic activities with international concepts and contents over the past decade; with respect to internationalisation attitudes, faculty members demonstrate a strong and persistent willingness to engage in internationalisation; concerning internationalisation knowledge and skills, there has been a notable improvement in internationalisation content knowledge, particularly evident in faculty's proficiency in foreign language communication.

Snell, R. J. S., Klassen, R. M., Thompson-Lee, S., & Wang, H. (2025). **Back to Basics With Teacher Recruitment: What Do STEM Undergraduates Want?** *European Journal of Education*, *60*(1), e12840. https://doi.org/10.1111/ejed.12840
The recruitment of undergraduate students in England into teacher education is a recognised challenge with recruitment targets having been missed in nine of the last 10 years. The recruitment shortfalls are most acute within STEM (Science, Technology, Engineering, and Mathematics) subjects. This qualitative study explores which aspects of teaching attract and deter undergraduate STEM students from entering the profession, and which aspects of the vocation are unknown to undergraduates. Participants consisted of 267 STEM undergraduate students (73% White British; 57% female) from a broad range of UK universities. The sample reflected the sociodemographic characteristics (e.g., ethnicity, gender, socioeconomic background [SEB]) of undergraduate students in British universities. Data for this study consisted of responses to open-ended questions about interest in teaching generated after exposure to an

experimental vignette intervention consisting of 12 teaching-related vignettes, each exhibiting a different motivation for entering teaching. Data were coded using reflexive thematic analysis and multiple indexing. Findings from this study suggested that participants were primarily attracted to teaching by the perceived emotional rewards of supporting young people, and the tangible benefits (e.g., holidays) made the career desirable. However, participants also felt an imbalance between the pull and push factors of teaching. Workload and negative treatment of teachers were seen as the central deterrents to entering teaching; however, we also found that there was a significant knowledge deficit about what teaching entails.

Väänänen, I., Kantola, M., Friman, M., & Lamberg, J. (2024). **From open access publishing to collaborative dissemination**. *Tertiary Education and Management*, *30*(4), 303-316. https://doi.org/10.1007/s11233-024-09149-y
The question of how to promote co-creation and collaboration among universities and companies in research and developing operations lies in the background of this study. The focus of this exploratory case study is on knowledge-creating patterns in an online dissemination platform. The research question was expressed as follows: How to develop and maintain a context supporting collaboration and creative common activities by academic online publishing. Online publishing environments are in continuous turbulence. Thus, we have to develop platforms for the dissemination of knowledge systematically. This means, for instance, evidence-based analyses, assessing, and brainstorming. In this case study, we describe one development process by focusing on an online journal and the multiple future scenarios (possibilities) for the journal. In addition, some visions and thoughts about the role of OA journals and possibilities in implementing and publishing the activities and performances of higher education institutions are presented.

Valette, C. (2025). **Profil des admis aux concours enseignants 2023**. *Note d'Information*, (25.02), 1-4. https://doi.org/10.48464/ni-25-02
À la session 2023, 23 800 candidats sont admis aux différents concours enseignants organisés par le ministère chargé de l'éducation nationale, dont 84 % dans l'enseignement public. La voie externe est la principale voie de recrutement par concours (80 % des admis).

Wang, J., & Derakhshan, A. (2025). **Ameliorating the Psychological Well-Being of Chinese and Iranian Teachers in English Classrooms: A Cross-Cultural Analysis of the Role of Job Satisfaction and Exemplary Leadership Behaviour**. *European Journal of Education*, *60*(1), e12877. https://doi.org/10.1111/ejed.12877
It is widely acknowledged that the mental condition of teachers has a direct impact on their professional performance. Put another way, teachers with mental or psychological disorders may fail to accomplish their professional responsibilities. Accordingly, factors contributing to teachers' psychological well-being need to be uncovered. To address this necessity, several scholars up to now have scrutinised the predictors of this construct in different educational settings, including language classrooms. Nevertheless, few researchers have addressed the role of personal and job resources in teachers' psychological well-being. Furthermore, to the best of our knowledge, no cross-cultural study to date has examined the role of these resources in English teachers' psychological well-being. To bridge these gaps, the present cross-cultural inquiry investigated the role of two personal and job resources, namely job satisfaction and exemplary leadership

behaviour, in Chinese and Iranian English teachers' well-being. In doing so, three self-report scales were distributed among a large sample of Iranian (N = 256) and Chinese (N = 311) teachers. The collected data were statistically analysed through the Amos software (version 29). The results of the analysis showed that both Iranian and Chinese teachers' psychological well-being is closely tied to job satisfaction and exemplary leadership behaviour. Moreover, the outcomes identified that job satisfaction and exemplary leadership behaviour can ameliorate the psychological well-being of Iranian and Chinese teachers in English classrooms. In addition, no meaningful difference was discovered between Chinese and Iranian measurement models regarding the predictive role of job satisfaction and exemplary leadership behaviour. This may be illuminating for all teachers and educational administrators working in EFL and ESL environments.

Watrelot, P. (2025, janvier 23). **Le prof bashing, politiquement rentable**. Consulté 27 janvier 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/a-profite-prof-bashing/00113710
Comme la grippe, le prof bashing est une épidémie qui revient régulièrement. Et comme il y a peu de gestes barrières, le dénigrement des enseignants est toujours virulent.

Xia, J., Sun, S. (Alice), & Gao, X. (Andy). (2025). **The other side of PhD education: A systematic review of research on PhD students' development as university teachers**. *Review of Education*, *13*(1), e70024. https://doi.org/10.1002/rev3.70024
The professional development of PhD students as university teachers is crucial not only for their academic career trajectories, but also for improving teaching quality at universities. However, research on PhD students' professional growth has mainly focused on their role as researchers. As a result, much less is known about the other side of PhD education—their development as university teachers. This systematic review aims to examine the characteristics of existing studies in this area, identify the support available and explore challenges encountered in PhD students' development as university teachers. This review is based on two literature searches that both followed Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) reporting guidelines and identified 40 publications in three databases: ProQuest, Scopus and Web of Science. The selected papers exhibit homogeneity, with most being based on qualitative research conducted in the North American context. The findings indicate a lack of attention to doctoral candidates' development as university teachers in the literature. The findings also highlight the types of support available and the challenges encountered during their development as university teachers. Based on these findings, we propose a framework consisting of courses, practica and mentoring to inform efforts to support PhD students' development as university teachers. Context and implications Rationale for this study: This review aims to explore the existing literature on PhD students' development in the role of university teachers, highlighting research gaps and identifying the factors that contribute to their development. Why the new findings matter: This review offers insights into the challenges PhD students face in their development as university teachers and how they can be supported, and proposes a framework of factors contributing to their development. Implications for PhD students, researchers and higher education institutions: PhD students can use these insights to address challenges they face during their development as university teachers. Researchers are provided with a review of existing literature and trends that highlights areas to be explored in future research, thus advocating for future studies on PhD students' experiences in their development as university teachers across different contexts. Higher education institutions can refer to the

proposed framework of contributing factors to offer support for PhD students in terms of courses, practical teaching experiences and mentoring, thus fostering an environment in which PhD students' development as university teachers is actively integrated into their candidature.

Zhou, Y., Gu, H., Wang, Q., Tornquist, M., & Zhang, X. (2025). **Professional Development of Expatriate Higher Education Faculty Through Informal and Incidental Learning on Social Media**. *European Journal of Education*, *60*(1), e12871. https://doi.org/10.1111/ejed.12871
While formal, digital-technology-based professional development for higher education faculty has been extensively studied, informal and incidental learning (IIL) within this area remain underexplored. Integrating the Broaden-and-Build Theory with the Informal and Incidental Learning framework, this study examines how positive emotions influence faculty's social media engagement and trigger work-related IIL, which subsequently enhances professional learning. Interviews were conducted with nine expatriate faculty at a Sino-British transnational university. The narrative analysis reveals how social media engagement, facilitated by positive emotions, connects personal interests with professional needs to generate self-directed professional development. This study highlights the value of social-media-based learning by distinguishing nuances between informal learning and incidental learning. Findings suggest that social-media-based IIL addresses individualised, real-world challenges like cross-cultural competencies. Implications for higher education policymakers emphasise the need for building a holistic professional learning environment where faculty's self-initiated IIL is possible through digital platforms to meet their diverse, tailored needs for professional growth.

Numérique et éducation

Abbas, R., Sebastián, A., & Casanova, J. (2025). **Evaluating classroom response systems in engineering education: Which metrics better reflect student performance?** *Education and Information Technologies*, *30*(1), 861-879. https://doi.org/10.1007/s10639-024-13048-5
Classroom response systems (CRS) represent an innovative educational technology that can be used to promote active learning and student engagement. This study explores the effectiveness of CRS in enhancing student learning and performance across various engineering courses related to heat engines. During five academic years, CRS have been used weekly in six subjects that belong to two bachelor's degrees and one master's degree to promote continuous learning. The performance of the students in the CRS benefits the student by up to + 10% in the final mark. In this period, data from more than 1,000 students has been collected, including key performance indicators (KPIs) derived from Kahoot!, such as the number and correctness of responses and time spent answering, and other evaluations such as theory and numerical problem exams results. The objective of the study is to find the KPI that best identifies the knowledge acquisition by the students. In order to do so, the correlation of the KPI with the final exams is analysed by means of the correlation of determination and the root mean square error. The findings reveal that KPIs based on the number of questions asked exhibit stronger correlations with exam results compared to those based on responses or correctness. The study also highlights the positive impact of CRS on student engagement, classroom dynamics, and exam preparation, supported by student feedback. In essence, this research provides insights into the relationship between CRS metrics and academic

outcomes, offering valuable considerations for the integration of technology in engineering education.

Abbasi, B. N., Wu, Y., & Luo, Z. (2025). **Exploring the impact of artificial intelligence on curriculum development in global higher education institutions**. *Education and Information Technologies*, *30*(1), 547-581. https://doi.org/10.1007/s10639-024-13113-z
Artificial intelligence (AI) refers to the theory and development of computer systems capable of performing tasks that normally require human intelligence. This revolutionary technology holds immense potential in multiple domains, including the development of educational curricula. This article has explored the impact of AI on curriculum development in global higher education institutions, analyzing data from 2,000 faculty and student respondents, across five continents: North America, Europe, Asia, Africa, and Latin America, using a logistic regression model. The study found that frequent use of AI, the extent of the faculty knowledge, institution support to faculty, and the future expectation about AI are promoting curriculum development. Furthermore, the effectiveness of AI-driven tools in personalizing learning experiences, enhancing student engagement, identifying and addressing individual needs, providing real-time feedback, improving the quality of teaching and learning materials, and promoting critical thinking and problem-solving skills is driving curriculum development. Moreover, the challenges limiting AI integration in curriculum development include its ability to personalize learning, adapt content based on student needs, ethical concerns, and hesitations in recommending AI use to other educational institutions. Besides, with respect to cultural and educational contexts in AI-powered tools, the integration of AI in global higher education curriculum development is hindered by its inability to align with and navigate the complexities of these contexts. In addition, educators' and leaders' perceptions and attitudes also influence AI's role in curriculum development. Factors such as AI's ability to create personalized learning experiences, familiarity with current AI tools, its effectiveness in identifying student learning gaps, willingness to undergo training and professional development, and its capacity to address biases in curriculum content stimulate development yet also present limitations. Importantly, our findings indicate that, while AI has enormous potential to revolutionize curriculum development, strategic approaches and policies are required to overcome the identified issues and improve AI integration in varied educational settings.

Abulibdeh, A., Baya Chatti, C., Alkhereibi, A., & El Menshawy, S. (2025). **A Scoping Review of the Strategic Integration of Artificial Intelligence in Higher Education: Transforming University Excellence Themes and Strategic Planning in the Digital Era**. *European Journal of Education*, *60*(1), e12908. https://doi.org/10.1111/ejed.12908
This scoping review discusses artificial intelligence's (AI) transformative role in strategic enhancement planning and academic excellence at Qatar University (QU). In response to the unprecedented rise in the integration of AI into higher education institutions worldwide, this study aims to understand its influence on institutional strategies and the development of student competencies. A literature search using Web of Science, Scopus, Google Scholar and IEEE Xplore. In this respect, 156 relevant studies were identified. Data extraction and charting for Covidence provided insights into the effects of AI on teaching, administrative efficiency and student learning experiences. The review emphasises how AI could enhance administrative efficiency and provide personalised learning. Still, it also points to challenges that must be faced: data privacy and reduced human interaction. The findings suggest that AI offers significant advantages in higher

education but needs prudent implementation to meet the risks associated with adopting emerging technology. This would address the need for its effective complementarity to traditional educational methods.

Aksoy, D. A., Kurşun, E., & Zawacki-Richter, O. (2025). **Factors affecting the sustainability of open educational resource initiatives in higher education: A systematic review**. *Review of Education*, *13*(1), e70029. https://doi.org/10.1002/rev3.70029
This systematic review aims to examine the factors that impact the sustainability of open educational resources (OER) initiatives. A total of 226 articles from the Web of Science, ERIC and SCOPUS databases were subjected to content analysis to identify factors that influence the sustainability of OER initiatives based on the 3M (macro, meso and micro) framework. Our findings reveal that OER sustainability is influenced by different factors in different contexts, such as platform, content creator, learner, learning material and institutional setting. Within the institutional context, institutional policies categorised as a macro and meso factor, were identified as the most frequently mentioned factor affecting OER sustainability. The factors of providing institutional support and incentives were identified as meso factors. For faculty and learners, meso and micro factors such as attitude, motivation, awareness of OER, time, ICT needs and digital literacy were frequently mentioned. Access emerged as a prominent meso factor within the OER platforms dimension. Quality was identified as a critical macro and meso factor for the sustainability of OER. After the quality factor, material-related factors such as licensing, interactivity and free access emerged. Finally, an OER sustainability framework is proposed along with recommendations for researchers, practitioners and administrators to promote sustainable OER practices.

Alanazi, A. S., Benlaria, H., & Alanazi, S. A. (2025). **Sustainable assistive technology and employment opportunities for graduates with disability: Mediating role of government support**. *Education and Information Technologies*, *30*(1), 257-278. https://doi.org/10.1007/s10639-024-12863-0
This study evaluated the impact of sustainable assistive technology (SAT) on the employment opportunities (EOs) of university graduates with disabilities (GwDs) in the Kingdom of Saudi Arabia (KSA) and examined whether government support (GS) acts as a mediating factor on said impact. A sample of 205 GwDs from five universities in the KSA completed questionnaires online. Covariance-based structural equation modeling (CB-SEM) of the resultant data revealed that assistive technology type (ATT), AT accessibility and usability (AU), and AT long-term viability (LV) have significant influences on the EOs of GwDs in KSA. GS was found to have an indirect positive effect on SAT effectiveness for improving EOs. The present findings support the supposition that SAT can be critical to empowering GwDs, particularly with respect to enhancing their EOs in the KSA. Additionally, the findings indicate that it is worthwhile for governments and other stakeholders to assess workplace SAT utilization regularly and to work to improve SAT accessibility, affordability, and usability. These findings support increased investment in and attention to SAT by researchers, funders, and non-profit organizations.

Alrajhi, A. S. (2025). **Intelligent personal assistants in self-access L2 vocabulary learning**. *Education and Information Technologies*, *30*(1), 801-831. https://doi.org/10.1007/s10639-024-12967-7
Motivated by the proliferation of artificial intelligence that has the potential to promote self-access learning, this study utilizes a sequential explanatory quasi-experimental mixed

methods design to investigate the efficacy of Google Assistant (GA) in facilitating second language (L2) vocabulary learning compared to online dictionaries. A cohort of EFL university students (n = 74) was assigned to two groups: a control group using online dictionaries and an experimental group utilizing GA. Over six learning sessions, both groups learned 10% of Coxhead's (2000) Academic Vocabulary List. With data drawn from multiple sources, including pre- and post-tests, a survey questionnaire, and individual interviews, the findings reveal significant improvements in vocabulary knowledge for both groups, indicating that GA can be utilized as an effective vocabulary learning tool. Despite concerns regarding the quality of GA's voice recognition as a potential demotivating factor, learners hold positive views on the efficacy of GA. These perceptions reflect influential factors primarily situated within the cognitive and affective domains of learning. Accordingly, key affordances and limitations of GA are identified. This study proposes pedagogical implications and outlines potential avenues for further research in the domain of intelligent personal assistants-assisted L2 vocabulary learning.

Anik, M. H., & Rahman, S. M. H. (2025). ***Strategic Integration of Generative AI in Higher Education: Analysis of Usage, Competencies, and Policy Measures for the Science Education of Bangladesh***. Consulté à l'adresse https://hal.science/hal-04904869
The Fifth Industrial Revolution (5IR) has accelerated the adoption of Generative AI (GenAI) in higher education, significantly impacting teaching, learning, and research. While tools like ChatGPT, Google Bard, Grammarly, and QuillBot have enhanced academic efficiency, the unstructured integration of AI in Bangladeshi higher education institutions raises concerns regarding academic integrity, competency development, and policy frameworks. Despite increasing AI adoption among students and educators, there is no systematic assessment of AI usage levels, competencies gained, or strategic measures for AI integration in Bangladesh's higher education sector. This study aims to analyze the extent of GenAI use, evaluate AI competencies among Science, Mathematics, and Technology Education (SMTE) students and Institute of Education and Research (IER) faculty members, and propose policy-driven AI integration strategies. Employing a multiphase mixed-method research design, this study follows an explanatory sequential approach, starting with a quantitative survey to assess AI usage and competency levels, followed by qualitative key-informant interviews (KII) and a policy workshop to develop strategic planning recommendations. Findings will provide empirical insights into AI adoption, competency gaps, and necessary policy measures, contributing to a structured, ethical, and effective AI integration framework for Bangladeshi higher education.

Assalaarachchi, L., Rambukwella, T., Ranasinghe, G., Silva, K., & Hewagamage, C. (2025). **Streamlining the internship supervision and evaluation through digital transformation**. *Education and Information Technologies*, *30*(1), 1073-1088. https://doi.org/10.1007/s10639-024-13158-0
In a period where digital transformation has become a buzzword in every industry, the higher education sector can also be further improved using digital transformation. This study explores the limitations faced when supervising and evaluating the interns manually and develops an information systems-based solution to overcome such identified limitations. The Department of Information Technology, Faculty of Management Studies and Commerce, University of Sri Jayewardenepura in Sri Lanka was selected as the case by adopting a case study approach in qualitative research. Data was collected by

interviewing the stakeholders of the process and observing the manual documents to determine the limitations of the manual process. Web-based technologies such as HTML and PHP were used to develop the system. Further rounds of interviews were held with the same stakeholders to validate the ISES. Shortcomings in the manual process including the tediousness of manual document keeping, the burden of interns in frequently visiting the university, absence of a centralized communication platform for all stakeholders in the process were revealed as themes from the thematic analysis. A web-based information system termed ISES was developed and validated as the outcome of this research to streamline the process of internship supervision by eliminating the above limitations. Novel findings were added to theoretical areas of how internship supervision could be improved by digital transformation while the ISES system developed offers a workable alternative for any university that allows internships as a requirement for degree programs to improve efficiency and effectiveness.

Avelar, M. (2025). **Mapping the digital education landscape: Stakeholders and networks of governance in Brazil**. *International Journal of Educational Development*, *112*, 103192. https://doi.org/10.1016/j.ijedudev.2024.103192
The COVID-19 pandemic has significantly accelerated the digitalization of education, integrating digital tools such as platforms, apps, games, and virtual learning environments into schools worldwide. This expansion of educational technology is intertwined with complex governance networks, where new private actors play an increasingly prominent role in managing public education. Alongside traditional stakeholders, EdTech startups, new philanthropists, venture capitalists, and intermediaries have emerged as influential participants in shaping the educational landscape. This paper maps the stakeholder groups and their interconnections within Brazil's digital education governance networks, identifying the most influential and well-connected organizations. It explores their interactions, highlighting collaborative efforts to drive education reform through technology. Employing network ethnography and a policy-following approach, this paper analyses the digital education landscape in Brazil, with critical insights into the governance dynamics shaping education.

Aydın, S., Akkaş, F. D., & Tekin, I. (2025). **Does self-regulation in student and teacher interactions in online learning environments predict foreign language anxiety and enjoyment?** *Review of Education*, *13*(1), e70033. https://doi.org/10.1002/rev3.70033
While self-regulation (SR) in student and teacher interactions in online environments, foreign language enjoyment (FLE), and foreign language anxiety (FLA) are significant issues in the English as a foreign language (EFL) learning process, research on SR in student and teacher interactions in online environments seems scarce in the EFL research context. This descriptive and correlational study aims to determine the levels of SR in student and teacher interactions in online learning environments, FLA, and FLE, and examine whether SR in student and teacher interactions in online learning environments predicts FLA and FLE. The sample group in the current study consisted of 312 students enrolled at the Department of English Language Teaching (ELT) of state universities. Data was collected using a background questionnaire, the Scale for Self-regulation in Student and Teacher Interactions in Online Environments, the Foreign Language Classroom Anxiety Scale (FLCAS), and the Foreign Language Enjoyment Scale (FLES). Descriptive statistics, regression analysis, and the Pearson correlation were preferred for data analysis. The study concluded that EFL learners exhibit high levels of SR in student and teacher interactions in online environments and FLE while experiencing a moderate level

of FLA. It was also concluded that SR in student and teacher interactions in online learning environments predicts FLE and FLA among EFL learners. Context and implications Rationale for this study: Online learning that has gained sustainability offers flexibility and interactivity and brings opportunities to enhance SR among foreign language learners, while FLE and FLA as emotional factors may impact SR in online interactions. However, no scientific evidence indicates the direction of FLE and FLA in online interactions between teachers and students in the context of foreign language learning. Moreover, research on SR is scarce in foreign language learning contexts regarding both traditional and online learning environments. Thus, a comparison of positive and negative emotions in the context of a foreign language seems necessary to clarify their effects in accordance with SR in online interactions. Why the new findings matter? The findings in the current study are significant for a better and deeper understanding of SR in interactions between students and teachers in online environments since it concludes that SR correlates negatively with FLA and positively with FLE. The study differs from prior studies since it finds that SR in student and teacher interactions in online environments predicts FLA and FLE in the EFL learning context. Implications for researchers, teachers, and policy makers: Researchers should focus on the relationships among SR in student and teacher interactions in online environments, FLA, and FLE, considering individual, social, psychological, and cultural differences in different research contexts and settings, designing longitudinal, qualitative, and experimental research. Teachers should adopt innovative instructional designs, tools, environments and applications to promote SR regarding their interactions with their students. Policy makers and curriculum developers should integrate and implement the mentioned issues into the pre-service and in-service teaching programmes and current language learning curricula and programmes that aim at equipping teachers with theoretical and practical knowledge of SR, FLA and FLE.

Azarniyoosh, S., & Roohani, A. (2025). **The Effectiveness of the Flipped Learning Model in Improving Second/Foreign Language Metacognitive Listening Awareness and Strategy Use**. *European Journal of Education*, *60*(1), e12841. https://doi.org/10.1111/ejed.12841
This study investigated the effectiveness of the flipped learning model, compared with the nonflipped learning model, in improving second/foreign language metacognitive listening awareness and perceived strategy use. For this purpose, 40 young adult learners studying English as a foreign language in two intact classes were selected. They were assigned into flipped and nonflipped groups, which received flipped and nonflipped instruction, respectively. A mixed-methods embedded design was adopted. Data were gathered by employing the Metacognitive Awareness Listening Questionnaire and diaries. Analysis of covariance and thematic analysis revealed that the flipped model significantly fostered the learners' metacognitive awareness and strategy use in listening. Although the strategies related to planning and evaluation, person knowledge, directed attention, mental translation and problem solving were used in both groups, the flipped group demonstrated a greater tendency to use the metacognitive strategies requiring high-order processes. Flipped learning can drive L2 students to become metacognitively strategic listeners.

Baillifard, A., Gabella, M., Lavenex, P. B., & Martarelli, C. S. (2025). **Effective learning with a personal AI tutor: A case study**. *Education and Information Technologies*, *30*(1), 297-312. https://doi.org/10.1007/s10639-024-12888-5
Effective learning strategies based on principles like personalization, retrieval practice, and spaced repetition are often challenging to implement due to practical constraints.

Here we explore the integration of AI tutors to complement learning programs in accordance with learning sciences. A semester-long study was conducted at UniDistance Suisse, where an AI tutor app was provided to psychology students taking a neuroscience course (N=51). After automatically generating microlearning questions from existing course materials using GPT-3, the AI tutor developed a dynamic neural-network model of each student's grasp of key concepts. This enabled the implementation of distributed retrieval practice, personalized to each student's individual level and abilities. The results indicate that students who actively engaged with the AI tutor achieved significantly higher grades. Moreover, active engagement led to an average improvement of up to 15 percentile points compared to a parallel course without AI tutor. Additionally, the grasp strongly correlated with the exam grade, thus validating the relevance of neural-network predictions. This research demonstrates the ability of personal AI tutors to model human learning processes and effectively enhance academic performance. By integrating AI tutors into their programs, educators can offer students personalized learning experiences grounded in the principles of learning sciences, thereby addressing the challenges associated with implementing effective learning strategies. These findings contribute to the growing body of knowledge on the transformative potential of AI in education.

Barnes, K., Ramesh Vasudevan, S., Hayat, A., Emerusenge, A. P., & Zazai, R. (2024). ***EdTech for Education in Emergencies: A review of existing guidance and minimum standards***. https://doi.org/10.53832/edtechhub.1068

Barrère, A., & Pasquier, D. (2025). **Présentation du dossier. Savoirs scolaires, savoirs "on line" : les enjeux d'une confrontation**. *Éducation et Sociétés*, *53*(1), 5-18. https://doi.org/10.3917/es.053.0005

Bayaga, A. (2025). **Leveraging AI-enhanced and emerging technologies for pedagogical innovations in higher education**. *Education and Information Technologies*, *30*(1), 1045-1072. https://doi.org/10.1007/s10639-024-13122-y
This study examines the influence of AI-powered and emerging technologies on pedagogical practices in higher education, focusing on their role on behavioural intention (BI) and actual usage among educators and students. The research hypothesises that the relationship between each Unified Theory of Acceptance and Use of Technology (UTAUT) constructs - Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC) - and BI to use AI is mediated by Attitude towards AI. Additionally, it explores the mediation of the relationship between Technological, Organisational, and Environmental (TOE) framework and BI to use AI by Attitude towards AI. Furthermore, it hypothesises that the relationship between UTAUT constructs, and the actual Usage of AI is mediated by BI. Data were collected from 115 respondents through a survey measuring perceptions of UTAUT and technology-organisation-Environment (TOE) constructs. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to analyse the data, alongside PLS-Multi-Group Analysis (PLS-MGA) to explore gender differences. The key results indicated that PE and EE significantly influenced Attitude towards AI ($F = 14.861$ and $F = 33.887$, respectively), which in turn significantly influenced BI ($\beta = 0.468$, $t = 5.106$). However, SI had an insignificant effect ($F = 0.346$), and FC had a minimal influence ($F = 2.225$). The study found that Organisational Context played a significant role in shaping Attitude towards AI, influencing BI, whereas the direct influence of TOE on BI was not significant ($F = 1.356$),

indicating full mediation by Attitude. Additionally, higher BI did not necessarily translate to increased AI usage (β = -0.381, t = 4.749), suggesting external barriers or moderating factors. These findings provide valuable insights for developing strategies to enhance AI-driven pedagogical innovations, emphasising the importance of fostering positive attitudes and addressing practical challenges in AI adoption.

Bennett, C., & Brady, C. (2024). ***Getting out of their comfort zone: secondary school students' participation in a french as a lingua franca virtual exchange***. Consulté à l'adresse https://hal.science/hal-04882849
Although virtual exchange has grown in popularity, few virtual exchanges have been conducted in secondary schools (Clavel-Arroitia & Pennock-Speck, 2015), prompting our case study. Students in secondary schools in the United Kingdom and the Netherlands participated in a virtual exchange using French as a lingua franca. Data was collected from focus group discussions with learners in the United Kingdom and questionnaire data from both partner schools. Our analysis reveals several pedagogical recommendations for future VE implementation and task design including learner training and the temporal aspects of asynchronous VE task design.

Bennett, C., & Wigham, C. R. (2024). **Student-teacher engagement in and reflection on virtual exchange task design**. *Alsic. Apprentissage Des Langues et Systèmes d'Information et de Communication*, *27*(3). https://doi.org/10.4000/133tv
The rise in L2 Virtual Exchange (VE) in recent years encourages more in-service teachers to incorporate such projects into their classroom. The introduction of VE into pre-service teacher-training programmes is also gaining traction wherein student-teachers (STs) can experience VE themselves. This calls for a deeper understanding of task engagement with STs enabling them to reflect on the effectiveness of various task types when designing future VE activities. Reeve et al. (2021) finds that learners who give recommendations for modifying tasks are agentically engaged. One means of verifying task and agentic engagement with STs is via written reflections: Reflection being a critical element of teacher development (Farrell, 2022). Yet, little is known about the relationship between task type, agentic engagement, and reflective practice in pre-service teacher-training programmes. Our findings come from a VE involving Dutch and French STs in Autumn 2022. Our analysis revealed a synchronous comparison and analysis task as most engaging. STs reported task personalisation as a critical element of this engagement. Within VE task design, we recommend that STs design questions for their VE partner to encourage task personalisation. Further, we provide specific prompts for teacher-trainers to use to encourage deeper levels of reflection.

Bernsteiner, A., Haagen-Schützenhöfer, C., & Schubatzky, T. (2025). **Teacher Education in the Age of Digitality: Conclusions From a Design-Based Research Project**. *European Journal of Education*, *60*(1), e12904. https://doi.org/10.1111/ejed.12904
In response to the essential need for digital competences in education, a 3-year Design-Based Research project was conducted to prepare pre-service mathematics and science teachers for the demands of teaching in the digital age. Over three design cycles, an evidence-based course design for teaching and learning with and about digital media was developed. The interactions of 37 pre-service teachers with the course design were examined using a mixed-methods approach. Acceptance surveys, pre-, mid-, post-surveys and reflection journals informed iterative phases of refinement. This article presents global project findings and derives contributions to context-specific

theories about teaching and learning with and about digital media. From this, key implications for higher (teacher) education are discussed, such as the use of scaffolds and teaching vignettes to promote self-efficacy expectations for implementing digital data acquisition and the use of the SAMR model as a scaffold for planning digitally transformed lessons.

Bhutto, N. A., Khaliq, M., Ghumro, N. H., & Akbar, U. S. (2025). **Investigating the Impact of Determinants Influencing Students' Readiness for Digital Transformation in Academic Institutions in Pakistan**. *Higher Education Quarterly*, *79*(1), e70002. https://doi.org/10.1111/hequ.70002
It is crucial to assess the digital transformation readiness of students in order to develop knowledgeable, capable and qualified alumnus who can enhance the qualified personnel within a country. This study will help HEIs in examining whether their students have the skills they need to survive in the 4IR era. Data have been collected from Higher Educational institutions (HEIs) which were listed in QS-Ranking list. Purposive sampling technique was employed for sample selection and the respondents were students. For analysis, Smart-PLS4 and SPSS-24 were used. According to the findings of structural equation modelling, students' traits, technological understanding of the 4IR and organisational aspects have a big impact on how well-prepared they are for the 4IR. Additionally, organisational aspects also have influence on students' readiness. Additionally, the organisational dimensions also have impact on students' understanding of 4IR technology. Additionally, students' understanding of 4IR technology and organisational dimension has a big impact on their qualities connected to 4IR. Higher education institutions can help students do well in a digital learning setting by creating support services that are tailored to their needs and concerns. These services could include workshops on digital literacy or one-on-one coaching. Further, the study adds to our understanding of what affects student readiness by pointing out the specific problems students face and the things that help them deal with them. The results can be used to help create lessons that better incorporate digital tools and skills, making sure that students have the skills they need for an educational world that has become more digital. The study's conclusion has policy implications for HEIs, highlighting the necessity of institutional policies that support digital transformation. By giving faculty members the chance to grow professionally and by giving them opportunity to learn about and practise new pedagogical approaches and emerging technologies, HEIs could encourage faculty members to conduct research and innovation in their learning as well as pedagogical methods. This provides us with fresh perspectives on the strategic importance of students' readiness in encouraging HEIs to promote digital transformation. HEIs can encourage creativity and business, and working together across disciplines and organisational aspects like academic programmes, training, technical infrastructure and others is essential for putting students on the path to a better future through this study.

Bourdon, É., Pasquier, D., Barrère, A., & Bourdon, É. (2025). **Apprendre l'histoire sur YouTube. Les relations entre savoirs et société à l'aune de la longue histoire de la médiation des connaissances**. *Éducation et Sociétés*, *53*(1), 63-82. https://doi.org/10.3917/es.053.0063

Café pédagogique. (2025a, janvier 23). **Un guide pratique de l'IA pour les profs**. Consulté 27 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/23/un-guide-pratique-de-lia-pour-les-profs/

« Un enseignant qui n'a jamais exploré l'usage de ChatGPT passe à côté de son rôle fondamental : préparer ses élèves à évoluer dans un monde où l'intelligence artificielle occupe une

Café pédagogique. (2025b, janvier 27). **Rodrigo Arenas : Comment mettre l'IA au service de l'éducation ?** Consulté 27 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/27/rodrigo-arenas-comment-mettre-lia-au-service-de-leducation/
« Qu'on le déplore ou s'en réjouisse, l'IA fait désormais partie des outils de l'éducation. Il est donc urgent et vital de s'en saisir, de nous y éduquer et d'apprendre

Capogna, S., Pellegrini, S., & Sebastiani, R. (2025). **Transition and Artificial Intelligence: The Case of Student Professionalisation**. *European Journal of Education*, *60*(1), e12866. https://doi.org/10.1111/ejed.12866
The article explores the importance of university students' knowledge of the world as an essential prerequisite for facing digital, ecological and human transitions. A study of 50 third-year students of primary education sciences investigates (a) familiarity with reflection during learning; (b) the influence of artificial intelligence in the construction of knowledge; and (c) the degree of trust placed in AI to improve skills. The aim is to highlight students' metacognitive attitude towards AI, its creative use and the beliefs that emerged in their professional development.

Carriou, P., Pasquier, D., Barrère, A., & Carriou, P. (2025). **Les YouTubeurs d'histoire en France**. *Éducation et Sociétés*, *53*(1), 53-61. https://doi.org/10.3917/es.053.0053

Chang, C.-C., & Huang, K.-H. (2025). **A multiple mediation model of thinking style, student assessors' online assessment performance, and critical thinking in online assessment environment**. *Education and Information Technologies*, *30*(1), 833-859. https://doi.org/10.1007/s10639-024-13044-9
This study adopted a framework based on social cognitive theory to explore the influence of thinking styles on critical thinking and multiple mediation effects of student assessors' assessment performance (scoring and review comments) between them. Samples were 97 graduate students enrolled in the "Seminar" course at a university. Students used an online assessment system and the evaluation form to conduct peer assessments for peers' reports. Findings revealed: (1) thinking styles primarily had an indirect effect on critical thinking solely through comment performance (complete mediation effect), and it indirectly influenced critical thinking serially through scoring performance and comment performance (completely serial mediation effect), but it cannot solely influence critical thinking through scoring performance. (2) thinking styles directly influenced both scoring and comment performance, and also indirectly affected comment performance through scoring performance (partial mediation effect). (3) scoring performance indirectly influenced critical thinking through comment performance (complete mediation effect), while comment performance directly influenced critical thinking. (4) scoring performance directly influenced comment performance. The main contribution of this study lies in proposing and validating a multiple mediation model of "Thinking Style-Online Assessment Performance-Critical Thinking", indicating that student assessors' online assessment performance (scoring and comment performance) has multiple mediation effects between thinking styles and critical thinking. This result holds significant academic and practical implications.

Chen, F., Zhang, S., Liu, Q., Yu, S., Li, X., & Zheng, X. (2025). **Supporting learning performance improvement: Role of online group assessment**. *Education and Information Technologies*, *30*(1), 1239-1264. https://doi.org/10.1007/s10639-024-12907-5
Though online peer assessment is recognized as a critical factor in enhancing learning performance, pedagogical strategies and analysis of students' peer assessment at the group level, rather than the individual level, are underexplored. Online group assessment (OGA) focuses on assessing peer-group work in an online environment. A total of 64 student teachers participated in this study, where they were divided into multiple groups of four. Each group was required to collaborate on completing an instructional design and engage in OGA activities. We utilized the Technological Pedagogical Content Knowledge (TPACK) scale to assess the instructional designs of student teachers, evaluating their ability to integrate technology, pedagogy, and content knowledge. In this research, we consider the TPACK scores of each group's instructional design as their learning performance. The correlations between providing, receiving, and responding to comments and group learning performance were explored by adopting a mixed methods approach. The results indicated that OGA enhanced group learning performance. Providing comments was more associated with improved group learning performance than receiving and responding to them. Furthermore, providing informative comments was more associated with group learning performance than providing other types of comments. In addition, innovative responses were positively associated with group learning performance, while uptake responses were negatively associated with group learning performance. Finally, the discussion and suggestions of intervention for different stages of OGA are provided to help design and implement OGA activities in the future.

Chen, L. (2025). **Unlocking the Beat: How AI Tools Drive Music Students' Motivation, Engagement, Creativity and Learning Success**. *European Journal of Education*, *60*(1), e12823. https://doi.org/10.1111/ejed.12823
This study explores the relationships among music students' artificial intelligence (AI) perceptions, motivation, engagement, creativity and learning success. Through a random sampling method, 521 Chinese music students participated in the research, which employed a range of questionnaires to assess AI perceptions, motivation, engagement, learning outcomes and creativity. The study utilised SPSS (version 27) and AMOS (version 24) for comprehensive statistical analysis. Findings reveal a significant relationship between students' perceptions of AI in music education and their motivation, engagement and learning success. Positive AI perceptions were found to enhance motivation by increasing interest in innovative learning tools and fostering engagement through interactive AI-based learning environments. Moreover, these perceptions were predictive of higher motivation, engagement and learning success. The study suggests that AI can play a crucial role in enhancing educational outcomes by making learning more interactive, personalised and engaging, thus improving overall student performance and creativity in music education.

Chen, S., Huang, L., Shadiev, R., & Hu, P. (2025). **An extension of UTAUT model to understand elementary school students' behavioral intention to use an online homework platform**. *Education and Information Technologies*, *30*(1), 229-255. https://doi.org/10.1007/s10639-024-12852-3

The introduction of online homework has revolutionized traditional assignment formats, providing students with access to abundant learning resources, a convenient platform for completing assignments, real-time interactive learning opportunities, and accurate feedback. However, there is a paucity of research exploring the perspectives of elementary school students on the use of online homework platforms. This study, rooted in the online learning experiences of elementary school users, introduces three variables—perceived playfulness, perceived interactivity, and flow experience—to extend the UTAUT model. The investigation explores the behavioral intention of elementary school students to use online homework platforms. Data were collected through a questionnaire survey involving 312 elementary school students, and structural equation modeling was employed to analyze 289 valid responses. The results indicate that flow experience, social influence, performance expectancy, and effort expectancy significantly influence the behavioral intention of elementary school students to use online homework platforms. Additionally, perceived playfulness and perceived interactivity indirectly impact students' behavioral intention through the mediation of flow experience. Furthermore, it was observed that students' effort expectancy affects their performance expectancy. In conclusion, this research contributes to a deeper understanding of Chinese elementary school students' behavioral intention to use online homework platforms by reflecting their status and requirements within the context of online homework. The findings provide valuable insight for optimizing and upgrading online homework platforms as well as their pedagogical application.

Chiu, M.-S., & Zhu, M. (2025). **Parents' perspectives on using virtual reality for learning mathematics: Identifying factors for innovative technology acceptance**. *Education and Information Technologies*, *30*(1), 779-799. https://doi.org/10.1007/s10639-024-12935-1
Virtual reality (VR) has gained prominence and a growing prevalence. However, parental attitudes toward using VR for educational purposes (i.e., educational VR (EVR)) are under-researched. This study investigates parents' perceptions and experiences regarding the use of EVR, focussing on mathematics learning. Using the technology acceptance model (TAM) as a guiding framework, qualitative interviews with parents and their children from ten families (15 interviewees) were conducted. The participants interacted with a VR serious game, solving 12 mathematical problems, followed by interviews. Qualitative data analysis reveals four main factors influencing parents' acceptance of educational VR: cognitive-developmental, affective-physical, technical, and contextual/chronological aspects. The original TAM's positive factors (usefulness and ease) are validated, while this study extends the model to include new positive (e.g., interest) and negative factors (e.g., health risks) specific to VR. Novel contributions to the literature include controversial factors (e.g., preference for 2D or 3D and mental effects) and positive factors (e.g., pandemic context, parent–child perspectives, and manipulatives). These findings not only contribute to the advancement of theory in EVR acceptance, but also provide valuable information for EVR design, parental involvement in educational initiatives, and informing educators and policymakers about diverse perspectives on educational technology.

Christ-Brendemühl, S. (2025). **Leveraging Generative AI in Higher Education: An Analysis of Opportunities and Challenges Addressed in University Guidelines**. *European Journal of Education*, *60*(1), e12891. https://doi.org/10.1111/ejed.12891
As generative Artificial Intelligence (AI) is seen as a catalyst for a new learning and examination culture in higher education, it urges universities to reinvent themselves and

to adapt to these changes effectively. By analysing the content of 67 university guidelines on generative AI, this study investigates how universities in Germany position themselves towards the rise of generative AI. Findings reveal that a majority of university guidelines explicitly permit both university lecturers and students to engage with generative AI, emphasising the importance of building AI literacy among both groups and preparing students for changing demands in the world of work. Importantly, 56.7% of university guidelines posit that the opportunities of generative AI for higher education outweigh the risks, underscoring the potential transformative impact on teaching and research. In addition, the results of a workshop with 25 faculty members were scrutinised to deepen and specify the findings of the content analysis.

Chung, K., Kim, S., Jang, Y., Choi, S., & Kim, H. (2025). **Developing an AI literacy diagnostic tool for elementary school students**. *Education and Information Technologies*, *30*(1), 1013-1044. https://doi.org/10.1007/s10639-024-13097-w
As artificial intelligence(AI) is utilised throughout society, the need to improve AI literacy as an essential competency, not only for specific experts but also for general citizens, is increasing. Therefore, several studies are being conducted on AI education, and attempts are being made to introduce it into the regular education curriculum. Although AI literacy has been emphasised as a direction for AI education, few assessment tools have been developed to measure the level of literacy to be achieved in stages. In this study, we developed and validated an AI literacy measurement tool for elementary school students. Based on AI education literature, we constructed an AI literacy content system for each school level and conducted two expert Delphi validations (n = 15). Based on this, we developed a set of 24 modular questions, conducted two rounds of expert content validation (n = 15), and preliminarily applied them to 287 sixth-grade students. The results were analysed for reliability based on the KR-20 (Kuder-Richardson Formula 20), difficulty, discrimination based on the item response theory, and correct percentages. Considering the discrimination and correctness results, we modified some items and applied them to an additional 293 sixth graders. The results showed improvements in the discrimination and precision rates. Thus, we concluded that the developed tool is valid and reliable for measuring AI literacy among elementary school students.

Cowling, M., Sim, K. N., Orlando, J., & Hamra, J. (2025). **Untangling Digital Safety, literacy, and Wellbeing in School activities for 10 to 13 Year Old Students**. *Education and Information Technologies*, *30*(1), 941-958. https://doi.org/10.1007/s10639-024-13183-z
In an era where digital technologies penetrate every aspect of education and a growing body of research examining various aspects of digital safety, there exists a significant research gap concerning the overarching (holistic) influence of digital activities on the schooling of 10 to 13 year olds. This paper presents a comprehensive review that untangles the complex relationship between digital safety, literacy, and wellbeing in this context based on 24 papers appearing in international peer-reviewed journals published from 2010 to 2023, and critically examines the impact of digital safety protocols on online student activities, the role of digital literacy in enhancing learning outcomes, and the intricate interplay between digital wellbeing and academic engagement, taking into account the changes created by the COVID-19 pandemic. Findings showed that the online engagement of students between Year 6 and Year 8 is deeply impacted by factors like digital literacy, digital communication/relationships, digital well-being, and digital habits; that COVID-19 put a spotlight on health; but that in general more research

into digital safety needs to be conducted from a holistic and longitudinal viewpoint. Through careful analysis of the literature, this study provides insight into the challenges faced by 10 to 13 year olds, providing valuable directions for educators, policymakers, and researchers striving to create a safe, supportive, and empowering learning environment.

Devecchi, M., Dagnino, E., Milelli, M., Soini, K., & Parodi, A. (2025). **Climate Change Education in a Secondary School, the I-CHANGE Project Approach**. *European Journal of Education*, *60*(1), e12875. https://doi.org/10.1111/ejed.12875
Raising the awareness and interest of young generations for climate change phenomena and its impacts is a topic of great importance from a social and cultural standpoint. Along these lines, education plays a crucial role to meet the goals of the EU's Green Deal both through direct interplay with students and information spillover towards families and in general stakeholders at large. Inspired by these ideas, the H2020 I-CHANGE project (Individual Change of HAbits Needed for Green European transition, 2021–2025, https://ichange-project.eu/) aims at engaging and promoting the active participation of citizens for addressing climate change, sustainable development, and environmental protection. By taking into consideration the ongoing fast socio-cultural change, the vertical growth of digital media, and, therefore, the new ways children and young people learn, this paper presents a possible path towards the practical implementation of key EU's Green Deal concepts in a secondary school, building on top of Episode of Situated Learning (ESL) methodology.

Doğan, M., Celik, A., & Arslan, H. (2025). **AI In Higher Education: Risks and Opportunities From the Academician Perspective**. *European Journal of Education*, *60*(1), e12863. https://doi.org/10.1111/ejed.12863
This research investigates how artificial intelligence (AI) influences higher education, specifically exploring the perspectives of academicians regarding associated risks and opportunities. The study is aimed at the implementation of AI within university settings and its impact on both educators and students. Given the swift integration of AI, notably the widespread adoption of generative AI in higher education, the article emphasises AI's ability to collect detailed data, providing a deeper understanding of academicians' learning experiences. This, in turn, enables personalised support, allowing academicians to respond more effectively to students' needs and improve the overall educational process. Moreover, the research highlights AI's potential to proactively identify students at risk of failure, offering academicians a comprehensive view for more effective assessment. On the other hand, these advantages and the growing dependence on technology pose challenges, including reduced interaction between academicians and students, shifts in workforce dynamics, concerns about student privacy and disparities in technology access. Acknowledging these issues, the study underscores the importance of preparing academicians and students for the evolving landscape of higher education shaped by AI. It stresses the need for proactive measures to navigate these changes effectively, as they are inevitable. The findings of this study are significant for the field of higher education, as they provide a clear and critical assessment of AI's transformative potential and advocate for proactive measures to navigate the changes effectively.

Duquette, P., & Simon, J. (2024). **Weaving a Better Future: The Importance of Creating a Path with Emotional Intelligence**. *Apprendre et Enseigner Aujourd'hui : Revue Du Conseil*

Pédagogique Interdisciplinaire Du Québec, *14*(1), 64-67. https://doi.org/10.7202/1114690ar
Le texte met en lumière une vision de l'équité en éducation. Souvent, l'équité est associée à une distribution équitable de ressources matérielles, comme des technologies assistées ou du temps supplémentaire pour les examens, dans le but d'améliorer les résultats scolaires. On propose une vision plus large de l'équité, qui inclurait non seulement des ressources matérielles, mais aussi des ressources sociales et émotionnelles.

Eğin, F., Onan, A., & Yildiz Durak, H. (2025). **Let's Talk About EdTech! A Topic Modelling Analysis of AI Tools and Pre-Service Teachers' Perspectives**. *European Journal of Education*, *60*(1), e12913. https://doi.org/10.1111/ejed.12913
This study examines pre-service teachers' understanding of technology integration and the role of AI tools in shaping this perspective. Open-ended responses, analysed using topic modelling, reveal the main themes in pre-service teachers' views and compare them with topics generated by AI tools like ChatGPT, Gemini, and Bing AI. Key themes in pre-service teachers' responses include improving learning quality, adapting to technology, and integrating it into education. ChatGPT highlights effective learning, student support, and educational quality, while Gemini emphasises accessibility, innovative methods, and AI-supported learning. Bing AI focuses on practical materials, digital experiences, and technological compatibility. Coherence scores show moderate alignment, with ChatGPT achieving the highest scores, followed by Bing AI and Gemini. These findings shed light on pre-service teachers' perceptions of technology integration and how AI tools can influence these views, offering insights for shaping future educational policies and practices.

Ekström, S., Pareto, L., & Ljungblad, S. (2025). **Teaching in a collaborative mathematic learning activity with and without a social robot**. *Education and Information Technologies*, *30*(1), 1301-1328. https://doi.org/10.1007/s10639-024-12926-2
There is a growing interest in whether social robots, which are embodied and exhibit human-like behaviour, can be used for teaching and learning. Still, very few studies focus on the teacher's role. This study focuses on how a teacher acted in a learning-by-teaching activity with 20 children. In this small-scale field experiment, the teacher's interactions and teaching actions were observed when the teacher scaffolded a learning activity where children played a collaborative digital mathematics game to strengthen their mathematical reasoning and conceptual understanding of arithmetic. When playing, the children were acting as tutors for a tutee, according to the learning-by-teaching principle. In one scenario, the tutee was a younger child; in the other, the tutee was a social robot. Twenty 30-minute game-playing sessions are observed, video-recorded, and transcribed. The study explores the teacher's interactions and teaching actions in the two scenarios and discusses the results from the perspective of the teacher's role, social norms, and teacher digital competence. The interaction and thematic analyses show similarities and characteristic differences in the teacher's interaction patterns in the two scenarios. The teaching actions are similar on a structural level and differ regarding the types and distribution of teaching actions. In the child-child scenario, the teacher directs most teaching actions to both players, and the actions are didactic (mathematical) scaffolding. In contrast, in the child-robot scenario, the teacher only addresses the tutor, and the scaffolding is socially oriented. Implications for a teaching practice involving social robots as learning companions are discussed regarding teachers' presence and participation, types of social robot knowledge that

go beyond digital competence, and new challenges introduced by using social robots as learning companions in the classroom. The study contributes new insights into the teacher's role and actions when teaching with a social robot in a collaborative learning situation, which is relevant for educational research and teaching practice.

Elverici, S. E. (2025). **Towards A More Blended Language Learning With Web 2.0**. *European Journal of Education*, *60*(1), e12861. https://doi.org/10.1111/ejed.12861
While educational environments are swiftly evolving to embrace and offer increased accessibility to technological resources, the inquiry into the appropriate utilisation of Web 2.0 tools in education persists. Thus, this study investigates the efficiency of a blended language learning environment that incorporates Web 2.0 technologies in accordance with a specifically framed instructional design in enhancing English language learning outcomes and social presence. It seeks to explore the impact of incorporating Padlet in English classes on high school students' academic performance and social presence using a mixed-method approach. The standard English test, postinterviews, social presence scale and needs analysis provided the data. Findings indicate that the integration of Padlet into language classes fosters more collaborative language learning settings that result in increased performance in some language skills and social presence. Accordingly, this study is expected to offer valuable insights for educators regarding creating more interactive classroom contexts via Web 2.0 technologies.

Erdem, R. (2024). **Attitudes towards assistive technology among teachers working in special education and rehabilitation centres in Turkey**. *British Journal of Special Education*, *51*(4), 491-501. https://doi.org/10.1111/1467-8578.12557
This quantitative study used a survey model to examine the attitudes of teachers working in special education and rehabilitation centres (SERCs) towards assistive technology (AT). The sample consisted of 224 teachers working in 45 SERCs in Turkey. The Attitude Towards Assistive Technologies Scale (Aslan & Kaan, 2017) and Personal Information form were used for data collection, and data were analysed using descriptive statistics. The results found that the teachers had positive attitudes towards AT, with no difference in attitude according to gender. However, there were statistically significant differences in attitudes towards AT based on participation in in-service training and professional seniority. The findings revealed that the AT training for teachers working in SERCs is limited and more in-service training opportunities are needed.

Ergene, O., & Ergene, B. C. (2025). **AI ChatBots' solutions to mathematical problems in interactive e-textbooks: Affordances and constraints from the eyes of students and teachers**. *Education and Information Technologies*, *30*(1), 509-545. https://doi.org/10.1007/s10639-024-13121-z
One of the aims of the present study was to reveal and compare the performance of ChatGPT versions (GPT-4o, GPT-4, and GPT-3.5), MathGPT, and Gemini in solving 390 mathematical problems in interactive mathematics e-textbooks across various dimensions. The other aim was to identify the affordances and constraints of ChatGPT through the instrumental approach. Both quantitative and qualitative approaches were used. The participants were 160 high school students and 80 mathematics teachers. Data were collected through the evaluation forms, view forms, and interviews with students and teachers based on ChatGPT's solutions to the mathematical problems. The findings showed that the success rates of GPT-4o and GPT-4 were close to each other, with a slightly higher success rate of GPT-4o. This was followed by MathGPT and GPT-3.5. Gemini

has the lowest success rate among the AI chatbots. Depending on the complexity of the mathematical problems, a statistically significant difference between the number of correct and incorrect solutions was found in all ChatGPT versions but not in MathGPT and Gemini. Furthermore, teachers and students referred to explanatory and detailed aspects of the solutions, learning without a teacher, getting solutions directly and quickly, and learning support as affordances of ChatGPT. On the other hand, the participants also acknowledged the constraints of ChatGPT while being aware of its affordances. Based on students' and teachers' expressions in the view forms and interviews, the mean scores they provided in the evaluation forms, and ChatGPT's high performance in solving mathematical problems, it is suggested that ChatGPT could be a useful tool for students' individual mathematics learning process.

Escotet, M. Á. (2024). **The optimistic future of Artificial Intelligence in higher education**. *PROSPECTS*, *54*(3), 531-540. https://doi.org/10.1007/s11125-023-09642-z
Artificial Intelligence is a fast-evolving technology with enormous potential for education, higher education, and learning. AI can also negatively impact how societies and their citizens engage ethically with these generated, still-unexplored tools. These technological breakthroughs present both opportunity and potential peril. The problem of any new technological advancement depends not upon the technology itself but its practitioners. The article takes the optimistic side for the future of higher education. While being cautious about engaging with these technology applications, it presents an overview of generated AI (GenAI) for higher education such as ChatGPT, MidJourney or Codex, and "AI-driven learning". AI technologies like Natural Language Processing (NLP), automated performance enhancement (APE), intelligent tutoring systems (ITSs), personalized learning systems (PLS), VR and AR, sentiment analysis, and many more can apply to different areas of teaching, learning, research, and service to society. Some AI immediate applications include student support, tutoring personalization, automated qualitative and quantitative grading and assessment, education data analytics, course programs, content development and educational planning, administration, and academic performance.

Faillet, V. (2025). **À l'école de YouTube**. *Éducation et Sociétés*, *53*(1), 19-35. https://doi.org/10.3917/es.053.0019

Fang, X., Ng, D. T. K., & Yuen, M. (2025). **Effects of geogebra-enhanced scratch computational thinking instruction on fifth-grade students' motivation, anxiety, cognitive load**. *Education and Information Technologies*, *30*(1), 377-402. https://doi.org/10.1007/s10639-024-13052-9
To promote computational thinking in mathematics education, Scratch is used to foster students' computational thinking and mathematical understanding. However, students face challenges in block-based programming environments, such as having low motivation, high anxiety, and cognitive loads. This study combined the pedagogical values of Geogebra and Scratch to enhance primary students' learning outcomes in computational thinking. We investigated two interventions (solely Scratch and Scratch combined with Geogebra) among 72 Hong Kong fifth-grade students. We found that students who learned computational thinking using Scratch and Geogebra had higher motivation, perceived ability, and lower cognitive load than those who only used Scratch. However, students' anxiety had no significant difference between the two groups. In addition, Students faced more challenges and gained less positive learning

outcomes in Scratch group. The use of Geogebra can better complement Scratch in teaching computational thinking in primary mathematics classrooms. We identified the potential of using Geogebra to visualize mathematical knowledge and help students apply what they have learned in block-based languages. Pedagogical implications are provided for instructional design and teaching strategies of computational thinking integrated with STEM education.

Fernández-Sánchez, A., Lorenzo-Castiñeiras, J. J., & Sánchez-Bello, A. (2025). **Navigating the Future of Pedagogy: The Integration of AI Tools in Developing Educational Assessment Rubrics**. *European Journal of Education*, *60*(1), e12826. https://doi.org/10.1111/ejed.12826
The advent of artificial intelligence (AI) technologies heralds a transformative era in education. This study investigates the integration of AI tools in developing educational assessment rubrics within the 'Curriculum Design Development and Evaluation' course at the University of A Coruña during the 2023–2024 academic year. Employing an action–research methodological approach, 27 comprehensive evaluation rubrics were developed using AI tools like ChatGPT. The findings highlight AI's ability to enhance rubric precision, efficiency and alignment with curricular objectives, thus facilitating personalised learning experiences. This research underscores AI's transformative potential in education, advocating for broader adoption and the necessity for educators to acquire AI proficiency. The study demonstrates how AI tools can streamline the rubric development process, making it more accurate and time efficient while also ensuring the inclusion of essential curricular elements. Through this approach, AI can support innovative assessment strategies that are both effective and adaptable to diverse educational contexts.

Fiévez, A., & Noben, N. (2024). **Les usages du numérique actuels dans le supérieur en Suisse et en Belgique**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130x2
Cette recherche consiste en l'étude des usages du numérique de 221 enseignants de hautes écoles suisses et belges. Elle vise à comprendre les usages effectivement mis en place actuellement dans l'enseignement supérieur dans ces deux pays. Pour permettre de catégoriser ces usages, une typologie des usages du numérique en éducation a été construite. Elle a la volonté d'inclure à la fois les usages des enseignants pour préparer leurs cours et enseigner ainsi que les usages qu'ils sollicitent de leurs étudiants. Cette typologie a été établie sur base de la littérature existante (Denis, 2001 ; Paquette, 2002 ; Bégin, 2008 ; Peraya, 2008 ; Vuorikari et al., 2022) et comprend à la fois des usages en présentiel et en distanciel, synchrones et asynchrones. Cette recherche vise donc également à vérifier l'applicabilité de cette typologie et à l'adapter en fonction des retours des enseignants.

Geng, Z., Zeng, B., Islam, A. Y. M. A., Zhang, X., & Huang, J. (2025). **Validating a measure of computational thinking skills in Chinese kindergartners**. *Education and Information Technologies*, *30*(1), 881-916. https://doi.org/10.1007/s10639-024-13100-4
Computational thinking (CT) is widely recognized as a fundamental skill in the information age. However, within the context of Chinese early childhood education (ECE), CT remains underrepresented, with a notable gap in the availability of developmentally appropriate and rigorously validated assessment tools designed specifically for kindergartners. To address this gap, this study adapted the TechCheck-K CT assessment

(Relkin & Bers, 2021) for the Chinese context and investigate individual differences in CT among children aged 4–6. The psychometric properties of TechCheck-K were evaluated through several stages. 10 experts from diverse disciplines were invited to evaluate the content validity of the tool. A pilot test involving 56 children was conducted to evaluate their levels of engagement and emotional responses during testing. Modifications and refinements were made based on the feedback and practical considerations. In the main study, which involved 270 children, the tool's validity, reliability, and item characteristics were examined using factor analysis, classical test theory, item response theory, and a follow-up test. The results indicated that the assessment was easy to administer in kindergarten settings and demonstrated sufficient validity and reliability. Item analyses revealed that the test items showed acceptable discriminability, difficulty, and possibility of guessing. Furthermore, K3 children achieved significantly higher CT scores than K2 children, while no significant gender differences were found. The study contributes to the literature by providing a validated instrument for measuring CT in Chinese children, which is suitable for both research and practical applications. Implications for further refinements of CT assessment tools and the integration of CT in ECE are discussed.

Guo, Y., & Wang, Y. (2025). **Exploring the Effects of Artificial Intelligence Application on EFL Students' Academic Engagement and Emotional Experiences: A Mixed-Methods Study**. *European Journal of Education*, *60*(1), e12812. https://doi.org/10.1111/ejed.12812
As artificial intelligence (AI) gains prominence, its integration into second language (L2) /foreign language (FL) instruction has become a significant trend. Despite the considerable promise of AI for L2/FL learning, more research is still needed on its effects on student academic engagement in literature classes and the corresponding emotional experiences. This study, therefore, aimed to examine the effects of AI use on English as a foreign language (EFL) learners' academic engagement, and the emotional experience was also qualitatively explored. Students were allocated to the experimental group (N = 48), who received instruction integrated with AI, and the control group (N = 48), who received traditional instruction without AI assistance. Quantitative data were collected using an FL engagement scale, supplemented by individual semi-structured interviews in the qualitative phase. The results indicated that integrating AI into EFL instruction has a positive effect on students' cognitive, emotional and social engagement. Moreover, the learners' emotional experiences were found to be abundant and dynamic, exerting influence on their academic engagement. This study provides valuable insights for language educators and researchers regarding integrating AI into EFL instruction.

Hadji, C. (2025, janvier 26). **Ce que ChatGPT change à l'évaluation des élèves**. Consulté 27 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/ce-que-chatgpt-change-a-levaluation-des-eleves-247287
Avec le développement de l'intelligence artificielle générative, l'enjeu est-il de renforcer la lutte contre la tricherie ? ou, d'inventer de nouveaux modes d'évaluation ?

Haodong, Y., Jialin, L., & Gaofeng, W. (2024). **Knowledge Innovation Effect of University Computing Power in China: Evidence from the top500 Supercomputers**. *Research in Higher Education*, *66*(1), 9. https://doi.org/10.1007/s11162-024-09822-6
With the increasingly prominent characteristics of data-intensive and AI-driven scientific paradigms, computing power has become a crucial pillar of research activities. This study

aims to examine the knowledge innovation effects of university supercomputing development by theoretically proposing two mechanisms: the efficiency effect (including technical and nontechnical factors) and the scale effect. Empirically, we match the extracted scientific publications of universities via Web of Science with supercomputer information from the top 500 rankings, constructing a panel dataset of 110 distinguished universities in China. Within the causal inference framework, the spatial difference-in-differences method (spatial DID) is employed to assess the impact of university computing power « upgrades » on knowledge innovation. The research findings include: (1) Overall, supercomputing construction stimulates knowledge innovation in universities, primarily manifested in the increase in the number of general papers and highly cited papers cataloged by the Science Citation Index (SCI). (2) Knowledge innovation effects have a lag period of approximately one–four years and may have a negative impact on innovation in geographically and economically adjacent universities. (3) Supercomputing construction mainly promotes university knowledge innovation by improving innovation efficiency (efficiency effect), accounting for 85.0% ~ 96.5% of the total effect. Among these factors, the proportion of nontechnical factors is at most 38.0%. In contrast, the scale effect accounts for a maximum of 15.0%, which is achieved mainly through an increase in the scale of research personnel. (4) There is significant interuniversity heterogeneity in the knowledge innovation effects of supercomputing, with Tsinghua University, Shanghai Jiao Tong University, and Jilin University showing the most significant effects. Additionally, we provide a series of potential optimization utility lists for universities, which, together with benchmark and mechanism tests, constitute a complete policy sandbox.

Harlé, I., Lanéelle, X., & Roche, M. (2024). **La mise en œuvre de la spécialité « numérique et sciences informatiques » au lycée : une évolution de la forme scolaire ?** *Carrefours de l'éducation*, *58*(2), 105-120. https://doi.org/10.3917/cdle.058.0105

Hérold, J.-F., Gunther, F., & Zarouf, R. (2024). **Une analyse de l'activité enseignante lors d'enseignements en mathématiques avec un outil numérique de type logiciel**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(4), 1032-1056. https://doi.org/10.53967/cje-rce.6073
The aim of the research presented in this article is to study the knowledge held by the teacher in the specific context of teaching using a digital tool (in this case, a software program) as a didactic device to support the students' learning. Teaching sessions of mathematical knowledge in secondary school (i.e., with students who are 13–15 years old) were observed using observation grids; semi-structured interviews held with teachers before and after the class supplement the observation data collected. An analysis of the teachers' activity was then carried out. The data show that the teachers mainly focus on the digital tool and the fact that the students manage to carry out the prescribed tasks with the tool, and thus turn away from the mathematical knowledge to be taught.

Hong, J., & Kim, K. (2025). **Impact of AIoT education program on digital and AI literacy of elementary school students**. *Education and Information Technologies*, *30*(1), 107-130. https://doi.org/10.1007/s10639-024-12758-0
The advent of the 4th Industrial Revolution era requires the creation of new value through convergence rather than piecemeal use of technology. In that sense, the convergence of AI's learning ability and IoT connectivity makes it possible to build a more intelligent and automated system. Therefore, AI education in preparation for the era of hyper-

convergence and hyper-connectivity should not stop at just experiencing artificial intelligence technology and understanding its principles, but should move toward experiencing a more expanded world. Accordingly, major countries around the world believe that young learners need the ability to naturally access and handle the latest technology, and are actively taking the lead in information education, including AI education, from kindergarten to elementary and middle school. Accordingly, this researcher believed that for elementary school students who fall into the specific operational stage of Piaget's cognitive development theory, AIoT education is necessary as AI convergence education that creates specific outputs in connection with real life. To this end, we developed an AIoT education program (12 topics, 24 sessions in total) using DIYGO, which can implement IoT robots using various input/output sensors and CPU boards. Among these, considering the students' level and interest, the contents of the 12th session on 6 topics were applied to an experimental class of 6th grade elementary school students (24 students), and effectiveness was verified through pre- and post-paired sample t-tests. The measurement tools used to verify the effectiveness of this study are the AI literacy test tool developed by Kim (Effect of PBL-based AI convergence education programs on AI literacy and creative problem-solving skills of elementary school students, 2023) and the digital literacy test tool developed by Lee et al. (2021). The test sheet questions were reorganized focusing on questions on areas related to the learning elements covered in the AIoT education program. In addition, exploratory factor analysis and reliability analysis were conducted to verify the validity and reliability of the measurement tool used in this study, and the results showed a relatively good reliability level of over 0.6. When AIoT education using DIYGO was conducted, the pre- and post-difference test results of students' digital literacy showed statistically significant improvements in all detailed areas of digital literacy. Additionally, the difference verification results for AI literacy showed that it was effective in all detailed areas. Based on the above results, first, at a time when digital and AI literacy is becoming important, AIoT education can be an effective method for cultivating digital and AI literacy in future talent. Second, AIoT education shows the potential as a form of AI convergence education that is integrated with life and solving real-life problems.

Horváth, L., M. Pintér, T., Misley, H., & Dringó-Horváth, I. (2025). **Validity evidence regarding the use of DigCompEdu as a self-reflection tool: The case of Hungarian teacher educators**. *Education and Information Technologies*, *30*(1), 1-34. https://doi.org/10.1007/s10639-024-12914-6

Digital competence is crucial for technology integration in education, with teacher educators playing a vital role in preparing student teachers for digitalized environments. In our conceptualization of teachers' digital competence (TDC), we emphasize its embeddedness in a professional context. The Digital Competence for Educators (DigCompEdu) framework aligns with this understanding, yet research focusing on teacher educators is limited. To address this gap, we followed a quantitative research strategy to explore different sources of validity evidence for the DigCompEdu in a small, non-representative Hungarian teacher-educator sample (N = 183) via an online questionnaire. Our study, regarding the DigCompEdu as a measure of TDC, aims to (1) establish validity evidence based on internal structure concerns via Partial Least Squares structural equation modelling to evaluate the validity and reliability of the tool, (2) compare TDC self-categorization with test results to provide validity evidence based on the consequences of testing, and (3) explore validity evidence based on relationships of TDC with other variables such as age, technological, and pedagogical competence.

Our findings reveal a significant mediating effect of professional engagement on teacher educators' ability to support student teachers' digital competence development. Despite the sample's limitation, this study contributes to refining the DigCompEdu framework and highlights the importance of professional engagement in fostering digital competence among teacher educators.

Hwang, G.-J., Huang, H., & Chen, H.-Y. (2025). **Promoting students' civic literacy and positive learning behaviors: A supportive feedback-based decision-making gaming approach**. *Education and Information Technologies*, *30*(1), 189-227. https://doi.org/10.1007/s10639-024-12839-0
Enhancing students' civic literacy is considered an essential educational goal in the 21st century. Therefore, in the teaching process, how to provide students with opportunities to solve problems and how to provide immediate feedback to help students make correct decisions when facing real problems are important and challenging issues. Digital game-based learning has been identified as an effective method to provide a context with interactive problems. However, a general digital game often lacks a rigorous inspection mechanism for students' decisions in the game. Hence, some students may complete the learning tasks by guessing or trial and error, thereby affecting their learning outcomes. To deal with this problem, the present study proposed a supportive feedback-based decision-making gaming (SF-DMG) approach. It instantly checked students' decisions and provided feedback during the game to help them really understand the factors underlying each decision. In order to verify the effectiveness of this approach, this study adopted a quasi-experimental design and applied it in a Civic and Society course in a senior high school. The experimental group adopted the SF-DMG approach, while the control group adopted the conventional decision-making gaming (C-DMG) approach. The results showed that in comparison with the control group, the experimental group had significantly better learning achievement in civic literacy, learning motivation, problem-solving tendencies, and critical thinking awareness. Besides, through the behavioral pattern analysis, it was found that with the immediate feedback on knowledge, the experimental group had better reflection and ability to modify their behaviors when facing the problems.

Janvier, C., & Schneewele, M. (2024). **Représentations et usages d'un ENT dans un lycée français suite à un contexte d'enseignement distanciel imposé : étude de cas**. *Carrefours de l'éducation*, *58*(2), 155-171. https://doi.org/10.3917/cdle.058.0155

Jaramillo, J. J., & Chiappe, A. (2024). **The AI-driven classroom: A review of 21st century curriculum trends**. *PROSPECTS*, *54*(3), 645-660. https://doi.org/10.1007/s11125-024-09704-w
This article describes a systematic literature review focused on identifying substantial drawbacks in the current curricula and on the challenges to developing AI-driven curricula. One hundred thirty articles were read in depth and qualitatively analyzed. The results suggest that educational stakeholders should integrate AI into the curriculum with the aim of developing students' critical thinking and interdisciplinary and real-world problem-solving in alignment with digital and contemporary educational settings. The study also seeks to catalyze the development of future, related impact studies.

Jolicoeur, E., Caron, J., Beaupré, P., Letscher, S., & Bolduc, M.-È. (2024). **Expérimentation d'une oeuvre de réalité virtuelle pour se familiariser à l'enseignement auprès d'élèves**

autistes. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 82-87. https://doi.org/10.7202/1114694ar
L'insertion professionnelle en enseignement présente plusieurs défis, notamment en ce qui concerne l'enseignement à une diversité d'élèves, dont ceux présentant un trouble du spectre de l'autisme. Pour favoriser l'inclusion, deux mères d'enfants autistes ont créé Les pieds en haut : Lou, une oeuvre de réalité virtuelle offrant deux expériences immersives. Celles-ci permettent d'incarner momentanément une personne autiste. Elles visent la sensibilisation aux comportements et perceptions des personnes autistes. Cette présente étude a pour but d'identifier les retombées de cette expérience virtuelle comme outil de formation auprès d'étudiantes et d'étudiants en enseignement.

Kahveci, G., & Serin, N. B. (2024). **The effectiveness of perspective video modelling training on one-stage word problem-solving skills in children with autism spectrum disorder**. *British Journal of Special Education*, *51*(4), 468-478. https://doi.org/10.1111/1467-8578.12554
Single-subject research can provide adequate justification when developing successful evidence-based educational practices for children with autism spectrum disorder (ASD), which can help such students thrive academically. This research investigates whether point-of-view video modelling effectively improved the word problem-solving addition performances of primary-school-aged students with ASD. The effectiveness of the intervention on each participant's ability to solve single-digit addition by a single digit, effectively view the video on a tablet and generalise a learned skill was investigated by utilising a design that included several participant baselines. All participants saw an improvement in their ability to solve simple addition problems due to using point-of-view video modelling. Between the baseline and intervention phases, each participant's rate of digits correctly entered per minute and total number of steps completed significantly increased. A generalisation phase was performed at home. After receiving the intervention, people with ASD could independently complete word problems involving addition with a single digit. The findings suggest that this technology could practically support the education of the growing number of children and young people with ASD by mollifying the particular learning obstacles their impairment brings.

Kalyoncu, F., & Karal, H. (2025). **Design and development of augmented reality application for basic concepts of computer systems**. *Education and Information Technologies*, *30*(1), 347-375. https://doi.org/10.1007/s10639-024-12971-x
The aim of this study is to design and develop an augmented reality based mobile application (HardwARe teaching material) based on the "Computer Systems" subject outcomes in the 5th grade curriculum. In the design and development phase of the HardwARe teaching material, the design-based research (DBR) method, which is frequently preferred in the design and development processes of a product, was employed (Kuzu et al., Anadolu Journal of Educational Sciences International 1(1:)19–35, 2011). In this method, which consists of cycles until the design is optimized, the research is carried out with the presence of the researcher and the target group in the environment at the same time (Wang & Hannafin, Educational Technology Research and Development, 53(4):5-23, 2005). The design and development stages of the HardwARe instructional material were carried out in five cycles with eight ICT teachers, two academicians specialized in the field of ICT and 15 students representing the target group. At the end of the process, an augmented reality supported (hardwARe) teaching material was developed for the targeted subject outcomes. In the process of developing

the first prototype of the teaching material, three categories were identified: content, design and interaction. All subsequent cycles were based on these categories. After the completion of all the cycles, a design framework that is a suggestion for new AR applications to be developed for similar purposes was revealed. In this framework, within the scope of the content category, results such as meeting the subject outputs, the writing language used should be appropriate to the level of the target audience, and the multimedia elements used should contain sufficient information were obtained. Within the scope of the design category, abstract concepts within the scope of the subject should be concretized, button and text sizes, instructions and voiceovers used for informative purposes should be appropriate for the target group level. Finally, within the scope of the interaction category, results such as it should be easy to use, there should be instant feedback, buttons should fully fulfill their functions were reached.

Kang, J., Xu, X., & Yan, L. (2025). **Leveraging affordances of immersive technology-supported collaborative learning (ITCL): A systematic review**. *Education and Information Technologies*, *30*(1), 607-647. https://doi.org/10.1007/s10639-024-13079-y
Computer-supported collaborative learning (CSCL) environments have been developed to connect learners, whether geographically apart or together, to accomplish shared tasks collaboratively and interactively. Despite the extensive adoption of immersive technologies such as virtual or augmented reality in various educational contexts, the current understanding of the intersection between immersive technologies and collaborative learning remains limited. We argue that identifying affordances of immersive technologies in collaborative learning through synthesizing empirical evidence is crucial for the comprehension of collaboration dynamics and effective integration of immersive technologies in diverse collaborative learning scenarios. In response, this systematic review examines recent literature on immersive technologies in collaborative learning in K-16 settings. Guided by the previously established CSCL affordances, we analyze 40 articles to provide empirical insights into state-of-the-art immersive technologies and design strategies aimed at promoting collaborative learning. Our findings demonstrate the immersive technology applications of a range of CSCL affordances and design strategies aimed at supporting the affordances. We further identify co-presence and embodied immersion as additional affordances, which are unique to immersive technologies. Consequently, we propose the Immersive Technology-Supported Collaborative Learning (ITCL) framework, outlining three key dimensions: context, human, and technology, for harnessing the core affordances of immersive technologies in collaborative learning. Drawing on CSCL literature and principles of immersive learning, our systematic review highlights the importance of the technology affordance perspective and offers empirical insights to advance our understanding of collaborative learning with immersive technologies while offering actionable insights for researchers, educators, and designers.

Kasım, M., & Deringöl, Y. (2025). **The impact of technology-assisted mathematical modeling on a 4th grade student with mathematical learning difficulties**. *Education and Information Technologies*, *30*(1), 985-1012. https://doi.org/10.1007/s10639-024-13214-9
The aim of this study is to investigate the impact of technology-supported mathematical modeling method on the mathematical skills of a fourth-grade student with Mathematical Learning Disabilities. The study group consists of a fourth-grade student. It was discovered that the student lacked numerical and logical skills compared to other students. Despite this knowledge, no extra intervention or supporting studies were

conducted with or for the student. During the preparation process, the student completed several Dyscalculia Diagnostic methods such are dyscalculia pre-assessment form, monitoring, a dyscalculia control list. In the final stage of the diagnostic process, the WISC-R IV intelligence scale was administered by a clinical psychologist. It was identified that the student had a mathematical learning disorder. Mathematical feedback forms were used for pre-tests and final tests to observe the Student's view toward Mathematics. The student received 40 min of lessons, five days a week for seven weeks, for a total of 35 lesson sessions. The teaching sessions were supported by Web 2.0 tools (digital games), robotic coding, activity papers, Interactive Arithmetic Tablets, Interactive Numerical Tablets, and home studies. The study uses the action research method as a qualitative research approach. Observations, meetings, teacher's diary, achievement tests, Web 2.0 and robotic coding measurement tools, and student's notion forms were used as data gathering tools. The data were analyzed using the descriptive analytical technique. At the end of the study process, the student's counting, addition, subtraction, multiplication, and division skills showed a 90% improvement in success, as well as an 80% increase in problem-solving skills. The technology-supported mathematical modeling method enabled the student to develop positive attitudes towards mathematics, and the student expressed increased desire and joy in learning math as well.

Kayaalp, F., Durnali, M., & Gökbulut, B. (2025). **Enhancing Competence for a Sustainable Future: Integrating Artificial Intelligence–Supported Educational Technologies in Pre-Service Teacher Training for Sustainable Development**. *European Journal of Education*, *60*(1), e12865. https://doi.org/10.1111/ejed.12865
With the mounting urgency to achieve a sustainable future, it is of paramount importance to provide pre-service teachers with a robust understanding of de facto. The present study investigated the potential of ChatGPT-supported educational technologies to enhance the understanding of sustainable development among 20 pre-service teachers at a university during the 2023–2024 academic year. Over a period of 14 weeks of intervention, participants employed ChatGPT and Web 2.0 tools (Pixton) to create digital comic stories focused on sustainable development goals. The study employed an explanatory sequential mixed-method design, utilising evaluation forms, semi-structured interviews, inferential statistics and content analysis. The results revealed significant improvements in sustainability perspectives, awareness and knowledge, despite concerns about productivity, originality and ethical issues.

Kerruish, E. (2025). **Critical thinking in higher education: taking Stiegler's counsel on the digital milieu**. *Pedagogy, Culture & Society*, *33*(1), 1-17. https://doi.org/10.1080/14681366.2023.2183983
Critical thinking is embedded in national university graduate outcomes and included in international bodies' statements on higher education. At the same time, there are tensions surrounding critical thinking in higher education, such as its commodification, Eurocentrism, and relationship to rapidly digitalising cultures. Drawing from the philosopher Bernard Stiegler's writings on human originary technicity, this paper argues that critical thinking takes different forms according to technical and cultural milieus. For Stiegler, human originary technicity makes prosthesis the human condition: we are biological and technical, both organic and inorganic matter. Reasoning, reflection, and evaluation are relative to the technologies of memory that form everyday and intellectual culture. Stiegler's analysis articulates how digitalisation threatens and protects

reasoning and reflection, enabling the demonstration of how critical thinking takes specific forms in digitalised societies. The paper proposes prosthetic critical thinking as a practice that can embrace differing understandings of critical thinking, namely as skills and dispositions associated with reasoning and as the practice of critical pedagogy. The resulting understanding of critical thinking shows it to be a plural, inclusive, and contingent practice relevant to higher education.

Kim, J., Yu, S., Detrick, R., & Li, N. (2025). **Exploring students' perspectives on Generative AI-assisted academic writing**. *Education and Information Technologies*, *30*(1), 1265-1300. https://doi.org/10.1007/s10639-024-12878-7
The rapid development of generative artificial intelligence (GenAI), including large language models (LLM), has merged to support students in their academic writing process. Keeping pace with the technical and educational landscape requires careful consideration of the opportunities and challenges that GenAI-assisted systems create within education. This serves as a useful and necessary starting point for fully leveraging its potential for learning and teaching. Hence, it is crucial to gather insights from diverse perspectives and use cases from actual users, particularly the unique voices and needs of student-users. Therefore, this study explored and examined students' perceptions and experiences about GenAI-assisted academic writing by conducting in-depth interviews with 20 Chinese students in higher education after completing academic writing tasks using a ChatGPT4-embedded writing system developed by the research team. The study found that students expected AI to serve multiple roles, including multi-tasking writing assistant, virtual tutor, and digital peer to support multifaceted writing processes and performance. Students perceived that GenAI-assisted writing could benefit them in three areas including the writing process, performance, and their affective domain. Meanwhile, they also identified AI-related, student-related, and task-related challenges that were experienced during the GenAI-assisted writing activity. These findings contribute to a more nuanced understanding of GenAI's impact on academic writing that is inclusive of student perspectives, offering implications for educational AI design and instructional design.

Kılıç, S. M., & Yıldırım, İ. (2025). **Examining Teachers' Classroom Practices in the Context of Computational Thinking Skills: A Q Method Study**. *European Journal of Education*, *60*(1), e12873. https://doi.org/10.1111/ejed.12873
This study aimed to examine teachers' classroom practices in the context of computational thinking skills and to determine their views on computational thinking. In the research process, the Q method was used in which quantitative and qualitative methods were used together. The participants of the research consist of 48 primary school teachers. The socioeconomic level of the environment of the schools where they work, professional seniority and gender variables of the teachers in the participants were collected. It was determined that teachers approached computational thinking skills positively, but they did not fully use the subdimensions of computational thinking skills in their classroom practices. It was determined that abstraction, which is seen as the most important dimension of computational thinking skills in the literature, was not consciously used by teachers in their classroom practices.

Kruk, M., & Kałużna, A. (2025). **Investigating the Role of AI Tools in Enhancing Translation Skills, Emotional Experiences, and Motivation in L2 Learning**. *European Journal of Education*, *60*(1), e12859. https://doi.org/10.1111/ejed.12859

The integration of artificial intelligence (AI) in L2 teaching and learning is poised to revolutionise educational practices by enhancing both instructional methods and language development for L2 learners. This study employed a mixed-methods design to comprehensively examine the impact of AI tools, machine translation systems, and traditional approaches on students' translation accuracy, emotions, and motivation. A total of forty-nine undergraduate English majors were divided into three groups: the AI Group (AIG; N = 16) using AI tools, the machine translation group (MTG; N = 20) using machine translation tools, and the traditional group (TG; N = 13) using manual methods. Participants completed four translation tasks with varying levels of linguistic complexity, and their performance was evaluated using quantitative metrics such as meaning retention, grammatical correctness, fluency, and naturalness. Additionally, semi-structured interviews were conducted to gather qualitative insights into participants' emotional and motivational experiences. Quantitative data analysis included the Kruskal-Wallis test to assess differences amongst the groups, revealing that AIG students achieved the highest translation accuracy. Qualitative thematic analysis of the interview data indicated that emotions such as curiosity, anxiety, and excitement were prevalent across all groups. While AI tools fostered motivation in the AIG and MTG, some participants expressed concerns about over-reliance on technology leading to reduced engagement. These findings highlight AI's dual role in enhancing translation accuracy and shaping the emotional and motivational dynamics of L2 learners, suggesting that its integration should be balanced with traditional methods to optimise learning outcomes.

Lazarinis, F., Panagiotakopoulos, T., Armakolas, S., Vonitsanos, G., Iatrellis, O., & Kameas, A. (2025). **A Blended Learning Course to Support Innovative Online Teaching in Higher Education**. *European Journal of Education*, *60*(1), e12820. https://doi.org/10.1111/ejed.12820
This paper addresses the challenge of improving the effectiveness and innovativeness of online teaching in higher education. It presents a blended learning course designed for faculty development and discusses the findings of surveying the opinions of participants. The course integrates synchronous sessions with digital learning tools and platforms to equip educators with essential skills for online teaching. A mixed-methods design has been applied for evaluating the educational activity, incorporating both qualitative and quantitative data collection. The course had a completion rate of 91.13%. The opinions of 72 higher education members have been surveyed, and the findings revealed that the blended learning course enhanced instructors' ability to design and deliver online content that is both pedagogically sound and engaging. The necessity for such learning activities is strongly emphasised. The paper concludes by discussing the implications for future course design and faculty development programs in higher education.

Legault, F., Beaudry, M.-C., & Carignan, I. (2025). **S'unir pour accompagner les élèves dans le développement des compétences en lecture à l'ère du numérique**. *Revue hybride de l'éducation*, 9(1), 1-23. https://doi.org/10.1522/rhe.v9i1.1762
L'utilisation du numérique en classe amène les élèves à lire sur différents supports. L'enseignement de stratégies de lecture adaptées apparait donc important pour pouvoir outiller les élèves. Au secondaire, une difficulté supplémentaire s'impose : le transfert des apprentissages entre les disciplines. Ces enseignements doivent également être accessibles aux parents afin que ces derniers puissent soutenir leur enfant. Actuellement, le personnel enseignant a peu de ressources pour soutenir le développement de ces stratégies de lecture (Legault et al., 2021). Ainsi, la mise en place

de structures de communication et d'outils favorisant la littératie, autant à l'école qu'à la maison, semble être une avenue prometteuse.

Lejeune, G., & Marly, M. (2024, novembre 20). **Photos, IA et désinformation historique : l'enseignement de l'histoire face à de nouveaux défis**. Consulté 31 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/photos-ia-et-desinformation-historique-lenseignement-de-lhistoire-face-a-de-nouveaux-defis-239268
Alors que l'intelligence artificielle accélère la propagation de fausses images, les cours d'histoire se doivent d'intégrer une formation à l'histoire numérique. Explications avec le projet VIRAPIC.

Lestrade, K., Lima, L., & Pansu, P. (2025). **Challenges and Opportunities of Cooperative Learning in Synchronous Distance Education among Adolescent and Young Adult Learners**. *International Journal of Learning and Teaching*, *11*(1), 16-23. Consulté à l'adresse https://hal.science/hal-04908333
With the evolution of distance and hybrid education in recent years, synchronous distance education has gained prominence as a mode of instruction. Recent studies have highlighted the challenges of student engagement in synchronous distance courses and the associated risks of academic disengagement. Consequently, addressing these concerns has become a primary focus within educational research. This paper uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method to investigate the impact of cooperative learning methods within synchronous distance education. Our objective was to provide insights into the current state of knowledge, identify gaps in the literature, and offer directions for future research and practice. We also look at the complexities of student engagement and retention in the context of synchronous distance learning, while exploring the potential of cooperative learning strategies to mitigate these challenges. Thanks to its examination of relevant studies, this review contributes to our understanding of effective pedagogical approaches in synchronous distance education from high school through to university, and provides valuable insights for educators and researchers striving to enhance student engagement and academic success in online learning environments.

Li, X., Hu, Y., Yang, X., Bi, X., Zhang, J., & Tao, P. (2025). **The effectiveness of virtual reality training on social skills in education: A meta-analysis**. *Education and Information Technologies*, *30*(1), 89-105. https://doi.org/10.1007/s10639-024-12941-3
Virtual reality (VR) has become a promising tool for enhancing social skills in special education, K-12 education, and post-secondary education. However, there is a lack of comprehensive meta-analyses examining the effectiveness of VR social skills training and the factors that moderate its efficacy. In this study, a meta-analysis approach was used to quantitatively analysis 31 experimental or quasi-experimental studies, systematically examining the effectiveness of VR social skills training. The results indicate that VR training is an effective method for improving social skills, with a statistically significant overall effect size (ES = 0.667). However, the effectiveness of VR training varies depending on the complexity of the social skills being targeted. While VR training significantly enhances trainees' complex social skills (ES = 0.984), it does not have a significant effect on basic social skills (ES = 0.133). Furthermore, the intervention duration and interaction methods were found to be important factors influencing the efficacy of social skills training. These findings suggest that VR social skills training can be an effective approach, particularly for complex social skills, and that intervention duration and interaction method should be

carefully considered when designing VR training programs. The paper concludes with a discussion of the results and provides directions for future research.

Lin, X., Wang, Q., Gu, H., Yu, J. J., & Limniou, M. (2025). **Faculty's Negative Emotions in Poor Teacher–Student Online Interactions: Sources and Intentional Handling Strategies**. *European Journal of Education*, *60*(1), e12867. https://doi.org/10.1111/ejed.12867
A knowledge gap exists regarding the faculty's dynamic selection and modification of emotion regulation strategies to reduce negative emotions in synchronous teaching. This study conducted semi-structured interviews with 16 teachers at higher education institutions in China, focusing on their handling of the negative emotions that arose from poor teacher–student interactions. Technology-induced and student-induced behaviour problems are two primary causes of faculty's negative emotions. The problem-focused emotion regulation strategy effectively reduced faculty's negative emotions when facing the former. In handling student-induced negative emotions, the problem-focused strategy was only occasionally sufficient. The ownership of synchronous teaching provides faculty with continuous agency to reflect on teaching challenges. The outcome of this reflection enables faculty to alter emotion regulation strategies and ultimately reduce negative emotions without compromising students' rights. We propose that critical reflection that challenges underlying assumptions (e.g., double-loop learning) can effectively mitigate negative emotions while ensuring equitable online education.

Liu, A. (2025). **Pedagogical and Methodological Principles for the Development of Artistry of Vocal Performance in the Context of Distance Learning**. *European Journal of Education*, *60*(1), e12912. https://doi.org/10.1111/ejed.12912
The objective of this study was to investigate the influence of contemporary pedagogical principles of distance learning on the quality of acquiring artistic skills in the field of vocal arts. The research was conducted based on a sample of 750 first-year students from the School of Literature and Journalism (Zhengzhou Business University), utilising a random sampling method. The research entailed the implementation of a case study method to facilitate an in-depth examination of the impact of modern pedagogical principles of distance learning on the quality of acquiring artistic skills in the realm of vocal arts. Pedagogical observation materials were employed in two experimental groups of students for empirical investigation purposes. To obtain statistical data, the method of qualitative analysis was employed and experimental online sessions were conducted from February to April 2023. It has been ascertained that, based on preliminary surveys, the average performance scores for the three groups, as per the mental principle, did not exceed 3.8 points; as per the physical principle, 4.3 points; and as per the aesthetic principle, 4.4 points. This equates to a low and borderline average level of knowledge and signifies the low efficacy of the methodological principles.

Liu, C.-C., Lin, Y.-Y., Lo, F., Chang, C.-H., & Lin, H.-M. (2025). **From readers to players: Exploring student engagement in a gamified metaverse and its effect on reading interest**. *Education and Information Technologies*, *30*(1), 421-447. https://doi.org/10.1007/s10639-024-13068-1
Fostering English reading interest and engagement among young learners in non-native settings demands innovative strategies. Previous studies emphasized the role of teachers in enhancing reading interest, for example, through dialogic reading due to its interactive nature. However, this approach is challenging to implement on a large scale. Lately, the emergence of the metaverse has brought new affordances for education.

This study attempted to integrate paper storybook reading with metaverse interactivity to boost students' reading interest. It proposed a gamified metaverse design to merge gamification with metaverse elements, thereby enhancing reading experience. This virtual space allows students to engage with story-related interactive objects and story chatbot non-player characters (NPCs), facilitating story reflection through natural dialogues. Through a quasi-experimental design, the study contrasted the reading interest and engagement of a control group with 47 elementary school students engaged in silent self-reading with those of an experimental group with 46 students interacting within the gamified metaverse. The results indicated that the experimental group significantly outperformed the control group in terms of reading interest and engagement, highlighting the gamified metaverse's potential for fostering reading interest. Additionally, the study identified four distinct learning patterns within the gamified metaverse, and analyzed their navigation patterns. The analysis revealed the affordance of the space to support diverse learner needs by enhancing competence, fostering a sense of relatedness, and supporting autonomy. The study suggests that the autonomy provided by the self-exploration space and the learning support by the chatbot NPCs in the gamified metaverse positively impact students' reading interest. The study provides data-driven insights into the behaviors associated with reading interest within the metaverse.

Liu, G. L., Zou, M. M., Soyoof, A., & Chiu, M. M. (2025). **Untangling the Relationship Between AI-Mediated Informal Digital Learning of English (AI-IDLE), foreign Language Enjoyment and the Ideal L2 Self: Evidence From Chinese University EFL Students**. *European Journal of Education*, *60*(1), e12846. https://doi.org/10.1111/ejed.12846
Artificial intelligence-mediated informal digital learning of English (AI-IDLE) might strengthen second language (L2) learners' motivational self-concept (e.g., the ideal L2 self) and enhance their foreign language enjoyment (FLE) by enabling them to build confidence, engagement, and willingness to practice their English skills in a self-directed, instant feedback, and non-judgemental learning environment. In our explanatory mixed-method study, we collected questionnaire data from 299 Chinese undergraduate English as a foreign language (EFL) learners and interviewed 12 of them. Structural equation modelling showed that students who participated in AI-IDLE more often reported a clearer ideal L2 self and greater FLE, but those with a greater ideal L2 self did not report more FLE. In addition, gender did not moderate the impact of AI-IDLE on FLE. Analysis of the interview data not only corroborated the quantitative results but also highlighted that while EFL learners can acquire a sense of FLE and vivid ideal L2 selves as they agentively negotiate the affordances of generative AI for informal language learning purposes, the sense of FLE and motivational force may shift across contexts to shape their continued investment in AI-IDLE practices. By comparing and integrating the quantitative and qualitative insights, this study highlights the pedagogical potential of AI-IDLE activities that can strengthen EFL learners' motivation, enjoyment, and commitment to English learning.

Liu, H., & Fan, J. (2025). **AI-Mediated Communication in EFL Classrooms: The Role of Technical and Pedagogical Stimuli and the Mediating Effects of AI Literacy and Enjoyment**. *European Journal of Education*, *60*(1), e12813. https://doi.org/10.1111/ejed.12813
This study leverages the Stimulus-Organism-Response (S-O-R) framework to investigate the effects of teacher and technical support (TCHS) on learners' willingness to communicate (WTC) in artificial intelligence (AI)-enhanced English as a foreign language

(EFL) contexts, considering the mediating effects of learners' artificial intelligence literacy (AIL) and foreign language enjoyment (FLE). A quantitative survey encompassing 637 non-English major university students across four institutions was conducted. Structural equation modelling (SEM) results demonstrated that teacher support (TEAS) exerts a direct influence on learners' WTC, whereas TCHS does not. The study also revealed that AIL and FLE significantly mediate the relationship between teacher and TCHS and learners' WTC. The findings underscore the pivotal role of cognitive and affective factors, emphasising the substantial impact of TEAS and the value of nurturing learners' AIL and enjoyment of foreign languages. This research offers strategic implications for educational practitioners and policymakers, advocating for the integration of innovative educational technologies and fostering sustainable growth in artificial intelligence in education.

Liu, Xiaohua, & Xiao, Y. (2025). **Chinese university teachers' engagement with generative AI in different stages of foreign language teaching: A qualitative enquiry through the prism of ADDIE**. *Education and Information Technologies*, *30*(1), 485-508. https://doi.org/10.1007/s10639-024-13117-9
The bulk of recent research on generative AI (GenAI) in education mainly focused on its potential pedagogical uses as well as how students actually exploit such tools during learning, while little has been done to systematically investigate how teachers integrate those tools in different parts of their teaching process. To bridge this gap, the present study conducted in-depth interviews with 17 university English as a foreign language (EFL) teachers in mainland China, and scrutinized their different phases of teaching for any GenAI involvement. Through the lens of the ADDIE model (i.e., analysis, design, development, implementation, and evaluation), it was found that GenAI tools were mainly involved in the development stage (e.g., devising teaching activities and developing teaching materials). During the implementation stage, teachers merely introduced GenAI tools to their students, through means such as demonstrations and workshops, indicating a lack of organic integration of those tools into curriculum-based activities. GenAI involvement in the other three stages of instruction was reported to be none to minimal. The participants also shared both positive and negative experiences with GenAI in their EFL instruction. These findings highlight the urgent need for providing stage-specific professional training on how to integrate GenAI into different instructional stages and developing specialized educational GenAI programs that can produce accurate and high-quality outputs. Other implications for incorporating GenAI into education are also discussed.

Liu, Xinyu, & Liu, Y. (2025). **Developing and Validating a Scale of Artificial Intelligence Anxiety Among Chinese EFL Teachers**. *European Journal of Education*, *60*(1), e12902. https://doi.org/10.1111/ejed.12902
As artificial intelligence (AI) technology continues to advance, its influences across various industries have grown, leading to increasing levels of anxiety, including that in education. Nonetheless, in terms of current knowledge, the literature lacks a valid scale to measure AI anxiety among EFL teachers, particularly university EFL teachers. Moreover, the underlying dimensions of this construct have yet to be clarified. Against these gaps, this study aims to develop and validate a scale to assess AI anxiety among university EFL teachers in China. We used qualitative interviews and quantitative surveys combined to identify the key dimensions of AI anxiety of university EFL teachers. In so doing, 251 Chinese EFL teachers completed a newly designed scale. The result of exploratory factor

analyses indicated five dimensions and 21 items in the questionnaire. Five dimensions were identified: technical proficiency, job displacement, technological support, student experience and research development. Next, another 415 Chinese EFL teachers participated in validating the scale. The result of confirmatory factor analysis indicated that the scale demonstrated strong reliability, validity and an acceptable model fit. This new scale provides a useful tool for assessing AI anxiety in EFL teachers and highlights the unique challenges they face in adapting to AI, offering a basis for future research and targeted support.

Liu, Z., & Wang, L. (2025). **Study on the style construction of embodied cognitive learning supported by VR technology**. *Education and Information Technologies*, *30*(1), 403-419. https://doi.org/10.1007/s10639-024-13049-4
With the continuous development of embodied cognition theory and virtual reality (VR) technology, its application in teaching has been paid more and more attention by researchers. However, there are still few practical studies on the combination of VR technology and embodied learning. Starting from literature research, the paper analyzes the factors that affect the embodied learning in the VR environment; then, put forward the design principles under the support of VR based on the previous studies; finally, constructs the embodied learning design framework, combined with the two parts of study. The research chooses a course (namely Discrete Mathematics) as an example of embodied learning design case, which organizes the application facing college students in Computer Science and Technology major of Nanchang Institute of Technology. The study found that the body is indeed involved in the cognitive process, and the embodied learning based on VR can effectively improve the learning achievement and has a positive impact on learners' learning participation and interest in learning during the experiment.

López-Carril, S., Glebova, E., Bae, D., & González-Serrano, M. H. (2025). **Social Media as a Teaching-Learning Tool to Enhance Students' Professional Profile: The Case of LinkedIn**. *European Journal of Education*, *60*(1), e12862. https://doi.org/10.1111/ejed.12862
One of the primary goals of universities is to foster students' professional development and boost their employability. Social media platforms have become integral in today's digital age, causing disruptions in health, education and sport. University educators have integrated these platforms into classrooms to create online and hybrid teaching environments. However, research indicates that graduate students often lack proficiency in leveraging social media for professional use. This study examined the impact of an educational intervention conducted through LinkedIn, focusing on 61 undergraduate sport management students (80.30% male, 19.70% female) from a Spanish university during the 2020–2021 academic year. Pre-test and post-test questionnaires evaluated social media's potential as a teaching tool. Descriptive statistics, the Wilcoxon test and Cohen's d effect-size calculations were used. The results highlight LinkedIn's value as a teaching-learning tool and its potential for enhancing students' professional development and engagement in the sport industry.

Luo, S., & Zou, D. (2025). **University Learners' Readiness for ChatGPT-Assisted English Learning: Scale Development and Validation**. *European Journal of Education*, *60*(1), e12886. https://doi.org/10.1111/ejed.12886
Recent AI-based language learning research highlights learners' crucial role, yet university learner readiness in ChatGPT-based English learning remains unexplored.

Accordingly, this current research attempted to develop and validate a tool to evaluate university learner readiness for ChatGPT-assisted English learning (LRCEL) to address the research gap that the prior instruments for language learners' readiness have not taken into account the features and characteristics of ChatGPT in language teaching and learning as well as students' achievement emotions. Three hundred and forty-seven Chinese university learners participated to help explore and confirm the constructs of the LRCEL. Guided by the theory of planned behaviour and the control-value theory of achievement emotions, results of first-order and second-order confirmatory factor analysis, exploratory structural equation modelling, convergent validity and discriminant validity supported an 18-item questionnaire comprising seven dimensions. The LRCEL has been proven valid and reliable, enabling educational educators to understand university learners' readiness for ChatGPT-supported English learning with domain-specific items.

Marcu, S. (2025). **Between "Storm" and "Privilege": The Unequal Impact of Online Learning In the Pandemic and its Consequences Among Romanian Graduates**. *European Journal of Education*, *60*(1), e12833. https://doi.org/10.1111/ejed.12833
The COVID-19 pandemic impacted the lives of students around the world, forcing them to study remotely through online learning. This article uses 60 in-depth interviews with students from four Romanian universities (Iasi, Galati, Brasov and Cluj-Napoca) who had recently completed 3-year degrees to analyse the impact of remote learning on the lives of Romanian graduates, taking into account inequalities in their living standards. This research contributes to the literature on higher education by analysing the unequal experiences of these graduates and how they have been affected in educational, emotional and professional terms, both during and after the pandemic. The findings show that despite the scarcity and absence of face-to-face learning, the students used resilience to overcome this period and graduate, albeit with clear differences: those in rural areas are still suffering severe consequences, while those in urban areas are enjoying the "privilege" conferred on them by their status. The conclusions highlight inequalities and reflect on the (dis)advantages of online learning in students' lives.

Martineaud, T. (2024). **Autoformation et numérique : pratiques des enseignants pendant et après la crise du covid-19 en France**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (48). https://doi.org/10.4000/12xom
Cet article présente une analyse des pratiques d'autoformation des enseignants de l'école élémentaire confrontés au confinement. La fermeture des écoles en France a astreint élèves et enseignants à s'engager dans une « éducation à distance d'urgence » (Bozkurt et al. 2020). Les recherches menées pendant cette période ont analysé les formes d'ingénieries pédagogiques des enseignants (Peraya et Peltier, 2020), la problématique des activités scolaires à domicile (Solari Landa et al., 2023), ou encore les inégalités d'accès aux équipements numériques (Boudokhane-Lima et al., 2021) et les disparités d'usages numériques dans l'enseignement (Michel et Pierrot, 2022). Toutefois, l'autoformation des enseignants aux et avec les techniques numériques reste peu abordée. Partant de définitions issues des sciences de l'éducation et de la formation, mais avec un regard infocommunicationnel, nous analysons les formes qu'ont pu prendre les pratiques d'autoformation des enseignants aux et avec ces techniques via deux séries d'entretiens semi-dirigés réalisés avec des professeurs des écoles et des directeurs en 2021 (n =72) et 2022 (n =46). Cette analyse met en lumière les pratiques d'autoformation hétérogènes des enseignants avec les techniques numériques, de la

« débrouille » habituelle à l'urgence du confinement, se formant seuls ou avec leurs pairs pour répondre à leurs besoins et ceux des élèves.

Mexhuani, B. (2025). **Adopting Digital Tools in Higher Education: Opportunities, Challenges and Theoretical Insights**. *European Journal of Education*, *60*(1), e12819. https://doi.org/10.1111/ejed.12819
The digital transformation of higher education, driven by technological advancements and evolving societal needs, presents both significant opportunities and critical challenges. This study integrates the technology acceptance model (TAM), diffusion of innovations (DOI), comprehensive literature review, in-depth case studies and empirical survey data to explore these dynamics. The findings reveal the potential of digital technologies—such as online platforms, adaptive learning tools and immersive technologies—to expand access, personalise learning and foster collaboration. However, the research also identifies major barriers, including the digital divide, faculty resistance and data privacy concerns. By combining qualitative thematic analysis and quantitative statistical analysis, this study underscores the importance of strategic planning, inclusive policies and ongoing professional development in maximising the benefits of digital education. The paper contributes to the field by offering actionable insights, theoretical implications and practical recommendations for institutions to implement adaptive pedagogical strategies, ensure equitable access to technology and build robust, secure digital learning environments.

Mizukoshi, S. (2024). **Activating Academic Voice: Explorations of the Media Landscape**. *Theory, Culture & Society*, *41*(7-8), 147-163. https://doi.org/10.1177/02632764241304694
This essay examines the role of voice-centred media practices in promoting public engagement and enhancing academic research in a media environment dominated by platform capitalism. It argues that developing academic researchers' media literacy is essential to their understanding of how communication spaces are created and managed. Through the 'Let's Read the "Terms of Service" Out Loud!' workshop, participants explored the often-overlooked implications of digital media and platform use. This activity raises awareness of the personal data exchange inherent in platform capitalism. The essay also introduces the telephonoscope, an experimental medium that combines digital apps with classic black dial phones, enabling participants to engage in personal storytelling. These media practices offer alternative methods for engaging with media platforms, fostering reflection on their societal impact. Integrating media theory into research and embracing voice-based storytelling practices can bridge the gap between academic researchers and the public, creating more profound insights into digital media.

Monib, W. K., Qazi, A., & Mahmud, M. M. (2025). **Exploring learners' experiences and perceptions of ChatGPT as a learning tool in higher education**. *Education and Information Technologies*, *30*(1), 917-939. https://doi.org/10.1007/s10639-024-13065-4
ChatGPT has emerged as a transformative technology with its remarkable ability to generate human-like responses, propelling its widespread adoption. While prior research has investigated the general landscape of AI-driven tools such as ChatGPT, the current study focuses specifically on exploring learners' experiences and perceptions regarding the utilization of ChatGPT as a learning assistant tool. Data was collected through professional social media platforms from learners and analyzed inductively using ATLAS.ti to identify recurring themes. The findings revealed several crucial themes including

personalized interactive learning, language support, writing and research assistance, task and concept clarification. Additionally, learners found it to be time-efficient and easy to access information. Concerns were raised regarding its limitations and risks such as the hindrance to critical thinking and independent research skills, difficulties in engaging with longer texts for deeper comprehension, and the possibility of writing style homogenization and loss of uniqueness among others. The results highlighted several essential strategies adopted by learners to optimize ChatGPT usage as a learning tool. In addition, most users demonstrated a preference for spending much time using ChatGPT compared to other digital information tools, signalling a paradigm shift toward increased utilization of generative AI in learning. The study underscores the significance of adopting a balanced approach, and advocates for further research on the impact of AI-driven tools like ChatGPT. The findings have important implications for learners, educators, and policymakers regarding the use of ChatGPT in education .

Msambwa, M. M., Wen, Z., & Daniel, K. (2025). **The Impact of AI on the Personal and Collaborative Learning Environments in Higher Education**. *European Journal of Education*, *60*(1), e12909. https://doi.org/10.1111/ejed.12909
Artificial intelligence (AI) has extensively developed, impacting different sectors of society, including higher education, and has attracted the attention of various educational stakeholders, leading to a growing number of research on its integration into education. Hence, this systematic literature review examines the impact of integrating AI tools in higher education on students' personal and collaborative learning environments. Analysis of 148 articles published between 2021 and 2024 indicates that AI Tools improve personalised learning and assessments, communication and engagement, and scaffolding performance and motivation. Additionally, they promote a collaborative learning environment by providing peer-learning opportunities, enhanced learner-content interaction and cooperative learning support. Indeed, strategies such as skills development, ethical use, academic integrity and instructional content design. Acknowledged limitations include ethical considerations, particularly privacy and bias, which require ongoing attention. Hence, it is recommended to create a good balance between AI-mediated and human interaction in learning environments, a key area of future exploration.

Naidoo, J., & Singh-Pillay, A. (2025). **Social justice implications of digital science, technology, engineering and mathematics pedagogy: Exploring a South African blended higher education context**. *Education and Information Technologies*, *30*(1), 131-157. https://doi.org/10.1007/s10639-024-12813-w
Higher Education institutions robustly adopted digital pedagogy during the coronavirus (COVID-19) pandemic. This article reports on a study focussing on postgraduate students' first-hand experiences of digital pedagogy for Science, Technology, Engineering and Mathematics (STEM) education. This study was conducted at one higher education institution in South Africa post-COVID-19. The study was framed by the technology acceptance model and a self-constructed conceptual model focusing on key concepts and ideas related to social justice. Forty-seven postgraduate STEM education students participated in the study. A mixed-methods approach guided the data generation for this study, whereby one questionnaire was used to generate quantitative data and four semi-structured focus group interviews assisted in generating qualitative data. Thematic coding, interpretative techniques and NVivo were used to analyse the qualitative data. Excel was used to analyse the quantitative data. The results exhibit the strengths,

limitations and implications of digital STEM pedagogy for higher education in a developing country. This study adds to the developing knowledge concerning digital pedagogy for STEM education and social justice issues in developing countries. Using postgraduate STEM education students' personal experiences of digital pedagogy, this study seeks to contribute to the growing body of research on the social justice implications of using digital pedagogy in higher education. By examining the implications of digital pedagogy for STEM education through a social justice lens, this research can inform curriculum development and pedagogical practices that encourage more inclusive and equitable learning environments.

Nguyen & Rabinowitz. (2025). **Understanding the Unexpected Transition from In-Person to Online Courses: Perspectives from Community College Students in STEM**. *Community College Journal of Research and Practice*, *49*(2), 57-70. https://doi.org/10.1080/10668926.2023.2256255
The COVID-19 pandemic disrupted community colleges and created a new context in which they were forced to operate. Faculty, especially those who normally taught in-person, were required to transition quickly to fully online classrooms. Drawing on semi-structured interviews conducted at the start of the pandemic with 17 students pursuing degree programs in STEM across a three-campus community college district, the current study provides insights on the consequences of the pandemic on the classroom experience, and offers considerations for virtual instruction moving forward. Data collection for the current inquiry was guided by a framework for accessible and efficient e-learning. While findings suggest that courses were, to the extent possible, structured to meet students' needs during the peak of the pandemic, the data also highlights the difficulty that some courses had with online learning. Moreover, certain choices had unequal and unintended implications on students' experiences. Findings drive recommendations for institutional and faculty practice of virtual instruction that apply beyond the context of the pandemic.

Niu, Y., Dong, Y., Zhang, J., Zhang, S., & Cao, Y. (2025). **The value of athletics class with the use of virtual reality games for better communication and socialization of students**. *Education and Information Technologies*, *30*(1), 693-714. https://doi.org/10.1007/s10639-024-13206-9
This study aimed to determine the importance of socialization through sports as exemplified by athletics using interactive technologies for better socialization of students. The Small Group Socialization Scale (SGSS) was utilized for the measurement of socialization. The researchers conducted the study based on the Physical Education Department Department, [Tangshan Normal University University. One hundred 1st year students and three physical education instructors of the university took part in the study. The age of the participants was 18–20, 50% females and 50% males. The researchers divided the participants into 2 groups: experimental and control. Each of them consisted of 50 people: 25 males and 25 females. To improve socialization and evaluate the impact of innovative technologies on this process, the experimental group attended physical education classes and had additional physical education classes using virtual games. The control group attended traditional physical education classes. The results demonstrated that 25% of the control group (CG) did not want to play sports in a team, while 88% of the experimental group (EG) wanted to communicate and engage with other children in a team. Students in the experimental group, who engaged in the educational process with the involvement of virtual gaming, displayed a preference for

teamwork, facilitated interpersonal communication amongst themselves, and rapidly acclimated to group dynamics. According to gender indicators, the results showed slight gender differences in the levels of socialization among male and female students. According to the results of the T-tests, the males reported higher scores in collective involvement and satisfaction with communication in a team. In the prospects of further research, there lies the development of practical recommendations regarding socialization through sports involving VR methods, which will be effectively manifested in interpersonal interactions in one's future life.

Ofem, U. J., Owan, V. J., Iyam, M. A., Udeh, M. I., Anake, P. M., & Ovat, S. V. (2025). **Students' perceptions, attitudes and utilisation of ChatGPT for academic dishonesty: Multigroup analyses via PLS–SEM**. *Education and Information Technologies*, *30*(1), 159-187. https://doi.org/10.1007/s10639-024-12850-5
While previous studies have explored students' use of different AI tools for academic purposes, studies that have specifically investigated students' use of ChatGPT for dishonest academic purposes in Nigeria are lacking. The consequence of this contextual and knowledge gap is a lack of specific understanding regarding students' engagement with ChatGPT for academic dishonesty in Nigerian tertiary institutions. This study addressed these gaps by examining students' perceptions, attitudes, and utilisation of the ChatGPT and determining the role of sex and age in these linkages. A sample of 4679 public university students participated in the study. Structural equation modelling and multigroup analysis were performed to test the conceptual model with the aid of SmartPLS 3. The results indicated that, regardless of sex or age, students with positive perceptions of ChatGPT were more prone to use it for dishonest academic purposes. The study noted a sex disparity in the direct impact of perception on ChatGPT use, which was particularly pronounced for female students. Significant age-related differences were observed, with a stronger effect observed for younger students. A negative direct effect of attitude on ChatGPT use for academic dishonesty was recorded, with attitude further serving as a significant negative mediator of the relationship between perception and ChatGPT use. This mediating effect was consistent across sexes but varied with age, being stronger among younger students than among their older counterparts. This study underscores the need to foster positive attitudes among younger students to counteract the appeal of using the ChatGPT for academic dishonesty.

Özdemir, M., Kesik, F., Uslu, B., Aypay, A., & Çalıkoğlu, A. (2025). **Boundary-Spanning and Sustainability in the Digital Higher Education Space: A Case Study of Anadolu University**. *Higher Education Quarterly*, *79*(1), e12588. https://doi.org/10.1111/hequ.12588
This research explores how boundary-spanning efforts in higher education can be expanded through the digital space and contribute to sustainability in higher education. By employing a qualitative case study design, we examine the journey of a Turkish public university's open education faculty, focusing on how the university has leveraged its open education mission and the developments in digital space to span boundaries and contribute to societal development constantly. Alongside reviewing institutional documents, we interviewed with 12 faculty members at the case institution. Benefitting from an inductive descriptive thematic analysis approach, we categorised related strategies and experiences into three themes: key agents, drivers and challenges and sustainability. The findings reveal that universities can better position themselves in the digital education space if the leadership embraces a clear vision regarding digital evolvement. Also, national regulations influence the digital development of universities

and lead them to push boundaries in generating new teaching-learning, research and service platforms. Our research demonstrates that by enhancing digital environments and online technologies, universities can extend their collaboration with different stakeholders and maintain boundary-spanning efforts to improve their societal contribution. Further discussions and recommendations are made on the role of digital space in boundary spanning and sustainability in higher education.

Ozkara, B. O., Tonguc, G., & Aruğaslan, E. (2025). **Students' Tendencies to Attend Distance Education Courses and Their Academic Achievement**. *European Journal of Education*, *60*(1), e12831. https://doi.org/10.1111/ejed.12831
This study examines the academic achievement and attendance duration status of formal education students taking distance education courses using structural equation modelling (SEM). A total of 842 video recordings of online courses attended by 304 students on the MS Teams video conference platform were analysed. It was revealed that 29% of the attendance period was explained by course duration, lateness duration and course type, while 41% of grade point average (GPA) could be explained by course duration, lateness duration, course type and duration of course. The most significant impact on class attendance was lateness to class. Data showed that gender had a moderator effect on the effect of course type on GPA. Results also indicated that the method of teaching has a moderator role in the effect of attendance time on GPA and that the effect of attendance time on GPA is higher in asynchronous classes.

Ozyurt, H., & Ozyurt, O. (2025). **Decoding educational augmented reality research trends: a topic modeling analysis**. *Education and Information Technologies*, *30*(1), 57-87. https://doi.org/10.1007/s10639-024-12943-1
This study aims to examine the temporal evolution and changes of research interests and trends in the educational augmented reality (AR) literature. To this end, 3718 articles published in the 2003–2022 period and indexed in the Scopus database were analyzed through machine learning-based semantic topic modeling and descriptive analysis. The findings indicate a notable upswing in studies on educational AR, particularly since 2015. The articles were categorized into eleven primary themes through topic modeling analysis. The three most prevalent topics in terms of volume are "Augmented Reality in Education and Cultural Heritage", "Medical Education and Patient Care", and "Enhancing Safety and Information in Food Consumption". Observations across different times reveal that "Augmented Reality in Electrical and Electronic Systems" and "Gesture-Based Instruction and Maintenance" were studied in the initial periods. Since 2015, there has been a notable increase in applications falling under the "Serious Games" category. The least voluminous and slowest-evolving topics are identified as "Serious Games for Children with Autism Spectrum Disorder", "Augmented Reality in Chemistry and Biology Laboratories", and "Augmented Reality for Safe and Efficient Driving". Considering the recent momentum gained by these topics, it is anticipated that they will become popular topics for future studies. This study represents a significant milestone as the first and most comprehensive research using machine learning in its field, not only explaining the current state of the field but also providing valuable information for future research efforts.

Parlakkiliç, A. (2025). **E-Learning Design Based on E-Learning Readiness**. *European Journal of Education*, *60*(1), e12924. https://doi.org/10.1111/ejed.12924

This study aims to determine the e-learning readiness of Turkish family physicians and to obtain the views of program instructors to design the e-learning system. An online questionnaire was applied, and 1172 family physicians answered, and a semi-structured interview was done with the program educators. Infrastructure and equipment readiness was 77.64%, and there was a need for quantitative and qualitative improvements. Online learning readiness was 75.13%, and efforts were needed to develop education and online culture. Information technology readiness was 74.47%, and there was a need to develop information technology knowledge. Attitude readiness was 64.22%, and it was insufficient; it was understood that behaviour and desire need to be developed more to improve. Considering demographic characteristics, age was the strongest and most significant predictor of e-learning readiness. In the interviews with the program trainers, e-learning training, development of human resources capacity, increasing enthusiasm for technology, use of asynchronous course format, and development of online culture were indicated for improving an e-learning system for trainers. It was concluded that information technology readiness moderately affected online learning and attitude readiness but slightly affected equipment and infrastructure readiness. As a result, it showed that 72.80% of Turkish family physicians were ready for e-learning and needed several improvements for sufficient e-learning readiness.

Pasquier, D. (2025). **"Le prof que j'aurais aimé avoir" : des vidéos pour apprendre ?** *Éducation et Sociétés*, *53*(1), 37-52. https://doi.org/10.3917/es.053.0037

Pipero, C. F. (2024). **La percezione delle educatrici e delle insegnanti sull'outdoor education a Modena**. *Encyclopaideia*, *28*(70), 1-17. https://doi.org/10.6092/issn.1825-8670/18569
Outdoor education is a pedagogical orientation that has been present for years in the educational institutions of the municipality of Modena; the latter, through research, monitors the trend in order to identify and resolve problems. Examining the professionalism of the staff in the outdoor education field and the limitations in implementing the practice, this contribution highlights how various factors constitute an obstacle to carrying out the activities, even in the presence of adequate training; the constraints that emerged concern relationships with colleagues and parents, bureaucracy and the physical structure of the service itself. The study therefore offers ideas to take into consideration for the updating and training of educational personnel on outdoor education practices.

Qin, Q., & Zhang, S. (2025). **Visualizing the knowledge mapping of artificial intelligence in education: A systematic review**. *Education and Information Technologies*, *30*(1), 449-483. https://doi.org/10.1007/s10639-024-13076-1
Artificial Intelligence (AI) plays a vital role in the growth and progress of education. Therefore, there is a need to scientifically explore the application of Artificial Intelligence in Education (AIED) and systematically analyze the development trends and research hotspots of AIED to provide reference for researchers. In this study, 1356 articles (2016–2023) in WOS were selected for further research, utilizing knowledge graph analysis. Using both VOSviewer and CiteSpace, which facilitated triangulating the data across software platforms to ensure the reliability of the results, the main highly co-cited literature and keywords were thoroughly analyzed. The key highlights of the results are: Firstly, the study reveals three major themes in the field of AI education, namely, medical theme, educational theme, and ChatGPT theme. Secondly, important literature and nodes in

the field of AIED were identified. Thirdly, the study demonstrates the main technologies in the field of AIED, including Natural Language Processing, Machine Learning, Deep Learning, and Generative Artificial Intelligence. Finally, the burst analysis illustrates the hotspots and themes of the AIED at different stages. This study enriches the understanding of the fundamental knowledge and research frontiers essential to the application of AIED, which helps identify the patterns and trends for future research and teaching practices.

Salleh, R., Nordin, S. M., Moughal, W., Abbasi, H. A., Ching, P. W., & Adnan, N. A. B. (2025). **The Role of Social Environmental Networks in Influencing Environmental Knowledge and Environmental Awareness Towards Education for Sustainable Development in Malaysia and Japan**. *Higher Education Quarterly*, *79*(1), e70009. https://doi.org/10.1111/hequ.70009
The study examines the efficient use of cutting-edge technology, mainly social networks, to raise environmental concerns in educational institutions because it recognises the critical role that environmental awareness and knowledge play in averting such disasters. The educational sector is essential for helping students become conscious of and comprehend sustainable ecosystems. Utilising quantitative surveys, we identify patterns of social environmental networks towards ecological education frameworks among Malaysian 209 and Japanese 189 individuals of higher educational institutions. The study presents a conceptual approach that aims to enhance students' environmental knowledge and awareness by utilising social media strategically. The results indicate that social networks are an effective means of sharing environmental knowledge and promoting awareness. However, the influence of social media differs greatly depending on cultural factors and the quality of educational systems. This research pioneers the incorporation of social networks into the discourse on sustainable education, adding to the body of current literature. The results of this study are expected to provide valuable insights for policymakers who aim to use social media to raise students' understanding and help achieve sustainable development objectives. It provides invaluable information for policy-makers, teaching professionals, and environmentalists who aim to utilise digital platforms for significant and positive change.

Schifferli, D., & Petrucci, S. (2025). **Des outils numériques pour évaluer l'oral. Conceptions d'enseignant·e·s du cycle 2 dans le Canton de Vaud**. *Phronesis*, *14*(1), 140-159. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-140

Schroder, C. (2024). **Génération alpha et intelligence artificielle : enjeux pour une intégration pédagogique réussie**. *Éducation Permanente*, (HS1), 97-104. https://doi.org/10.3917/edpe.hs01.0097

Shahzad, M. F., Xu, S., Liu, H., & Zahid, H. (2025). **Generative Artificial Intelligence (ChatGPT-4) and Social Media Impact on Academic Performance and Psychological Well-Being in China's Higher Education**. *European Journal of Education*, *60*(1), e12835. https://doi.org/10.1111/ejed.12835
The rapid advancement of generative artificial intelligence (GAI) and the extensive use of social media have transformed how students engage with educational materials and interact with their peers. Collaborative learning (CL) platforms, empowered by artificial intelligence (AI) algorithms, have gained popularity due to their potential to enhance learning outcomes and provide personalised educational experiences. This research

examines the effects of generative AI (ChatGPT-4) and social media use on young students' academic performance and psychological well-being, focusing on CL. The study conceptual framework was examined based on a sample of 441 Chinese university students. The statistical technique PLS-SEM is put into practice to measure the structural framework of academic performance and psychological well-being. The findings of this study show that generative AI (ChatGPT-4) and social media positively influence young students' academic performance and psychological well-being. Additionally, the results of this research study show that CL positively mediates between social media, academic performance and psychological well-being. Conversely, it negatively mediates the association between generative AI (ChatGPT-4), academic performance (AP), and psychological well-being. The findings can facilitate a better understanding of the implications of technologies in the educational context and subsequently aid in formulating evidence-based strategies to optimise their impact on students's academic success and well-being.

Shin, Y., Jung, J., Choi, S., & Jung, B. (2025). **The influence of scaffolding for computational thinking on cognitive load and problem-solving skills in collaborative programming**. *Education and Information Technologies*, *30*(1), 583-606. https://doi.org/10.1007/s10639-024-13104-0
This study investigates the effects of metacognitive and cognitive strategies for computational thinking (CT) on managing cognitive load and enhancing problem-solving skills in collaborative programming. Four different scaffolding conditions were provided to help learners optimize cognitive load and improve their problem-solving abilities. A total of 110 participants were randomly assigned to one of the four groups. The four-week experiment included scaffolding, with two hours of Python programming each week to solve two real-world problems. Upon completing the learning process, participants' cognitive load and problem-solving skills were assessed. The results provide empirical evidence that using faded worked examples (WOE) combined with metacognitive scaffolding for CT effectively optimizes cognitive load and enhances problem-solving skills in collaborative programming, leading to improved efficiency and complexity in their solutions.

Slattery, E. J., Lehane, P., Butler, D., O'Leary, M., & Marshall, K. (2025). **Assessing the benefits of digital game-based learning with Minecraft in children, adolescents and young adults: A broad systematic review**. *Review of Education*, *13*(1), e70035. https://doi.org/10.1002/rev3.70035
Minecraft is a popular digital game-based learning (DGBL) tool used in learning environments around the world. With increasing emphasis on evidence-informed practice and policymaking in educational systems, this paper systematically reviews the evidence base behind the use of Minecraft in improving academic, cognitive, motivational-affective and social outcomes. We searched seven databases and other secondary sources up until February 2024. Pre-post intervention studies that evaluated the use of Minecraft (randomised, non-randomised and single-group studies) in children, adolescents and young adults were included. Twenty-nine studies satisfied our inclusion criteria. Studies primarily investigated Minecraft as a tool to improve cognitive (n = 7) and academic (n = 16) outcomes. Studies reported positive effects on spatial thinking (n = 2), creativity (n = 3), critical thinking (n = 1), mathematics (n = 5), science (n = 4) and language (n = 2). However, all studies included in this review had a medium or high risk of bias. Therefore, while Minecraft demonstrates good potential in improving these

outcomes, effects need to be replicated in more rigorous studies. Suggestions for future research are discussed. This review provides timely evidence for educators, school leaders and policymakers regarding the use of DGBL with Minecraft.

Su, J. (2025). **Kindergarten parents' perceptions of the use of AI technologies and AI literacy education: Positive views but practical concerns**. *Education and Information Technologies*, *30*(1), 279-295. https://doi.org/10.1007/s10639-024-12673-4
Although artificial intelligence (AI) is becoming more commonly integrated into our everyday lives, homes, and schools, there needs to be more research regarding parental attitudes toward using AI technologies and AI literacy education to understand better and advance AI and AI literacy in kindergarten. To address this gap, this study explored kindergarten parents' perceptions of using AI technologies and AI literacy education in kindergarten. In Study One, 215 parents completed a survey regarding their views and concerns about the use of AI technologies and AI literacy education in kindergarten, the challenges encountered in AI literacy education in kindergarten and their opinions on the use of AI technologies in kindergarten. In Study Two, we interviewed five parents to gain further insight into their perspectives. The results indicated that 74.4%, 19.1%, and 6.5% felt positive, neutral, and negative towards using AI technology in kindergarten settings, respectively, illustrating that most parents remained positive. Results showed that most parents reported that it is suitable for kindergarten children to learn about AI tools and AI literacy. The kindergarten level may be an appropriate starting point for learning AI literacy. We found that the four main challenges that parents reported their children encountered when learning about AI literacy are limited comprehension ability, time constraints, the difficulty of the AI learning content, and uncertainty regarding the appropriateness of AI learning content for children. The findings indicate that Hong Kong parents positively perceive using AI in kindergartens. Still, designing AI-based educational tools for kindergarten children must address the challenges identified while ensuring equal access for all children.

Sun, X., & Sailer, M. (2025). **Students' behavioural, cognitive and affective outcomes in gamified flipped classrooms: A meta-analysis**. *Review of Education*, *13*(1), e70039. https://doi.org/10.1002/rev3.70039
This study aims to illustrate the effects of gamified flipped classrooms (GFC) on students' behavioural, cognitive and affective outcomes in formal educational settings. Based on the PRISMA reporting guidelines, we systematically identified and screened articles from five databases: Web of Science, Scopus, Wiley Online Library, ProQuest and ERIC. Finally, 21 effect sizes from 13 articles on behavioural outcomes, 38 effect sizes from 19 articles on cognitive outcomes and 16 effect sizes from 11 articles on affective outcomes were included in this study. Then, we use CMA 3.0 software to conduct the meta-analysis for the selected articles. The calculated effect sizes indicate that GFC had a more positive effect on students' behavioural, cognitive and affective outcomes compared to traditional lectures. Using a random effects model, we calculated two statistically significant medium overall effect sizes—Cohen's d = 0.409 for the behavioural outcome, Cohen's d = 0.400 for the affective outcome—and a statistically significant small overall effect size—Cohen's d = 0.285 for the cognitive outcome. In addition, through the publication bias test, we did not find that this study was threatened by publication bias. Moderator variable analysis demonstrated that year of publication, region, educational level, subject, treatment (intervention) duration, and learning environment were significant variables influencing the effects of GFC on behavioural, cognitive and

affective outcomes. Overall, the results of this study suggest that GFC significantly improved students' behavioural, cognitive and affective outcomes. Context and implications Rationale for this study: This study aims to explore the effects of GFC on learning outcomes, as there is a lack of sufficient prior research evidence to prove this. Why the new findings matter: As the first meta-analysis clarifying the effects of GFC on all three domains of learning outcomes, it fills a gap in meta-analyses on this topic. Implications for educational researchers and practitioners: This study points the way for educational researchers and practitioners who apply GFC in the classroom. Researchers can explore more research topics based on the results of this study, such as investigating the influence mechanism of GFC on three different domains of learning outcomes respectively. In addition, this study provides effective references and promising results for future instructional design and educational practice.

Teng, M. F. (2025). **Metacognitive Awareness and EFL Learners' Perceptions and Experiences in Utilising ChatGPT for Writing Feedback**. *European Journal of Education*, *60*(1), e12811. https://doi.org/10.1111/ejed.12811
The present study explored EFL students' perceptions and experiences in utilising ChatGPT to seek feedback for writing. The present study also examined how levels of metacognitive awareness (MA) influenced these perceptions and experiences. Utilising a mixed-method research design, the study collected data from a total of 40 EFL undergraduates over a semester-long writing course. Data collection methods included self-report questionnaires and semi-structured interviews. Data analyses comprised both quantitative and qualitative approaches. Quantitatively, t-tests and Mann–Whitney U tests were used to compare group differences, while regression analyses were conducted to explore relationships between variables. Qualitatively, thematic analysis was employed to identify and interpret patterns within the data. Quantitative analysis revealed significant differences in writing experiences and perceptions, including motivation for writing, engagement, self-efficacy and collaborative writing tendency. Furthermore, a positive correlation was found between MA scores and students' perceptions and practices of using ChatGPT. Analysis of interview data highlighted a range of perceptions and experiences between the high and low MA students, with behaviours spanning from mere copying words from ChatGPT to effective use of ChatGPT for writing feedback. Key factors that influenced the effective use of ChatGPT for writing assistance included metacognitive awareness, critical thinking skills and cognitive efforts. The findings highlight implications for writing teachers and students in teaching and learning English as a foreign language.

Teng, T. (2025). **The Influence of Big Data on the Core Literacy Development of Elementary Music Students in the New Media Era**. *European Journal of Education*, *60*(1), e12829. https://doi.org/10.1111/ejed.12829
The application of big data in education sparks debates on its effects. Researchers explore its impact on learning outcomes, with divergent views on neural networks' potential and negative consequences. This study assesses big data's influence on basic literacy skills in music education for 5th graders. Using clustering and k-density analyses, scholars monitored changes over 5 months at [Music College of Jimei University] Elementary School. Results show big data technologies helped maintain motivation and improved academic success. Musical performance and the Sounddraw app garnered the most interest and effectiveness. These results indicate that the use of big data technologies is not only effective in increasing engagement but also in enhancing the

cognitive understanding of musical concepts. This adaptability is crucial in music education, where students' individual learning paces and creative inclinations vary widely. Moreover, by leveraging data-driven insights, educators can track progress more precisely, identifying areas where students excel and where they may need additional support. Future research should delve into the psycho-emotional impact of regular big data use in music learning. This study underscores the practical application of modern educational programs to meet evolving needs and advocates interactive learning to mitigate traditional methods' drawbacks.

Tordeux Bitker, M., & Meyer, E. (2025). ***Pour une intelligence artificielle au service de l'intérêt général*** [Report]. Consulté à l'adresse Conseil économique website: https://www.lecese.fr/sites/default/files/pdf/Avis/2025/2025_02_IA.pdf
L'intelligence artificielle (IA) est omniprésente dans nos vies. Chaque jour, nous y sommes confrontés, avec la recommandation de contenus, l'optimisation de nos déplacements ou encore la programmation de nos smartphones et des réseaux sociaux. L'essor de l'IA vient questionner notre façon de faire société et les choix stratégiques que nous devons opérer. Alors, comment peut-elle se déployer dans la société française au service de l'intérêt général ? Identifier les impacts de l'IA dans tous les pans de la société française Le CESE décrypte les grands enjeux du déploiement de l'IA : son impact sur nos droits fondamentaux et libertés individuelles, son empreinte environnementale, ou encore l'impératif d'autonomie stratégique européenne qui dicte les politiques économiques. Le CESE s'intéresse aussi aux conséquences du développement fulgurant de cette technologie dans toute la société : au travail, à l'école, dans les services publics, chez le médecin… L'objectif est de dresser un panorama des impacts et perspectives de l'IA. Comment créer les conditions de développement d'une IA au service de l'intérêt général et des êtres humains ? Pour le CESE, le développement technique n'est pertinent que s'il est au service des êtres humains et de l'intérêt général. Cette vision doit alors transcender les politiques publiques, modeler chacune des orientations politiques et ainsi façonner notre manière de « faire société ». Ainsi, au regard des enjeux démocratiques et géopolitiques associés à l'IA, le CESE juge important de disposer de ressources technologiques propres et de créer une Europe forte et stratège sur le plan économique et commercial. Parallèlement, le CESE appelle à une vigilance collective pour accompagner le déploiement de l'IA de manière responsable, éthique et durable. Des citoyennes et des citoyens intégrés aux travaux de la commission Face aux inquiétudes et aux perspectives que fait naître l'IA, il était important d'associer la voix des premières et premiers concernés. C'est pourquoi dix citoyennes et citoyens ont été tirés au sort pour intégrer la commission temporaire aux côtés des conseillères et conseillers du CESE. Ils viennent de différentes régions de France et ont participé aux travaux du CESE pendant plusieurs mois.

Ucan, S. (2025). **Investigating the processes involved in Twitter/X-supported collaborative learning and their relationship with learning outcomes**. *Education and Information Technologies*, *30*(1), 1123-1164. https://doi.org/10.1007/s10639-024-13147-3
This study investigates student interaction and engagement in Twitter-supported collaborative learning, focusing on cognitive and socio-emotional processes, their evolution, and their impact on knowledge construction and group project outcomes within a higher education flipped classroom context. Utilising mixed methods analysis, including qualitative content analysis and Generalized Linear Mixed Models (GLMM), tweets from 28 s-year Guidance and Psychological Counselling students were analysed

during weekly tweeting (WT) and live chat (LC) activities over a 10-week period. Findings reveal distinct engagement patterns in both activities. Asynchronous WT activities primarily supported reflective individual cognitive engagement with minimal socio-emotional interaction. Conversely, synchronous LC activities fostered dynamic, interactive cognitive engagement and richer socio-emotional interactions. LCs more effectively promoted self and social regulation of socio-emotional processes, while both activities showed few instances of social regulation of cognitive processes. Temporal analysis indicated significant fluctuations in cognitive engagement during WT activities, whereas LCs showed a consistent increase in cognitive engagement and fluctuations in socio-emotional engagement. GLMM analysis highlighted a significant, positive relationship between cognitive and socio-emotional engagement over time. Different types of engagement had distinct impacts on learning outcomes. Cognitive engagement in LCs strongly correlated with social knowledge construction and group project success, while in WT, it linked to individual knowledge construction and group project outcomes. Socio-emotional engagement significantly correlated with social knowledge construction in LCs, and the regulation of socio-emotional processes positively influenced social knowledge construction only in WT activities. This study emphasises the distinct ways Twitter facilitates engagement and learning, underscoring the role of activity design in fostering cognitive and socio-emotional processes. It also underscores how social media can be effectively integrated into a flipped classroom setting to substantially enhance collaborative experiences and learning outcomes in higher education.

Unlu Bidik, N. (2025). **Theoretical and Clinical Learning Experiences and Expectations of Midwifery Students Using the Artificial Intelligence Tool ChatGPT: A Qualitative Study**. *European Journal of Education*, *60*(1), e12848. https://doi.org/10.1111/ejed.12848
ChatGPT is one of the most popular artificial intelligence tools today. The number of users is increasing rapidly every day. ChatGPT, which is used in many fields for different purposes, has the potential to revolutionise the field of education and health. The study aims of the study is to investigate the learning experiences and expectations of midwifery students who use ChatGPT in their theoretical and clinical education. This study was conducted through an interpretive paradigm based on Heideggerian hermeneutic phenomenology, a qualitative research method. In the study, the maximum diversity sampling method, one of the purposive sampling methods, was used. One-to-one in-depth interviews were conducted with a total of 17 midwifery students. The study data were collected through a three-part interview form. The data obtained were analysed with the MAXQDA program. As a result of the data analysis, three main themes and seven sub-themes were identified. The main themes are The Role of ChatGPT in Midwifery Education, The Effect of ChatGPT on Student Development and Concerns about the Use of ChatGPT. Midwifery students use ChatGPT for various purposes in theoretical and clinical courses. Although students are satisfied that artificial intelligence tools save time and make learning practical, students have some concerns about ChatGPT.

Wang, J., Chen, S., Tang, Z., Lin, P., & Wang, Y. (2025). **Enhancing SQL programming education: addressing cheating challenges in online judge systems**. *Education and Information Technologies*, *30*(1), 715-745. https://doi.org/10.1007/s10639-024-13228-3
Mastering SQL programming skills is fundamental in computer science education, and Online Judging Systems (OJS) play a critical role in automatically assessing SQL codes, improving the accuracy and efficiency of evaluations. However, these systems are

vulnerable to manipulation by students who can submit "cheating codes" that pass the tests without genuinely solving programming problems or demonstrating authentic SQL skills. This study analyzed over 5.8 million SQL codes validated by OJS and identified four types of cheating codes: Explicit Result Output, Quantitative Output Manipulation, Data-Observed Clause Manipulation, and DML-Driven Test Case Distortion. The initial experiment treated SQL codes as plain text using the Bag of Words vector model and processed them with six machine learning models to detect cheating. The results showed an average recall of 74.73% and precision of 97.10%, confirming the efficacy of automated detection. In the subsequent experiments, the first of these used 12 syntactic and semantic features of SQL codes, achieving a recall rate of 59.55% and precision of 87.26%. The final experiment added two more characteristic features of cheating codes to these models, significantly improving recall to 89.35% and precision to 95.25%. This highlights the importance of characteristic cheating features in identifying cheating codes. The study's findings deepen our understanding of cheating codes and contribute to enhancing online programming education and assessment quality.

Wang, P. (2025). **Leveraging AI and Machine Learning to Personalise Music Education**. *European Journal of Education*, *60*(1), e12916. https://doi.org/10.1111/ejed.12916
Information technology contributes to the transformation of the learning process because it changes the traditional system of teaching, based on outdated methodologies. The paper examined the current technologies used in music education in the context of learning process improvements in China. A sociological survey was conducted using the Stapel scale to determine the effectiveness of each application. The highest average ratings were achieved by the Musicfy app (4.5) and Stable Audio (4.2), indicating their high effectiveness. Group comparison of the applications demonstrated a high level of equivalence among most applications, allowing for their interchangeable use in the learning process. Average ratings for each quarter within the two groups revealed varying results across different periods of study. ANOVA analysis confirmed statistically significant differences between the groups, indicating a positive impact of ICT technologies on learning effectiveness. The research findings have practical implications for instructors who are looking for new ways to improve music education, both for instrumentalists and vocalists, through the use of a variety of cutting-edge technologies. Further research might focus on the selection of additional technologies that affect the improvement of music education.

Wang, X., Gao, Y., Wang, Q., & Zhang, P. (2025). **Fostering Engagement in AI-Mediate Chinese EFL Classrooms: The Role of Classroom Climate, AI Literacy, and Resilience**. *European Journal of Education*, *60*(1), e12874. https://doi.org/10.1111/ejed.12874
The rise of artificial intelligence (AI) has significantly impacted education, yet few scholars have explored AI-assisted classrooms, particularly in language education in China. Understanding the roles of classroom climate, AI literacy, and resilience is essential, as these factors foster positive learning environments and enhance student engagement. In this sense, this study, grounded in Social Cognitive Theory, employs structural equation modelling to investigate factors influencing classroom engagement in AI-assisted Chinese English as a Foreign Language (EFL) classrooms. It examines data from 606 university EFL learners to explore the interactions among these variables and the mediating role of resilience. The findings indicate that classroom climate, AI literacy, and resilience all significantly predict classroom engagement, highlighting the importance of both environmental and cognitive factors in fostering active student participation.

Furthermore, resilience serves as a crucial mediator, linking classroom climate and AI literacy to engagement. This study provides some insights for educators and policymakers, emphasising the need to cultivate supportive classroom environments, promote AI literacy programs, and strengthen students' resilience to optimise engagement in AI-assisted educational settings.

Wang, Y.-Y. (2025). **"Just learn it?" How individual differences and HMSAM impact learners' intention to engage in AI-related education**. *Education and Information Technologies*, *30*(1), 959-983. https://doi.org/10.1007/s10639-024-13199-5
Considering the proliferation of artificial intelligence (AI) technologies, it has become crucial to integrate AI-related knowledge and skills education into business management curricula. This is a significant concern for both academics and practitioners. However, in the context of university business management education, few studies have investigated the relevant factors that affect individuals' behavioral intention to learn AI knowledge and skills. This study develops a preliminary conceptual model of AI knowledge/skills learning behavior by integrating insights from AI education research within the context of university business management education. This study validates business management students' behavioral intention to learn AI knowledge and skills from the perspectives of AI self-efficacy, AI anxiety, perceived usefulness, curiosity, joy, and control, based on an integrated perspective of the hedonic-motivation system adoption model (HMSAM) and individual differences. This research investigates a theoretical model via a cross-sectional survey, collecting data from 230 business management students in higher education institutions. The analysis is conducted using the partial least squares (PLS) method. The findings indicate that perceived usefulness, curiosity, and control influence behavioral intention to learn AI knowledge and skills. AI self-efficacy positively correlates with perceived usefulness, curiosity, joy, and control. Additionally, AI anxiety is positively associated with perceived usefulness and curiosity. The results of this study expand our understanding of the relationship between the learning behavior of business management students in the context of AI knowledge/skills and AI education. Additionally, this study provides significant theoretical and practical implications for enhancing the advancement, teaching, learning and evaluation of AI education in higher education settings.

Wigham, C. R., Bennett, C., & Jauregi-Ondarra, K. (2024). ***Fostering partner orientation in initial, synchronous virtual exchanges***. Consulté à l'adresse https://hal.science/hal-04883039
While much is known about student engagement in traditional classroom settings, there is much we do not know about students' engagement in online learning tasks. Following from what we do know about dimensions of student engagements (behavorial, cognitive and attitudinal), our study looks to extending our understanding about learner engagement in online tasks. To achieve this, we utilise Gijsen's (2021) task engagement parameters in the virtual world with the incorporation of Multimodial (inter)action analysis (Norris, 2004). By analysing students' modality in synchronous online tasks in a virtual exchange, we seek to highlight recommendations for future VE teachers to foster student engagement and thus learning. Our multimodal analysis, specifically students' use of multiple modes, evidences our findings that student-teachers were engaged in our intercultural virtual exchange tasks. This study recommends the creation of task prompts which require students to find commonalities and challenges to empathise with one another to develop a relationship with new VE partners.

Wollscheid, S., Tømte, C. E., Egeberg, G. C., Karlstrøm, H., & Fossum, L. W. (2025). **Research trends on digital school leadership over time: Science mapping and content analysis**. *Education and Information Technologies*, *30*(1), 747-778. https://doi.org/10.1007/s10639-024-12909-3
The purpose of this study is to map trends in literature about digital school leadership over the last decades. Combining bibliometric and automatic content analyses, we map and analyze a sample of 350 documents, retrieved in Web of Science (WoS), Scopus and Education Resources Information Center (ERIC) including titles and abstracts. The software VosViewer and Leximancer are used for analyses. Our sample is divided reflecting an early phase of digitalization in school (1992–2009), a phase of an increasing digitalization in school (2010–2020) and a phase of digitalization related to the Covid-19 pandemic (2021–2023). In general, the research literature on digital school leadership can be characterized as an emerging, fragmented, and inter-disciplinary field. Most literature is published after 2010 with an increase in publications after 2019, resulting in a peak in 2021. The literature is characterized by some influential highly connected authors revealing some changing thematic patterns over time. Further, findings highlight that when research on digital school leadership draws from various disciplines, this also indicates a need for a holistic and multifaceted approach. Scholars from different disciplines contribute to an updated understanding of digital school leadership. This interdisciplinary collaboration thus enriches the discourse, as it demonstrates how various perspectives may add new insights into the conceptualization of digital school leadership.

Wu, H., & Pan, Z. (2025). **What Deserve Studying the Most? A Q-Methodology Approach to Explore Stakeholders' Perspectives on Research Priorities in GenAI-Supported Second Language Education**. *European Journal of Education*, *60*(1), e12898. https://doi.org/10.1111/ejed.12898
Recently, there has been a significant increase in research on Generative Artificial Intelligence (GenAI) in the domain of second language (L2) education. Given the limited resources, it is essential for GenAI research to focus on key areas. However, there is still uncertainty about which topics should be prioritised. Research priorities are often shaped by individual researchers' personal interests, which can skew the focus of many studies. Additionally, stakeholder perspectives on these topics can vary widely. Therefore, this study employs the Q methodology to reveal the consensus among different stakeholder groups. To this end, a total of 19 participants, including six researchers, six teachers and seven students, engaged in a Q-sort exercise involving 34 statements. Through KADE software, the subsequent Centroid Factor Analysis and varimax rotation were used to extract patterns. The analysis revealed three common perspectives across stakeholder groups: psychological factors of teachers and students, multiple scenarios of measurement and the improvement of L2 competence. These findings provide valuable insights that can inform and refine research agendas in GenAI for L2 education, optimising the allocation of resources.

Xia, X., & Qi, W. (2025). **Potential Social Behaviour and Feedback Strategies Related to the Burnout State of Learner Behaviour in MOOCs**. *European Journal of Education*, *60*(1), e12882. https://doi.org/10.1111/ejed.12882
Massive Open Online Courses (MOOCs) effectively support online learning behaviour; while constructing a sustainable learning process, MOOCs have also formed the social

network. In addition, learners' burnout state has become a serious obstacle to the development and promotion of MOOCs. This study analyzes the potential social behaviour associated with the burnout state of the learning behaviour and designs a fruit fly trajectory model to comprehensively analyse the learning behaviour and social behaviour. Enabled by the sector search mechanism, one improved generalised regression neural network accurately predicts the burnout state. Then, the changes in social behaviour and learning behaviour during the occurrence of burnout state are demonstrated, and strategies for warning learning behaviour, intervening in the learning state and optimising social behaviour are further derived. The entire study might improve the online learning process of integrating learning behaviour with social behaviour, providing effective technical means and reliable decision for learners, and reduce the negative impact of burnout state.

Xin, Z., & Derakhshan, A. (2025). **From Excitement to Anxiety: Exploring English as a Foreign Language Learners' Emotional Experiences in the Artificial Intelligence-Powered Classrooms**. *European Journal of Education*, *60*(1), e12845. https://doi.org/10.1111/ejed.12845
The use of artificial intelligence (AI) technologies in second/foreign language education has recently gained a bulk of attention. However, the emotional experiences of English as a foreign language (EFL) learners in AI-mediated classes have been ignored. To fill this gap, the present qualitative study examined 34 Chinese EFL students' perceptions of AI-induced emotions and regulation strategies. A semi-structured interview and a narrative frame were used to collect the data. The gathered data were thematically analysed through the latest version of MAXQDA software (v. 2023). The findings revealed that Chinese EFL students had mostly experienced positive emotions of 'motivation', 'excitement', 'engagement' and 'confidence'. On the negative side, they reported experiencing 'frustration', 'anxiety' and 'stress' more frequently in their classes. Furthermore, the study indicated that the participants had used six strategies, namely 'seeking help from others', 'shifting attention', 'cognitive change', 'persistent practice', 'staying positive' and 'suppression' to regulate their AI-induced emotions. The findings are discussed and implications are provided for EFL students and educators to understand the emotional aspect of AI injection into L2 education.

Xiong, F., Nie, Y., Bai, B., & Lee, A. N. (2025). **Outside School ICT Use for Learning and Science Performance: The Mediating Role of Motivation and Epistemological Beliefs**. *European Journal of Education*, *60*(1), e12838. https://doi.org/10.1111/ejed.12838
This study utilised 2015 PISA data from the United Kingdom and Hong Kong to examine the relations between outside school ICT use for learning and science performance through a mediation model. The results uncovered three key findings: Firstly, ICT use for learning exhibited negative total effects on science performance in the United Kingdom, whereas the effects were non-significant in Hong Kong. Secondly, ICT use for learning consistently showed positive indirect effects on science performance through the mediation of self-efficacy, enjoyment and interest. However, no indirect effects were observed through utility value in either of the sampled countries/regions. Notably, ICT use for learning showed positive indirect effects through the mediation of epistemological beliefs in Hong Kong but not in the United Kingdom. Thirdly, ICT use for learning displayed negative unexplained (i.e., direct) effects on science performance, suggesting that potentially negative mediators have not been fully identified. Future research shall focus

on exploring potential mediations that may cause negative indirect effects to develop more targeted interventions.

Xu, C., Hania, A., & Waqas, M. (2025). **Guiding the digital generation: role of principals' leadership, ICT competence, and teacher professional competence in fostering digital citizenship among university students**. *Education and Information Technologies*, *30*(1), 1165-1189. https://doi.org/10.1007/s10639-024-13180-2
In today's digitally-driven world, education plays a vital role in fostering ICT competence and digital citizenship. This study, grounded in social cognitive theory, investigates how principal digital leadership and teacher professional competence collectively influence these aspects among university students. Employing a stratified random sampling approach, we surveyed 331 participants comprising teachers and first-year, and fourth-year undergraduate students from public universities in Jiangsu province, China. The study utilized validated scales to assess principal digital leadership, ICT competence, teacher professional competence, and digital citizenship. We explored the mediating role of ICT competence and the moderating effect of teacher competence in this relationship. Analysis revealed that principal digital leadership directly enhances ICT competence, while its effect on digital citizenship is mediated through this competence. Additionally, teacher professional competence not only directly boosts ICT skills but also moderates the impact of principal leadership on these skills. These findings underscore the critical interplay between leadership and teaching quality in fostering technologically proficient and responsible digital citizens. The study provides insights into educational strategies that integrate both dimensions for optimal student outcomes, highlighting the importance of a holistic approach in developing digital competencies in higher education.

Xue, L. (2025). **Urgent, but How? Developing English Foreign Language Teachers' Digital Literacy in a Professional Learning Community Focusing on Large Language Models**. *European Journal of Education*, *60*(1), e12899. https://doi.org/10.1111/ejed.12899
With the advent of chatGPT, burgeoning research have been conducted to explore AI technologies' impact on the EFL teaching and learning. However, little is known about how language teachers navigate the shifting education landscape and develop the digital literacy in the AI era. This preliminary qualitative study aims to investigate the processes of how 9 Chinese EFL teachers in a university-based professional learning community improve their digital literacy, and reveal the factors influencing their digital literacy improvement. To achieve the research objectives, triangle data have been collected including the community meeting records, interviews of participants, class observations, and the participants' reflective journals. In the data analysis section, thematic analysis method has been employed. The findings indicate three distinct types of digital literacy improving processes for the novice teachers, the veteran teachers, and the lead teachers in the heterogeneous and interactive community. Meanwhile, these processes were influenced by the community factors such as artefacts, mediated activities, and social interactions, and the individual factors such as years of teaching experience, teaching subjects, teachers' belief about AI, teachers' theoretical base and research experience. Accordingly, implications are presented to EFL teachers, teacher educators and administrators.

Yang, C. C. Y., Wu, J.-Y., & Ogata, H. (2025). **Learning analytics dashboard-based self-regulated learning approach for enhancing students' e-book-based blended learning**.

Education and Information Technologies, *30*(1), 35-56. https://doi.org/10.1007/s10639-024-12913-7
Blended learning (BL) combines traditional classroom activities with online learning resources, enabling students to obtain higher academic performance through well-defined interactive learning strategies. However, lacking the capacity to self-regulate their learning, many students might fail to comprehensively study the learning materials after face-to-face learning. In this study, a learning analytics dashboard (LAD)-based self-regulated learning (SRL) approach is proposed to enhance the students' practices of SRL in an e-book-based BL environment. The proposed approach aims to support students to precisely reflect on their face-to-face e-book reading activities, effectively review the e-book learning materials after the face-to-face learning sessions, and, finally, set new goals for their next face-to-face learning session by using a LAD. To evaluate the effects of the proposed approach, a quasi-experimental design was deployed in a university-level course that adopted a BL model. The experimental group learned through the proposed approach using an e-book and the LAD, whereas the control group learned using the conventional BL approach using only the e-book. The results of the one-way analysis of covariance (ANCOVA) and Mann–Whitney U test demonstrate a statistically significant difference (p-value less than 0.01) between both groups in terms of students' learning outcomes, awareness of SRL, self-efficacy (SE), and e-book reading engagements. This provides educators with evidence of the effectiveness of an explicit SRL approach in BL, which not only improves student learning outcomes from the given course and awareness of self-regulation and SE but also increases course engagement compared to students who learn with conventional BL approaches.

Yao, Y., Sun, Y., Zhu, S., & Zhu, X. (2025). **A Qualitative Inquiry Into Metacognitive Strategies of Postgraduate Students in Employing ChatGPT for English Academic Writing**. *European Journal of Education*, *60*(1), e12824. https://doi.org/10.1111/ejed.12824
Recent years have witnessed a growing application of generative artificial intelligence (GenAI) technology in writing instruction. Students should mobilise their metacognitive strategies during this endeavour to maximise the benefits of GenAI while avoiding the potential negative impacts. Within the context of tertiary education in Hong Kong, this qualitative research investigates 13 postgraduate students' metacognitive strategies when utilising ChatGPT for English academic writing. Using data collected from audio recordings, semi-structured interviews and human–GenAI chat logs, we explored students' metacognitive strategies within five dimensions, namely, planning, monitoring, evaluating, information management and debugging. The identified themes and subthemes within each dimension exhibited similarities to those observed in other educational settings. Meanwhile, certain metacognitive strategies (e.g., debugging) were found to be unique to the context of GenAI-supported academic writing. This study contributes to the literature in two ways. Firstly, it provides a detailed and thorough understanding of metacognitive strategies, complementing the extensive quantitative research in this area. Secondly, this research expands the framework of metacognitive strategies to the context of GenAI-supported academic writing learning.

Yin, L., & Guo, R. (2025). **An Artificial Intelligence-Based Interactive Learning Environment for Music Education in China: Traditional Chinese Music and Its Contemporary Development as a Way to Increase Cultural Capital**. *European Journal of Education*, *60*(1), e12858. https://doi.org/10.1111/ejed.12858

This quasi-experimental study aims to investigate the effectiveness of artificial intelligence (AIVA app) within an interactive music-learning environment. The ANCOVA was used to compare the performance of students using Artificial Intelligence Virtual Artist (AIVA) and those studying with traditional lecture-based instructions. Students in the AIVA group quickly mastered the new material and reported interest in the theoretical part of the course. The lecture group showed the opposite trend. Future research can involve a larger sample of 3–5 universities and compare student performance across Europe, Asia and the Americas. It is also worth considering the main shortcomings of the existing online artificial intelligence systems for music generation. The results of the study suggest that lecture-based instructions are less effective than artificial intelligence in teaching music. However, it seems important to have direct interactions during class; otherwise, students will lose interest, pay less attention and report fatigue.

Younas, M., Dong, Y., Zhao, G., Menhas, R., Luan, L., & Noor, U. (2025). **Unveiling Digital Transformation and Teaching Prowess in English Education During COVID-19 With Structural Equation Modelling**. *European Journal of Education*, *60*(1), e12818. https://doi.org/10.1111/ejed.12818
The present research looks at the reputation of digital platforms in online pedagogical English education in Pakistan, and the use of digital technology in virtual classrooms during public health emergencies. It explores how faculty members use digital technology in their pedagogical English teaching approaches by analysing their technological skill level. To achieve the study's objectives, an online survey was undertaken to gather primary data. University teachers delivering online courses during COVID-19 in several cities throughout Punjab Province answered an online questionnaire survey. Smart-PLS 3.3.9 and structural equation modelling (SEM) were used to investigate the recommended research framework. SEM analysis results showed that all proposed hypotheses were confirmed. This research presents an overview of faculty members' online pedagogical teaching abilities and digital technology during COVID-19. The research findings are critical for determining how to incorporate technology during the pandemic period and to integrate technology into higher education during the new normal.

Yousif, N., Youssef, E., & Gad, S. (2025). **E-Kalaiva AI Technology in the Education of Social Work Students: Meeting the Sustainable Development Goals**. *European Journal of Education*, *60*(1), e12889. https://doi.org/10.1111/ejed.12889
The main purpose of this article is to investigate the prospects of using AI in the education of social workers and social work in general. The research methodology encompassed both pre-test and post-test assessments administered for closed examinations across five academic disciplines, all of which were instructed through the utilisation of the e-Kalaiva AI platform. The findings of the current investigation revealed that a 6-month implementation of the e-Kalaiva AI program, rooted in artificial intelligence (AI), enriched with machine learning (ML), augmented reality (AR), and virtual reality (VR) components, significantly enhanced the educational process within the domains of biology, computer science, sociology, social work, and psychology. It was ascertained that AI has the potential to aid educational institutions in achieving sustainable development objectives. AI could be a promising tool in social work in the UAE and globally.

Yu, H., Guo, Y., Yang, H., Zhang, W., & Dong, Y. (2025). **Can ChatGPT Revolutionize Language Learning? Unveiling the Power of AI in Multilingual Education Through User**

Insights and Pedagogical Impact. *European Journal of Education*, *60*(1), e12749. https://doi.org/10.1111/ejed.12749
In the era of accelerating globalization, the necessity for multilingual education is increasingly prominent. This study investigates the effectiveness of the AI-based chatbot ChatGPT in multilingual teaching applications. This study employs a quasi-experimental research methodology to examine the experiences of 100 international students at a university in Western China. The investigation delves into multiple dimensions of ChatGPT's effectiveness, including user interface design, operational experience, educational interaction, student engagement, personalized learning recommendations, and the enhancement of cultural understanding. The findings indicate that ChatGPT demonstrates significant potential in multilingual teaching, particularly in providing personalized learning support and facilitating cultural comprehension. However, improvements are needed in aspects of user interface friendliness, interaction naturalness, and depth. This research not only provides empirical support for the use of ChatGPT in multilingual education but also introduces a fresh perspective on integrating AI technology into educational practices, thereby advancing its role in multilingual teaching.

Žáková, K., Urbano, D., Cruz-Correia, R., Guzmán, J. L., & Matišák, J. (2025). **Exploring student and teacher perspectives on ChatGPT's impact in higher education**. *Education and Information Technologies*, *30*(1), 649-692. https://doi.org/10.1007/s10639-024-13184-y
Understanding how students interact with AI bots is a first step towards integrating them into instructional design. In this report, the results of a survey conducted in three European higher education institutions, and in the context of four different areas are presented. Among other things, they reveal for what purposes students use ChatGPT, whether they trust and feel satisfied with the interaction, how they perceive ChatGPT as a tool to support learning, and if they intend to use it in the future. The study compares results across groups by analyzing data obtained from convenience samples, which include participants of three European countries, with diverse backgrounds, varying technology and science-related fields, as well as academic program levels. Students' opinions regarding the utilization of ChatGPT in assessments are also documented, along with their perspectives on the potential future applications of these AI tools. The authors, teaching different subjects at different levels of higher education programs, describe their views on integrating ChatGPT and similar AI bots into instructional design.

Zawacki-Richter, O., Cefa, B., & Bai, J. Y. H. (2025). **Towards reproducible systematic reviews in Open, Distance, and Digital Education—An umbrella mapping review**. *Review of Education*, *13*(1), e70031. https://doi.org/10.1002/rev3.70031
More and more systematic reviews (SRs) are being published in the educational sciences. This umbrella mapping review examines 576 SRs published between 2018 and 2022 in the field of open, distance, and digital education (ODDE) to investigate publication and authorship patterns and to evaluate the quality of these SRs. A quality index score was calculated for each included study based on the PRISMA reporting items for SRs (including elements such as the search strategy, eligibility criteria, protocol registration, study quality appraisal, interrater reliability, etc.). Almost as many SRs were published in 2022 as in the previous four years and the most rigorous SRs come from the field of medical education. However, the results show that there is room for improvement in SRs published in ODDE. A content analysis that explored the thematic scope of SRs showed that the majority of SRs addressed topics related to learning design, AI in education, and

the effectiveness of online learning and teaching interventions. Research during this time period was strongly influenced by the experiences with online learning during the COVID-19 pandemic. The results of this umbrella review should help to improve the quality of SRs towards reproducible reviews in ODDE. Context and implications Rationale for this study: The field of Open, Distance, and Digital Education (ODDE) is in transition and an umbrella mapping review is warranted given the dynamic growth of SRs in this literature. Why the new findings matter: The quality of many published SRs limits the reproducibility and validity of the presented research evidence—the results of the present quality appraisal call for more rigorous SRs in ODDE. Implications for researchers: Conducting SRs is a fruitful exercise for individual researchers and research institutions to gain a solid overview of a given topic. However, researchers must be trained in the appropriate methodology for the results to be reproducible and valid. Implications for practitioners and policy-makers: Systematic reviews can be a valuable source to inform practice and policy-making. However, attention must be paid to the quality of the reviews; if the method is not carried out accurately, the results must be interpreted with caution. Journal editors: As gatekeepers responsible for ensuring journal quality, editors should invite experts for the SR methodology to be members of the editorial team to handle the peer-review process of submissions. It must be guaranteed that only methodologically sound SRs are published.

Zong, Y., & Yang, L. (2025). **How AI-Enhanced Social–Emotional Learning Framework Transforms EFL Students' Engagement and Emotional Well-Being**. *European Journal of Education*, *60*(1), e12925. https://doi.org/10.1111/ejed.12925
This study explores the transformative role of AI-enhanced social–emotional learning (SEL) frameworks in improving the engagement and emotional well-being of English as a foreign language (EFL) students in China. A survey was conducted among 816 undergraduate and postgraduate students from universities across five provinces, utilising convenience sampling. The research focused on how AI tools integrated into English learning contribute to student engagement and emotional stability. Data were analysed using SPSS for descriptive and regression analyses and AMOS for structural equation modelling. The findings highlight that AI-enhanced SEL significantly boosts student engagement and emotional well-being. By providing tailored learning experiences based on students' emotional and cognitive needs, AI systems facilitate better emotional regulation, increased focus and improved academic performance. The results suggest that AI-enhanced SEL frameworks offer personalised support that not only enhances learning outcomes but also creates a more emotionally supportive environment, contributing to students' overall academic success and well-being.

Orientation scolaire et professionnelle

Avila, E., & Khamsing, W. T. (2025). **En 2022, 58 % des nouveaux bacheliers quittent leur zone d'emploi en entrant dans l'enseignement supérieur**. *Note d'Information du SIES*, (25.01), 1-8. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/en-2022-58-des-nouveaux-bacheliers-quittent-leur-zone-d-emploi-en-entrant-dans-l-enseignement-98294
En 2022, parmi un demi-million de néo-bacheliers résidant en France, 58 % quittent la zone d'emploi de leur domicile au moment du baccalauréat, et 17 % changent de région, en fonction de la formation du supérieur qu'ils ont acceptée.

Bonneviallle, L., & Wirth, C. (2025). **Une grande diversité des trajectoires durant les trois premières années de l'enseignement supérieur**. *Note d'Information du SIES*, (2025-03), 1-8. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/une-grande-diversite-des-trajectoires-durant-les-trois-premieres-annees-de-l-enseignement-superieur-98379
Trois quarts des plus de 500 000 néo-bacheliers inscrits en 2019 dans une formation de l'enseignement supérieur sont diplômés ou encore en études trois ans plus tard.

Botthy, J., Malfatto, S., & Ndao, G. (2025). **Plus d'un tiers des lycéens ultra marins s'orientent vers l'Hexagone pour leurs études supérieures**. *Note d'Information du SIES*, (2025-04), 1-6. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/plus-d-un-tiers-des-lyceens-ultra-marins-s-orientent-vers-l-hexagone-pour-leurs-etudes-superieures-98414
À l'issue de la campagne Parcoursup 2023, plus d'un tiers des lycéens ultra-marins candidats à une formation dans l'Hexagone y poursuivent leurs études supérieures.

Cairns, R., & Garrard, K. A. (2024). **The status of History in the subject-selection 'marketplace': Insights from Australian students**. *PROSPECTS*, *54*(3), 739-754. https://doi.org/10.1007/s11125-024-09705-9
Concern about declining enrollments in senior school History subjects has been a regular feature of history education discourse in Australia for at least 30 years. This concern is also evident in international discourse about History being a subject "in crisis". In Australia and elsewhere, there has been increased speculation about the reasons History enrollments are contracting. However, students are not often included in these discussions, and the external conditions affecting their subject choices tend to be overlooked. Our mixed methods research draws on descriptive statistics and thematic analysis of data from an online survey of 293 students in years 10, 11, and 12 from across Australia. This article examines influences on History's status in the subject 'marketplace' from the perspective of students and conceptualizes three sets of influences: instrumental, subject status, and local context. We position this work in the context of history education, subject selection, careers education research literature, and policy. The dominance of instrumental influences on the decisions of participants to choose or reject History as a senior secondary subject also leads us to examine how, in uncertain times, the forces of neoliberalism are shaping young people's perceptions of the alignment of school and future work.

Capogna, S., Pellegrini, S., & Sebastiani, R. (2025). **Transition and Artificial Intelligence: The Case of Student Professionalisation**. *European Journal of Education*, *60*(1), e12866. https://doi.org/10.1111/ejed.12866
The article explores the importance of university students' knowledge of the world as an essential prerequisite for facing digital, ecological and human transitions. A study of 50 third-year students of primary education sciences investigates (a) familiarity with reflection during learning; (b) the influence of artificial intelligence in the construction of knowledge; and (c) the degree of trust placed in AI to improve skills. The aim is to highlight students' metacognitive attitude towards AI, its creative use and the beliefs that emerged in their professional development.

Duru-Bellat, M. (2025, janvier 29). **Parcoursup : comment ouvrir les portes au lieu de les fermer ?** Consulté 31 janvier 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/parcoursup-ouvrir-portes-lieu-de-fermer/00113771
Depuis le 15 janvier, les élèves de terminale ont entamé, non sans stress, leurs démarches sur Parcoursup… Selon les instances politiques, la plate-forme entend gérer au mieux le flux massif d

Graveleau, S. (2025, janvier 30). **A l'université, le stage est désormais incontournable : « Pour accéder aux masters, le fait d'en avoir réalisé est devenu un prérequis »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/30/a-l-universite-le-stage-est-desormais-incontournable-pour-acceder-aux-masters-le-fait-d-en-avoir-realise-est-devenu-un-prerequis_6522967_4401467.html
Chaque année, environ un tiers des étudiants en fac effectuent une immersion dans le monde du travail. Cette expérience, de plus en plus souvent obligatoire dans les cursus, peut être formatrice, quand les conditions sont réunies.

Matthewes, S. H., & Borgna, C. (2025). **De-tracking at the margin: How alternative secondary education pathways affect student attainment**. *Economics of Education Review*, *104*, 102608. https://doi.org/10.1016/j.econedurev.2024.102608
This paper estimates how marginal increases in the flexibility of between-school tracking affect student attainment by exploiting the addition of non-selective 'comprehensive schools' and hybrid 'vocational high schools' to Germany's tracked school system. These schools opened up alternative pathways to the university-entrance certificate, which traditionally could only be obtained at academic-track schools. We use administrative records to compile a county-level panel of school supply and attainment for 13 cohorts between 1995 and 2007. Cross-sectionally, the supplies of all three school types awarding the university-entrance certificate correlate positively with its attainment. However, for academic-track and comprehensive schools this association is not robust to the inclusion of regional controls, suggesting that it reflects regional differences in educational demand rather than supply-side effects. For vocational high schools, in contrast, we find robust evidence for positive attainment effects not only in cross-sectional and two-way fixed-effects panel regressions, but also in an event-study design that exploits the quasi-random timing of new school openings. Likely reasons for their success are that they lower the (perceived) costs of educational upgrading for late-bloomers, and their hybrid curriculum, which may retain students in general schooling who would otherwise enter vocational training.

Nasi, M. (2025, janvier 23). **Les multiples débouchés des masters en maths : « Je ne pensais pas que cela ouvrait autant de portes »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/23/je-ne-pensais-pas-que-cela-ouvrait-autant-de-portes-les-masters-en-maths-multiplient-les-debouches_6511165_4401467.html
Ces formations se déclinent en de nombreux domaines d'application. Elles offrent des perspectives de carrière tout aussi variées, et des rémunérations intéressantes.

Nunès, É. (2025, janvier 29). **Les passerelles pour intégrer une grande école, loin de la « voie royale »**. *Le Monde*. Consulté à l'adresse

https://www.lemonde.fr/campus/article/2025/01/29/les-passerelles-pour-integrer-une-grande-ecole-loin-de-la-voie-royale_6521246_4401467.html
L'admission sur titre permet aux écoles d'ingénieurs ou de management de recruter des profils variés, hors des classes préparatoires.

Politique de l'éducation et système éducatif

Abbasi, B. N., Wu, Y., & Luo, Z. (2025). **Exploring the impact of artificial intelligence on curriculum development in global higher education institutions**. *Education and Information Technologies*, *30*(1), 547-581. https://doi.org/10.1007/s10639-024-13113-z
Artificial intelligence (AI) refers to the theory and development of computer systems capable of performing tasks that normally require human intelligence. This revolutionary technology holds immense potential in multiple domains, including the development of educational curricula. This article has explored the impact of AI on curriculum development in global higher education institutions, analyzing data from 2,000 faculty and student respondents, across five continents: North America, Europe, Asia, Africa, and Latin America, using a logistic regression model. The study found that frequent use of AI, the extent of the faculty knowledge, institution support to faculty, and the future expectation about AI are promoting curriculum development. Furthermore, the effectiveness of AI-driven tools in personalizing learning experiences, enhancing student engagement, identifying and addressing individual needs, providing real-time feedback, improving the quality of teaching and learning materials, and promoting critical thinking and problem-solving skills is driving curriculum development. Moreover, the challenges limiting AI integration in curriculum development include its ability to personalize learning, adapt content based on student needs, ethical concerns, and hesitations in recommending AI use to other educational institutions. Besides, with respect to cultural and educational contexts in AI-powered tools, the integration of AI in global higher education curriculum development is hindered by its inability to align with and navigate the complexities of these contexts. In addition, educators' and leaders' perceptions and attitudes also influence AI's role in curriculum development. Factors such as AI's ability to create personalized learning experiences, familiarity with current AI tools, its effectiveness in identifying student learning gaps, willingness to undergo training and professional development, and its capacity to address biases in curriculum content stimulate development yet also present limitations. Importantly, our findings indicate that, while AI has enormous potential to revolutionize curriculum development, strategic approaches and policies are required to overcome the identified issues and improve AI integration in varied educational settings.

Abugabr Elhag, H. E. E., & Baleela, R. M. H. (2025). **Preliminary investigation and analysis of the impact of the Sudan War on higher education and scientific research sectors**. *International Journal of Educational Development*, *112*, 103190. https://doi.org/10.1016/j.ijedudev.2024.103190
The ongoing conflict between the Sudanese Armed Forces (SAF) and the paramilitary Rapid Support Forces (RSF), which began on 15 April 2023, has caused widespread destruction in the infrastructure and services, including universities and reserch institutions. The war has led to mass displacement and severe insecurity, forcing citizens to flee. This study presents a descriptive statistical analysis of the war impacts on displaced Sudanese academicians, researchers, administration officials, and students. An online survey was launched in February 2024 to obtain information on the war impacts between April 2023

and August 2024. Results indicated a high rate of displacement in the targeted groups, a preference to cross borders to Egypt, struggles in the continuity of students' education and relaying of asynchronous online teaching, and dramatic changes in monthly expenses due to war-related inflation which caused financial struggles and professional disruptions. The outcomes could be linked to broader issues such as food insecurity, healthcare destruction, and environmental challenges worsened by climate change. The findings stress the urgent need for international support, fellowships, and collaboration to rebuild Sudan's academic sector and facilitate recovery and development in the post-war era.

Abulibdeh, A., Baya Chatti, C., Alkhereibi, A., & El Menshawy, S. (2025). **A Scoping Review of the Strategic Integration of Artificial Intelligence in Higher Education: Transforming University Excellence Themes and Strategic Planning in the Digital Era**. *European Journal of Education*, *60*(1), e12908. https://doi.org/10.1111/ejed.12908
This scoping review discusses artificial intelligence's (AI) transformative role in strategic enhancement planning and academic excellence at Qatar University (QU). In response to the unprecedented rise in the integration of AI into higher education institutions worldwide, this study aims to understand its influence on institutional strategies and the development of student competencies. A literature search using Web of Science, Scopus, Google Scholar and IEEE Xplore. In this respect, 156 relevant studies were identified. Data extraction and charting for Covidence provided insights into the effects of AI on teaching, administrative efficiency and student learning experiences. The review emphasises how AI could enhance administrative efficiency and provide personalised learning. Still, it also points to challenges that must be faced: data privacy and reduced human interaction. The findings suggest that AI offers significant advantages in higher education but needs prudent implementation to meet the risks associated with adopting emerging technology. This would address the need for its effective complementarity to traditional educational methods.

Akkari, A., & Vinuesa, V. (2024). **Teaching and teachers in the Sahel countries by 2030: The need to innovate in the face of adversity**. *PROSPECTS*, *54*(3), 515-529. https://doi.org/10.1007/s11125-023-09646-9
This article examines the educational and teacher-related policies in the Sahel region countries over the past decade and highlights main issues that hinder their ability to achieve the Sustainable Development Goals by 2030. The discrepancy between the current situation and the desired pace of change can be attributed to the lack of prioritization in educational and teaching policies. This article proposes an alternative approach, emphasizing the selection of a maximum of five objectives and providing the necessary means for their effective implementation. By adopting a focused approach, the Sahel region can make strides in overcoming educational challenges and aligning with the goals set for 2030.

Aksoy, D. A., Kurşun, E., & Zawacki-Richter, O. (2025). **Factors affecting the sustainability of open educational resource initiatives in higher education: A systematic review**. *Review of Education*, *13*(1), e70029. https://doi.org/10.1002/rev3.70029
This systematic review aims to examine the factors that impact the sustainability of open educational resources (OER) initiatives. A total of 226 articles from the Web of Science, ERIC and SCOPUS databases were subjected to content analysis to identify factors that influence the sustainability of OER initiatives based on the 3M (macro, meso and micro)

framework. Our findings reveal that OER sustainability is influenced by different factors in different contexts, such as platform, content creator, learner, learning material and institutional setting. Within the institutional context, institutional policies categorised as a macro and meso factor, were identified as the most frequently mentioned factor affecting OER sustainability. The factors of providing institutional support and incentives were identified as meso factors. For faculty and learners, meso and micro factors such as attitude, motivation, awareness of OER, time, ICT needs and digital literacy were frequently mentioned. Access emerged as a prominent meso factor within the OER platforms dimension. Quality was identified as a critical macro and meso factor for the sustainability of OER. After the quality factor, material-related factors such as licensing, interactivity and free access emerged. Finally, an OER sustainability framework is proposed along with recommendations for researchers, practitioners and administrators to promote sustainable OER practices.

Alanazi, A. S., Benlaria, H., & Alanazi, S. A. (2025). **Sustainable assistive technology and employment opportunities for graduates with disability: Mediating role of government support**. *Education and Information Technologies*, *30*(1), 257-278. https://doi.org/10.1007/s10639-024-12863-0
This study evaluated the impact of sustainable assistive technology (SAT) on the employment opportunities (EOs) of university graduates with disabilities (GwDs) in the Kingdom of Saudi Arabia (KSA) and examined whether government support (GS) acts as a mediating factor on said impact. A sample of 205 GwDs from five universities in the KSA completed questionnaires online. Covariance-based structural equation modeling (CB-SEM) of the resultant data revealed that assistive technology type (ATT), AT accessibility and usability (AU), and AT long-term viability (LV) have significant influences on the EOs of GwDs in KSA. GS was found to have an indirect positive effect on SAT effectiveness for improving EOs. The present findings support the supposition that SAT can be critical to empowering GwDs, particularly with respect to enhancing their EOs in the KSA. Additionally, the findings indicate that it is worthwhile for governments and other stakeholders to assess workplace SAT utilization regularly and to work to improve SAT accessibility, affordability, and usability. These findings support increased investment in and attention to SAT by researchers, funders, and non-profit organizations.

Alban Conto, C., Foimapafisi, T., Beaujeu, M., Lamouri, J., & Diagana, F. (2024). ***Dynamiques de genre et éducation dans le camp de réfugiés de Mbera : éléments d'analyse et recommandations pour une intégration sensible au genre de la population réfugiée dans les politiques d'éducation nationale*** (p. 51). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392252

Aleghfeli, Y. K., McIntyre, J., Hunt, L., & Stone, C. (2025). **Safety, Belonging and Success in Education for Refugees in Europe: A Systematic Review**. *European Journal of Education*, *60*(1), e12852. https://doi.org/10.1111/ejed.12852
This systematic review aims to explore refugees' educational access, experiences and outcomes in Europe since 2015. The review follows a systematic process of reviewing and synthesising texts compiled in the Hub for Education for Refugees in Europe (HERE) Knowledge Base to fill gaps in knowledge about the educational trajectories of learners of refugee and forced migrant backgrounds who have arrived in Europe. The review includes studies that focus on all forms of educational provision and services for refugees and forced migrants in Europe: formal, non-formal and informal. The review also takes a

meta-ethnographic approach to data analysis and synthesis. Key findings highlight the interconnectedness of safety, belonging and success in education for learners with refugee and forced migrant backgrounds and the necessity of economic redistribution, cultural recognition and political participation for achieving these goals.

Anik, M. H., & Rahman, S. M. H. (2025). ***Strategic Integration of Generative AI in Higher Education: Analysis of Usage, Competencies, and Policy Measures for the Science Education of Bangladesh***. Consulté à l'adresse https://hal.science/hal-04904869
The Fifth Industrial Revolution (5IR) has accelerated the adoption of Generative AI (GenAI) in higher education, significantly impacting teaching, learning, and research. While tools like ChatGPT, Google Bard, Grammarly, and QuillBot have enhanced academic efficiency, the unstructured integration of AI in Bangladeshi higher education institutions raises concerns regarding academic integrity, competency development, and policy frameworks. Despite increasing AI adoption among students and educators, there is no systematic assessment of AI usage levels, competencies gained, or strategic measures for AI integration in Bangladesh's higher education sector. This study aims to analyze the extent of GenAI use, evaluate AI competencies among Science, Mathematics, and Technology Education (SMTE) students and Institute of Education and Research (IER) faculty members, and propose policy-driven AI integration strategies. Employing a multiphase mixed-method research design, this study follows an explanatory sequential approach, starting with a quantitative survey to assess AI usage and competency levels, followed by qualitative key-informant interviews (KII) and a policy workshop to develop strategic planning recommendations. Findings will provide empirical insights into AI adoption, competency gaps, and necessary policy measures, contributing to a structured, ethical, and effective AI integration framework for Bangladeshi higher education.

Anson, D. W. J. (2025). **Weapons of mass construction: The role of the Australian Curriculum in political discourse**. *The Curriculum Journal*, *36*(1), 164-179. https://doi.org/10.1002/curj.283
National curricula influence, and are influenced by, political agendas. Understanding political enmeshment (both overt and covert) in curriculum development is therefore vital for ensuring transparency and quality in curricula. This paper analyses how the Australian Curriculum is represented in the federal Education Ministers' media releases. Using NVivo, media releases were inductively coded into two broad themes: (a) back to basics, overcrowding and phonics; and (b) Australian 'truth': History, democracy and identity. By organising political discourse into the narrative presented below, I argue that the Australian Curriculum is used as a weapon of mass construction. In other words, politicians use curriculum development and renewal to enforce particular subject positions and attack the other side of government. As a result, genuine curriculum renewal is stymied, with each new government claiming that it is correcting the mistakes of the previous government while appearing to make no tangible changes. The implications of this analysis are that greater transparency of political involvement is needed in curriculum materials, greater teacher autonomy is needed to adapt curricula to localised contexts and greater student freedom to contest curricula is needed to ensure robust literacy development and meaningful engagement with subject knowledge.

Atmani, M. (2024). **La conception universelle de l'apprentissage : pour un enseignement primaire « plus » inclusif au Maroc**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 88-97. https://doi.org/10.7202/1114695ar
Au Maroc, les profils des élèves de l'enseignement primaire ne cessent de se diversifier. Face à cette réalité, les pratiques enseignantes sont également hétérogènes, mais sont-elles toutes inclusives ? Par inclusion, nous entendons optimiser pour tout apprenant, ayant ou non des besoins spécifiques, la chance de réussir. Cet article se veut une réflexion sur l'importance de la flexibilité et de la souplesse dans l'organisation scolaire et dans les pratiques pédagogiques. Il vise à vérifier, exemples à l'appui, l'intérêt de la Conception Universelle de l'Apprentissage (CUA) quant à la gestion de l'hétérogénéité des profils dans une classe de primaire au Maroc, pour y garantir toutes les chances de réussite. Etant donné qu'elle porte à la fois sur les deux pôles du spectre de la "normalité'' humaine : la déficience et la douance, tout en misant sur trois grands processus cérébraux, le quoi, le pourquoi et le comment, la CUA est centrée sur l'Apprenant et non sur les apprenants présentant des besoins spécifiques et oriente l'action pédagogique vers le développement de compétences transversales. Pour ce faire, elle prône le développement et la mise en oeuvre de pratiques éducatives et organisationnelles diversifiées qui répondent aux besoins d'Apprentissage de toute personne, quelle qu'elle soit, sans compromis sur les exigences du curriculum.

AuCoin, A., & Haché-Mallet, D. (2024). **Une école secondaire inclusive : est-ce possible ?** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 74-77. https://doi.org/10.7202/1114692ar
Deux collègues, passionnées d'inclusion scolaire, choisissent de vous présenter le travail d'une direction d'école secondaire en faveur de l'éducation inclusive.

Avelar, M. (2025). **Mapping the digital education landscape: Stakeholders and networks of governance in Brazil**. *International Journal of Educational Development*, *112*, 103192. https://doi.org/10.1016/j.ijedudev.2024.103192
The COVID-19 pandemic has significantly accelerated the digitalization of education, integrating digital tools such as platforms, apps, games, and virtual learning environments into schools worldwide. This expansion of educational technology is intertwined with complex governance networks, where new private actors play an increasingly prominent role in managing public education. Alongside traditional stakeholders, EdTech startups, new philanthropists, venture capitalists, and intermediaries have emerged as influential participants in shaping the educational landscape. This paper maps the stakeholder groups and their interconnections within Brazil's digital education governance networks, identifying the most influential and well-connected organizations. It explores their interactions, highlighting collaborative efforts to drive education reform through technology. Employing network ethnography and a policy-following approach, this paper analyses the digital education landscape in Brazil, with critical insights into the governance dynamics shaping education.

Baraldi, C. (2025). **Research on Hybrid Integration and Local Policies in the Education System**. *European Journal of Education*, *60*(1), e12854. https://doi.org/10.1111/ejed.12854
This article presents a European research project addressing migrant children's participation in the education system in seven countries. The article primarily concerns a

part of the research project, based on transcribed recordings of facilitated classroom activities in primary and secondary schools, prefaced by a summary of the research findings that provides a background. The analysed facilitated classroom interactions show forms of hybrid integration based on the ways in which migrant and nonmigrant children exercise agency, sharing their personal cultural trajectories. The paper shows the importance of using research on classroom activities for the support of educational policies at local, national and European level. The analysis also suggests the ways in which these policies can be supported by the use of resources based on field research. Finally, the paper briefly focuses on the support of classroom activities in exceptionally unpredictable conditions, such as the COVID-19 pandemic.

Baudont, S. (2024). ***L'école inclusive : du mot d'ordre à l'action intersectorielle territoriale. Le rôle des responsables intermédiaires*** (Thesis). Consulté à l'adresse https://theses.hal.science/tel-04848394v1

Bedenlier, S., Buntins, K., Bond, M., Händel, M., & Marín, V. I. (2025). **Evidence syntheses in educational technology research: What is not published in English is not visible? A tertiary mapping review**. *Review of Education*, *13*(1), e70022. https://doi.org/10.1002/rev3.70022

Evidence syntheses, such as systematic reviews, aim to summarise the current state of research in a field, often using the publication language of a study as a criterion for inclusion or exclusion. However, this has serious implications for capturing evidence from a wider range of geographical areas, and the potential for linguistic bias. In order to explore this issue, a trilingual tertiary mapping review of 446 evidence syntheses within the field of educational technology (EdTech) and published in English, Spanish and German was undertaken, analysing the frequency of multi- and monolingual evidence syntheses, reasons for language choice by research teams, and the composition of research teams in multi- and monolingual evidence syntheses. Items were included if they were a form of evidence synthesis with an explicit method section, indexed within ERIC, Scopus, Web of Science, Dialnet, FIS-Bildung, or Google Scholar, education-related, and published between 1983 and May 2022. The results showed that only eight languages were considered in published syntheses, only five languages were used to construct search strings, most evidence syntheses included research published in English without explaining why, and multilingual research team composition did not predict multilingual evidence syntheses. The findings suggest the need to address publication languages not only as a formal criterion but as an integral aspect of methodological approach, influencing the content and scope of syntheses in educational research.

Bell, S. (2025). **Understanding the competing logics of district education office work: The case of Ghana**. *International Journal of Educational Development*, *113*, 103219. https://doi.org/10.1016/j.ijedudev.2025.103219

District education offices are crucial to school-level policy implementation. Analyzing policy documents and interviews with over 75 stakeholders in Ghana, this study uses an institutional logic framework to examine four logics of district work: bureaucratic, political, civic, and professional. It reveals tensions between the district's traditional top-down bureaucratic role, its political and civic roles embedded in decentralization reforms, and recent policies emphasizing a professional, instructional support role with schools. These competing logics are evident in the recent introduction of the delivery approach, which mandates performance contracts at all levels to enhance the implementation of policy priorities. The study presents a framework to understand the complex institutional

environment district staff navigate to deliver education policy and support teaching and learning.

Bellei, C., Contreras, M., & Guajardo, F. (2025). **Families' responses to a new centralized school admission system. School choice and justice in education**. *International Journal of Educational Development*, *113*, 103202. https://doi.org/10.1016/j.ijedudev.2024.103202
This study aimed to understand the practices and discourses of Chilean families regarding a new centralized school admission system (SAS). SAS employs a deferred acceptance algorithm to distribute to allocate students, after parents submit online applications ranking their preferred schools for their children. We conducted semi-structured interviews and focus groups with parents from diverse social classes. While a minority of parents appreciated SAS for its convenience, time savings, discrimination prevention, and promotion of desegregation, many families expressed negative attitudes, associated with feelings of disqualification, disempowerment, and distrust. These sentiments led to various forms of resistance.

Bengtsson, J., & Lunneblad, J. (2025). **To 'patch up' or to 'meet the needs': navigating the politics and visions of 'open school' collaboration and equity work in urban areas in Sweden**. *Pedagogy, Culture & Society*, *33*(1), 19-34. https://doi.org/10.1080/14681366.2023.2185659
This paper explores how school community collaboration is given meaning by municipally employed coordinators whose task is to organise collaboration between schools and other actors in urban areas in Sweden. Inspired by Carol Bacchi's theorisation of the constitutive aspect of discerning problems, it examines how coordinators give meaning to the problems and challenges to which the initiative is intended to respond. The focus is on how coordinators rationalised the initiative and how they navigated and created directions within collaboration as practice across different areas of responsibility, such as school, leisure, and safeguarding work. Building on observations of coordinator meetings, interviews, and policy texts, the analysis shows how different rationalities and tensions permeated the collaboration, which, on the one hand, can be understood as something that added value and, on the other, as reinforcing a reduced or broken welfare system, while an overall rationality concerned making efforts for children and young people here and now.

Benoit, H., & Mauguin, M. (2024). **Dispositifs inclusifs et dispositif stratégique : un tropisme institutionnel souterrain**. *Carrefours de l'éducation*, *58*(2), 29-42. https://doi.org/10.3917/cdle.058.0029

Binhas, A. (2025). **Alone on the Bridge: The Intersectional Identity and Mediating Role of Israeli Educators of Ethiopian Descent**. *European Journal of Education*, *60*(1), e12830. https://doi.org/10.1111/ejed.12830
Intercultural mediation has developed significantly in recent decades in various public systems, including the education system. In Israel, hundreds of mediators from various social groups serve to bridge between the parents and community on the one hand, and the school on another. This role involves a personal and professional challenge given the mediators' intersectional identity as members of both a migrant group and the host culture, where they represent the Israeli education system. This study focuses on mediators of Ethiopian descent, and examines the following questions: (1) How are the

mediators' two identities expressed? (2) How do they affect their personal and professional experiences? (3) What, in their experience, are the most effective tools for intercultural mediation in the school system? (4) How can a public system support the mediators' activity? The study was carried out in the Research Lab of the Center for the Advancement of a Shared Society at the Beit Berl College, with the funding of the Feldman Foundation TX.

B-Lamoureux, B., Gélinas-Proulx, A., & Guillemette, S. (2024). **Promouvoir le bienêtre et l'inclusion dans une approche équitable visant la justice sociale : défis, rôles et éléments clés en milieu scolaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 48-52. https://doi.org/10.7202/1114687ar
Cet article explore les enjeux d'équité et d'inclusion pouvant miner le bienêtre dans les milieux scolaires québécois, en identifiant les injustices profondément enracinées dans des dynamiques de pouvoir asymétriques et des présupposés à déconstruire et reconstruire. S'appuyant sur une thèse (B-Lamoureux, 2024) recensant des recherches récentes, il met en lumière le décalage entre les savoirs issus des recherches et leur mise en application concrète dans les établissements scolaires, en soulignant l'impératif de former et d'accompagner les directions d'établissement scolaire ainsi que leurs équipes dans le développement d'un leadeurship bienveillant, inclusif et transformatif. L'article propose également des stratégies pour renforcer la collaboration entre toutes les parties prenantes du milieu scolaire pour créer un environnement où chaque individu se sent valorisé et inclus. Des pistes sont avancées pour soutenir un processus de transformation organisationnelle, visant à promouvoir le bienêtre individuel et collectif au sein des milieux scolaires.

Boutet-Waïss, F., Fardet, É., Canvel, A., Cormier, B., Desprez, J.-M., Gauchard, X., … Vieaux, C. (2025). ***Suivi et accompagnement de l'expérimentation du programme Territoires éducatifs ruraux***. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/198906/download
Alors qu'ils visaient initialement la mise en cohérence des actions éducatives portées par l'éducation nationale, le concept de territoire éducatif rural a évolué vers une convergence des politiques éducatives autour des besoins des enfants et des jeunes. Lancée en janvier 2021 dans les académies d'Amiens, de Nancy-Metz et de Normandie, l'expérimentation du programme Territoires éducatifs ruraux (TER) a été étendue à la rentrée 2021 à sept nouvelles académies (Besançon, Bordeaux, Clermont-Ferrand, Dijon, Limoges, Rennes, Toulouse). Cette expérimentation correspond à une forte attente des élus. Le déploiement des projets éducatifs, sociaux et de santé des territoires ruraux implique une coordination plus étroite entre les collectivités, les opérateurs et les services de l'État. Cette alliance éducative doit en outre s'inscrire dans une démarche de coconstruction des projets portés par les territoires. Cette nécessaire dynamique est l'occasion d'associer pleinement les services départementaux à la jeunesse, à l'engagement et aux sports (SDJES) dans l'accompagnement au pilotage des TER. Le rapport décrit un modèle théorique des Territoires éducatifs ruraux avec le renforcement du lien entre l'éducation nationale et les autres services publics, l'appui sur les projets d'EPCI qui permettent le financement des politiques prioritaires, retenues conjointement par les services publics et les collectivités, et la mise en place de gouvernances locales pour assurer leur déploiement.

Bouvet, N., Galli, C., Maillard, D., & Marion, I. (2024). ***Évaluation des effets du financement du PIA sur les Campus des métiers et des qualifications. Première campagne d'évaluation*** (report N° 56; p. 46 p.). Consulté à l'adresse Céreq - Centre d'études et de recherches sur les qualifications website: https://shs.hal.science/halshs-04891715

Brust, C. M., & Widmaier, H. (2024). **US Higher Education's Civic Responsibility to Educate for Informal Political Representation**. *Educational Theory*, *74*(5), 715-734. https://doi.org/10.1111/edth.12661

In this paper, Caitlin Murphy Brust and Hannah Widmaier begin with the assumption that highly selective institutions of higher education in the United States have a duty to promote civic equality. They employ Wendy Salkin's theory of informal political representation to examine how highly selective institutions should go about promoting civic equality. According to Salkin's theory, someone serves as an informal political representative (IPR) when they speak or act on behalf of others, without having been selected to do so via a systematized selection procedure. Brust and Widmaier argue that as part of their civic educational missions, highly selective institutions should educate their students for informal political representation, and this includes equipping students to (1) serve as effective IPRs, (2) be responsible audience members to others' informal political representation, and (3) deliberate carefully and with open-mindedness about when they should or should not take on the role of IPR. Brust and Widmaier examine two types of injustice that students from marginalized communities face at highly selective institutions, and they explore how education for informal political representation might ameliorate those injustices. The authors conclude by offering some practical suggestions to institutional policymakers and educators.

Café pédagogique. (2025, janvier 21). **Le lycée professionnel n'est donc pas la voie de garage que certains se plaisent à décrire**. Consulté 21 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/21/le-lycee-professionnel-nest-donc-pas-la-voie-de-garage-que-certains-se-plaisent-a-decrire/

« La formation professionnelle sous statut scolaire et universitaire résiste », indique Christian Sauce, professeur retraité de l'Éducation nationale et spécialiste de l'enseignement professionnel. Il livre son analyse des notes de la DEPP

Cameron, L. M., Kovalchuk, S., D'Angelo, S. M., & Igodoe, A. A. (2025). **Localizing the education development research agenda in the Global South: The case of GPE KIX**. *International Journal of Educational Development*, *113*, 103207. https://doi.org/10.1016/j.ijedudev.2025.103207

Recent efforts in decolonization and localization have been influential in reshaping the long-standing norms of international development, whereby large-scale funders and actors in the Global North have shaped education development research agendas in low- and middle-income countries. This influence often stems from decision-making processes that appear opaque and mono-directional, flowing from North to South. Adopting a localization perspective, this article examines the attempts of a large-scale international development program—the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX)—to reverse this trend by engaging education stakeholders in over 60 low- and middle-income countries to inform its research and implementation activities and thereby localize the education development research agenda. It draws on reflections from key project implementers and details the process undertaken to ensure that the countries involved had opportunities to shape the GPE KIX

research agenda and implementation activities, based on their national education priorities. The article explores practical challenges encountered in the effort to localize the program's agenda, including conducting online, participatory data collection while navigating diverse language needs, time zones constraints and budget limitations. It addresses methodological dilemmas encountered, examining power dynamics, researcher and institutional positionality, the role of gatekeepers, tensions related to participant identities and biases, spaces of pushback, the use of research evidence and features of project design. Drawing on the experience of GPE KIX, the article discusses implications for future efforts to localize education development research agendas in the Global South.

Carron, D., Costa, A., Do Sul, T., O'Keeffe, P., Ngabirano, M., & Radjabu, A. (2024). **The real cost of teaching in a refugee camp: Asking the difficult questions**. *PROSPECTS*, *54*(3), 789-805. https://doi.org/10.1007/s11125-023-09645-w
This article asks difficult questions about higher-education courses provided by Western institutions to people living in refugee camps. It critically examines a blended-learning approach that incorporates a massive online open course (MOOC) into a scaffolded higher-education program—the University of Geneva's Connected Blended Learning model—in the Kakuma refugee camp. It assesses the effectiveness of this approach in an accredited University of Geneva human-rights law course, which ran in the Kakuma camp from 2017 to 2020. On the basis of the long experience of the course leaders and research carried out with students who participated in the course, the article explores ways of improving this model by answering difficult questions about the real cost of teaching in a refugee camp. This paper was co-written by a professor, a researcher, and students who were involved in the course, two of whom are refugees living in Kakuma refugee camp.

Cart, B., & Toutin-Trelcat, M.-H. (2024). **L'apprentissage après la réforme de 2018 : nouveaux acteurs, nouveaux défis**. *Céreq Bref*, (462), 1-4. Consulté à l'adresse https://www.cereq.fr/lapprentissage-reforme-nouveaux-acteurs

Chan, S.-J. (2025). **Crises for Private Higher Education in Taiwan? A Conjunctural Analysis**. *Higher Education Quarterly*, *79*(1), e12586. https://doi.org/10.1111/hequ.12586
Private higher education (PHE) in Taiwan, similar to other East Asian systems, is a distinct sector that has played several significant roles. It experienced growth and prosperity during the massification of the entire higher education system. However, a multitude of emerging circumstances has ushered in dramatic changes and crises, impacting not only PHE but also the entire sector as a whole. These ongoing developments have the potential to fundamentally reshape the current components and structures of Taiwanese higher education. Therefore, we have adopted conjunctural analysis as a methodological approach to examine these forces and their effects on the evolving role of the private sector in the context of higher education system reconfigurations in Taiwan. Our findings reveal that PHE has faced a series of crises, encompassing demographic shifts, financial challenges, and legal complexities. The pursuit of greater "publicness" and the implementation of intervention measures through policy enactment and legal regulations have shifted the entire system toward a more "publicized" configuration. This new direction marks the onset of a new era in Taiwanese higher education.

Cheema, J. R., Siddiqui, S., & Paarlberg, A. (2025). **Investigating private and public school performance gap: A case study in Turkey**. *International Journal of Educational Development*, *113*, 103205. https://doi.org/10.1016/j.ijedudev.2025.103205
Recent literature has suggested that private-public school performance gaps are rooted in individual differences and that they disappear after adequately controlling for student characteristics. However, most of this research is based on samples from the U.S. and other developed countries and it is not clear how empirical results generalize to populations in developing nations. In this paper we used a national sample from Turkey to test the hypothesis that private-public school differences in performance disappear once important student characteristics are controlled for. Our results indicate that after controlling for such differences the gap between private and public school performance does indeed disappear. However, the gap reemerges in the opposite direction once school-specific predictors are added suggesting that public schools in fact perform better than private schools in Turkey when the playing field is level. Implications are discussed.

Chen, J., Toprak, M., Karakus, M., & Kouhsari, M. (2025). **The Network Structure of School Principal Resilience: Gender Differences**. *European Journal of Education*, *60*(1), e12756. https://doi.org/10.1111/ejed.12756
The ability of school principals to demonstrate resilience enables them to effectively lead, adapt and thrive amidst the ever-changing landscape of educational challenges and transformations. Despite its necessity, research on principal resilience remains largely underdeveloped and is still in its early stages. The current study aims to fill this gap using network analysis to examine the inter-structural principal resilience network and gender differences in terms of network estimation, centrality indices, network stability and network comparison using a sample of 1274 principals from China. The results reveal a comprehensive understanding of the dynamic network and gender effects on school principal resilience at the dimension and item levels. It is noted that social resilience exhibits the highest strength, indicating the critical importance of social support networks and relationships. The gender analysis indicated that spiritual resilience emerged as a central dimension in the resilience network of female principals, while emotional and psychological resilience was the central dimension in the resilience network of male principals. This study advances the conceptual and practical understandings of school principal resilience by examining the interactions among different dimensions and items, thereby contributing to the maturity of knowledge production and intervention efforts in the field.

Chikazinga, W. W. N. (2025). **University Actors Responding to the National Quality Assurance Regime for Higher Education in Malawi: A Case of Instrumentality, Pragmatism and Symbolic Compliance**. *Higher Education Quarterly*, *79*(1), e12577. https://doi.org/10.1111/hequ.12577
The literature shows that the question of how to integrate quality assurance into higher education institutions is associated with several obstacles including non-support from university actors. This study explored the university actors' response to the recently implemented external quality assurance and accreditation regime for higher education in Malawi. The findings showed that university actors respond to external quality assurance in divergent ways, mainly characterised by formal instrumentality, professional pragmatism and symbolic compliance. This meant that it would be naïve for external quality assurance agencies to assume that when university actors participate in external

accreditation processes, it means that they embrace external quality assurance as a mechanism for enhancing quality. The implication was that national policy makers and quality assurance agencies should not consider university actors as 'passive recipients' that mutely accept quality assurance reforms, but rather seriously attend to them as both 'makers' and 'shapers' of policy in order to develop quality assurance systems that can be genuinely embraced. The study contributes to research that take a critical perspective in interpreting university personnel response to quality assurance.

Choudhury, P. K., & Mousumi, M. A. (2024). **School choice in rural Odisha, India: Understanding from a multi-stakeholder perspective**. *PROSPECTS*, *54*(3), 723-737. https://doi.org/10.1007/s11125-024-09694-9
This article discusses the socioeconomic and institutional complexities of school choice in rural Odisha, India, from a multi-stakeholder perspective. It argues that parents prefer to send their children to private schools as they find government schools are of low quality in rural India. Discussions with stakeholders in school education reveal that teachers in government schools often involve themselves in different non-teaching activities, such as managing the school building construction, distributing school uniforms and bicycles to students, and overseeing midday meals served in schools. In contrast, this does not appear to be the case in private schools. Other than offering better teaching–learning, private schools also have pre-primary sections and an emphasis on extra-curricular activities that motivate parents to select these schools. The analysis finds that the push factors in government schools and the pull factors of private schools lead to economic exploitation of parents by for-profit private schools, a significant policy concern highlighted in the National Education Policy 2020.

Civera, A., Lehmann, E., Meoli, M., Paleari, S., & Brioschi, M. S. (2025). **How to Protect the Taste for Science? Working Conditions in European Higher Education Systems**. *Higher Education Quarterly*, *79*(1), e12591. https://doi.org/10.1111/hequ.12591
When a pronounced taste for science leads researchers to self-select themselves in academia, higher education systems must be able to protect it. By relying on the economic theory of higher education, the international mobility and the sociology of science literature, we compare the working condition in the four major European higher education systems: the United Kingdom, Germany, France and Italy. Remuneration level especially its variable component is of paramount importance for all researchers. Job security in terms of tenure-track positions and habilitation process as well as the career length are relevant for early-career scholars, whereas the institutional prestige and the funding availability together with the disciplinary-centre approach as well as the language biases are significant conditions for international researchers specifically. According to the target, policymakers should rely on specific leverages to increase a country competitiveness.

Coen, C., Bocquillon, M., Baco, C., Vargas, E. G., & Delbart, L. (2025). **What Are the Reported Classroom Management Strategies of a Sample of Novice Teachers in French-Speaking Belgium, and What Do They Base Their Choices on?** *European Journal of Education*, *60*(1), e12857. https://doi.org/10.1111/ejed.12857
Classroom management is one of the main difficulties encountered by teachers. One way of improving this situation is to implement classroom management strategies that have been validated by scientific research. The purpose of this research is to study the classroom management strategies declared by a sample of novice teachers, and the

sources of information on which they say they base their choice. To this end, semi-structured interviews were conducted with 42 French-speaking Belgian novice teachers. These interviews were subject to thematic content analysis. The teachers report implementing certain classroom management strategies considered effective in the scientific literature, as well as practices that are less effective according to the scientific literature. To choose their strategies, they say they mainly rely on the advice of colleagues, examples suggested on social networks, and/or their initial training. The results of this study can be used to formulate ways of improving teacher training both in French-speaking Belgium and more widely.

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

Culbertson, L., Lawton, C., & Robinson, I. (2025). **The Concept of Academic Quality**. *Higher Education Quarterly*, *79*(1), e12589. https://doi.org/10.1111/hequ.12589
The paper outlines the history of the different uses of 'quality' in higher education. Emphasis is given to the United Kingdom, but consideration is also given to a range of international contexts. Three different uses of 'academic quality' are identified (the state-driven, sector-derived, and the traditional academic uses) and their relationship to fundamentally different priorities, values, criteria, purposes and practices is established. The notion of a concept as it applies in the paper is then explained before four alternatives to the thought that there is more than one concept of academic quality are evaluated and ultimately rejected. It is argued that those different uses of 'academic quality' are not minor changes in emphasis, but fundamentally different uses of the words rooted in different concepts of academic quality with different implications for measurement and/or evaluation. The identification of those three concepts of academic quality is then put to use in critically analysing the current situation in relation to quality in higher education, involving discussion of the implications of the operation of different concepts of academic quality and reflection on how we might revise our approach to thinking about academic quality as a result.

Demirhan Kayacik, A., Küçüktürkmen, B., Turan, Z., & Suveren, Y. (2025). **Awareness of Professional Differences and Similarities Among Midwifery and Nursing Students in Türkiye**. *European Journal of Education*, *60*(1), e12906. https://doi.org/10.1111/ejed.12906
This study examined the professional awareness among nursing and midwifery students in Türkiye, with a focus on interprofessional dynamics, conflicts and collaboration between these closely related professions. Employing a qualitative inductive and descriptive methodology, 14 in-depth interviews and two focus group discussions were conducted with undergraduate students from a state university. Thematic analysis of the

transcribed data yielded four primary themes: factors influencing career choice; societal perceptions of the professions, duties and authority areas; and students' perspectives on vocational education. The findings suggest that, despite shared responsibilities, disparities in educational backgrounds and societal perceptions contribute to occasional conflicts. Nevertheless, there is significant potential for collaboration, particularly in clinical environments. This study underscores the necessity for more clearly defined professional boundaries and enhanced educational processes to foster cooperation. These insights may inform policy modifications aimed at improving the quality of healthcare services and addressing inter-professional challenges.

Devecchi, M., Dagnino, E., Milelli, M., Soini, K., & Parodi, A. (2025). **Climate Change Education in a Secondary School, the I-CHANGE Project Approach**. *European Journal of Education*, *60*(1), e12875. https://doi.org/10.1111/ejed.12875
Raising the awareness and interest of young generations for climate change phenomena and its impacts is a topic of great importance from a social and cultural standpoint. Along these lines, education plays a crucial role to meet the goals of the EU's Green Deal both through direct interplay with students and information spillover towards families and in general stakeholders at large. Inspired by these ideas, the H2020 I-CHANGE project (Individual Change of HAbits Needed for Green European transition, 2021–2025, https://ichange-project.eu/) aims at engaging and promoting the active participation of citizens for addressing climate change, sustainable development, and environmental protection. By taking into consideration the ongoing fast socio-cultural change, the vertical growth of digital media, and, therefore, the new ways children and young people learn, this paper presents a possible path towards the practical implementation of key EU's Green Deal concepts in a secondary school, building on top of Episode of Situated Learning (ESL) methodology.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024). ***Roadmap for ensuring school success for all*** (p. 68). Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/2297f907-bcfc-11ef-91ed-01aa75ed71a1
A practical 'living' guide for the implementation of the Council Recommendation on Pathways to School Success : thematic reportThe

Eğin, F., Onan, A., & Yildiz Durak, H. (2025). **Let's Talk About EdTech! A Topic Modelling Analysis of AI Tools and Pre-Service Teachers' Perspectives**. *European Journal of Education*, *60*(1), e12913. https://doi.org/10.1111/ejed.12913
This study examines pre-service teachers' understanding of technology integration and the role of AI tools in shaping this perspective. Open-ended responses, analysed using topic modelling, reveal the main themes in pre-service teachers' views and compare them with topics generated by AI tools like ChatGPT, Gemini, and Bing AI. Key themes in pre-service teachers' responses include improving learning quality, adapting to technology, and integrating it into education. ChatGPT highlights effective learning, student support, and educational quality, while Gemini emphasises accessibility, innovative methods, and AI-supported learning. Bing AI focuses on practical materials, digital experiences, and technological compatibility. Coherence scores show moderate alignment, with ChatGPT achieving the highest scores, followed by Bing AI and Gemini. These findings shed light on pre-service teachers' perceptions of technology integration

and how AI tools can influence these views, offering insights for shaping future educational policies and practices.

Elacqua, G., Rodrigues, M., & Rosa, L. (2025). **Impact of Monetary Incentives on Teacher Decisions to Leave and Choose Schools: Evidence from a Policy Reform in Sao Paulo**. *IDB Publications*. https://doi.org/10.18235/0013366
Teacher turnover is a major challenge for human resource management in schools, adversely affecting student learning. We examine the impact of a monetary incentive program introduced in 2022 in the city of Sao Paulo, Brazil, which aims to reduce teacher turnover by allocating wage premiums ranging from 5% to 25% of base salary based on schools turnover levels. Our results show a significant reduction in turnover: an average decrease of 18% across all schools, with an even more pronounced 30% reduction in schools offering higher incentives. Notably, the program also attracted new teachers to these higher-incentive schools. An analysis of teacher preferences similarly reveals a shift towards schools offering greater wage premiums. Furthermore, we find that schools offering high incentives experienced significant improvements in student test scores, with gains of 0.3-0.6 standard deviations in standardized assessments. The findings demonstrate the effectiveness of monetary incentives in mitigating teacher turnover and improving educational outcomes, providing evidence-based guidance for policymakers developing teacher retention strategies.

Enkhtur, A., & Rakhshandehroo, M. (2025). **Using Social Space Perspective to Explore SDGs Curricula Localisation: Case Study at Two Japanese National and Private Universities**. *Higher Education Quarterly*, *79*(1), e12585. https://doi.org/10.1111/hequ.12585
Drawing on the concept of the Production of Space this article examines how sustainable development agenda was localised—in design, operation and students' lived experiences—in two international education programmes at two universities in Japan. We analysed relevant programme documents, interviews with faculty members, students' reflective notes, as well as the authors' autoethnographic journals. The findings show that the local and institutional context influenced the SDGs curriculum design (representations of space or the conceived space). The virtual and physical learning spaces, the pedagogy and the operation of the programme (spatial practice or perceived space) shaped students' interaction and learning outcomes (representational space or the lived space). As instructors attempted to adopt SDGs in their teaching (through perceived space) and as students tried to gain interdisciplinary knowledge through SDGs (through lived space), both parties negotiated and challenged the programme design shifting the conceived spaces. Our study contributes to a deeper understanding of the localisation of SDGs within the internationalisation of higher education by employing Lefebvre's spatial analysis. This approach reveals the complex socio-spatial dynamics at play, offering insights into how educational environments are constructed and experienced.

Eulatth Vidal, W. E., & Kamp, A. (2025). **Exploring international students' perspectives on being 'international'**. *Higher Education Quarterly*, *79*(1), e12565. https://doi.org/10.1111/hequ.12565
International student mobility has garnered significant attention in higher education research. Despite this attention, a fundamental question persists in the field: What does it mean to be an 'international student', as perceived by the students themselves? This

article presents the findings of a phenomenological qualitative study to delve into the lived experiences of 12 undergraduate students from one university in Aotearoa New Zealand, focusing on elucidating these students' self-perceptions as international students. The study challenges the conventional definition that often emphasizes geographic or visa-related criteria, leading to homogenization. It underscores the diversity among international students, emphasizing that their unique experiences, backgrounds, personal narratives and perspectives play a pivotal role in shaping their multiple identities and sense of self.

Eurydice. (2025). **Key data on early childhood education and care in Europe 2025**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4049* [Report]. Consulté à l'adresse Eurydice website: https://op.europa.eu/fr/publication-detail/-/publication/bcce2c3d-d93f-11ef-be2a-01aa75ed71a1
Early childhood education and care (ECEC) is a basic right for all children and a foundation for lifelong learning. It plays a critical role in reducing inequalities and enhancing women's participation in the workforce. This third edition of Key data on early childhood education and care in Europe aims to help build accessible, inclusive and high-quality ECEC systems by providing policymakers, researchers and parents with detailed data and examples of ECEC policies across Europe. The first part of the report includes indicators on access, governance, funding, staffing, curricula and monitoring, showing how these areas are connected. New additions since the previous edition include insights into inclusion, funding, staff working conditions, and salaries. The curriculum section now addresses topics such as sustainability education, digital awareness and safety, and early foreign language learning, to meet the changing needs of young children. The second part of the report delivers a national perspective, with information sheets that outline the main features of each ECEC system, including structural diagrams for easy reference. The report covers 37 European countries: the 27 Member States of the EU, plus Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Türkiye.

Featherstone, M. (2024). **The Public Sphere, the Post-University and the Scholarly Apparatus: An Introduction**. *Theory, Culture & Society*, *41*(7-8), 5-18. https://doi.org/10.1177/02632764241299757
This introduction contextualizes a set of papers, which originated from the Theory, Culture & Society Summer School, that explore the connections between the public sphere, the post-university and the scholarly apparatus. The impetus was the consideration of Habermas's recent writings on the structural changes in the public sphere, along with his concerns about the mediating role of the university and its capacity to act as a specialized internal public sphere. Yet, with digitalization, metrics have become increasingly important in administration and evaluation of faculty. This has been accompanied by significant shifts in the digitalization of the scholarly apparatus and the way of conducting research and publishing. A consequence has been calls to rethink the public function of the university and related knowledge institutions, and to explore new forms of educational practice in relation to media and computer literacy.

Filippou, K., Acquah, E. O., & Bengs, A. (2025). **Inclusive policies and practices in higher education: A systematic literature review**. *Review of Education*, *13*(1), e70034. https://doi.org/10.1002/rev3.70034

This systematic literature review examines research on inclusive policies and practices in higher education institutions published between 2001 and 2021. Six electronic databases (ERIC, Emerald, Web of Science, Wiley Online, Taylor & Francis Online, and Sage journal) were searched. Forty-three articles met the inclusion criteria and were included in this review. The results suggest that the number of studies on inclusive policies and practices in higher education is gradually increasing. Research on inclusion in higher education primarily focuses on policies, practices and accessibility. Studies reviewed delve into national, regional and university-level policies. Practices mainly related to curriculum, teaching and learning, and accessibility. The curriculum was projected as critical in facilitating inclusive practices in higher education. The curriculum must be learner-centred, promote collaboration, use flexible assessment, and provide individual course guides and flexible and expanded learning opportunities for all students. Teaching must be differentiated, use multi-methods and assessments, and be orchestrated in a conducive atmosphere. Accessibility in terms of physical structures, social environment, attitudinal and digital provision was critical to ensure the inclusion of people who identified as disabled. The findings culminate in the development of an inclusive higher education framework. Implications for research and practice in higher education are highlighted. Context and implications Rationale for this study: This study addresses the lack of a research-based framework and knowledge on inclusive policies and practices that support students' access and success throughout their studies. Why the new findings matter: The findings provide a comprehensive framework of policies at the national, regional and university level, and of curriculum, teaching and learning, and accessibility practices. Implications for practitioners, policy makers, researchers and general public: Policy makers, university teachers and administration staff can use the framework to assess and reflect on the current policies and practices, but also to develop policies and practices that enhance inclusion in higher education. Considering the framework and the 'best practices' focus, university students and the general public can request the implementation of these policies and practices in their higher education institutions. Researchers are provided with a thorough analysis of relevant research work and can respond to the calls for more policy-focused research at the regional and national level and more studies on socially marginalised groups.

Fiore, F., Roland, E., Pirone, F., Painaud, K. S., Guirimand, N., & Valente, G. (2024). **Coéducation et pandémie de Covid-19 en France et en Belgique : une approche comparative de recherches collaboratives**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 83-106. https://doi.org/10.3917/nresi.101.0083

Fougeyrollas, P., Ferez, S., & Torterat, F. (2024). **Construire une école plus inclusive**. *Carrefours de l'éducation*, *58*(2), 93-103. https://doi.org/10.3917/cdle.058.0093

Gallifa, J., & Sangrà, A. (2025). **The University in Transformation: Rationales, Challenges and Prospective Actions**. *European Journal of Education*, *60*(1), e12872. https://doi.org/10.1111/ejed.12872
The purpose of this paper is to understand the diverse rationales of the transformation of the University to respond to the challenges, evolutions and crises of the current global world, finding out what are the key aspects that articulate the discourses about its transformation. From a qualitative approach, the selected method was discourse analysis of interviews with 11 representative experts from different university cultures, sizes and World regions with senior experience in different kinds of transformation processes.

The interviews explored the challenges and possible responses of universities and then were analysed to formulate 'the right questions of our time' on the transformation of the University in the global context. The results of the analysis allowed understanding the different meanings and levels involved as well as the motivations that are impelling the transformation of universities. Ten implicated tensions were also identified. The discussion is appropriate for substantiating the discourse on the transformation of the University, useful for the agents involved in it, as well as for understanding the prospective trends.

García-Pérez, D., & González-Lamas, J. (2025). **Student participation: between the twilight of the liberal model of democracy and the rise of neoliberal policies**. *Pedagogy, Culture & Society*, *33*(1), 225-245. https://doi.org/10.1080/14681366.2023.2243318
Student participation has become a relevant topic in the international debate on education. However, the conceptions of the meaning of participation and its practical implications are very heterogeneous. This article reviews how educational policies have conceived student participation in Western countries. Having conceptualised student participation, the role of the liberal model in shaping school democracy and student participation is explored. It is suggested that this model is in crisis due to two main factors. On the one hand, the organisation of democratic processes in schools has well recognised limitations. On the other hand, the pressure of the neoliberal agenda on standardisation and the emphasis on individual success omit any interest in democratic aims. The evolution of education policies concerning student participation is illustrated with reference to a case analysis of Spanish state educational legislation. The future of student participation is reflected on.

González-Calvo, G. (2025). **Teacher Identity and Neoliberalism: An Auto-Netnographic Exploration of the Public Education Crisis**. *European Journal of Education*, *60*(1), e12910. https://doi.org/10.1111/ejed.12910
This auto-netnographic study explores the impact of neoliberal ideologies on teacher identity within the context of public education in Spain, with a particular focus on how social networks and media, such as Twitter and Facebook, shape and reflect these dynamics. Combining narrative introspection with thematic analysis of online content, the study examines how social media amplifies neoliberal values, including individualism, commodification and competitive appraisal, influencing teacher subjectivity and solidarity. By situating the findings within the Spanish educational landscape, the study highlights how localised socio-political dynamics intersect with global neoliberal trends. The results reveal that social media serves as both a platform for ideological critique and a site where collective identities are fragmented, contributing to the erosion of solidarity amongst educators. Ultimately, this research advocates for reclaiming public education values through critical reflection and dialogue, promoting a more equitable and humane educational system.

Grumbinaitė, I., Colus, F., & Buitrago Carvajal, H. (2025). ***Report on the outcomes and transformational potential of the European Universities initiative*** [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/db43f6ca-da14-11ef-be2a-01aa75ed71a1
This study report on the outcomes and transformational potential of the European Universities initiative presents the progress, achievements, and transformational potential of the European Universities initiative, and gives insights on remaining challenges. It

provides recommendations to continue making the European Universities initiative a success in the long run. The report is a comprehensive attempt to assess what the alliances have achieved since their inception in 2019 and how they have transformed European higher education and transnational cooperation models. The report builds on a rich body of information obtained through extensive desk research, stakeholder consultation activities, and the piloting exercise of a monitoring framework of the European Universities initiative, allowing to assess the progress and transformational potential of the European Universities initiative as a whole. Data for the monitoring framework was collected in the second half of 2023, offering a snapshot of the alliances' achievements at a certain moment in their development, without prejudice of the consideration of their progress achieved since then. The report's findings are also rooted in an extensive review of position papers of higher education stakeholder organisations, a growing body of academic literature on the European Universities initiative and the assessments of some Member States on the impact of the initiative in their country.

Guyottot, O., Couston, A., & Tran, S. (2025). **The Impact of Coopetition on Student Recruitment in Higher Education: A Study of French Business Schools' Admission Strategy**. *Higher Education Quarterly*, *79*(1), e12587. https://doi.org/10.1111/hequ.12587
Student recruitment is essential for higher education institutions. There are various strategies to consider when organising student admissions and meeting recruitment objectives. Coopetition, which can be defined as cooperating with competitors, is one of them. Our qualitative study examines the elements at stake for French business schools that adopt a coopetitive admission strategy and the effect of coopetition on student recruitment. Our research indicates that coopetition has a positive influence on the number of applications received and leads to the standardisation of applicant profiles. Additionally, it reveals a significant disparity in recruitment performance between leading and non-leading schools. By applying a coopetition lens to HE admission, our work underlines how positional competition, reputation, legitimacy and soft power logic can explain why some French business schools keep on favouring coopetition for their admission despite its contrasted impact. It demonstrates that coopetition can have a negative influence on student diversity when admission is based on a selective model that depends on traditional meritocratic equality of opportunities. Finally, our study shows that coopetitive admission strategies reinforce the dominance of leading institutions by increasing the number of applications, thus improving their selectivity and helping them preserve their leadership.

Harlé, I., Lanéelle, X., & Roche, M. (2024). **La mise en œuvre de la spécialité « numérique et sciences informatiques » au lycée : une évolution de la forme scolaire ?** *Carrefours de l'éducation*, *58*(2), 105-120. https://doi.org/10.3917/cdle.058.0105

Harvey, L. A., Jong, S. T., & Smith, M. (2025). **Using UCAS MEM for Contextual Offers**. *Higher Education Quarterly*, *79*(1), e70012. https://doi.org/10.1111/hequ.70012
Contextual admissions schemes are commonly used across the United Kingdom (UK) for admission into higher education (HE) institutions. These schemes consider an applicant's background and circumstances alongside academic achievement to provide a fairer evaluation of progression into university. Several contextual factors have been considered by HE providers and few have been evaluated in the literature. However, the University and Colleges Admissions Service (UCAS) Multiple Equality Measure (MEM), introduced in 2018, is yet to be evaluated in contextual admissions schemes. This study

evaluates the use of UCAS MEM data for contextual admissions at one mid-sized UK institution using a difference-in-differences framework and institutional data on applications for academic years 2021/22 and 2022/23. We found that the introduction of contextual offers, using UCAS MEM data, reduced the likelihood that applicants declined their offer. Applicants were more likely to place the offer from the university as their insurance option. This suggests that the contextual offer increased the appeal of the institution as a solid insurance option, with a marginal increase in probability of study at the institution. Caution is needed when implementing a contextual admissions policy based on UCAS MEM. University policies should consider alignment with their Access and Participation Plan (APP) objectives and commitments, and to ensure applicants understand the basis on which they may be offered a contextual offer.

Hermanu, A. I., Sundari, T., & Radjasa, O. K. (2025). **Efficiency Analysis of International Research Collaboration: A DEA Approach on Indonesian University Research Partner Countries**. *Higher Education Quarterly*, *79*(1), e70008. https://doi.org/10.1111/hequ.70008
This research was carried out to analyse the efficiency on University International Research Collaboration (IRC) and examines disciplines that are popular areas for collaboration. Based on data for the years 2015–2021, an empirical study was conducted to determine how to implement Data Envelopment Analysis (DEA) in 56 research partner countries in Indonesia among selected Universities. A total of two inputs and four different outputs were defined for this assessment. Only three international partners have an efficiency score of 1, except for the fact that only one IRC has a lower efficiency score than Decision Making Units (DMU), that do not have an IRC. The Social sciences, health and medicine, and food and agriculture receive the majority of government funding for the IRCs. The originality of this study lies in from the quantitative methology typically used in efficiency analysis, but its use to evaluate research collaboration, particularly on global levels, adds a unique dimension to the study. In addition, the geographical focus on higher education in Indonesia provides a fresh perspective, as does the thematic investigation related to the identification of popular collaborative disciplines. The importance of efficiency metrics in assessing the effectiveness of research collaborations is emphasised in this discussion. There is need for closer collaboration with academics from these partner countries as evidenced by the limited presence of Indonesian academics in a number of sectors. In addition, the study offers recommendations for maximising resources and promoting more productive methods of collaboration in order to increase the output and significance of research.

Hicks, B., & Lens, M. C. (2025). **Incoming! Spatial Enrollment Competition between Charter Schools and Traditional Public Schools**. *Education and Urban Society*, *57*(2), 100-127. https://doi.org/10.1177/00131245221106708
The meteoric rise in charter schools has several implications for traditional public schools and their students. One understudied implication is the geographic competition for students. Given traditional public school boundaries are often fixed while charter school boundaries are more flexible, charter schools can draw students away from existing traditional public schools, and we have very little information about how distance matters in the competition for students. Because of this, traditional public schools and school districts have little ability to plan for enrollment changes in the face of charter school growth. Our paper uses data on enrollments and demographics in all charter and traditional public schools in Los Angeles from 2000 to 2013 to better understand these dynamics. We find that traditional public school enrollments clearly decline with

competition from nearby charter schools. However, we also observe that charter schools tend to locate where traditional public school enrollments are on the decline. Competition is more relevant for elementary schools at short distances—within about 1 mi appears to be where the associations between charter school enrollments and TPS enrollment declines are the strongest. For middle and high schools, those connections are apparent within 2 to 6 mi in some models.

Hima, H. (2025). ***Learning on the move. Facilitating the continuation of learning for children in conflict- affected settings in the Sahel*** [Policy Brief]. Consulté à l'adresse Center for Universal Education at Brookings website: https://www.brookings.edu/articles/learning-on-the-move/
2022 Echidna Scholar Halimatou Hima analyzes the effects of insecurity on education in the Sahel.

Htun, Z. W., & Lim, S. (2025). **How do public school teachers react to education policy reforms with their colleagues?: The emergence of policy discussion networks during the implementation of the national education strategic plan in Myanmar**. *International Journal of Educational Development*, *113*, 103206. https://doi.org/10.1016/j.ijedudev.2025.103206
Teachers working at the grassroots level of Myanmar's educational bureaucracy are directly involved in the implementation of the basic educational reforms outlined in the National Education Strategic Plan. The aim of this study is to examine the formation of policy discussion networks among public school teachers during the implementation of the reforms as well as the ways in which the development of these discussion networks was affected by teachers' perceptions of discretion, client meaningfulness, and willingness to implement the reforms. Teachers were involved in discussion connections that were developed on a reciprocal and transitive basis to facilitate their communication over time. When teachers perceived that the changes stipulated by the reforms offered greater benefits to their pupils and became more eager to implement these changes, they approached other teachers to discuss educational issues. This study provides theoretical and empirical contributions to the literature on street-level bureaucrats' reactions to the implementation of policy reforms.

Hwami, M. (2025). **A critical interpretive reading of international higher education in Kazakhstan**. *International Journal of Qualitative Studies in Education*, *38*(2), 235-251. https://doi.org/10.1080/09518398.2024.2365200
This critical interpretive study aims to contribute to the scholarship that calls for epistemological recognition and representation of the global South. This call is seen as displacing questions of redistribution. The article utilizes interviews and focus group sessions with Kazakhstani graduate students to explore their experiences and perspectives on international education. The views are analyzed and interpreted employing three theoretical perspectives: (1) critical (decolonial) internationalization to show how internationalization promotes independence from the Soviet system while encouraging the adoption of Eurocentric education systems, (2) whiteness to illustrate the influence of the global racialized social system dominated by western/English knowledges and (3) distributive justice to demonstrate the benefits the nation and individuals obtain from internationalization amidst inequity claims. With these frameworks, both the individual and national benefits accrued from internationalization can be seen, while English/Western knowledge practices undermine national knowledges and

languages. The processes ultimately sustain global North epistemological supremacy and hegemony.

Ibrahim, R. (2024). **Quand l'enseignement en entrepreneuriat et en innovation se confronte au rejet des avatars du néo-libéralisme : apports et limites des épistémologies performatives**. *19ème Congrès du RIODD "Imaginer, expérimenter et pérenniser la soutenabilité forte"*. Présenté à Bruxelles, France. Consulté à l'adresse https://hal.science/hal-04893674
The primary venue for the dissemination of academic knowledge remains overwhelmingly the classroom; however, the teaching of certain subjects may be subject to critical questioning – or even militant rejection – by students, thereby signalling a certain democratic vitality. In our case, this concerned a teaching module on innovation and entrepreneurship for ecological and solidarity-based transition. These refreshing challenges invite us to take these criticisms seriously and to search for the reasons behind these rejections in the content of the questioned teachings. In this essay, we specifically explore how the adoption of a performative epistemology might guide our ethical reflection as educators. It seems to us that teaching in innovation management and entrepreneurship constitutes an interesting case study, insofar as it raises a singular paradox: these subjects inherently carry the project of social evolution, if not transformation; yet, in doing so, they frequently draw their ontologies from other social science disciplines, particularly economics, whose systems of representation are often criticised. These teachings are now facing the growing politicisation and activism of young people in relation to climate issues and the questioning of an economic system they consider harmful to the planet.

Irmert, N., Bietenbeck, J., Mattisson, L., & Weinhardt, F. (2024). ***Autonomous Schools, Achievement, and Segregation*** (IZA Discussion Paper N° 17462). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17462.htm
We study the impact of autonomous schools – publicly funded institutions that operate more independently than government-run schools – on student achievement and school segregation, using data from 15 countries over 16 years. Our triple-differences regressions exploit between-grade variation in the share of students attending autonomous schools within a given country and year. We find that autonomous schools do not raise overall achievement, and our estimates are precise enough to rule out even modest positive effects in math and small positive effects in science. However, these aggregate results mask important heterogeneity, with consistently positive effects for high-socioeconomic-status students and natives, and negative effects for low-socioeconomic-status students and immigrants. In line with these results, we also find that autonomous schools increase segregation by socioeconomic and immigrant status. We conclude that autonomous schools have not generated the anticipated system-wide benefits.

Jain, I., & Gulati, R. (2025). **Efficiency in Higher Education: A Review of Research From 1977 to 2022**. *Higher Education Quarterly*, *79*(1), e70010. https://doi.org/10.1111/hequ.70010
This paper provides a comprehensive survey of studies on the measurement of frontier efficiency in higher education. We review the database of 89 studies assessing higher education efficiency by applying both parametric and non-parametric methods. For the selection of studies, the Scopus-indexed journals from 1977 to 2022 are screened and methodically chosen. The analysis presents a classification of research in this area by

trends, influential authors and works, emerging issues, primary inputs and outputs, efficiency measurement level, higher education efficiency principles, and estimating methodologies. We note the exponential growth of research on efficiency measurement in higher education from 2011 to 2022. Most evidence is from developed nations like Italy, the UK, China, Australia, and Germany, with more scope for research on higher education in developing nations. The subject analysis reveals that student and departmental investigations need more attention and can lead to groundbreaking research. The survey findings indicate that future researchers should emphasise privatisation, third-mission activities, social responsibility, and higher education spending.

Jing, Z. (2025). **The Evolution, Present Practices, and Future Directions of Early Childhood Education and Care in China**. *European Journal of Education*, *60*(1), e12880. https://doi.org/10.1111/ejed.12880
Early childhood education and care (ECEC) is one of the key challenges facing China. This paper reviews the development of ECEC in China and its challenges. Substantial developments and policy reforms related to ECEC since the 1980s have been examined, and the practices in China have been highlighted. The review reveals that the ECEC system has evolved significantly in China over a while, both in policy and practice. However, most of the significant changes in the ECEC system have been adopted from Western practices. This adaptation has created several problems in the ECEC structure, as these policies were based on a Western cultural context. Moreover, despite continuous efforts from the government, disparities in ECEC services are evident in urban and rural parts of the country. The quality of the ECEC system is another concern for China. Childcare services (0–3) in China are also inadequate, and fewer policies in the past have tried to focus on this aspect of ECEC. The study concludes with suggestions based on the review analysis.

Kapelela, C., Mislay, M. A., & Manyengo, P. R. (2025). **The politics of school governance in the context of education decentralisation policy reforms in selected public secondary schools in Tanzania**. *Cogent Education*, *12*(1), 2442251. https://doi.org/10.1080/2331186X.2024.2442251
This study examines the complexities of school governance in Tanzanian public secondary schools within the framework of education decentralisation reforms. These reforms, intended to boost local autonomy and improve educational outcomes, have restructured governance but also introduced challenges, especially regarding power distribution and stakeholder roles in decision-making. Using critical educational policy analysis, the research uncovers power struggles, conflicts of interest and the influence of financial and social capital on governance. It uncovers power dynamics among central authorities, local governments, school governing boards (SGBs), administrators and communities. Data were gathered from 32 participants across 10 schools in Dar es Salaam and Kilimanjaro through interviews, document analysis and focus groups. The participants included Regional and District Education Officers, SGB members, Ward Education Officers, heads of school and subject teachers. Findings reveal that, despite decentralisation's promise of increased local involvement, existing inequalities and central control persist, particularly in the politicised appointment of SGB members. Political interference often limits the decision-making power of SGBs, reducing their autonomy. The study concludes that for decentralisation to enhance school governance effectively, transparency of SGB appointments, decision-making autonomy and their protection from political interference must be prioritised. The findings suggest the need

for policy reforms to enhance transparency in appointment procedures, stakeholders' participation in school governance and increased local autonomy. This research highlights critical governance challenges in Tanzanian public secondary schools under decentralisation reforms, revealing persistent inequalities and political interference in decision-making. By emphasising the need for transparent appointment procedures and greater autonomy for school governing boards, the study provides actionable insights for policymakers to enhance local participation and accountability in school governance. Its findings have significant implications for improving education policy and fostering equitable governance structures.

Karan, & Sharma, G. (2024). **Experiencing caste in higher education: Everyday pedagogic contexts and silenced conflicts**. *Encyclopaideia*, *28*(70), 35-52. https://doi.org/10.6092/issn.1825-8670/19392
This study engages with the experiences of Dalit-Bahujan (oppressed social castes) students at a higher education institution in India. Drawing from interview-based data, it explores the students' narratives to map their educational experiences, taking the medium of instruction as a case in point. The study aims to deepen understanding of the intersection of caste and curricular-pedagogic context of higher education and its relation to knowledge production in institutional contexts. The findings highlight a significant gap between the socio-economic backgrounds of Dalit-Bahujan students and the institutional and pedagogical structures, processes, and discourses they encounter. Based on these findings, the study further examines the framing of marginality at the intersection of caste, language and background of Dalit-Bahujan students. The lack of institutional support often relegates Dalit-Bahujan students to the margins within higher education institutions, not only excluding the disadvantaged social groups but also impinging upon the democratisation of knowledge production. We conclude that the question of medium of knowledge production necessitates a critical examination of which lives and voices are included in curricular and pedagogic processes.

Karlin, G., & Kang, H.-S. (2025). **Refugee Learning Center in Indonesia: A Habitat for Refugee Well-Being in Transit**. *European Journal of Education*, *60*(1), e12926. https://doi.org/10.1111/ejed.12926
Although students' well-being is widely researched in educational settings, little is known about how educational contexts influence the sense of well-being experienced by refugee students in transit countries. This case study examined how a refugee learning center in Indonesia helps cultivate refugee students' sense of well-being in different forms of capital. Data derived from public-facing multimodal sources included the center's annual reports, staff and students' written narratives, digital stories on social media, and other artefacts. A qualitative content analysis (QCA) illuminated the interconnected forms of resources enacted in the refugee learning center for facilitating refugee students' subjective well-being, such as accredited education programs, English-medium instruction, and extracurricular activities for cultural capital; inclusive support systems and teacher support for social capital; and job-related skills through volunteer opportunities for economic capital. This study not only broadens understanding of the connection between acquiring capital and the subjective well-being of refugees but also contributes to the dearth of literature on refugee education in Indonesia. The implications for research, policy, and practice emphasise how stakeholders can implement comprehensive programs and strategies that integrate different resources to

cultivate refugee students' well-being and to further examine, sustain, and scale such programs in Indonesia and possibly elsewhere.

Karn, S., Llewellyn, K. R., & Clark, P. (2024). **Decolonizing History Curricula Across Canada: Recommendations for (Re)design**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(4), 1090-1121. https://doi.org/10.53967/cje-rce.6583
This study explores how K–12 history curricula across Canada currently address—and may better address in future—decolonizing imperatives. Following a consideration of the limitations and strengths of curricula in this regard, the article identifies five recommendations for (re)designing history and social studies curricula with decolonizing goals in mind: (1) challenge hegemonic narratives, (2) value Indigenous ways of knowing and being, (3) reflect on privilege and positionality, (4) engage in the ethical dimension, and (5) focus on the future. Each recommendation is informed by the empirical study of curricula, and positioned in relation to scholarly conversations about the responsibility of history education that seeks to respond to calls for decolonization.

Keroulas, F., de Rohan-Csermak, H., Barbarant, O., Cavaillès, J.-A., Le Bras-Caraboeuf, M., & Leroy, É. (2025). **Les enseignements pluridisciplinaires au lycée général, technologique et professionnels**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4031* (p. 72). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/199021/download
Le rapport dresse un bilan des différents aspects des enseignements et des dispositifs pluridisciplinaires : quels en sont les attendus institutionnels ? comment ces enseignements et dispositifs sont-ils mis en œuvre ? quelles sont les conditions de leur effectivité ? quels effets produisent-ils sur les apprentissages des élèves ? comment contribuent-ils à leur parcours ? Il en ressort le constat de réalités organisationnelles et de pratiques professionnelles variées suivant les établissements, les équipes et dans le temps, et par conséquent d'effets contrastés et souvent incertains sur les compétences et le parcours des élèves. Les recommandations du rapport portent sur les conditions de mise en œuvre des enseignements et pratiques pluridisciplinaires afin d'en améliorer l'efficacité et les bénéfices sur les apprentissages et le parcours des élèves. En particulier, elles visent à atténuer les contraintes auxquelles la pluridisciplinarité doit faire face : sur le plan de l'identification des compétences et leur développement, en matière d'affectation des ressources humaines, en matière budgétaire, alors que la pluridisciplinarité induit des temps de concertation, voire de coanimation ou de coévaluation, en raison de l'identité et de la culture disciplinaire des enseignants.

Kilbride, D., Cotier, T., & Malthouse, R. (2024). **Exploring the strategic nature of the SENCo's role and the management of education and health care plans since the Covid-19 pandemic**. *British Journal of Special Education*, *51*(4), 502-510. https://doi.org/10.1111/1467-8578.12556
This research identifies new approaches to education health and care plan (EHCP) provision since the start of the Covid-19 (C-19) pandemic (March 2020 to March 2021). This qualitative research was conducted after the C-19 pandemic and used online questionnaires to identify the perceptions of 64 SENCos recruited from mainstream primary and secondary schools across southeast London and Essex in England. Thirteen of the 64 participants then consented to be interviewed. The findings show that where SENCos had the autonomy to act strategically, they could enact change for pupils with

EHCPs as well as SEND. Furthermore, aspects of practice relating to staff SEND knowledge and understanding of SEND provision were enhanced during the pandemic, as was the SENCo's ability to adapt and allocate resources effectively.

Kisanga, S. E. (2024). **Social barriers faced by students with sensory impairment in higher education in Tanzania**. *British Journal of Special Education*, *51*(4), 426-435. https://doi.org/10.1111/1467-8578.12549
This study explored the social barriers facing students with sensory impairment in Tanzanian higher learning institutions across different settings. Twenty-seven students were involved in semi-structured interviews, focus group discussions and open-ended questionnaires. Students with sensory impairment reported that across the different settings, other people view them as incapable and as a socio-economic burden. They also revealed that they were viewed as beggars. Their perceptions of these negative views resulted in their social isolation, and difficulties in forming and maintaining friendships. The study recommends setting up awareness-creation campaigns aimed at demonstrating the capabilities of disabled people in Tanzania. In addition, the law governing the employment of disabled people in Tanzania should be enforced accordingly to increase their employment opportunities in different sectors.

Krücken, G., Götze, N., & Seidenschnur, T. (2025). **Lions, Game Players and Niche Providers: Universities' Positioning in Funding Competitions in Germany**. *Higher Education Quarterly*, *79*(1), e70005. https://doi.org/10.1111/hequ.70005
This research addresses two important developments in the academic field: First, universities are transforming into organisational actors, gaining more responsibilities and capacities for strategic action, and second, competition has reached a new level. An important driver of competition and universities' development towards strategic actorhood is funding contests in which actors compete with proposals over a limited timeframe with clear evaluation criteria. In Germany, funding contests are central to the crystallisation of a broader competitive positioning and universities develop different strategic approaches in relation to them. We focus on two large-scale funding contests to analyse universities' heterogeneous positioning strategies: The German Excellence Initiative (EI) and the Quality Pact for Teaching (QPL). We empirically develop three ideal types of universities in terms of strategic positioning (lions, niche providers and game players) and examine different strategic approaches taken by universities when relating to internal and external reference groups.

Laverick, T., & Baron, R. (2024). **Understanding Special Educational Needs and Disabilities Assessment and Review Team experiences to improve and inform special educational needs and disabilities systems in England**. *British Journal of Special Education*, *51*(4), 479-490. https://doi.org/10.1111/1467-8578.12555
The Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan has been published for England and includes a recommendation for SEND Assessment and Review Teams guidance. These teams co-ordinate and monitor the statutory Education, Health and Care Plans detailing the needs and provision for children with SEND, but their views on this responsibility are absent from the literature and are essential to inform the proposed guidance. This study gathered the views of 58 SEND officers within a region. They completed an online survey with a mixture of both qualitative and quantitative items. SEND officers wish to work collaboratively with families but struggled with the capacity to be able to do this. Increasing numbers of assessment

requests, reported experiences of abusive interactions and lack of clarity in their role contributed to the high turnover of SEND officers. They predominantly receive 'on the job' training for their role, contributing to inconsistencies both within and between local authorities. The study concludes by sharing the recommendations from the SEND officers on the improvements needed to support these teams and in turn provide a supportive and responsive service for families.

Le Fanu, G., Kawane, M., & Tesni, S. (2025). **Inclusion into what? Education provision for students with disabilities and additional learning needs in Papua New Guinea**. *International Journal of Educational Development*, *113*, 103216. https://doi.org/10.1016/j.ijedudev.2025.103216
This case study examines education provision for students with disabilities and additional learning needs (DALN) in a 'model' inclusive primary school in Papua New Guinea. It is based on classroom observation and semi-structured interviews with selected teachers. It analyses the pedagogical practices of the teachers, their inclusivity, and the variables shaping them. It was found the teachers struggled to meet the needs of students with DALN, particularly deaf learners, due to multi-level constraints. In the light of the findings, strategies for promoting inclusive education within the country are discussed.

Lemistre, P., & Saccomanno, B. (2024). **Du bac G au bac STMG : 25 ans d'évolution du plus généraliste des diplômes technologiques**. *Céreq Bref*, (464), 1-4. Consulté à l'adresse https://shs.hal.science/halshs-04891648
Créé en 1968 pour accompagner la première vague de démocratisation scolaire, le bac technologique de gestion a vu ses intitulés et ses contenus changer au gré des évolutions du système éducatif, sans toutefois se départir d'une image moins valorisée que celle des sections générales. Dans quelle mesure cette image est-elle liée aux indicateurs d'insertion des bacheliers issus de cette filière ? Qu'en est-il de l'objectif de promotion sociale qui était assigné à ce bac dès sa création ? Les enquêtes Génération du Céreq menées de 2001 à 2020 offrent un aperçu de 25 ans d'évolution des profils et parcours des jeunes issus de cette filière.

Lenskaya, E. (2025). **International cooperation as a resource for education development in the new Russia**. *International Journal of Educational Development*, *113*, 103200. https://doi.org/10.1016/j.ijedudev.2024.103200
The following narrative is based on the personal experiences of the head of international cooperation department of the Ministry of Education of the Russian Federation (1991–1997) and subsequently Assistant Director of the British Council, Moscow. The paper describes the education reform agenda, and its underlying principles set in the 90 s as well as international support provided to this agenda. It describes the transition from the policy of educational exchanges to that of international projects. The author argues that this policy shift was of great importance to education development. The author describes multiple barriers on the way to the reform and the conflicts which undermined its progress and provides personal advice to potential successors who will take over when the current government is no longer in power.

Li, A. Y., & Hu, X. (2024). **Goodbye Performance-Based Funding: Policy Abandonment of Performance Funding for Higher Education in the United States**. *Research in Higher Education*, 66(1), 8. https://doi.org/10.1007/s11162-024-09828-0

Between 1997 and 2019, 16 out of 41 performance-based funding (PBF) states discontinued their PBF policies for public colleges and universities. Adapting policy diffusion theory to PBF discontinuation, we investigate whether policy discontinuation in one state is related to discontinuations in other states, and differentiate between the two policy diffusion mechanisms of imitation and emulation. While many prior studies consider diffusion as occurring only between neighboring states and focus exclusively on policy adoption, we conceptualize policy diffusion as occurring across geographically far-apart states and address the rarely-studied event of discontinuation. We employ dyadic survival analysis techniques and find that states are not prone to policy diffusion in a broad sense, irrespective of geographic proximity, but states are more likely to imitate PBF discontinuation in another state when the two are more similar on political conditions represented by party control. In contrast, states do not emulate other states with desirable characteristics, such as being wealthier or more generous towards higher education. PBF discontinuation is also explained by individual state conditions; greater legislative professionalism, stronger governor's budget powers, and higher unemployment rates increase the likelihood of policy discontinuation.

Lin, H.-F., Lu, H.-L., & Lin, M.-J. (2025). **The stability and acceptance of the "system of competency-based curriculum design" framework: Perspectives of teachers**. *The Curriculum Journal*, *36*(1), 91-109. https://doi.org/10.1002/curj.265
The "System of Competency-Based Curriculum Design" (SCCD) framework was developed to meet the requirement for reform in competency-based education and overcome the limitations of Understanding by Design (UbD). This comprehensive framework, incorporating knowledge, skills, attitudes, and values, aligns with competency ingredients as defined by the Organisation for Economic Cooperation and Development (OECD) and integrates diverse curriculum theories. It provides educators with clear steps and empowers them to make iterative calibration while designing units/courses, ensuring a dynamic and responsive approach to curriculum development. To assess the stability and acceptance of the SCCD framework, a research instrument was developed, encompassing five stability subscales with a total of 25 items and an additional acceptance subscale featuring five items. A total of 455 participants who participated in SCCD training workshops were involved in the study. The research outcomes affirm the robustness of its theoretical foundation. Additionally, the unequivocal endorsement of its concept by teachers from diverse backgrounds serves as further validation of its integrity. The study concludes with recommendations derived from the obtained results.

Lo, J. C., & Moore, C. (2024). **Leveraging Dissent: A Policy Narrative's Power to Sow Distrust**. *Educational Theory*, *74*(5), 682-695. https://doi.org/10.1111/edth.12663
The rise of political polarization and disagreement within the United States and other democracies indicates an erosion of the social contract, a deterioration exacerbated by the balkanization of social media, that can negatively impact our social relationships. Recent anti–Critical Race Theory (CRT) narratives in education provide insights into how policy narratives can be used to sow distrust in an educational context. In this paper Jane Lo and candace moore argue for the ways policy narratives can sow distrust as opposed to mistrust. Mistrust points to an ongoing process of determining trustworthiness, while distrust connotes a more decisive and deliberate lack of trust in a person or institution. Lo and moore argue that educational research should pay more attention to the building of trust or mistrust in schools in the current context, where the anti-CRT policy narrative,

through amplifying and manipulating existing anxieties and fears in order to motivate political action, capitalizes on and seeks to reinforce the natural mistrust of schooling.

Markwick, A., & Reiss, M. J. (2025). **Reconceptualising the school curriculum to address global challenges: Marrying aims-based and 'powerful knowledge' approaches**. *The Curriculum Journal*, *36*(1), 1-14. https://doi.org/10.1002/curj.258
Today's school students are inheriting complex and harmful global challenges that are potentially irreversible and which they will need to address. The ability to think critically and creatively, to work in interdisciplinary teams and to understand the importance of a healthy planet for all life will be needed for success. Education has a major role in helping humanity achieve this. This article argues that transformations in both curriculum and pedagogy are required. It offers a potential conceptualisation and examples of what learning might look like to achieve these aims, exemplified by school science education as science will need to play a significant role if these global challenges are to be successfully met. This new conceptualisation draws upon Young's (2012, 2013) 'powerful knowledge' and the rather different approach found in Reiss and White's (2013) arguments for an 'aims-based' curriculum to propose curricula and associated pedagogies that can potentially address the global challenges of our times.

Martin, A., Sprague, A., Raub, A., Bose, B., Bhuwania, P., Kidman, R., & Heymann, J. (2025). **The combined effect of free and compulsory lower secondary education on educational attainment in Sub-Saharan Africa**. *International Journal of Educational Development*, *113*, 103218. https://doi.org/10.1016/j.ijedudev.2025.103218
Greater educational attainment has vast economic, health, and intergenerational benefits, yet less than half children in sub-Saharan Africa complete lower secondary school. In contrast to primary education, there is limited research on the impact of national policies at the secondary level on educational attainment. A significant number of low-income countries continue to charge tuition for secondary education and a majority do not make secondary school compulsory. This study is the first to simultaneously assess reforms to tuition-free and compulsory education at the lower secondary level. Using a novel global dataset on education policies and data from the Demographic and Health Surveys, we used a differences-in-differences approach to examine how the introduction of tuition-free and compulsory lower secondary education policies in seven sub-Saharan African countries affected grades completed and starting secondary education by sex, wealth quintile, and rural/urban residence. Results show that making lower secondary education compulsory, in addition to tuition-free, had a significantly larger impact on educational attainment compared to providing tuition-free lower secondary alone. Exposure to tuition-free, compulsory lower secondary increased girls' average educational attainment by 1.6 grades, and boys' attainment by 1.4 grades, compared to cohorts exposed to only tuition-free. Girls and boys were also 13.5 and 14 percentage points more likely to complete some secondary, respectively, than their peers in countries that had made lower secondary education free, but not compulsory. Children from families in the lower wealth quintiles had a significantly larger improvement in progressing to secondary education when education was both tuition-free and compulsory.

Maurya, J., Swaroop, N., Sadar, P., & Misra, D. (2025). **Higher Education and Disability: A Systematic Literature Review and Agenda for Research**. *Higher Education Quarterly*, *79*(1), e70001. https://doi.org/10.1111/hequ.70001

This systematic literature review provides a synthesis of what issues within disability have been researched, how universities respond to the issues to be inclusive to disabled students and the role of higher education environment and policy, in doing so. The review is motivated by the emphasis on inclusive and equitable quality education and reduced inequalities in sustainable development goals (SDGs) and the increasing attention on universities' role in promoting social change, justice and mobility for marginalised groups. Based on multistep methodology that included preliminary search, database selection and keyword-based article retrieval, we conducted a descriptive thematic analysis of 204 research articles on disability in higher education. Our study advances existing literature reviews on the same topic by covering a much larger number of articles, including a broader set of disabilities than physical disability, uncovering a range of themes beyond students' experiences and including policy and managerial aspects corresponding to disability in higher education. We recommend future research areas that can fill the gaps in and advance existing research on disability in higher education.

Métais, T. (2025, janvier 28). **Formation professionnelle : un rapport fait un bilan sévère du plan d'investissement dans les compétences**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/politique/article/2025/01/28/formation-professionnelle-un-rapport-fait-un-bilan-severe-du-plan-d-investissement-dans-les-competences_6519682_823448.html
La Cour des comptes estime que le dispositif, déployé entre 2018 et 2023, avec un budget de près de 15 milliards d'euros, n'a pas transformé le système de formation ni atteint les publics cibles.

Metsälä, E., & Karjalainen, A. (2025). **Immigrant Nurses and Allied Professionals Seeking to Validate Their Qualification in Finland**. *European Journal of Education*, *60*(1), e12860. https://doi.org/10.1111/ejed.12860
Health care professional's qualifications earned in one country may not be recognised in another country and will require validation. The aim of the study was to investigate the experiences of immigrant healthcare professionals seeking the recognition of their education credentials in Finland. Altogether 11 professionals applying to a programme to validate their qualification were interviewed using semi-structured interviews. Data was analysed by using inductive thematic analysis. The study was able to identify four factors promoting healthcare professionals' participation in validation education: (1) readiness for the Finnish employment market; (2) support from relatives and acquaintances; (3) the significance of language used to deliver validation education; and (4) the importance of the cost-free nature of the program. The challenges were described by five main themes: (1) access to and commencement of validation education; (2) foreign language-related challenges; (3) access to information about the education; (4) decisions about leaving the home country; and (5) discrimination and racism. Based on this study, seven recommendations are provided for education policy and practice to facilitate access to and commencement of validation education.

Misra, D., & Bhat, M. (2025). **Gender equality in higher education—A call to action for universities and policy makers**. *Higher Education Quarterly*, *79*(1), e12571. https://doi.org/10.1111/hequ.12571

Moner-Girona, M., Fahl, F., Kakoulaki, G., Kim, D.-H., Maduako, I., Szabó, S., … Weiss, D. J. (2025). **Empowering quality education through sustainable and equitable electricity access in African schools**. *Joule*, 101804. https://doi.org/10.1016/j.joule.2024.12.005
Africa's schools will educate the majority of the 21st century's working population, influencing the global economy. Through combined spatial analysis techniques on over 500,000 schools, we estimate a 2 billion EUR cost to power unelectrified schools with decentralized solar photovoltaic systems. Given the positive effect on children's food security and the growing need for digitalization, ensuring clean electricity access includes both electricity demand for internet connectivity and electric cooking. Our analysis reveals that 32% of African school-aged children live near unelectrified schools, with the nearest electrified school often too far away. The electrification of these facilities would reduce education-seeking trips by an average 45 min by motorized transport or 6 h on foot. This significant time savings, combined with the broader benefits of decentralized energy, can significantly enhance educational access, economic development, and environmental sustainability in Africa.

Montaño-Bardales, J. F., & Palacios, P. (2025). **Educational outcomes in times of conflict and post-conflict**. *International Journal of Educational Development*, *113*, 103193. https://doi.org/10.1016/j.ijedudev.2024.103193
The purpose of this study is to analyze the impact of the 2016 Peace Agreement in Colombia on three educational outcomes: gross coverage rates, dropout rates, and academic performance. An empirical analysis was carried out at the municipal level by means of two-way fixed effects difference-in-difference and dynamic difference-in-difference methods. Findings indicate that Colombia has had positive results in the three aforementioned categories since the signing of the agreement, both in the municipalities most affected by the armed conflict, as well as in the least affected ones. Access to education has been greater and the dropout rates have been lower, while the performance in state examinations has increased. However, the gaps in dropout rates and results in standardized tests have widened between municipalities most and least affected by violence. The dynamic difference-in-difference approach shows that the effects of the Peace Agreement on dropout rates are initially significant but fade away, while the effects for gross coverage appear after a few periods. On the other hand, the consequences on academic achievement are negative and persist in time. In terms of public policies, these results suggest that Colombia has improved the quality and quantity of education, but more attention should be devoted to the municipalities most affected by violence.

Montecinos, C., Cortez, M., Valenzuela, J. P., Maureira, O., & Vanni, X. (2025). **Mobilizing continuous improvement in high-poverty effective public secondary schools in Chile: The contributions of subject departments**. *International Journal of Educational Development*, *112*, 103185. https://doi.org/10.1016/j.ijedudev.2024.103185
Prior research conducted in the Global North has established that effective and less effective schools differ in their academic climate. This article examines the contributions of subject departments to sustaining a strong academic climate in four effective, high-poverty public secondary schools in Chile. Data were collected through individual interviews with senior leaders and department heads, group interviews with teachers and observations of meetings of the mathematics and language departments (N = 72). Findings from a thematic analysis of transcripts illustrate how the work conducted in the departments mobilized essential components of effective secondary schools associated

with an academic climate: a culture of professional learning, collaboration, and accountability, high expectations and commitment to the success of all students, and distributed learning-centered leadership. Considering that public schools in Chile have high concentrations of low-income students and few public highpoverty secondary schools are deemed as high performing, this study sheds light on within-school practices that foster an improvement culture.

Moore, J., & Mountford-Zimdars, A. (2025). **Contextual Admissions: Normative Considerations**. *Higher Education Quarterly*, *79*(1), e12579. https://doi.org/10.1111/hequ.12579
Access to higher education is often competitive, and much attention has been placed on the question of admission decision-making in such high stakes situations. We identify various approaches to distributive justice and consider these under the framework developed by Pike distinguishes between 'egalitaria' (everyone gets the same); 'necessitia' (people get what they need); 'desertia' (people get what they deserve); and 'marketia' (the market decides what people get). Considering applicants in context is one approach to deciding admissions designed to enhance fairness and support social justice. This approach is practiced in a range of countries including the United Kingdom, the United States and Japan and operates under names such as Contextual Admissions (CA), Holistic Assessment (HA) or Holistic Review (HR). This thought piece considers the philosophical/normative and practical reasoning approaches that underpin CA. We use the case of English higher education to illustrate the political and philosophical debates, to highlight practical challenges and potential limitations and to identify further considerations for realising the benefits of contextualising university applicants.

Moreau, P. (2024). **Promouvoir des environnements d'apprentissage innovants et citoyens : Le cas des learning labs**. *Éducation Permanente*, (HS1), 105-110. https://doi.org/10.3917/edpe.hs01.0105

Moses, K. D. (2025). **Unfinished development work—One person's journey and thoughts**. *International Journal of Educational Development*, *113*, 103171. https://doi.org/10.1016/j.ijedudev.2024.103171
This essay reflects over 40 years of international educational development experiences in selected lower and lower middle-income countries (LMIC) out of 72 countries of all income levels where the author worked. Moses focuses on knowledge appropriate to a beginning or early career international education development professional. He discusses how someone may become an international development person including key categories to deal with: Education, Context, People, Institutions, and Technical that affect success and failure in development work. This includes crucial factors such as a detailed understanding of the context for a country, capacity for absorption, extent of essential education information, support for appropriate technology, information innovations including future use of Artificial Intelligence (AI)) and approaches that over time shape education delivery improvements. Moses pays particular attention to Sub-Saharan Africa, which is home to most LMICs, whose issues embody many of the challenges found in pursuing educational development. Additionally, the author discusses thoughts on challenges in leadership, government, donors, private sector, and political interactions that affect changes in the K-12 and related education sectors.

Moshtari, M., & Ghorbani, M. (2025). **Challenges and Strategies for Academic Diaspora Engagement in the Internationalisation of Higher Education Institutions: Empirical Evidence From a Low- and Medium-Income Country**. *Higher Education Quarterly*, *79*(1), e70004. https://doi.org/10.1111/hequ.70004
While the academic diaspora can serve as a facilitator of internationalisation for higher education institutions (HEIs) in low- and medium-income countries, anecdotal evidence on the engagement of the academic diaspora indicates that it is temporary, superficial and of little impact on the quality of research and educational programmes; it has mainly benefited HEIs by raising their visibility and university rankings, thus exploiting the diaspora rather in home countries than vigorously engaging them in academic activities and capacity building efforts. The present study builds on the boundary-spanning perspective to elaborate on the potential functions of academic diaspora as enhancers of HEIs' capabilities by enabling genuine partnerships between HEIs in developing and developed countries. Furthermore, using an explorative qualitative approach, the paper provides insights into the factors involved in the low-quality engagement of academic diaspora at the national, institutional and individual levels. Finally, several implications for HEIs' managers and policymakers are laid out to improve the quality and impact of academic diaspora engagement.

Mundy, K., Asim, M., & Bell, S. (2024). ***Strengthening system level educational leadership and management in low and middle-income countries: a review of recent paradigms and research*** (p. 39). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392419

Mwaura, G. (2024). ***Fostering gender responsive school leadership in Africa: A policy brief – African centre for schoolleadership***. Consulté à l'adresse VVOB – education for development website: https://africancentreforschoolleadership.org/fostering-gender-responsive-school-leadership-in-africa-a-policy-brief/

Nara, R., & Ikeda, A. (2024). **The professional structure required of primary school teachers in Japanese schools for the deaf**. *British Journal of Special Education*, *51*(4), 436-446. https://doi.org/10.1111/1467-8578.12550
This study aimed to identify the professional structure required by teachers working in primary schools for deaf students in Japan. Ten university teachers training in education for deaf students at Japanese universities participated in semi-structured interviews. Data were analysed using the KJ method of qualitative analysis based on similarity, with 409 codes, 12 categories and 99 sub-categories extracted. The results were aggregated into teaching skills and knowledge and collaborative skills categories, clarifying the specific structure of expertise required for teachers of deaf students. Teaching skills and knowledge have already been integrated into teacher training programmes; however, curriculum development for collaborative skills is required. The results of this study suggest that teachers need to acquire a wide range of professional skills to educate children with hearing impairment. We recommend improving social mechanisms for training these teachers in the future.

Nguyen, N. T. L. (2025). **A bibliometric and systematic review of literature on teacher educators during the times of neoliberal internationalisation**. *Review of Education*, *13*(1), e70037. https://doi.org/10.1002/rev3.70037

The neoliberal internationalisation of teacher education affects the professional lives of teacher educators in various ways. However, a comprehensive understanding of research on teacher educators during the times of neoliberal internationalisation has not been synthesised. This study reviews the literature on teacher educators within the context of neoliberal internationalisation through a combination of bibliometric and systematic approaches. Bibliometric data analysis with Biblioshiny in R and VOSviewer was employed to examine the literature's intellectual structure and research foci of 84 documents downloaded from the Scopus database. Additionally, the same documents were analysed thematically to enrich data from the bibliometric study. Firstly, findings revealed an imbalance in knowledge production and citation within the intellectual structure of literature. Secondly, seven themes from the word co-occurrence network presented seven professional duties of teacher educators during neoliberal internationalisation including (1) teaching for social justice, (2) fostering global consciousness of student teachers and sustainability in internationalisation, (3) engaging in professional learning, (4) providing global competence education for student teachers, (5) addressing the technification of teacher education accelerated by the COVID-19 pandemic, (6) integrating research into teaching, and (7) promoting (multi)cultural awareness in language teacher education. The complexity of teacher educators' professional lives calls for support and collaboration from stakeholders to enhance their resilience under the increasing influence of neoliberal internationalisation.

Novrita, J., Elizarni, Oktavia, R., & Sari, T. Y. (2025). **Making 'Taman Baca' Sustainable", lessons learned from community-based non-formal education in Aceh, Indonesia**. *International Journal of Educational Development*, *113*, 103186. https://doi.org/10.1016/j.ijedudev.2024.103186
Community Learning Centres (CLCs) play a vital role in promoting literacy development and lifelong learning, particularly for marginalized populations in developing countries. This study delves into the sustainability factors of CLCs in Indonesia, specifically focusing on Taman Baca Masyarakat (TBM), also known as community reading parks. Despite the establishment of numerous TBMs, only a small percentage have successfully transitioned into Community Learning Centres (CLCs) that address the broader learning needs of the community. Ten TBMs in Aceh, a province known for its history of armed conflict and natural disasters, were the subject of this study. Findings from focus groups, interviews, and secondary sources show that leaders with strong social capital are more likely to build lasting TBMs. This is because they can use that capital to attract volunteers, form partnerships with various institutions, and use digital technology to develop programs that are aligned with local cultural values and community needs. This study concludes with recommendations for the government to support community-based TBMs to maximize their roles as CLCs and promote their sustainability.

Nwosu, K. C., Orizu, C., Obiozor, W. E., & Apiti, A. A. (2024). **Barriers to effective learning for students with visual impairments at an inclusive-education university in Nigeria**. *British Journal of Special Education*, *51*(4), 447-457. https://doi.org/10.1111/1467-8578.12553
The research investigated the obstacles faced by undergraduates with visual impairments while studying at a Nigerian university striving to establish an inclusive learning environment for students with disabilities. The aim was to generate empirical evidence that can inform policies at the university and other similar institutions. The research is anchored in Bronfenbrenner's ecological systems theory, and a qualitative descriptive research design was employed. Using purposive sampling, 11 (male = 7;

female = 4) undergraduate students living with blindness were recruited. Data were collected using semi-structured interviews and subjected to inductive data analysis. It was found that students encounter various challenges, emanating from peers, lecturers, the university and their families. The results demonstrate how different contexts influence the learning outcomes of students with visual impairments, warranting more comprehensive intervention programmes.

Odier-Guedj, D., & Chatenoud, C. (2024). **Redimensionner ensemble les paramètres de la collaboration famille-école-communauté dans une recherche action participative : faire et apprendre ensemble**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 35-62. https://doi.org/10.3917/nresi.101.0035

OECD. (2024a). ***Higher Technical Education in England, United Kingdom: Insights from Selected International Experience***. https://doi.org/10.1787/7c00dff7-en

OECD. (2024b). **How are demographic changes affecting education systems?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4033* (Report N° 87; p. 7). Consulté à l'adresse OCDE website: https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/12/how-are-demographic-changes-affecting-education-systems_2de89d67/158d4c5c-en.pdf
The past decade has seen declining numbers of 0-4 year-olds while the number of 5-14 year-olds has continued to rise. During this period, most countries increased their financial investment in primary and lower secondary education, improving student-teacher ratios. However, the distribution of teachers remains uneven, with urban areas often facing recruitment challenges for specific subjects due to high demand, while rural regions contend with both persistent teacher shortages and the risk of school closures or consolidations linked to declining student populations. The demographic decline among 5-14 year-olds expected over the next decade presents both an opportunity to prioritise educational quality and a challenge to balance accessibility with resource efficiency, requiring strategic adjustments in teacher deployment and infrastructure.

OECD. (2025a). ***Reducing Inequalities by Investing in Early Childhood Education and Care*** (p. 285) [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development website: https://www.oecd.org/en/publications/reducing-inequalities-by-investing-in-early-childhood-education-and-care_b78f8b25-en.html
The early years set the foundations for children's development and learning trajectories in life. Early inequalities can put children on divergent paths, but Early Childhood Education and Care (ECEC) policies can level opportunities from the start, with lasting economic and social benefits. Addressing gaps in participation in ECEC and strengthening its quality and inclusivity represent essential steps to support young children and families and reduce inequalities. Leveraging insights from recent research, this report discusses the drivers of inequalities in early childhood and the place of ECEC within the landscape of mitigating policies. It develops a policy roadmap for ECEC to better support equity and inclusion.

OECD. (2025b). ***School partnerships addressing child well-being and digital technology*** (p. 33) [Report]. Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/school-partnerships-addressing-child-well-being-and-digital-technology_3c946a99-en.html

The policy perspective examines how schools can address students' mental, emotional, social, and digital challenges by forming partnerships with external actors and community resources. Drawing on information about education policies collected by the OECD in 2022, it explores the prevalence, structure, and effectiveness of cross-sectoral collaborations in areas such as physical health, emotional well-being, and digital technology use. It highlights a number of initiatives in OECD countries where schools engage with external agents to support child well-being and use of digital technology. By gathering insights from different education systems, the perspective informs policies for supporting the holistic growth of students.

Oldac, Y. I., & Olivos, F. (2025). **The development of higher education research topics between 2000 and 2021: Seven patterns from generalist journals**. *Review of Education*, *13*(1), e70021. https://doi.org/10.1002/rev3.70021
Higher education research, which was once trying to establish itself, is now accepted as an important research field across societies globally. Specifically, the last decades have seen dramatic developments. This study analysed the development of higher education research in the last two decades using novel natural language processing techniques. The study covered the abstracts of all articles published between 2000 and 2021 in the six generalist journals of higher education research. The findings highlight 15 emergent research topics, some of which have not been highlighted before. The study further analysed these 15 emergent research topics with the covariates of publication year, funding status, collaboration, world region, and journal, and conducted a diversity analysis of abstracts. Based on these analyses, the study argues for seven major patterns in the development of higher education research in the last two decades. The seven patterns highlight social and research issues in higher education, especially related to inequalities about identity and geographical location. The study calls for more inclusiveness in publication practices and overall higher education contexts to further pluralise and enrich higher education research with diverse perspectives.

Ouellet, S. (2025). **La mise en œuvre d'une médiathèque : quand une église devient un centre de littératie communautaire**. *Revue hybride de l'éducation*, *9*(1), 1-27. https://doi.org/10.1522/rhe.v9i1.1743
La recherche réalisée porte sur un enjeu vécu dans plusieurs régions rurales en matière de littératie et de culture. Dans de petites collectivités éloignées des grands centres urbains et affectées par plusieurs facteurs de dévitalisation, la littératie communautaire et la culture sont appelées à jouer un rôle fondamental par le biais de la mise en œuvre d'infrastructures. En ce sens, notre recherche-intervention a accompagné un comité de citoyens lors de la transformation d'une église en médiathèque. Ainsi, notre recherche vise à documenter cette démarche d'innovation sociale par la réalisation d'un centre de littératie communautaire.

Ozias, M., & Nicolazzo, Z. (2025). **Gender troubling critical whiteness studies in education**. *International Journal of Qualitative Studies in Education*, *38*(2), 298-313. https://doi.org/10.1080/09518398.2024.2369321
Gender is gaining more attention as a category of analysis in educational scholarship; however, much misunderstanding of gender remains, especially in how sex and gender are often treated as synonymous analytics. Additionally, gender and race are often treated as wholly separate despite their ongoing entwined epistemic and ontological genealogies. While critical studies of whiteness hold the potential to interrogate how

gender itself is a violent imposition of white supremacy (Ozias & Nicolazzo, 2021; Spillers, 1987), the present study uncovers substantively different findings. Specifically, our content analysis of the past decade of CwS literature in higher education demonstrates what we identify as an investment in technologies of whiteness; a commitment that reinforces reductive, harmful, and inaccurate knowledge/power regimes of race/gender. In doing so, much of the CwS scholarship (including our own) undermines its intended goals by furthering, rather than dismantling, the effects of white cisheteropatriarchy.

Paccaud, L., & Pont, E. (2024). **« À l'école normale, j'étais toujours le seul en fauteuil » : face à l'école intégrative, les paradoxes de l'expérience scolaire séparative**. *Carrefours de l'éducation*, *58*(2), 77-92. https://doi.org/10.3917/cdle.058.0077

Pai, G. (2025). **Expanding primary school completion through culturally responsive and sustaining education: Evidence from a historical project in Sierra Leone**. *International Journal of Educational Development*, *112*, 103191. https://doi.org/10.1016/j.ijedudev.2024.103191
This article takes an unconventional approach of empirically evaluating a historical UNESCO-funded educational development project in Sierra Leone. Grounded in principles of culturally responsive and sustaining education (CRSE), the Bunumbu project represented one of the largest investments in the 1970–80s to universalize primary education into rural sub-Saharan Africa (SSA). By combining a historical analysis with a difference-in-differences model, this study uses national census data from thirty years after the project began to evaluate the effects of the Bunumbu project on primary school completion. Results show that there was a 3.8%-point higher increase in primary completion rates in the Bunumbu project area than neighboring comparison chiefdoms. Findings suggest that CRSE can complement recent pedagogical approaches like structured pedagogy programs that have gained popularity in SSA.

Popa, S. (2024). **Towards 2030 and beyond: Challenges, constants, and the need to transform education**. *PROSPECTS*, *54*(3), 507-513. https://doi.org/10.1007/s11125-024-09715-7

Rasa, T. (2025). **Education and the Future: Four Orientations**. *European Journal of Education*, *60*(1), e12884. https://doi.org/10.1111/ejed.12884
Education is inherently entangled with the future. This argumentative review examines this entanglement and proposes a framework differentiating between four educational orientations towards the future. The orientation 'Futures of education' examines how education changes in the future: From rhetorical to visionary, these futures are concerned with issues such as educational technology. 'Education to adapt to the future' is concerned with how education prepares young people to face projected or unknown conditions and focuses on issues such as future jobs. 'Education to change the future' sees learners as having influence on the future and relates to issues such as sustainability and agency. 'Education about futures' involves bringing the potential and unpredictability of future into classrooms and is concerned with students' futures literacy. Focusing on questions of educational aims, critical perspectives and technology, literature around these orientations is examined to support more conscious discourse on the relationship between education and the future.

Reynaud, H. (2024). ***Étude d'options : quelles pistes pour réformer la santé scolaire ?*** (Rapport d'information N° 225 (2024-2025)). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-225/r24-225.html

Robertson, C. (2024). **SENCos and the effective use of teaching assistants**. *British Journal of Special Education*, *51*(4), 511-513. https://doi.org/10.1111/1467-8578.12565

Roudil, A. (2024). ***Vers un curriculum possible et pertinent d'une éducation à une économie durable au temps de l'anthropocène*** (Phdthesis, Université de montpellier). Consulté à l'adresse https://hal.science/tel-04733054

L'objectif de ces travaux est de s'interroger sur les repères, ou balises, curriculaires nécessaires et pertinentes en vue d'une « éducation à » une économie soutenable dans le contexte scolaire. Cette éducation viserait ainsi à former les jeunes générations à penser de manière critique, pensée étayée par la connaissance de l'histoire des théories économiques depuis l'Antiquité jusqu'au monde contemporain. Pensée également étayée par la connaissance des approches contemporaines, concurrentes et controversées, des sciences économiques, leur permettant ainsi de rechercher des solutions innovantes et alternatives, tout en prenant des décisions éclairées en matière d'environnement, de justice sociale et de gouvernance dans leur parcours d'apprentissage. Le but de l'étude est d'analyser d'un point de vue curriculaire diachronique les sciences économiques et sociales (S.E.S.) prescrites en France, pour le niveau de terminale – spécialité et ce, pour les trois dernières réformes des programmes effectuées en vingt ans. Il s'agit ainsi de mettre à jour le « caché » de ces réformes successives et de proposer des balises pour un curriculum possible et pertinent au temps de l'anthropocène. Qu'en est-il alors de l'éducation à une économie soutenable développée dans les curricula d'enseignement des programmes français ? Quelles en seraient les balises curriculaires qui permettraient de développer une formation pertinente car adaptée aux enseignants et aux territoires ? Nous procédons en premier lieu à une recherche documentaire sur les trois dernières réformes, au moyen d'une analyse comparative de contenu des programmes des S.E.S. de terminale (spécialité), puis des manuels scolaires, sous le prisme des trois principaux éditeurs français. À cet effet, nous portons un intérêt particulier sur l'intégration de la notion de « changement climatique » dans cette étude des curricula, au moyen de leur analyse épistémologique et lexicographique. Nous nous questionnons ainsi sur le « caché » de ces réformes successives dans cette discipline, au travers de la manière dont sont rédigées chacune de ces prescriptions et par la recherche des influences. Les résultats démontrent une série de ruptures dans les orientations des programmes S.E.S. ces vingt dernières années. En effet, sous l'influence d'instituts ou de groupes de réflexion aux intérêts, doctrines et buts idéologiques divers, et souvent peu transparents, une part de curriculum caché infuse fortement les axes programmatiques des politiques éducatives. La notion de « changement climatique » est plus particulièrement examinée dans les programmes scolaires S.E.S. et dans les manuels du secondaire en tant que niveau fondamental pour la formation des écocitoyen.nes. Si le constat d'un intérêt croissant des programmes et des éditeurs pédagogiques pour cette question est fait, il apparaît également que la notion et ses enjeux économiques ne sont pas encore développés à la hauteur de l'urgence climatique à laquelle nous sommes confrontés. Ainsi, des propositions curriculaires sont effectuées dans une perspective d'amélioration.

Roy, E., & McLain, M. (2025). **The disciplinary matrix of applied arts and artistic cultures**. *The Curriculum Journal*, *36*(1), 15-35. https://doi.org/10.1002/curj.251
Applied arts and artistic cultures are taught in vocational high schools, in France, with the aim of developing civic and social skills in students, which are cross-cutting or generic. To achieve this, this design education revolves around the creation and conception of artefacts. This article explores epistemological issues relating to the role and nature of design education in vocational high schools. Following Kuhn, it proposes a disciplinary matrix of the subject, characterized by objects, knowledge (declarative and procedural) and a set of tasks. These different components make it possible to present a curricular analysis grid of design education in vocational high schools over the past 30 years. This reveals a curriculum development correlated to the evolution of design as an involved social practice. Additionally, the integration of Mitcham's technological manifestations framework enriches this analysis, offering a more comprehensive perspective on the role of technology in design education. This approach indeed clarifies what needs to be taught, fosters the evolution of teaching methods and incorporates new elements such as sustainable development, the environment, collaboration and information technologies. These adjustments reflect changes in professional practices and contribute to civic education in the context of sustainability and ethical challenges. This article makes a significant contribution to debates on the epistemological basis for design education, in France and beyond.

Rubin, P. G., Coon, S. R., & Daily, C. A. (2025). **Moving Beyond the Observable: What Distinct Values Contributed to Utah's Postsecondary Sector Changes in the United States?** *Higher Education Quarterly*, *79*(1), e12582. https://doi.org/10.1111/hequ.12582
Research on higher education policy in the United States often seeks to understand commonalities across state contexts to understand broader concepts influencing decision-making. However, this minimises the importance of abstract and distinct factors impacting policy processes within a state. While researchers in other fields attribute these non-tangible characteristics to a state's culture, a similar concept has yet to emerge within the higher education policy context. By considering gaps within the literature, the current exploratory case study considers two statewide postsecondary sector changes in Utah that occurred in 2019–2020 and the distinct state-level values that were commonly influential during these processes.

Rushton, E. A. C., Dunlop, L., & Atkinson, L. (2025). **Fostering teacher agency in school-based climate change education in England, UK**. *The Curriculum Journal*, *36*(1), 36-51. https://doi.org/10.1002/curj.253
Drawing on conceptualisations of teacher agency through the ecological approach, and in the context of recent policy activity, we explored primary and secondary school teachers' experiences of agency in relation to climate change education in England. Data collection occurred over two distinct but related phases. Firstly, we completed a series of interviews with the same three secondary geography teachers at the outset of their careers (15 interviews during 2020–2022) which included 1 year of Initial Teacher Education and 2 years as Early Career Teachers (ECTs). Secondly, we captured the experiences of further 24 in-service science and geography teachers (with expertise beyond the ECT period) through two online workshops held in November 2022, the first for primary teachers (n = 10) and the second for secondary teachers (n = 10). Interviews were held with four teachers (two primary and two secondary) who could not attend the workshops (n = 4). Our findings underline the importance of structures (e.g. school

leadership) and culture (e.g. ideas and values) in fostering teacher agency. Teachers across primary and secondary phases and at different career stages highlighted the value of curricular and extra-curricular spaces for climate change education. If all children and young people are to access effective climate change education, researchers and policy makers will need to further consider ways to ensure teachers can achieve agency, including through access to transformative professional learning which fosters agency in relation to climate change education.

Sarturi, G., & Aragão, P. B. R. (2025). **Value Creation for Multiple Stakeholders in Higher Education Institutions**. *Higher Education Quarterly*, *79*(1), e70014. https://doi.org/10.1111/hequ.70014
A comprehensive understanding of value creation in higher education institutions (HEIs) and the organisational practices that drive this value is essential for strategic management. Grounded in stakeholder theory, this study adopts Harrison and Wicks' model to examine the perceptions of five stakeholder groups regarding key drivers of value. The findings extend the original model—focused on goods and services, organisational justice, affiliation and opportunity costs—by introducing reputation and inter-stakeholder relationships as complementary dimensions shaping stakeholder perceptions of value. Additionally, the study identifies stakeholder engagement as a critical outcome of the value creation process. This research advances stakeholder theory by applying and expanding it within the context of public HEIs, providing a robust framework for measuring and managing value across diverse stakeholder groups. It also offers practical insights for HEI managers to align institutional strategies with stakeholder expectations, fostering synergy, engagement and improved institutional performance.

Schulte, J. T., & Benson-Egglenton, J. (2025). **Evaluating the Impact of Contextual Offers in a Highly Selective Institution: Results From a Mixed-Methods Contribution Analysis**. *Higher Education Quarterly*, *79*(1), e12580. https://doi.org/10.1111/hequ.12580
English university admissions increasingly make use of contextual offers, where applicants with certain socio-demographic characteristics can be offered marginally lower entry conditions. This paper presents novel insights on the impact of contextual offer policy on one institutions' patterns of enrolment in 2022/23 via a mixed methods contribution analysis. We present evidence that the policy contributed to widening access for targeted students despite the institutions' small and highly selective intake. This effect appears to be driven by increasing applicants' likelihood of accepting an offer and allowing a small number of students to enrol despite narrowly missing standard offer criteria. While contextual offer policies thus appear to be an effective tool for improving targeted students' enrolment at an institution, further research is needed to understand the impact of contextual offers on student outcomes and experiences.

Sheppard, M. (2025). **Legislating whiteness: an emotion discourse analysis of divisive concepts legislation**. *Pedagogy, Culture & Society*, *33*(1), 179-197. https://doi.org/10.1080/14681366.2023.2242351
This research examines a state-level response to national political movements to decentre whiteness in American social studies education. Aiming to better understand how emotions systemically sustain and build connections to whiteness, this emotion discourse analysis examined how fear and hope shaped the content of and support for legislation mandating a race-evasive approach to teaching in public schools. Fear of what learning about racism might provoke and disrupt was a driving force behind the

policy. Despite emotion discourses resisting the policies and identifying the harm such censorship would cause for students and education more broadly, the policy became law laying the foundation for further policy moves to protect whiteness in education spaces. This research highlights the need for social studies curricula that expand students' capacity to identify and analyse the social and political significance of emotions.

Sherard, M. K., & Russo-Tait, T. (2024). **Exploring the Unstated: Using Critical Discourse Analysis to Examine Faculty Diversity, Equity, and Inclusion Statements**. *Research in Higher Education*, *66*(1), 6. https://doi.org/10.1007/s11162-024-09827-1
In higher education, diversity, equity, and inclusion (DEI) statements are texts written by faculty members which explain their commitments to improving education for marginalized students. Requesting, reviewing, and acting upon DEI statements is just one practice, among others, which higher education institutions can use to transform individual and institutional practices, towards more just ends. However, DEI statements can become extensions of the curriculum vitae rather than opportunities for deeper critical reflection. In this study, we examine a large R1 university in the Southwestern US which required its faculty to submit written reflections about their contributions to diversity. We collected 22 statements from faculty in two disciplines: life sciences and quantitative sciences. Drawing on techniques from critical discourse analysis, we analyzed these statements to understand what meanings are expressed and what factors constrain or support faculty in writing more critical reflections. Results demonstrate that most faculty's statements: (a) do not clearly explicate DEI problems or causes; (b) over represent remedies to problems; and (c) locate problems within or between individuals, rather than within systems. We hypothesize that this is due (in part) to influence of major funding sources and broader neoliberal discourses about knowing, learning, and success in higher education.

Shmis, T., Cahu, P. M. M., Brajkovic, L., & Gresham, J. (2025). ***Unlocking Potential : Enhancing Education Quality in the Western Balkans Based on Insights from the PIRLS 2021 and PISA 2022 Studies*** (N° 7). Consulté à l'adresse World Bank Group website: https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099011025181081356/P5005791deb7fa0ae1be131bcb195f4a666
Unlocking Potential : Enhancing Education Quality in the Western Balkans Based on Insights from the PIRLS 2021 and PISA 2022 Studies (English)

Spörk, J., Ledermüller, K., & Vettori, O. (2024). **Back to normalities, plural? A longitudinal disaster-management perspective on Covid-19 in higher education**. *Tertiary Education and Management*, *30*(4), 237-255. https://doi.org/10.1007/s11233-024-09146-1
This paper offers a fresh perspective on the COVID-19 situation of higher education institutions from a disaster-management perspective. Based on conceptual models of disaster management theory and with the help of a longitudinal multi-method, multi-perspective approach, this research contributes to better understanding the challenges during and "after" such a crisis. The COVID-19 pandemic started with a single event (e.g. campuses are shut down because of a dangerous disease) and transformed into a situation where new events (like new virus mutants) deepened the crisis during the hypothetical restabilisation phases. This includes the switch from a very coherent problem perception of all institutional actors in the beginning, to different and conflicting viewpoints and preferences over time. The paper argues that these developments

contribute to the already fragmented realities of higher education institutions, e.g. by never giving institutions the time to agree on how to deal with the abundance of options in the long run.

Talman, K., Vierula, J., Karihtala, T., Laakkonen, E., Engblom, J., & Haavisto, E. (2025). **Development and Validity Evaluation of a National Digital Entrance Examination Test for Higher Education Student Selection**. *Higher Education Quarterly*, *79*(1), e70006. https://doi.org/10.1111/hequ.70006
Higher education institutions need to develop valid, fair, and objective selection methods. Current literature reporting the development and validation of new national large-scale selection tests is scarce. This two-phased study aimed to (1) develop and (2) evaluate the validity of the Finnish digital Universities of Applied Sciences Entrance Examination (UAS Exam). In phase 1 (years 2018–2019), the UAS exam sections were constructed using scoping reviews, document analysis, and expert evaluations. Pilot tests were performed for item analysis using Item Response Theory (IRT). In phase 2, validity evaluation was conducted in a cross-sectional design (October–November 2019) using classical test theory and IRT. The applicants' (n = 13,048) exam scores and the difficulty levels of the exam questions varied in all the exam sections. Psychometrics supported the structure and the use of several exam sections. The usability of the digital exam was evaluated as acceptable. Item analysis revealed development needs in the exam sections.

Taylor, B. J., & Cantwell, B. (2025). **Paths to status among public research universities in the United States, 2010–2021**. *Higher Education Quarterly*, *79*(1), e12569. https://doi.org/10.1111/hequ.12569
Although universities are often characterised as 'elite', institutions can attain status in multiple dimensions—reputation, research, money and selectivity. We studied 21st century public universities in the United States, using latent profile analysis to identify which universities followed each path to status. Most universities pursued none, and very few pursued all four. Membership in the four groups was stable over time, indicating limited mobility.

Templ, B., Templ, M., Van Chinh, A. N. G., & Brändle, U. (2025). **Leveraging Sankey diagrams for enhanced curriculum planning in higher education**. *The Curriculum Journal*, *36*(1), 202-206. https://doi.org/10.1002/curj.299

Tesfaw, B., Tefera, G., Awoke, S., Abye, N., Adem, M., Yigzaw, S., … Carlson, D. L. (2025). **Science education and conflict: The case of South Wollo, Ethiopia**. *International Journal of Educational Development*, *112*, 103176. https://doi.org/10.1016/j.ijedudev.2024.103176
This case study explores the impact of armed conflict on science education in secondary schools and higher education institutions in South Wollo, an area in Northeast Ethiopia that was for two years a battlefield during the country's civil war. The purpose of this inquiry is to assess the extent of damage to science education infrastructure, examine how the disruption affected teaching and learning continuity, and explore the psychosocial consequences for students, educators, and the community. The findings reveal how war results in extensive damage to laboratories and science facilities, leading to a decline in the quality of science education. Ethiopian students and teachers experienced considerable challenges adapting to the unexpected, abrupt loss of

practical teaching and learning resources during and after the conflict, resulting in reliance on theoretical instruction insufficiently connected to the application of science concepts. The results underscore the need for innovative solutions such as virtual laboratories and also highlight the importance of addressing the psychosocial needs of the affected community to restore effective science education.

Turner, B. S. (2024). **Does the University Have a Future?** *Theory, Culture & Society*, *41*(7-8), 123-135. https://doi.org/10.1177/02632764241299411
Although this article examines the problems facing modern universities such as their loss of independence and shortage of funding, similar problems faced universities throughout the 20th century. The focus is on the post-war generation, the creation of new universities and the political and economic changes that were brought about by Thatcherism. In the growth period between 1945 and the 1970s, many working-class children gained social mobility through the expansion of the university sector. This period also attracted large numbers of exiles from Europe. The contemporary demographic challenge to universities in terms of the shrinkage of the population of eligible students is critical. Universities have responded by recruiting primarily Chinese and Indian students. This challenge joins other modern problems: bureaucracy, managerialism, rising costs, the loss of academic independence, stagnant wages, declining opportunities and the threat of AI. Can we imagine and build the post-university? Is the cafe as a meeting place a possible model of a global online intellectual hub?

Ul Hassan, M., Hussain, A., Rashid, K., & Nawaz, M. H. (2025). **University Strategies for Addressing Democratic and Migration Cases**. *European Journal of Education*, *60*(1), e12870. https://doi.org/10.1111/ejed.12870
This interdisciplinary research explores the complex interplay between democratic erosion and migration crises, recognising their profound implications for social cohesion. With universities serving as bastions of knowledge and inclusion, their role in addressing these challenges is paramount. By implementing targeted programs and initiatives, universities actively contribute to mitigating the adverse effects of these crises and promoting social cohesion within their campuses and surrounding communities. The research objectives encompass a comprehensive examination of existing strategies and programs implemented by universities worldwide, focusing on identifying successful approaches and practices. Additionally, the study seeks to uncover the underlying challenges and obstacles faced by universities in effectively addressing democratic and migration crises, ranging from institutional constraints to sociopolitical factors. Universities hold significant sway in shaping policy discourse and influencing decision-making processes at local, national, and international levels. Through rigorous research methodologies, including mixed-methods approaches involving qualitative case studies and large-scale surveys, this study aims to provide nuanced insights into the root causes and consequences of democratic erosion and migration crises. Ultimately, this research contributes to advancing scholarly understanding in the fields of democratic governance, human mobility, and social cohesion. By offering actionable insights and innovative solutions, it strives to empower policymakers, practitioners, and affected communities to effectively navigate and address these complex challenges, fostering resilience and harmony in societies worldwide.

Ul Hassan, M., Murtaza, A., & Rashid, K. (2025). **Redefining Higher Education Institutions (HEIs) in the Era of Globalisation and Global Crises: A Proposal for Future Sustainability**. *European Journal of Education*, *60*(1), e12822. https://doi.org/10.1111/ejed.12822
Higher Education Institutions are undergoing (HEIs) profound transformations in response to the challenges posed by globalization and the increasing frequency of global crises. This paper presents a comprehensive framework aimed at redefining the values, missions, and goals of HEIs to ensure their sustained relevance and effectiveness in addressing contemporary global challenges. Drawing upon an extensive literature review, this research examines the multifaceted roles of HEIs in fostering global citizenship, inclusivity, and innovation. Moreover, insights from the World Economic Forum's Global Risks Report 2020 underscore the urgent need for HEIs to adapt to evolving global dynamics, including pandemics, climate change, and economic volatility. The proposed framework emphasises the imperative for HEIs to align their missions with emerging global challenges, as highlighted in UNESCO's Futures of Education report. By prioritising research, education, and community engagement for global impact, HEIs can serve as proactive agents of positive change in an increasingly interconnected world. Additionally, insights from the Institute of International Education's Open Doors Report on International Educational Exchange 2021 and data from Universities UK (2020) provide valuable perspectives on internationalisation and the evolving landscape of higher education. Lastly, this paper argues that HEIs must adopt a proactive approach to adaptation and innovation to fulfil their transformative potential in the face of globalisation and global crises. By redefining their values, missions, and goals in line with contemporary challenges, HEIs can play a central role in shaping a sustainable and inclusive future.

UNESCO. (2024). ***Accompagner la planification et le suivi de la mise en oeuvre des politiques éducatives au niveau déconcentré*** (N° 5; p. 8). Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000392251_fre

UNESCO IIEP Dakar. Bureau pour l'Afrique. (2024a). ***Faire collaborer la recherche et la politique éducative*** (N° 6). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392250_fre

UNESCO IIEP Dakar. Bureau pour l'Afrique. (2024b). ***Favoriser le dialogue et la concertation entre les différents échelons du système éducatif*** (N° 4; p. 8). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392249_fre

UNESCO, Mécanisme mondial de coopération dans le domaine de l'éducation. (2024). ***L'avenir en péril : pourquoi il est essentiel d'investir dans l'éducation*** (p. 15). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391645_fre

UNICEF. (2025). ***Learning interrupted: Global snapshot of climate-related school disruptions in 2024*** (p. 1-12). Consulté à l'adresse UNICEF website: https://www.unicef.org/reports/learning-interrupted-global-snapshot-2024
Global snapshot of climate-related school disruptions in 2024

UNICEF : Fonds des Nations unies pour l'enfance. (2024). ***Transforming education in the Western Balkans. PISA 2022 findings from Albania, Kosovo, Montenegro, North***

Macedonia and Serbia (p. 90). Consulté à l'adresse UNICEF website: https://www.unicef.org/eca/reports/transforming-education-western-balkans
PISA 2022 findings from Albania, Kosovo, Montenegro, North Macedonia and Serbia

Väänänen, I., Kantola, M., Friman, M., & Lamberg, J. (2024). **From open access publishing to collaborative dissemination**. *Tertiary Education and Management*, *30*(4), 303-316. https://doi.org/10.1007/s11233-024-09149-y
The question of how to promote co-creation and collaboration among universities and companies in research and developing operations lies in the background of this study. The focus of this exploratory case study is on knowledge-creating patterns in an online dissemination platform. The research question was expressed as follows: How to develop and maintain a context supporting collaboration and creative common activities by academic online publishing. Online publishing environments are in continuous turbulence. Thus, we have to develop platforms for the dissemination of knowledge systematically. This means, for instance, evidence-based analyses, assessing, and brainstorming. In this case study, we describe one development process by focusing on an online journal and the multiple future scenarios (possibilities) for the journal. In addition, some visions and thoughts about the role of OA journals and possibilities in implementing and publishing the activities and performances of higher education institutions are presented.

van Ravens, J., & Crouch, L. (2024). **Growth of preschool education has slowed down but in interesting ways**. *PROSPECTS*, *54*(3), 541-558. https://doi.org/10.1007/s11125-024-09708-6
This article examines medium-term trends in global preschool enrolment and attendance by income category, revealing a slowdown in expansion in middle- and high-income countries starting in 2013, followed by low-income countries in 2015. By 2020, the gross enrolment ratio had plateaued at 60.8 per cent. The analysis indicates that conditions for preschool expansion are more favourable than for primary education, raising questions about stagnation causes. Hidden enrolment may be a significant factor, as many preschool-age children are enrolled in primary schools or in unregistered kindergartens. Parents in the Global South often navigate the education system by enrolling children in public or private preschools when available or unregistered settings if funds are limited. Some resort to placing under-age children in primary schools, anticipating year repetition, which inflates Grade 1 repetition rates, creating inefficiencies. To combat grade repetition and improve learning outcomes, a strong policy framework at the intersection of preschool and primary education is needed. The article proposes the preschool entitlement as a locally adaptable policy instrument to increase preschool access and engage local stakeholders in childcare provision.

Wang, P., Zhou, H., & Zhong, X. (2025). **Research on the cultivation model of international talents based on staying in Qiong to build Free Trade Port**. *International Journal of Educational Development*, *112*, 103189. https://doi.org/10.1016/j.ijedudev.2024.103189
The construction of Hainan Free Trade Port has created a large number of employment opportunities for international talents and put forward new requirements for talent cultivation in higher education. As a key educational institution in Hainan, Hainan University bears the important responsibility of cultivating high-quality international talents. Through research and analysis, this paper explores the factors affecting international talents' choice of employment in Hainan (abbreviated as Qiong) and

proposes improvement strategies for existing problems. It is found that there is still room for improvement in the promotion of talent policies, the willingness of international students to be employed, and the matching of professional settings with employment needs, although the construction of Hainan Free Trade Port is widely welcomed. The article suggests strengthening university-policy cooperation, optimizing the teaching system, and implementing an inter-professional training model, etc., in order to improve the quality of international talent cultivation and their willingness to be employed in Hainan, and thus promote the sustainable development of Hainan Free Trade Port.

Wang, T., Wang, W., & Dai, K. (2025). **Influencing Factors on Scholars' Perceptions of Organisational Support in Chinese Higher Education: An Exploratory Study**. *European Journal of Education*, *60*(1), e12849. https://doi.org/10.1111/ejed.12849
Supporting scholars is crucial for promoting academic development in higher education institutions (HEIs). While organisational support for academic careers has been widely researched in various contexts, little attention has been paid to factors influencing Chinese scholars' perspectives on such support, which could significantly impact their professional attitudes and performance. This qualitative study explores factors influencing scholars' perception of organisational support and the micro-processes by which these factors operate in Chinese higher education. Informed by organisational support theory, in-depth interviews were conducted with 30 tenure-track scholars from two Chinese research universities. Findings reveal diverse opinions among Chinese scholars regarding organisational support. Several influencing factors were identified: organisational justice, leadership and colleague support, organizational rewards and working conditions and organisational culture. These factors closely relate to scholars' work environment, career advancement and talent development, ultimately affecting their perception of whether their organisations care about their growth. This study emphasises the importance of considering scholars' perceptions to enhance the effectiveness of organisational support and contributes to building harmonious relationships between scholars and HEIs beyond mere evaluation mechanisms.

Warshaw, J. B., DeMonbrun, M., & McNaughtan, J. (2025). **Reaching for Excellence Through Equity or Prestige? US Private Master's Comprehensive Institutions and Low-Income Students**. *Higher Education Quarterly*, *79*(1), e12573. https://doi.org/10.1111/hequ.12573
Private master's comprehensive institutions (PMCIs) in the United States navigate pressures to expand college access and equity while striving for prestige in the academic hierarchy. To strive for prestige entails competing for world-class status of greater selectivity, research intensity and resources, but such a pathway to excellence may, because of market-competition, deepen institutional and student stratification in the sector. In this study, we examine how organisational characteristics associated with striving influence low-income student enrolment at PMCIs over time. Our panel analysis revealed selected factors constraining the enrolment of low-income students at the average PMCI. But the magnitude of these statistical relationships was rather modest and did not suggest dramatically worsening institutional and student inequality in the sector. These findings support a flexible theory of organisational fields, illuminating more equity-centred behaviours at the typical PMCI than what prior literature indicates. We discuss implications for research and policy emphasising equity's connection to institutional excellence.

Watrelot, P. (2025, janvier 23). **Le prof bashing, politiquement rentable**. Consulté 27 janvier 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/a-profite-prof-bashing/00113710
Comme la grippe, le prof bashing est une épidémie qui revient régulièrement. Et comme il y a peu de gestes barrières, le dénigrement des enseignants est toujours virulent.

Williams, D. M. (2024). **University Alumni Donations as Threats to Punish or Promises to Reward: Alumni Loyalty Before and After the Elimination of a Native American Nickname and Logo**. *Research in Higher Education*, *66*(1), 10. https://doi.org/10.1007/s11162-024-09832-4
The gap between predicted and actual outcomes—following a university's removal of their controversial Native American nickname—may be rather wide. This study investigates what alumni threaten or promise to do upon a potential school nickname change, and what actual actions result once change does occur. The University of North Dakota's (UND) "Fighting Sioux" nickname serves as a notable case study, from its heightened controversy in the 1990s through its ultimate removal in 2011. Two UND data sources are analyzed—alumni survey responses collected a decade prior to the change and financial donation figures from the university's alumni association—to assess alumni attitudes and actions, respectively. Less than one-quarter threatened to punish UND by reducing their donations if the nickname was removed, while very few claimed they would instead reward the university with increased donations. However, there is little evidence of permanent consequences resulting from the nickname's change; in fact, post-change contributions were slightly—albeit insignificantly—higher. Consequently, alumni expressions of attitudinal loyalty (expressions of support) toward the university was contingent upon nickname retention, while behavioral loyalty (actions in support) appeared unrelated to nickname change. These findings suggest two practical cautions for stakeholders: (1) for university administrators who fear hardline alumni threats may threaten budgetary stability, despite a lack of follow-through on such threats, and (2) for Native American nickname removal advocates of the importance to transcend debates which center the importance of alumni financial support.

Wong-Campbell, J. P. (2024). **Developing Antiracist Intelligence in Institutional Research: A Critical Content Analysis of AIR Forum Conference Programs, 2002–2023**. *Research in Higher Education*, *66*(1), 2. https://doi.org/10.1007/s11162-024-09825-3
Grounded in Quantitative Critical Race Theory (QuantCrit), this study utilizes Critical Content Analysis to examine how educational sessions at the Association for Institutional Research's annual conference, AIR Forum, have engaged issues of race and racism. On average, race was mentioned in just 6.2% of AIR Forum sessions annually, and only three sessions used the terms "racism" or "antiracism" between 2002 and 2023. Findings suggest there is a dearth of learning opportunities at AIR Forum explicitly aimed at countering racism in Institutional Research (IR). Implications for research and practice are shared to bolster the development of antiracist intelligence among IR professionals.

Wood, E., & Hedges, H. (2025). **Curriculum in early childhood education: Global policy discourses and country-level responses in Aotearoa New Zealand and England**. *The Curriculum Journal*, *36*(1), 147-163. https://doi.org/10.1002/curj.280
In early childhood education (ECE), global policy discourses influence national policy frameworks for curriculum, pedagogy and assessment practices. Although aspects of these discourses travel across national boundaries via policy borrowing, we argue that

consideration is needed of the cultural–historical evolution of country-level systems, their epistemological foundations and different goals or aspirations. We combine a cultural–historical perspective with critical policy text analysis to examine two curricular frameworks—England's Early Years Foundation Stage and Aotearoa New Zealand's Te Whāriki. Both nations share similar historical influences and timeframe for the development of ECE policies from the 1990s, but with different local responses, principles and values. Three questions about curriculum inform our policy text analysis: how are children are positioned and understood; what knowledge is valued and what outcomes are valued? The analysis indicates similar influences and discourses, but with dissimilar responses to these questions and distinctive ways of understanding curriculum in each country. We argue that although global discourses promote generic policy drivers and goals, country-level policy responses need to be understood genealogically and locally in relation to cultures, contexts and values. Taking a global–local approach to policy analysis also raises critical questions about the opportunities and limitations of policy borrowing across international contexts and the importance of contextualisation.

Xu, J., & Jin, H. (2025). **How Could Higher Education System Help Attract International Organisations? Differences Between China, the U.S., Switzerland, and the Netherlands**. *European Journal of Education*, *60*(1), e12918. https://doi.org/10.1111/ejed.12918
As more regions seek to attract international organisations (IOs) to improve their lack of voice in the global community, researchers have increasingly examined the factors that influence the IO location decisions. While these studies inform policy development, most focus on external factors such as international relations, with limited attention to a city's internal qualities. We reviewed the existing literature systematically to identify the factors that influence the location selection of IOs and deeply discussed the neglected factors as well as how to improve them. We especially explored "talents gathering" factor and analysed what could the higher education system contribute to it. We found out three main influencing factors: economy, government action, and talent gathering, among which the third is the most pivotal one. Specifically, even economically robust regions might lose IOs if political instability or other issues hinder timely payment of dues. Government policies should foster networks to prevent competition between different levels of governance. Additionally, IO tends to have less mobile talent pools compared to other industries, making it harder for these organisations to establish a talent base in new locations. Furthermore, an interesting finding is that higher education may greatly foster building the IO ecosystem within a city. We found that, compared to Western models, Chinese universities lack specialised programs to train professionals for IOs, offer insufficient practical resources, and are unaware of the need to establish employment support systems. These observations highlight the need for decision-makers of higher education institutions (HEIs) and governments to maximise resources to build the local IO ecosystem and IO employment support system.

Yamada, H., & Vu, T. M. (2025). **The number of toilets, toilet types, and school enrollment rates: Evidence from Cambodia**. *International Journal of Educational Development*, *112*, 103194. https://doi.org/10.1016/j.ijedudev.2024.103194
Using commune-level panel data for 11 years, we investigate whether there is a relationship between toilet facilities at primary and lower secondary schools and school enrollment rates in Cambodia. We differentiate toilet facilities by type (improved and unimproved) and by gender. We find that the number of improved toilets at both primary schools and lower secondary schools per boy/girl in the commune is positively associated

with the school enrollment rate of boys/girls of the corresponding age range (7–11 or 12–14 years). A positive association between the number of unimproved toilets per boy/girl and the school enrollment rate of boys/girls was found only at the lower secondary-school level, but the association was much weaker than that for improved toilets. These findings suggest that the construction of improved toilet facilities might lead to higher school enrollment rates.

Yoshimi, S. (2024). **After the Expansion: The Japanese University Crisis and a Vision of the Post-University**. *Theory, Culture & Society*, *41*(7-8), 137-146. https://doi.org/10.1177/02632764241299736
The university is in a state of crisis. This crisis has both quantitative and qualitative, or structural, aspects. Additionally, there are predicaments unique to Japanese universities as well as difficulties being faced by universities worldwide. The main focus of this paper is to explain the dire situation that contemporary Japanese universities are confronting and to suggest ways to overcome it. However, it will also touch upon the broader crisis facing universities in the 21st century.

Pratiques enseignantes

1922-2022 : un siècle de réflexions pédagogiques pour une ère nouvelle. (2022). *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(3-4), 2-202. Consulté à l'adresse https://shs.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2022-3
1922-2022 : un siècle de réflexions pédagogiques pour une ère nouvelle

Abchi, V. S., Meylan, S. S., & Matei, A. (2024). **Innover dans l'évaluation de la production orale en langue étrangère.: Étude exploratoire sur l'évaluation de l'allemand en Suisse romande**. *e-JIREF*, *10*(2), 23-42. https://doi.org/10.48782/e-jiref-10-2-23
La présente étude a pour but d'explorer le processus d'élaboration et de validation de contenu de tâches d'évaluation de la production orale en allemand langue étrangère chez des enfants de Suisse romande. Les tâches, conçues pour évaluer les objectifs correspondants du plan d'études romand (PER), ont la particularité d'être des tâches numériques qui peuvent être réalisées de manière autonome par plusieurs élèves en même temps. Les tâches ont été analysées et validées par deux groupes d'expert·es – enseignant·es et didacticien·nes - puis prétestées sur un échantillon de 212 élèves de toute la Suisse romande, ce qui nous a permis d'évaluer l'impact des aspects numériques et de mieux définir les caractéristiques des tâches. Les défis encore ouverts sont discutés, ainsi que l'apport des tâches en vue de les mettre à disposition des enseignant·es , sur une plateforme romande sur l'évaluation, en ligne (PistEval).

Adigun, O. T., Mpofu, N., & Maphalala, M. C. (2025). **Fostering self-directed learning in blended learning environments: A constructivist perspective in Higher Education**. *Higher Education Quarterly*, *79*(1), e12572. https://doi.org/10.1111/hequ.12572
Higher education (HE) is considered to be the apex of all educational endeavours. Therefore, it is expected that student in various institutions of higher learning should be self-motivated for individualized synchronous and asynchronous learning. Lamentably, it seems that such expectation within the HE spaced is yet to be achieved. While stakeholders in HE are in search for an approach to ensure that students have sufficient self-directed learning (SDL) capacities needed for blended learning (BL), this article advance and propose the use of the constructivist framework to foster SDL to ensure that

students develop their own understanding of learning, its meaning according to the context, and the ways to acquire it using BL as a mediator. Using the constructivist theory as a theoretical lens, we proposed the use of a three-ring-drag-in approach as a model to fostering SDL among students in various institutions of higher learning. We, therefore encourage the adoption or adaptability of the three-ring-drag-in approach as it promise to address and resolve the concerns and agitation of enthronement of SDL among students within the HE spaces.

Aldossary, M. S., Smith, C. A., & Paris, L. F. (2025). **Instrumental peer mentoring using visual arts to support university students: A scoping review**. *Review of Education*, *13*(1), e70026. https://doi.org/10.1002/rev3.70026
Higher education institutions have devoted substantial efforts to providing first-year students with resources and support to successfully navigate their academic journey. The rapid challenges at the academic and social levels lead to the need for more inclusive and innovative supporting methods. This scoping review explores the use of shared activities in an instrumental peer mentoring context to promote the academic and social engagement of university students. The focus of this review is to explore the extent of utilising shared art activities in peer mentoring contexts and identify evidence of using these activities to enhance metacognitive skills to promote first-year students' experience. Following the PRISMA statement for scoping reviews, relevant published studies were searched in seven databases according to the eligibility criteria. A total of 430 articles were identified across the fields of peer mentoring, art-based interventions and metacognition. There were 43 articles included, data extracted and synthesised. The purpose was to examine three groups of research, including peer mentoring for university students, particularly those that utilise collaborative activities overall, art-based interventions and, finally, research on metacognitive strategies when used within instrumental activities to enhance student university experiences. Results of the scoping review indicate that students in their first year of university might benefit from instrumental peer mentoring programmes that provide a link between visual arts and metacognitive insights. Implications for practice and future research are discussed.

Anctil, D., Proulx, C., Bouebdelli, A., & Tremblay, O. (2025). **Favoriser la collaboration dans la mise en œuvre d'une recherche collaborative sur le développement du vocabulaire et de la sensibilité lexicale à l'éducation préscolaire**. *Revue hybride de l'éducation*, *9*(1), 1-25. https://doi.org/10.1522/rhe.v9i1.1760
Cet article présente une recherche collaborative sur le développement du vocabulaire et de la sensibilité lexicale à la maternelle impliquant une quinzaine d'enseignantes œuvrant en milieu défavorisé. La mise en œuvre du processus de recherche-formation est décrite, de même que les ajustements en cours de déroulement qui ont permis de favoriser la collaboration entre les personnes participantes et de mieux répondre à leurs besoins. Ces changements, concernant principalement les contenus et l'organisation des journées de formation ainsi que les outils de collecte de données, découlent des données recueillies à travers les documents de planification, les rencontres de suivi au terme de chaque séquence d'enseignement et nos propres observations en classe et lors des rencontres.

Anlimachie, M. A., Abreh, M. K., Acheampong, D. Y., Samuel, B., Alluake, S., & Newman, D. (2025). **Enacting culturally responsive pedagogy for rural schooling in Ghana: A**

school-community-based enquiry. *Pedagogy, Culture & Society*, *33*(1), 141-159. https://doi.org/10.1080/14681366.2023.2205861
Culturally Responsive Pedagogy (CRP) has become an emerging strategy for improving low-income communities' educational outcomes. This school – community-based ethnographic case study investigates CRP strategies for improving education outcomes in a Ghanaian rural Basic School. The data collection included student assignments, focus group discussions, teachers' reflective essays, interviews, and field observations in a Ghanaian Basic School and its community. Using CRP theorisation and Bourdieu's socio-cultural theory, a thematic analysis of qualitative data found that the participating rural students' aspirations and school success priorities were heavily shaped by their immediate environment, embedded cultural capital and significant social others – especially their families and teachers. Teachers' cultural capital, including: 1) socio-cultural knowledge of their learners' background, 2) development of local cultural competencies and 3) forging school-home collaborative cultures facilitated rural schooling success. Therefore, the study argues for a grassroots approach to teacher development and a school-community collaborative approach to learning through a greater harnessing of home cultural capital as a critical strategy for re-positioning CRP for improved education outcomes for rural children in Ghana.

Araújo-Oliveira, A., & Barroso da Costa, C. (2024). **L'évaluation des apprentissages : soutenir et favoriser la diversité des apprenants**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 30-33. https://doi.org/10.7202/1114683ar
L'article propose une synthèse critique des recherches présentées dans le cadre d'un dossier spécial intitulé L'évaluation des apprentissages pour soutenir et promouvoir la diversité, publié par la revue internationale Revista Educativa (Barroso da Costa et Araújo Oliveira, 2021). L'objectif est de répondre de manière globale aux grandes questions soulevées par les organisateurs du dossier, recontextualisant ainsi la question de l'évaluation des apprentissages et soulignant la nécessité d'innover pour mieux soutenir la diversité chez tous les apprenants. Une lecture transversale de ces recherches a permis de mettre en lumière les principaux résultats et conclusions des études ainsi que les défis émergents et des pistes de réflexion pour de futures recherches.

Aronson, B., Brown, D. M., & Tangi, J. (2025). **Critical community building in action: a triad of faculty, graduate and undergraduate students working for racial justice**. *International Journal of Qualitative Studies in Education*, *38*(2), 314-330. https://doi.org/10.1080/09518398.2024.2369326
This article considers what critical community building might look like among colleagues at a university representing one faculty member, one doctoral candidate, and one undergraduate student. Using critical autoethnography-self-study, we analyze our journal reflections, presentations, teaching, and dialogues to better understand our approaches with teaching Critical Race Theory. This research asks: How do colleagues across power dynamics and positionalities learn from each other, and work collaboratively to teach about race and racism at a predominantly white institution? Our findings indicate that this sort of work requires relationships, shared vulnerability, and an understanding of our journeys to becoming critical pedagogues. We find value in this work due to its focus on collaboration across power dynamics (i.e. rank of professor, graduate, and undergraduate students) as well as our positionalities across womanhood.

We offer implications for other faculty/instructors who wish to bring this sort of collaboration to their college classroom and teacher education.

Aslan, T. K., & Burucu, R. (2025). **A Mixed-Model Study on Nursing Students' Views and Awareness of Sustainability**. *European Journal of Education*, *60*(1), e12914. https://doi.org/10.1111/ejed.12914
This study aimed to determine nursing students' views on sustainability and their awareness levels in this regard. The study has a mixed research design. No sampling was made, and it was aimed to access the whole population. Two hundred twenty-two students were included in the quantitative part of the research, while 16 students participated in the qualitative part. In the study, the Sustainability Awareness Scale and a semi-structured interview form were used. The quantitative and qualitative data were analysed both separately and in combination. The mean age of the participants was 20.85 ± 1.638 years, and the total scale mean score was 42.80 (38.800–47.200). Family type affects sustainability awareness. The participants reported 103 opinions on sustainability. These opinions were grouped under 4 main themes and 18 subthemes. Two subthemes obtained from the qualitative data were evaluated as "complementary", and two subthemes were considered "convergent". Nursing students had a low level of sustainability awareness. To nursing students, sustainability means environmental awareness, justice, renewability, and continuity. Nursing is a profession that is effective in ensuring sustainability. Incorporating sustainability into nursing education will contribute to sustainability in society, especially the sustainability of community health.

Athias, F., Brun, S. J. L., Morellato, M., Lerbour, O., Douarin, F., Poilpot, S., … Quilio, S. (2024). **A Cooperative Engineering in action: problem posing and solving**. *Perspectiva Educacional. Formación de Profesores*, *63*(3), 63. https://doi.org/10.4151/07189729-Vol.63-Iss.3-Art.1592
In this paper, we present results of a work between researchers and teachers within a cooperative engineering framework. This is the initial phase of a research program that involves writing and implementing a sequence for posing and solving problems for pupils aged 7 to 9 (2nd and 3rd grade) over a two-year period. The engineering process aims to understand and improve the teaching sequence, with the goal of enhancing both understanding and effectiveness. We will examine the result of the work of this group during this initial phase of the research. The sequence aims to link problem posing and problem solving. As a result we share the relationship in cooperative engineering as a relationship of inquiry about the knowledge to be taught and also about the practices for teaching this knowledge. Based on these initial results, we present some perspectives for the next steps of this research.

Audet, G., & Gosselin-Gagné, J. (2024). **Enseigner en contexte de diversité ethnoculturelle : des leçons de l'expérience à transmettre**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(4), 907-927. https://doi.org/10.53967/cje-rce.6121
The student population in Quebec is increasingly characterized by significant ethnocultural, linguistic, and religious diversity. However, the degree to which schools take this diversity into consideration remains varied. This article presents the results of a research project that aims to shed light on the professional knowledge that teachers have developed regarding pedagogical intervention with students from immigrant backgrounds. The participants' stories allowed us to identify various lessons that they

learned from their work experience in an ethnoculturally diverse context. In this article, these different lessons have been organized around three themes: a role to play, attitudes to demonstrate, and experience and collegiality to develop. The analysis of the participants' stories of practice highlights experiential lessons which could be transmitted to other teachers in initial or even continuing training.

Azarniyoosh, S., & Roohani, A. (2025). **The Effectiveness of the Flipped Learning Model in Improving Second/Foreign Language Metacognitive Listening Awareness and Strategy Use**. *European Journal of Education*, *60*(1), e12841. https://doi.org/10.1111/ejed.12841
This study investigated the effectiveness of the flipped learning model, compared with the nonflipped learning model, in improving second/foreign language metacognitive listening awareness and perceived strategy use. For this purpose, 40 young adult learners studying English as a foreign language in two intact classes were selected. They were assigned into flipped and nonflipped groups, which received flipped and nonflipped instruction, respectively. A mixed-methods embedded design was adopted. Data were gathered by employing the Metacognitive Awareness Listening Questionnaire and diaries. Analysis of covariance and thematic analysis revealed that the flipped model significantly fostered the learners' metacognitive awareness and strategy use in listening. Although the strategies related to planning and evaluation, person knowledge, directed attention, mental translation and problem solving were used in both groups, the flipped group demonstrated a greater tendency to use the metacognitive strategies requiring high-order processes. Flipped learning can drive L2 students to become metacognitively strategic listeners.

Baguhin, M., Ganancial, I. J., & Pregoner, J. D. (2024). **What is the Research Gap? Addressing Low Scholarly Productivity in Philippine Basic Education**. *IMCC Journal of Science*. Consulté à l'adresse https://hal.science/hal-04879860
This commentary examines the persistent issue of low research productivity among basic education teachers in the Philippines, aiming to identify its root causes and propose actionable solutions. Challenges such as heavy workloads, insufficient research training, inadequate institutional support, and resource constraints hinder teachers' ability to contribute to scholarly publications and participate in reputable conferences. The discussion highlights a multi-faceted approach to addressing these barriers, including reducing workload, enhancing research capacity through training and mentorship, increasing financial support, and fostering a research-oriented culture. When these measures are implemented, basic education teachers can be empowered to generate classroom-based insights, improve pedagogical practices, and contribute meaningfully to the global body of knowledge.

Baguio, M. P. A. B., & Baguio, J. B. (2025). **Professional Reputation and Service Efficacy of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, *51*(1), 165-174. https://doi.org/10.9734/ajess/2025/v51i11737
This study explored the professional reputation and service efficacy of teachers in Manay District, Division of Davao Oriental, employing a non-experimental quantitative research design with a correlational method. The study utilized universal sampling, involving 135 public elementary school teachers. Data were collected through validated survey instruments and analyzed using descriptive statistics, Pearson r, and regression analysis. The findings revealed that the professional reputation of public elementary school teachers, measured in terms of obligation, truthfulness, admiration, sympathy, and

communal responsibility, was often manifested. Meanwhile, their service efficacy, assessed through collaboration, decision-making, resource utilization, and communication, was sometimes evident. A significant relationship was found between professional reputation and service efficacy. Furthermore, specific domains of professional reputation were significant predictors of service efficacy. These results have important implications for educators and policymakers, particularly in designing professional development programs that enhance both professional reputation and service efficacy. It is recommended that public-school teachers participate in conferences and training offered by the Department of Education (DepEd) to foster professional growth and improve their teaching practices. Limitations of the study include its reliance on self-reported data and the focus on a single district, which may affect the generalizability of the findings. Future research could explore similar relationships in other contexts or investigate additional factors influencing service efficacy.

Baraldi, C. (2025). **Research on Hybrid Integration and Local Policies in the Education System**. *European Journal of Education*, *60*(1), e12854. https://doi.org/10.1111/ejed.12854
This article presents a European research project addressing migrant children's participation in the education system in seven countries. The article primarily concerns a part of the research project, based on transcribed recordings of facilitated classroom activities in primary and secondary schools, prefaced by a summary of the research findings that provides a background. The analysed facilitated classroom interactions show forms of hybrid integration based on the ways in which migrant and nonmigrant children exercise agency, sharing their personal cultural trajectories. The paper shows the importance of using research on classroom activities for the support of educational policies at local, national and European level. The analysis also suggests the ways in which these policies can be supported by the use of resources based on field research. Finally, the paper briefly focuses on the support of classroom activities in exceptionally unpredictable conditions, such as the COVID-19 pandemic.

Beaulieu, J., & Ruberto, N. (2024). **Croyances des enseignants l'égard du potentiel des élèves : une DI ou un TSA pour apprendre à lire ou écrire sont-ils des obstacles à leur inclusion ?** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 34-37. https://doi.org/10.7202/1114684ar
La réussite éducative des élèves serait reliée aux croyances des enseignantes sur leur potentiel de développement des compétences (Duhaime, 2020). Les croyances influenceraient les attentes des enseignantes. Des travaux menés ailleurs dans le monde montrent qu'auprès des élèves ayant une DI et/ou un TSA, les croyances seraient erronées poussant les enseignantes à revoir à la baisse leurs attentes (p.ex. Sermier-Dessemontet, 2019). Le présent article vise à décrire les croyances/attentes à l'égard de l'apprentissage de la lecture/écriture par des élèves ayant une DI et/ou un TSA. Il s'agit d'une recherche exploratoire/descriptive menée au moyen d'un questionnaire auprès de 57 enseignants.

Beaupré, P., Caron, J., Jolicœur, E., & Letscher, S. (2024). **Des récits pédagogiques illustrés : un outil pour aider à comprendre les besoins de jeunes autistes**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 181-200. https://doi.org/10.3917/nresi.101.0181

Béland, S., Bourassa, C., & Dionne, E. (2024). **La fidélité des scores totaux et la fidélité des scores logits: Le cas du modèle de Rasch**. *e-JIREF*, *10*(2), 71-84. https://doi.org/10.48782/e-jiref-10-2-71
Nous sommes nombreux à être confondus avec les perspectives de la fidélité lors d'une analyse à l'aide du modèle de Rasch pour réponses dichotomiques. Ce court article vise à illustrer la différence existante entre la fidélité des scores totaux et la fidélité des scores exprimés sous la forme d'un logit. Pour ce faire, nous baserons notre argumentation sur deux stratégies qui quantifient la fidélité d'un ensemble de données dichotomiques unidimensionnelles dans le contexte du modèle de Rasch : la stratégie développée par Dimitrov et l'indice de séparation des personnes. Contrairement à ce que certains prétendent, les deux approches ne sont pas interchangeables. Nous allons aussi faire quelques constats pour la recherche.

Bélec, C., & Doré, R. (2025). **Coconstruction d'une approche didactique de la littérature au collégial : une démarche collaborative axée sur le transfert de connaissances**. *Revue hybride de l'éducation*, *9*(1), 1-29. https://doi.org/10.1522/rhe.v9i1.1745
Les cours de littérature de la formation obligatoire du collégial poursuivent des visées éducatives qui sont difficilement atteintes selon les personnes enseignant la discipline. Bien que plusieurs connaissances issues de la recherche fournissent des pistes pour améliorer la réussite éducative dans ces cours, un faible transfert dans les pratiques est observé. L'approche développée dans le cadre de cette recherche a été élaborée en coconstruction afin de faciliter ce transfert. L'approche « Enseigner la lecture littéraire au collégial » (ELLAC) opérationnalise plusieurs savoirs théoriques dans une optique de réussite éducative. La démarche fait aussi émerger l'importance des dimensions axiologiques dans les entreprises de reconfigurations disciplinaires.

Benmerah-Mathieu, M. (2024). ***Mécanismes genrés dans les pratiques d'évaluation : Une étude de cas en Éducation Physique et Sportive et en mathématiques par une approche didactique*** (Thesis). Consulté à l'adresse https://theses.fr/api/v1/document/2024CYUN1314
Bennett, C. (2024). ***"Can I ask you just to clarify for a minute?" Politeness strategies in IVE preservice teacher training***. Consulté à l'adresse https://hal.science/hal-04882968
Intercultural Virtual Exchange (IVE) provides several benefits including the integration of cultural and linguistic aspects in second language learning (Dooly & O'Dowd, 2018). The role of pragmatics in teacher-training in online environments has garnered attention as pre-service teacher training programmes aim to integrate IVEs into their curricula. However, communication breakdowns may occur due to differing levels of pragmatic awareness (Cheng, 2012). While speech acts such as requesting behaviour have been well-researched, there is less evidence in how language for politeness (Alonso-Marks & Bayonas, 2023) has been used to overcome issues in IVEs between second language learners. Therefore, we investigated an IVE between 2 pre-service ELF teachers wherein politeness strategies were analysed to understand their efficacy. Our findings outline which strategies were employed, their efficacy and how these can be integrated in teacher training programmes via exposing learners to linguistic markers of politeness prior to IVE collaborative tasks.

Bennett, C., & Wigham, C. R. (2024). **Student-teacher engagement in and reflection on virtual exchange task design**. *Alsic. Apprentissage Des Langues et Systèmes d'Information et de Communication*, *27*(3). https://doi.org/10.4000/133tv

The rise in L2 Virtual Exchange (VE) in recent years encourages more in-service teachers to incorporate such projects into their classroom. The introduction of VE into pre-service teacher-training programmes is also gaining traction wherein student-teachers (STs) can experience VE themselves. This calls for a deeper understanding of task engagement with STs enabling them to reflect on the effectiveness of various task types when designing future VE activities. Reeve et al. (2021) finds that learners who give recommendations for modifying tasks are agentically engaged. One means of verifying task and agentic engagement with STs is via written reflections: Reflection being a critical element of teacher development (Farrell, 2022). Yet, little is known about the relationship between task type, agentic engagement, and reflective practice in pre-service teacher-training programmes. Our findings come from a VE involving Dutch and French STs in Autumn 2022. Our analysis revealed a synchronous comparison and analysis task as most engaging. STs reported task personalisation as a critical element of this engagement. Within VE task design, we recommend that STs design questions for their VE partner to encourage task personalisation. Further, we provide specific prompts for teacher-trainers to use to encourage deeper levels of reflection.

Billon, V. (2024). ***Éclairage des modes de parler-penser l'agir professionnel d'enseignant·e·s néotitulaires au travers d'une recherche accompagnante longitudinale*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04891666
Notre recherche, à visée essentiellement compréhensive, s'attache à décrire certaines caractéristiques du développement professionnel d'enseignant·e·s débutant·e·s au cours d'un dispositif accompagnant. Elle s'intéresse à ce que révèlent les mouvements discursifs lors d'interactions langagières entre pairs et entre pairs et chercheur·e·s, interactions centrées sur des éléments de leur pratique ainsi que sur les articulations théorie/pratique. Dans notre étude, l'analyse de pratique est adossée à un scénario didactique portant sur un atelier d'écriture autonome. Les dimensions théoriques mobilisées par les participant·e·s ont trait au modèle du multiagenda (Bucheton, Soulé, 2009) et à la notion de geste (professionnel, didactique, d'ajustement, d'étude et d'apprentissage). À terme, nos résultats doivent nourrir les dispositifs de formation d'enseignant·e·s, en articulant l'analyse de pratiques aux apports des didactiques disciplinaire et professionnelle.

Binhas, A. (2025). **Alone on the Bridge: The Intersectional Identity and Mediating Role of Israeli Educators of Ethiopian Descent**. *European Journal of Education*, *60*(1), e12830. https://doi.org/10.1111/ejed.12830
Intercultural mediation has developed significantly in recent decades in various public systems, including the education system. In Israel, hundreds of mediators from various social groups serve to bridge between the parents and community on the one hand, and the school on another. This role involves a personal and professional challenge given the mediators' intersectional identity as members of both a migrant group and the host culture, where they represent the Israeli education system. This study focuses on mediators of Ethiopian descent, and examines the following questions: (1) How are the mediators' two identities expressed? (2) How do they affect their personal and professional experiences? (3) What, in their experience, are the most effective tools for intercultural mediation in the school system? (4) How can a public system support the mediators' activity? The study was carried out in the Research Lab of the Center for the

Advancement of a Shared Society at the Beit Berl College, with the funding of the Feldman Foundation TX.

Black, R., Thomas, M. K. E., & Bearman, M. (2025). **Producing the global graduate: academic labour and imagined futures in critical times**. *Pedagogy, Culture & Society*, *33*(1), 161-178. https://doi.org/10.1080/14681366.2023.2210595
The contemporary university works to produce an imagined global graduate who can demonstrate competencies such as mobility, intercultural awareness and global citizenship. In Australia and New Zealand, teacher education academics are charged with the production of graduates who can display and transmit such competencies, but the labour and lived experience of these academics stands in contrast to the unrestricted imaginary of those graduates. They are increasingly subject to an institutional focus on performance against time-related outcomes and productivities as well as by affective complexities exacerbated by institutional responses to the COVID-19 pandemic. This paper draws on a research project that seeks to understand teacher education academics' experiences and understandings of teaching and producing the global graduate during critical times. It considers some of the findings of this project to explore the temporal and affective complexities inherent in the production of the global graduate within teacher education. We seek to build a mosaic of the textures of time and affect within the experience of teacher education academics at a critical time for the academy, while recognising that it remains an incomplete mosaic, one that points to the disjunctures and disjointures of that experience.

Blanc, A.-C., Colognesi, S., & Gagnon, R. (2024). **Oral-écrit : quelle articulation dans les productions de récits au primaire ? Une revue systématique de la littérature**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(4), 966-996. https://doi.org/10.53967/cje-rce.6219
If researchers and teachers generally agree on the complementarity of storytelling and writing, the question of knowing precisely how the teaching of spoken language abilities contributes to improving writing abilities remains unanswered. We conducted a systematic literature review to determine the key links between storytelling and writing stories in primary school.The analysis of nine texts retrieved from the review in two French-speaking and five English-speaking databases reveals that, even though storytelling is not given much attention in class, oral narrative skills serve as a predictor of written narrative skills. Our findings also show that storytelling teaching has the most significant effects on the "grammar" of written stories.

Bogale, B. M. (2024). **Parental involvement in the education of students with visual impairment: Evidence from Woldia, Ethiopia**. *British Journal of Special Education*, *51*(4), 458-467. https://doi.org/10.1111/1467-8578.12551
This study examined the extent and nature of parental involvement in the education of students with visual impairment in the city of Woldia, Ethiopia, as well as the associated challenges these parents face. A qualitative approach was employed, utilising a case-study design. A purposive sample of 14 participants, consisting of parents of students with visual impairment, was selected for in-depth interviews and focus group discussions. The collected data underwent thematic analysis to identify key themes and patterns. The results indicate that parents of children with visual impairment actively engage in their child's education by providing materials, creating supportive environments and maintaining communication with schools. Challenges to parental involvement included

poor communication with schools, a lack of involvement in at-home learning, limited participation in volunteer activities and minimal involvement in decision-making. These challenges were influenced by factors such as time constraints, false beliefs, scant knowledge of Braille-related activities and negative attitudes towards parental involvement. Additionally, the study revealed a lack of collaboration between parents and communities in the education of children with visual impairment. These challenges need addressing and parental involvement in the education of these students should be enhanced. Improving communication, providing support and resources, fostering inclusivity, and promoting collaboration among parents, teachers, schools and the community are key to improving educational outcomes and societal inclusion for students with visual impairment.

Burns, E., Fogelgarn, R., & Billett, P. (2025). **Men school teachers get bullied too: examples from an Australian study**. *International Journal of Qualitative Studies in Education*, *38*(2), 267-281. https://doi.org/10.1080/09518398.2024.2365922
Studies of teachers targeted and bullied by students and parents have mostly been quantitative studies with few qualitative portrayals of the lived experience of teachers who suffer this discursively invisible bullying and harassment. The present study examines the accounts of three Australian male secondary teachers' experiences of being bullied and harassed. Gender, in these accounts, is an ambivalent variable, simultaneously relevant yet in other ways not relevant. On one hand, these are deeply felt narratives of personal hurt and disquiet. At the same time, the structuring effects of the formal contemporary educational system is coupled to cultural changes in how teachers are positioned in imperatives of balanced class management, state education performance metrics, and shifting social attitudes and expectations. These intersections move these personal stories beyond any simple gender binary divide in how bullying impacts these individuals' personal lives and professional teaching careers.

Café pédagogique. (2025a, janvier 20). **Le travail émotionnel des enseignants : une prise en compte nécessaire**. Consulté 20 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/20/le-travail-emotionnel-des-enseignants-une-prise-en-compte-necessaire/
Depuis de nombreuses années, l'actualité pointe la difficulté à attirer de futurs enseignants vers les concours de recrutement[1]. Manque de reconnaissance, dégradation des conditions de travail, complexification du métier, salaires

Café pédagogique. (2025b, janvier 22). **Premier degré : comment organiser une classe à double niveau ?** Consulté 27 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/22/premier-degre-comment-organiser-une-classe-a-double-niveau/
Frédéric Grimaud relate des entretiens de professeur.es des écoles, qui parlent de leur métier, de l'organisation de leur travail, et de tous les choix auxquels le quotidien de la classe

Café pédagogique. (2025c, janvier 23). **Un guide pratique de l'IA pour les profs**. Consulté 27 janvier 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/01/23/un-guide-pratique-de-lia-pour-les-profs/

« Un enseignant qui n'a jamais exploré l'usage de ChatGPT passe à côté de son rôle fondamental : préparer ses élèves à évoluer dans un monde où l'intelligence artificielle occupe une

Cao, Y. (2025). **Teacher-Student Rapport: An Essential Mediator in Creating a Learning Climate Conducive to Psychological Well-Being of Chinese Students**. *European Journal of Education*, *60*(1), e12794. https://doi.org/10.1111/ejed.12794
The success of students is closely tied to their well-being and those students with high degrees of well-being are more likely to excel in academic environments. Accordingly, the internal and external factors that cause positive changes in students' mental states and lead them to higher levels of psychological well-being (PWB) need to be divulged. In response to this necessity, many scholars have explored the internal and external predictors of students' PWB such as teacher–student rapport (TSR) and learning climate in different educational domains. To narrow these gaps, this research inspects the role of TSR as a mediator in creating a learning climate conducive to PWB of Chinese Students. To do so, three scales were given to 588 Chinese students, among them 560 were valid. Then, structural equation modelling (SEM) was performed to analyse participants' answers. The results disclosed strong and close connections between TSR, learning climate and students' PWB. The results also uncovered that TSR was a significant mediator between learning climate and PWB. The outcomes of this investigation might be illuminating for teachers, teacher trainers and educational managers.

Cera, R., & Sinclair, M. (2024). **What kind of intuition for what kind of education: A scoping review**. *Encyclopaideia*, *28*(70), 53-70. https://doi.org/10.6092/issn.1825-8670/19650
The general purpose of this scoping review is to investigate the role of intuition in Higher Education. In particular, it aims to understand the contribution of intuition to achieving disciplinary objectives. The review method used is that of Arksey and O'Malley, of a qualitative type, the data were extracted in an "analytical-descriptive" mode, in order to detect the profound meaning of the content present in the reviewed articles. The qualitative-interpretative approach and the thematic analysis of relevant parts of text have made it possible to grasp the essence of educating by means of intuition. ERIC, Education Source Ultimate, Scopus, Web of Science, APA PsycArticles are the electronic databases consulted, 2020-2024 are the years considered. The results show that STEM disciplines are more interested in the educational dimension of intuition and conceptualise it according to psychological or neurological theories; they find it useful in experiential learning for training expert intuition through visual elements. The disciplines related to humanities prefer, however, to train creative intuition, imbued with emotions, through readings and discussions in a small group.

Chachkine, E., & Saboya, F. (2024). **Portfolio de doctorants et postures d'apprenti chercheur**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130xa
La professionnalisation des doctorants est un enjeu majeur dans le contexte socioéconomique en mutation permanente de nos sociétés de la connaissance qui demande un fort investissement dans la recherche et l'innovation. En France, cette exigence de professionnalisation est encadrée par l'arrêté de 2016 sur le doctorat, qui institue notamment le portfolio comme outil de la formation doctorale. Cet article porte sur la mise en œuvre d'une démarche portfolio dans une école doctorale pluridisciplinaire en SHS au Cnam de Paris. Cette démarche vise à permettre au

doctorant de conscientiser et valoriser les compétences mises en œuvre pendant le parcours doctoral, à développer une (des) posture(s) de chercheur et à réfléchir à sa nouvelle identité professionnelle. La question qui oriente cette recherche est de savoir si cette démarche permet de développer une (des) posture(s) de chercheur et la (les)quelle(s). Les résultats obtenus à partir d'une analyse qualitative de 25 portfolios (Lejeune, 2019) mettent au jour deux ordres de postures, l'une professionnelle, l'autre apprenante, et une dimension existentielle intriquée dans ces deux ordres. Trois postures professionnelles se dégagent : transmetteur de savoirs, créateur de savoirs et utilisateur de savoirs à des fins d'expertise, non exclusives les unes des autres. Quatre postures apprenantes se distinguent par un positionnement de la réflexion relativement au processus d'apprentissage qui va d'une réflexivité minimale à une pensée réflexive dotée d'une dimension critique. Cette recherche, qui montre la pertinence de cette démarche portfolio dans le cadre d'une formation doctorale, nourrit discussion et réflexion sur le portfolio en tant qu'outil pédagogique.

Chapman, S., Beauchamp, G., & Griffiths, M. (2025). **Secondary school teachers' perceptions of the shared creative processes and the potential role of technology in the expressive arts**. *The Curriculum Journal*, *36*(1), 52-65. https://doi.org/10.1002/curj.259
With the introduction of Curriculum for Wales and the restructuring of subjects into Areas of Learning and Experience (AoLE), each AoLE is encouraged to have 'an identifiable disciplinary and instrumental core'. When considered in combination with the COVID-19 pandemic and increased technology use within teaching, both the shared creative processes and the potential role of technology are important to conceptualise. This paper provides insight into expressive arts teachers' perceptions of the macro-level creative processes shared across each subject area through a technology lens. A new tripartite classification provides clarity regarding the macro-level creative processes (Creative opportunities, Critical responses and Performance/production) and the role of technology to enable equal opportunities and wider accessibility for learners to access, and potentially succeed within, the creative process.

Charland, S., & Boies, T. (2024). **Repenser l'évaluation des apprentissages en faveur de l'équité**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 38-41. https://doi.org/10.7202/1114685ar
Cet article explore comment les pratiques d'évaluation scolaire au primaire peuvent être repensées et adaptées pour promouvoir l'équité. En s'appuyant sur une revue narrative de la littérature, nous analysons les défis liés à certaines inégalités en évaluation et quelques pistes qui visent à y remédier. L'article met l'accent sur le développement d'une capacité éthique chez les enseignant.es ainsi que sur des pratiques comme l'évaluation formative, la différenciation pédagogique et l'approche critériée, pour favoriser une évaluation plus juste et inclusive en classe.

Chen, J., Toprak, M., Karakus, M., & Kouhsari, M. (2025). **The Network Structure of School Principal Resilience: Gender Differences**. *European Journal of Education*, *60*(1), e12756. https://doi.org/10.1111/ejed.12756
The ability of school principals to demonstrate resilience enables them to effectively lead, adapt and thrive amidst the ever-changing landscape of educational challenges and transformations. Despite its necessity, research on principal resilience remains largely underdeveloped and is still in its early stages. The current study aims to fill this gap using network analysis to examine the inter-structural principal resilience network and gender

differences in terms of network estimation, centrality indices, network stability and network comparison using a sample of 1274 principals from China. The results reveal a comprehensive understanding of the dynamic network and gender effects on school principal resilience at the dimension and item levels. It is noted that social resilience exhibits the highest strength, indicating the critical importance of social support networks and relationships. The gender analysis indicated that spiritual resilience emerged as a central dimension in the resilience network of female principals, while emotional and psychological resilience was the central dimension in the resilience network of male principals. This study advances the conceptual and practical understandings of school principal resilience by examining the interactions among different dimensions and items, thereby contributing to the maturity of knowledge production and intervention efforts in the field.

Cheng, H.-Y., Bin-Qian, F., & Jiang, H.-Z. (2025). **Investigating How Teacher Educators Perceive and Manage Their Diverse Conceptions of Teaching**. *European Journal of Education*, *60*(1), e12907. https://doi.org/10.1111/ejed.12907
Many previous studies have indicated that teachers often hold a blend of conceptions of teaching, combining both teacher-oriented and student-oriented perspectives. This research extends the existing literature by investigating whether these mixed conceptions lead to dissonant combinations, and by examining how teachers perceive and manage these diverse teaching perspectives. Semi-structured interviews were conducted with a group of Chinese teacher educators at a university. Based on data from 93 participants, the study identified nine strategies employed by participants to integrate teacher-oriented and student-oriented perspectives at both individual component and cross-component levels. It was also found that the use of these strategies enabled participants to construct four distinct combinations of conceptions of teaching, each corresponding to a specific approach to instruction. The research reminds education researchers to exercise caution when adopting a dichotomous perspective for categorising teaching approaches. The findings contribute to instructional design and teacher education by providing a deeper understanding of the relationships between distinct teaching conceptions, and encouraging teachers and teacher educators to explore more effective ways of integrating various teaching perspectives and methods to enhance instructional effectiveness.

Číhalová, M., Hubálek, T., & Cieslarová, Z. (2025). **Critical Areas in the Teaching of Philosophy at Grammar Schools From the Teachers' Perspective**. *European Journal of Education*, *60*(1), e12855. https://doi.org/10.1111/ejed.12855
The paper deals with the issue of critical areas in the philosophy as part of the subject Basics of Social Sciences in the Czech Republic from the perspective of teachers. The critical areas are components of the curriculum that are difficult, challenging and problematic for educational practice. They can be on the side of both teachers and students and cause problems with teachers' didactic transformation and students' understanding. We investigated how teachers perceive the causes of critical areas on their own side and also on the side of their students. We chose the subject of philosophy in general grammar schools because of its huge time consumption in relation to other social science disciplines taught in Basics of Social Sciences. And we also chose it because of the difficulties in mastering the philosophy curriculum cited by students and teachers. We applied qualitative research based on the grounded theory to analyse the causes of the critical areas from the viewpoint of teachers. To achieve our results, we

applied content analysis concerning relevant curricular documents and conducted interviews with 11 teachers. For the analysis of respondents' interviews, open, axial and selective coding methods of grounded theory were applied. The process of obtaining the most general axial codes is introduced, and each axial code is specified in detail. Finally, we applied selective coding to provide a theory for a deeper description of the relationships between axial codes that detected causes of critical areas. The proposed theory may serve for a better understanding of the critical areas origin and understanding of the educational process regularities.

Ciuk, E. C. V. (2024). **Les écrits professionnels des enseignants : une compétence professionnelle aux enjeux majeurs à l'ère de l'éducation inclusive**. *La nouvelle revue - Éducation et société inclusives*, *101*(4), 201-216. https://doi.org/10.3917/nresi.101.0201

Clavel-Arroitia, B., & Pennock-Speck, B. (2025). ***Diversity and differentiation in a primary school context***. Consulté à l'adresse https://hal.science/hal-04895322
Diversity and differentiation are of the utmost importance in the language learning classroom. In the words of one of the teachers in this study, not taking diversity into account can lead to frustration and lack of engagement in the classroom. This study centres on a virtual exchange (VE) between a group of pupils in an infants and junior school in London (St. Joseph's Camberwell Catholic Schools' Federation), UK and another group in a primary school (Santo Ángel de la Guarda), in Badajoz in Extramadura, Spain. The pupils' ages ranged from eight to nine in Spain and ten and eleven in the UK. Both the teachers involved have extensive experience in VE. The teacher in the UK, Óscar Balseiro-Mayi, teaches Spanish while the teacher in Spain, Concepción González-Acedo, teaches English. The exchange was proposed by the teacher in the UK and the Spanish partner was found by an E-LIVE coach. Both teachers took into account the diversity in their classes and tailored their activities to suit the needs of their pupils. Both teachers reported that the exchange was a success as VEs offer pupils a chance to put their target language to use with peers from the countries where the languages were spoken and thus converted a subject into a real tool for communication.

Coen, C., Bocquillon, M., Baco, C., Vargas, E. G., & Delbart, L. (2025). **What Are the Reported Classroom Management Strategies of a Sample of Novice Teachers in French-Speaking Belgium, and What Do They Base Their Choices on?** *European Journal of Education*, *60*(1), e12857. https://doi.org/10.1111/ejed.12857
Classroom management is one of the main difficulties encountered by teachers. One way of improving this situation is to implement classroom management strategies that have been validated by scientific research. The purpose of this research is to study the classroom management strategies declared by a sample of novice teachers, and the sources of information on which they say they base their choice. To this end, semi-structured interviews were conducted with 42 French-speaking Belgian novice teachers. These interviews were subject to thematic content analysis. The teachers report implementing certain classroom management strategies considered effective in the scientific literature, as well as practices that are less effective according to the scientific literature. To choose their strategies, they say they mainly rely on the advice of colleagues, examples suggested on social networks, and/or their initial training. The results of this study can be used to formulate ways of improving teacher training both in French-speaking Belgium and more widely.

Compare, C., Brozmanová Gregorová, A., Culcasi, I., Aramburuzabala, P., & Albanesi, C. (2025). **"The farmer, the guide, and the bridge": the voice of community partners within European Service-Learning**. *Pedagogy, Culture & Society*, *33*(1), 373-395. https://doi.org/10.1080/14681366.2023.2271896
Service-learning (SL) represents one of the actions for community engagement institutionalisation and a way to achieve the teaching and learning objectives of the university and answer local organisations' needs identified by the community. Studies on the benefits and impacts of service-learning experiences among community partners (rather than students) are rare, especially in higher education and European settings. This study therefore drew on semi-structured interviews with community partners in higher education in three European countries – Italy, Spain, and Slovakia to explore their motivations to join, experiences of, and perspectives on service-learning effects (including organisational empowerment, reciprocity, and civic responsibility). This paper contributes to developing understandings of specific aspects of community partners' service-learning experiences by exploring the role of reciprocity, how it is oriented and how it relates to the perceived impact of service-learning on community partners' organisations, their motivations to join SL, and the organisational empowerment that SL can underpin. Consideration is also given to the space allowed to promote a sense of civic responsibility within the experience. Five research questions were posited: 1: How do community partners perceive reciprocity? Does this perception change over time? 2: What are the perceived SL effects for community partners? 3: What are the community partners' motivations for joining SL? 4: What are the effects of SL on community partners' organisational empowerment? 5: To what extent do community partners perceive that SL can promote civic responsibility among university students?

Croguennec, F., Koubeissy, R., & Montesano, G. (2024). **Prendre en compte les diversités culturelles des élèves : quel apport pour la pédagogie culturellement pertinente ?** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 78-81. https://doi.org/10.7202/1114693ar
Devant la présence de plus en plus grande d'élèves venu.es des quatre coins du monde dans les classes québécoises, il convient de proposer aux personnes enseignantes une réflexion quant aux pratiques qu'elles mettent en place pour accueillir ces élèves et assurer leur réussite scolaire et éducative. Il appert primordial de saisir que les élèves nouvellement arrivé.es peuvent déjà maitriser une ou plusieurs langues et possèdent un bagage riche de connaissances et de ressources culturelles et linguistiques. Cet article présente quelques résultats d'un projet de recherche visant la sensibilisation des personnes enseignantes à la pédagogie culturellement pertinente. Il propose quelques points de réflexion sur cette pédagogie à partir de cinq exemples de pratiques rapportées par cinq personnes enseignantes dans des classes d'accueil, qui peuvent être utilisées dans les classes ordinaires.

Daghé, S. A., Cordeiro, G. S., & Coppola, A. (2025). **Enseigner et évaluer avec des albums de littérature de jeunesse dans un dispositif traversé par l'oralité**. *Phronesis*, *14*(1), 27-50. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-27

Dave Pregoner, J., Leopardas, R., Marzado, D., Retherford, K., Ganancial, I. J., & Sedo, F. (2024). **Indigenous Storytelling Practices and Communicative Competence of Urban Learners from Philippine Ethnolinguistic Groups**. *IMCC Journal of Science*. Consulté à l'adresse https://hal.science/hal-04879820

This study explores the relationship between indigenous storytelling practices and the communicative competence of urban learners from Philippine ethnolinguistic groups (ELGs). Employing an explanatory sequential mixed methods design, the research investigated this phenomenon in two phases. The quantitative phase surveyed 192 public secondary school students residing in Davao City, belonging to five specific ELGs: Maranao, Tausug, Mandaya, Badjao, and Mansaka. The survey identified five common indigenous storytelling practices, with oral storytelling by elders being the most prevalent. Notably, over 80% of participants reported high engagement with storytelling. Additionally, self-reported levels of communicative competence were strong, particularly in grammar, written discourse, sociolinguistic, and strategic aspects. A statistically significant positive association emerged between engagement in storytelling and self-reported communicative competence. The qualitative phase involved in-depth interviews with five participants -one representative from each ELG. Thematic analysis revealed two key themes impacting communicative competence: mastery of language and expression, and the development of interpersonal and social skills. These findings suggest potential mechanisms by which indigenous storytelling fosters effective communication among urban ELG learners. This research contributes to the understanding of how traditional practices can support the development of communication skills in diverse educational settings.

Delporte, F., Baco, C., Bocquillon, M., & Demeuse, M. (2024). **Évaluation des stagiaires : Perceptions et ressentis des maitres de stage de l'Agrégation de l'Enseignement Secondaire Supérieur**. *e-JIREF*, *10*(2), 43-70. https://doi.org/10.48782/e-jiref-10-2-43
Les maitres de stage, en Belgique francophone, doivent exercer des compétences complexes avec peu de préparation (ex. évaluation de compétences professionnelles) lorsqu'ils accueillent un stagiaire, et leur fonction est encadrée par peu de prescrits. Dans ce contexte, cette recherche vise en premier lieu à comparer le rôle perçu par les maitres de stage et celui qui leur est attribué par l'institution de formation. En second lieu, elle vise à identifier les difficultés majeures perçues par les maitres de stage au sujet de l'évaluation. Pour ce faire, une synthèse originale de la littérature a permis d'élaborer une typologie des cinq difficultés vécues par les maitres de stage. Celle-ci a été opérationnalisée en un questionnaire administré à 78 maitres de stage accueillant des stagiaires de l'agrégation de l'enseignement secondaire supérieur des différentes facultés de l'Université de Mons (Belgique). Cet échantillon représente le nombre de maitres de stage mobilisés chaque année par l'institution considérée. Les résultats indiquent que près de la moitié des maitres de stage ne perçoivent pas avec justesse leur rôle vis-à-vis de l'évaluation, du moins tel qu'il est défini par l'institution de formation. De même, les difficultés importantes ressenties par les maitres de stage ont été identifiées. Par exemple, les maitres de stage (23% à 50% des maitres de stage selon la faculté considérée) disent se sentir démunis face aux documents d'évaluation. Ces résultats permettent de formuler des pistes pour l'amélioration de la formation des stagiaires et la mise en œuvre d'une formation pour les maitres de stage.

Demirhan Kayacik, A., Küçüktürkmen, B., Turan, Z., & Suveren, Y. (2025). **Awareness of Professional Differences and Similarities Among Midwifery and Nursing Students in Türkiye**. *European Journal of Education*, *60*(1), e12906. https://doi.org/10.1111/ejed.12906
This study examined the professional awareness among nursing and midwifery students in Türkiye, with a focus on interprofessional dynamics, conflicts and collaboration between these closely related professions. Employing a qualitative inductive and

descriptive methodology, 14 in-depth interviews and two focus group discussions were conducted with undergraduate students from a state university. Thematic analysis of the transcribed data yielded four primary themes: factors influencing career choice; societal perceptions of the professions, duties and authority areas; and students' perspectives on vocational education. The findings suggest that, despite shared responsibilities, disparities in educational backgrounds and societal perceptions contribute to occasional conflicts. Nevertheless, there is significant potential for collaboration, particularly in clinical environments. This study underscores the necessity for more clearly defined professional boundaries and enhanced educational processes to foster cooperation. These insights may inform policy modifications aimed at improving the quality of healthcare services and addressing inter-professional challenges.

de Montigny, B. (2024). **Éducation à la sexualité et diversité des apprenants : enjeux irréconciliables ?** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 42-47. https://doi.org/10.7202/1114686ar
Enseignante au primaire depuis une dizaine d'années, j'ai récemment eu l'occasion d'enseigner des cours en éducation à l'Université d'Ottawa. Le premier, Éducation à la sexualité, était un nouveau cours obligatoire s'adressant aux étudiant.es voulant enseigner au secondaire, et donc qui suivent diverses didactiques. Le deuxième, Éducation et genre, était un cours de maîtrise, les étudiant.es étant principalement déjà sur le marché du travail dans un domaine connexe.

Deniz, U. H., & Cevher Kalburan, N. (2025). **Risky Play Approaches of Educators in German and Turkish Nature-Based Preschools**. *European Journal of Education*, *60*(1), e12851. https://doi.org/10.1111/ejed.12851
This cross-cultural multiple case study investigates the approaches of educators in nature-based preschools in Turkey and Germany towards risky play, exploring factors influencing play behaviours and educator roles. Four educators from Turkey and three educators from Germany participated in the study. Through qualitative analysis of interviews and observations, three themes emerged: factors affecting play (including age, gender, environment, and cultural norms), educator roles (pre-play, during play, post-play), and risky play requirements (rules, risk management). Findings reveal cultural differences in attitudes towards risk, the impact of policy frameworks on practice, and the importance of professional development for educators. Policy implications include the need for supportive regulations promoting outdoor play, while future research should focus on longitudinal studies to assess long-term outcomes of risky play and explore innovative approaches to risk management. This study underscores the importance of creating environments that empower children to engage in enriching, developmentally appropriate play experiences while ensuring their safety and well-being.

Deschepper, C. (2025). **Mesure de l'impact des grilles d'évaluations ciblées sur les résultats et progrès des élèves de cinq à huit ans lors d'un exposé oral : entre précision et progression**. *Phronesis*, *14*(1), 185-199. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-185

Desjardins, E., Boily, É., & Baron, M.-P. (2025). **L'évaluation dynamique en littératie : collaborer pour soutenir la formation des personnes étudiantes en orthopédagogie en contexte clinique**. *Revue hybride de l'éducation*, *9*(1), 1-20. https://doi.org/10.1522/rhe.v9i1.1748

Face aux défis engendrés par le nombre grandissant d'élèves en situation de handicap ou en difficulté d'adaptation ou d'apprentissage (MEQ, 2023) et la complexité des difficultés en lecture (Ukrainetz, 2015), il apparaît essentiel de revoir les méthodes d'évaluation en orthopédagogie. L'évaluation dynamique en littératie offre une approche novatrice pour soutenir la formation des personnes étudiantes en contexte clinique. La présente recherche explore son importance pour l'évaluation orthopédagogique, soulignant ses avantages dans la compréhension des capacités d'apprentissage des élèves (Aldama, 2022). Cette recherche vise à souligner son potentiel pour enrichir les pratiques orthopédagogiques et favoriser la réussite en littératie des élèves en difficulté.

Devidal, L. (2024). **Les pratiques pédagogiques des enseignants en changement dans une approche par compétences**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557151
Les pratiques pédagogiques des enseignants en changement dans une approche par compétences

Diasse, M. D., & Kawai, N. (2025). **Barriers to curriculum accessibility for students with visual impairment in general education setting: The experience of lower secondary school students in Senegal**. *The Curriculum Journal*, *36*(1), 110-125. https://doi.org/10.1002/curj.269
This study explores potential barriers to curriculum accessibility for lower-secondary school students with visual impairment in Senegal. A qualitative case study approach was used with purposeful sampling to collect data at a special school for students with visual impairment, and the three junior high schools that offer placement to the students with visual impairment after primary graduation from the special school. The study comprised 22 participants including six students with visual impairment, six regular teachers, three paraeducators, three special education teachers, and the four administrators of the schools. Data were collected using semi-structured interviews, focus group discussions, and classroom observations. The study concluded that students with visual impairment in lower secondary schools face several obstacles to having proper access to the general education curriculum. The results highlight a lack of training and skills for teachers having students with visual impairment in junior high schools, a shortage of curriculum materials and adaptations, inconvenience of classroom environment, and a restricted collaboration between actors.

Doğan, M., Celik, A., & Arslan, H. (2025). **AI In Higher Education: Risks and Opportunities From the Academician Perspective**. *European Journal of Education*, *60*(1), e12863. https://doi.org/10.1111/ejed.12863
This research investigates how artificial intelligence (AI) influences higher education, specifically exploring the perspectives of academicians regarding associated risks and opportunities. The study is aimed at the implementation of AI within university settings and its impact on both educators and students. Given the swift integration of AI, notably the widespread adoption of generative AI in higher education, the article emphasises AI's ability to collect detailed data, providing a deeper understanding of academicians' learning experiences. This, in turn, enables personalised support, allowing academicians to respond more effectively to students' needs and improve the overall educational process. Moreover, the research highlights AI's potential to proactively identify students at risk of failure, offering academicians a comprehensive view for more effective

assessment. On the other hand, these advantages and the growing dependence on technology pose challenges, including reduced interaction between academicians and students, shifts in workforce dynamics, concerns about student privacy and disparities in technology access. Acknowledging these issues, the study underscores the importance of preparing academicians and students for the evolving landscape of higher education shaped by AI. It stresses the need for proactive measures to navigate these changes effectively, as they are inevitable. The findings of this study are significant for the field of higher education, as they provide a clear and critical assessment of AI's transformative potential and advocate for proactive measures to navigate the changes effectively.

Dölek, E. D., Dere, İ., & Sarı, M. (2025). **Heritage Transmission From Past to Future: A Practice-Based Exploration of Value Education Through Oral History**. *European Journal of Education*, *60*(1), e12793. https://doi.org/10.1111/ejed.12793
Studies connecting oral history and value education as a method of learning and teaching are a few, and most are based on theoretical knowledge. There are limited studies that practically apply value education, using oral history as an example for researchers and readers. We designed this research to fill the gap between theory and practice. The current study aims to integrate oral history practices into value education and provide a practice-based example. Our problem statement: "Can the oral history method contribute to students' learning of the values?" To answer this question, we conducted collaborative action research with 20 students studying in a public secondary school over nine weeks to teach them the values of attaching importance to family unity, solidarity, respect, and responsibility, which we determined to be within the scope of the social studies course. At all stages, we collaborated with the social studies teacher, students, and family members of the students. We used various data collection tools, including knowledge assessment forms (pre and post), implementation assessment forms, and semi-structured interview forms with the students. After the data collection, we used the content analysis method. The study results showed that implementing value education through oral history effectively taught the objectives' values. In addition, thanks to the practice, students could perceive the change and continuity of values and develop their skills. Based on the research results, we can say that oral history should be used more as an innovative method in value education.

Drolez, Y., & Cramarégeas, F. (2024). **La question de l'intelligence collective à l'école : de la définition théorique aux conceptions empiriques**. *Carrefours de l'éducation*, *58*(2), 137-154. https://doi.org/10.3917/cdle.058.0137

Duong, B.-H., Dao, V., & DeJaeghere, J. (2025). **Complexities in teaching competencies: a longitudinal analysis of Vietnamese teachers' sensemaking and practices**. *Pedagogy, Culture & Society*, *33*(1), 349-371. https://doi.org/10.1080/14681366.2023.2262473
Competency-based education (CBE) has been widely adopted in various educational contexts although research discussing how CBE is implemented in local contexts and how it shifts (or not) teaching practices is limited. This study explores how Vietnamese secondary teachers made sense of general competencies and adapted their teaching towards competency development. Using a sociocultural approach to sensemaking, this study examined secondary teachers' interpretations and teaching practices of competencies. The study used a qualitative longitudinal design that included teacher interviews and video-cued reflections of their teaching practices. The findings illustrate teachers' ambivalence about the new curriculum competencies and how to align their

practices with the CBE reform. A common pattern across all teachers was that they made sense of competencies as learning foundational knowledge and skills, in addition to developing good attitudes, character, and morality. Over the years, teachers also emphasised the real-life application of competencies towards whole-person development. This study contributes to sociocultural perspectives on teaching and the CBE literature by showing the ways in which teachers used cultural ideas and artefacts to expand and limit their meanings of competencies in practice.

Duquette, P., & Simon, J. (2024). **Weaving a Better Future: The Importance of Creating a Path with Emotional Intelligence**. *Apprendre et Enseigner Aujourd'hui : Revue Du Conseil Pédagogique Interdisciplinaire Du Québec*, *14*(1), 64-67. https://doi.org/10.7202/1114690ar
Le texte met en lumière une vision de l'équité en éducation. Souvent, l'équité est associée à une distribution équitable de ressources matérielles, comme des technologies assistées ou du temps supplémentaire pour les examens, dans le but d'améliorer les résultats scolaires. On propose une vision plus large de l'équité, qui inclurait non seulement des ressources matérielles, mais aussi des ressources sociales et émotionnelles.

Eğin, F., Onan, A., & Yildiz Durak, H. (2025). **Let's Talk About EdTech! A Topic Modelling Analysis of AI Tools and Pre-Service Teachers' Perspectives**. *European Journal of Education*, *60*(1), e12913. https://doi.org/10.1111/ejed.12913
This study examines pre-service teachers' understanding of technology integration and the role of AI tools in shaping this perspective. Open-ended responses, analysed using topic modelling, reveal the main themes in pre-service teachers' views and compare them with topics generated by AI tools like ChatGPT, Gemini, and Bing AI. Key themes in pre-service teachers' responses include improving learning quality, adapting to technology, and integrating it into education. ChatGPT highlights effective learning, student support, and educational quality, while Gemini emphasises accessibility, innovative methods, and AI-supported learning. Bing AI focuses on practical materials, digital experiences, and technological compatibility. Coherence scores show moderate alignment, with ChatGPT achieving the highest scores, followed by Bing AI and Gemini. These findings shed light on pre-service teachers' perceptions of technology integration and how AI tools can influence these views, offering insights for shaping future educational policies and practices.

Ekström, S., Pareto, L., & Ljungblad, S. (2025). **Teaching in a collaborative mathematic learning activity with and without a social robot**. *Education and Information Technologies*, *30*(1), 1301-1328. https://doi.org/10.1007/s10639-024-12926-2
There is a growing interest in whether social robots, which are embodied and exhibit human-like behaviour, can be used for teaching and learning. Still, very few studies focus on the teacher's role. This study focuses on how a teacher acted in a learning-by-teaching activity with 20 children. In this small-scale field experiment, the teacher's interactions and teaching actions were observed when the teacher scaffolded a learning activity where children played a collaborative digital mathematics game to strengthen their mathematical reasoning and conceptual understanding of arithmetic. When playing, the children were acting as tutors for a tutee, according to the learning-by-teaching principle. In one scenario, the tutee was a younger child; in the other, the tutee was a social robot. Twenty 30-minute game-playing sessions are observed, video-recorded, and transcribed. The study explores the teacher's interactions and teaching

actions in the two scenarios and discusses the results from the perspective of the teacher's role, social norms, and teacher digital competence. The interaction and thematic analyses show similarities and characteristic differences in the teacher's interaction patterns in the two scenarios. The teaching actions are similar on a structural level and differ regarding the types and distribution of teaching actions. In the child-child scenario, the teacher directs most teaching actions to both players, and the actions are didactic (mathematical) scaffolding. In contrast, in the child-robot scenario, the teacher only addresses the tutor, and the scaffolding is socially oriented. Implications for a teaching practice involving social robots as learning companions are discussed regarding teachers' presence and participation, types of social robot knowledge that go beyond digital competence, and new challenges introduced by using social robots as learning companions in the classroom. The study contributes new insights into the teacher's role and actions when teaching with a social robot in a collaborative learning situation, which is relevant for educational research and teaching practice.

Erdem, R. (2024). **Attitudes towards assistive technology among teachers working in special education and rehabilitation centres in Turkey**. *British Journal of Special Education*, *51*(4), 491-501. https://doi.org/10.1111/1467-8578.12557
This quantitative study used a survey model to examine the attitudes of teachers working in special education and rehabilitation centres (SERCs) towards assistive technology (AT). The sample consisted of 224 teachers working in 45 SERCs in Turkey. The Attitude Towards Assistive Technologies Scale (Aslan & Kaan, 2017) and Personal Information form were used for data collection, and data were analysed using descriptive statistics. The results found that the teachers had positive attitudes towards AT, with no difference in attitude according to gender. However, there were statistically significant differences in attitudes towards AT based on participation in in-service training and professional seniority. The findings revealed that the AT training for teachers working in SERCs is limited and more in-service training opportunities are needed.

Erickson, J. D., & Thompson, W. C. (2024). **Enacting Civic-Minded Early Childhood Pedagogy in the Context of Chauvinistic Education Legislation**. *Educational Theory*, *74*(5), 662-681. https://doi.org/10.1111/edth.12667
Amid efforts to limit "divisive concepts" in educational settings, this article investigates the obstruction of a civic-focused early childhood curriculum. Joy Dangora Erickson and Winston Thompson analyze the challenges faced by a resourceful kindergarten teacher striving to uphold curriculum goals despite constraints imposed by the state legislature. Through an empirically informed exploration of political and pedagogical factors, this conceptual analysis elucidates the moral complexities of risks, costs, and outcomes as educators navigate non-ideal political conditions. By doing so, the authors provide valuable insights to scholars and practitioners, suggesting productive avenues for future research on these and related dilemmas of practice.

Fabbricatore, A.-M., & Torterat, F. (2025). **Prendre la mesure des capacités discursives des élèves d'école élémentaire : un exemple de pratiques évaluatives menées en CE1**. *Phronesis*, *14*(1), 51-70. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-51

Faure, J., Foucher, A.-L., & Blanchard, C. (2024). ***Favoriser la pratique réflexive des étudiant\timeses sur leurs compétences grâce à une Situation d'Apprentissage et d'Évaluation***. Consulté à l'adresse https://hal.science/hal-04921100
Dans les cadre de la journée PEPI (Partage d'Expérience en Pédagogie Innovante) 2024 à l'Université Clermont Auvergne, nous présentons les liens entre pratique réflexive et Situations d'Apprentissage et d'Évaluation. Nos recherches s'articulant au déploiement de l'Approche Par Compétences à l'UCA, nous nous intéressons aux articulations entre mises en situation professionnelles d'étudiant·es-enseignant·es de langues étrangères et la mise en place de dispositifs réflexifs susceptibles de favoriser une montée en compétences.

Fejzo, A., Saidane, R., Whissell-Turner, K., Latour, D., Robitaille, N., & Boudreau, V. (2025). **L'enseignement des connaissances morphologiques sous le signe de la collaboration entre personnes chercheuses et enseignantes**. *Revue hybride de l'éducation*, *9*(1), 1-14. https://doi.org/10.1522/rhe.v9i1.1756
Cet article relate l'expérience vécue par une équipe de recherche et les personnes enseignantes d'une école primaire de la Rive-Sud de Montréal lors de la réalisation d'une recherche collaborative. La mise en contexte décrit brièvement l'étude, qui vise à développer le vocabulaire chez des lecteurs intermédiaires du 2e cycle du primaire en milieu pluriethnique et défavorisé. Ensuite, l'opérationnalisation de la recherche collaborative est présentée à travers trois étapes. Finalement, les retombées de la collaboration sont mises en lumière, à la fois pour le milieu scolaire et pour le milieu de recherche, notamment sur les plans didactique et méthodologique, dans le but d'informer les deux milieux des avantages et des enjeux de la mise en place d'une telle recherche.

Fernández-Sánchez, A., Lorenzo-Castiñeiras, J. J., & Sánchez-Bello, A. (2025). **Navigating the Future of Pedagogy: The Integration of AI Tools in Developing Educational Assessment Rubrics**. *European Journal of Education*, *60*(1), e12826. https://doi.org/10.1111/ejed.12826
The advent of artificial intelligence (AI) technologies heralds a transformative era in education. This study investigates the integration of AI tools in developing educational assessment rubrics within the 'Curriculum Design Development and Evaluation' course at the University of A Coruña during the 2023–2024 academic year. Employing an action–research methodological approach, 27 comprehensive evaluation rubrics were developed using AI tools like ChatGPT. The findings highlight AI's ability to enhance rubric precision, efficiency and alignment with curricular objectives, thus facilitating personalised learning experiences. This research underscores AI's transformative potential in education, advocating for broader adoption and the necessity for educators to acquire AI proficiency. The study demonstrates how AI tools can streamline the rubric development process, making it more accurate and time efficient while also ensuring the inclusion of essential curricular elements. Through this approach, AI can support innovative assessment strategies that are both effective and adaptable to diverse educational contexts.

Fiévez, A., & Noben, N. (2024). **Les usages du numérique actuels dans le supérieur en Suisse et en Belgique**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130x2

Cette recherche consiste en l'étude des usages du numérique de 221 enseignants de hautes écoles suisses et belges. Elle vise à comprendre les usages effectivement mis en place actuellement dans l'enseignement supérieur dans ces deux pays. Pour permettre de catégoriser ces usages, une typologie des usages du numérique en éducation a été construite. Elle a la volonté d'inclure à la fois les usages des enseignants pour préparer leurs cours et enseigner ainsi que les usages qu'ils sollicitent de leurs étudiants. Cette typologie a été établie sur base de la littérature existante (Denis, 2001 ; Paquette, 2002 ; Bégin, 2008 ; Peraya, 2008 ; Vuorikari et al., 2022) et comprend à la fois des usages en présentiel et en distanciel, synchrones et asynchrones. Cette recherche vise donc également à vérifier l'applicabilité de cette typologie et à l'adapter en fonction des retours des enseignants.

Fink, R. E., Suwak, K., Lawson, G. M., Gray, A., & Bowden, A. B. (2025). **Factors influencing teachers' sustained implementation of a kindergarten curriculum within the United States: A qualitative analysis**. *The Curriculum Journal*, *36*(1), 66-81. https://doi.org/10.1002/curj.257
Teachers play a critical role in deciding what curricula are used in their classrooms. We examine the factors that teachers describe as influencing their sustainment or discontinuation of a literacy curriculum, Zoology One, following their participation in a randomised controlled trial (RCT) examining the curriculum's efficacy. This study was conducted in a large urban district in the United States and the curriculum was implemented in kindergarten classrooms with children who are typically 5 and 6 years old. One year after their participation in the RCT, teachers who had been randomised to implement Zoology One during the efficacy study (N = 19) participated in interviews about their ongoing use of the curriculum. We analysed the interview data using a staged coding approach to understand the factors that teachers described influencing their sustainment or discontinuation of the curriculum. We used a multilevel framework to organise results across three levels: individual-level, school-level and macro-level. Results indicate that teacher perceptions of the curriculum, including those related to its effectiveness and age-appropriateness, contributed to sustained use. At the same time, some teachers' perceptions that the curriculum approaches were not sufficient for their students led them to discontinue some curriculum components. The implementation climate at their school, as well as the widespread adoption of a particular phonics programme within the school district, also influenced teachers' sustainment or discontinuation. Taken together, these results highlight the importance of teachers' perceptions of a curriculum as well as the critical role that the school and district context play in curricular sustainment.

Fleuret, C., Thibeault, J., Peyret, G., & Bangou, F. (2024). **Plurilinguisme, croyances et pratiques d'enseignement : une exploration dans les écoles francophones de l'Ontario**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 12-16. https://doi.org/10.7202/1114679ar
Le présent article vise à explorer les croyances d'enseignants oeuvrant au sein d'écoles ontariennes de langue française (n=88) au regard du plurilinguisme des élèves et les pratiques auxquelles ils recourent pour en tenir compte. À partir de données issues d'un questionnaire numérique, nous constatons que la presque totalité des enseignants souligne l'importance de tenir compte du plurilinguisme des élèves en classe. Dans cette optique, plusieurs ont le souci de les autoriser à utiliser leur répertoire langagier et à prendre appui sur des expériences vécues en dehors de l'école, bien que de telles

pratiques ne soient pas généralisées dans notre échantillon. Ainsi existerait-il un décalage entre les croyances, généralement positives, que les participants détiennent à l'égard de la diversité et leurs pratiques pédagogiques, qui demeurent partiellement plurilingues.

Franco, D., Vanderlinde, R., & Valcke, M. (2025). **Capturing Competence: The Design, Evaluation, and Implementation of a Video-Based Instrument for Assessing Verbal Aggression Management Competence**. *European Journal of Education*, *60*(1), e12834. https://doi.org/10.1111/ejed.12834
Complex competences, such as managing students' aggressive behaviour, are challenging to develop during teacher training. Recently, video-based simulations have been considered promising, yet suitable assessment instruments are limitedly available. This paper reports on the design and evaluation of a video-based assessment tool tailored to measure preservice teachers' verbal aggression management competence (V-AMC) development. Design considerations for video-based activities served as a framework, resulting in an assessment instrument consisting of video vignettes mirroring classroom situations concerning verbal aggressive behaviour, questions prompting situation-specific skills development, and a coding scheme to analyse preservice teachers' answers. Furthermore, this paper discusses the results of the instrument's implementation on preservice teachers' (n = 182) V-AMC. Findings support the appropriateness of the instrument in assessing V-AMC levels and mapping the impact of a simulation-based intervention. The data partially confirm the intervention's contribution to V-AMC development. Implications for future interventions targeting competence development are discussed.

Gagnon, R., & Colognesi, S. (2025). **Quelles recommandations pour l'évaluation de l'oral à l'école et en formation ? Enjeux de professionnalisation dans la formation à l'enseignement : Introduction au numéro**. *Phronesis*, *14*(1), 17-26. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-17

Gagnon, R., Guillemin, S., Ticon, J., Bourdage, R., & Evéquoz, C. D. (2025). **Du tweet littéraire au récit oral enrichi en classe de secondaire : analyse des productions des élèves en vue de la validation d'une séquence**. *Phronesis*, *14*(1), 200-217. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-200

Gauthié, C. (2024). **Parlar-Llegir-Escriure a la universitat: pràctiques cooperatives a les classes de francès de la llicenciatura de Ciències de l'Educació a la Universitat Paul-Valéry de Montpeller**. *Comunicació Educativa*, (37), 124-140. https://doi.org/10.17345/comeduc37.4014
Aquest article explora la integració de pràctiques cooperatives en l'ensenyament del francès dins de la llicenciatura en Ciències de l'Educació i la Formació de la Universitat Paul-Valéry 3 de Montpeller. L'objectiu és aportar a l'alumnat coneixements multidisciplinaris sobre els processos educatius, els sistemes escolars i els mètodes pedagògics, alhora que s'estudien les polítiques educatives i els diferents conceptes mitjançant les aportacions de la didàctica del francès. El plantejament educatiu adoptat s'inspira en les pedagogies cooperatives, successores de l'Escola Nova, així com les tendències educatives iniciades per Freinet i Oury. La cooperació es presenta com una manera d'enriquir l'aprenentatge de les competències lingüístiques i implicar els estudiants en un procés d'aprenentatge interactiu i social. Les unitats didàctiques proposen diferents exercicis pràctics que afavoreixen una comprensió profunda de la

llengua francesa i els seus usos, alhora que desenvolupen les competències socials i interactives essencials per al futur professional dels estudiants. L'enfocament Parlar-Llegir-Escriure es fonamenta en un plantejament holístic. Es conclou que les pràctiques cooperatives són possibles i desitjables per a l'ensenyament del francès a la universitat, atès que ofereixen importants beneficis pedagògics i socials. Aquestes pràctiques afavoreixen un entorn d'aprenentatge dinàmic, on cada alumne pot contribuir i aprendre dels altres, destacant la interdependència positiva, la responsabilitat individual i col·lectiva i les interaccions de suport. La cooperació enriqueix l'aprenentatge de les competències lingüístiques i prepara els estudiants en una formació completa i enriquidora en l'àmbit de les ciències humanes i de l'educació.

Geng, F., Zhou, N., & Yu, S. (2025). **Exploring the Effect of L2 Writing Teachers' Emotional Intelligence on Their Professional Well-Being: The Mediating Role of Emotional Labour Strategies**. *European Journal of Education*, *60*(1), e12850. https://doi.org/10.1111/ejed.12850
With the increasing focus on the emotional nature of L2 writing instruction, chances have increased for L2 writing teachers to perform exquisite emotional labour in teaching writing knowledge and skills in the classroom, but our knowledge regarding the emotional labour strategies used by L2 writing teachers and their potential influence on their professional well-being is quite limited. To fill this void, this study used survey data on 301 university L2 writing teachers across various parts of the Chinese mainland to investigate the relationship between their emotional intelligence and professional well-being (i.e. teaching satisfaction, emotional exhaustion and personal accomplishment), with a particular focus on the specific mediating effect of various emotional labour strategies. Results showed that teachers' emotional intelligence was associated with their teaching satisfaction via a specific emotional labour strategy, the expression of naturally felt emotions, but not through the other strategies (i.e. surface acting and deep acting). Moreover, some specific dimensions of emotional intelligence, that is, others' emotional appraisal were related to L2 teachers' emotional exhaustion and personal accomplishment via surface acting. These findings highlighted the predictive effect of emotional intelligence and the mediating roles of emotional labour strategies in thriving L2 writing teachers' professional well-being. This study may allow L2 writing teachers and teacher educators to better understand their emotions and use specific emotional labour strategies to improve their teaching effectiveness and professional well-being.

Gibbs, A. S., & Reed, D. K. (2025). **Language Development Opportunities in Curricular and Trade Books: A Content Analysis**. *European Journal of Education*, *60*(1), e12807. https://doi.org/10.1111/ejed.12807
This content analysis explored children's fictional storybooks and informational science books to determine their differences in high-quality text features that support oral language (OL) development. We also explored the opportunities for OL development in curricular books compared to trade books. Using systematic coding procedures, we evaluated the genre, vocabulary, syntactic variety, supportive visuals and cultural sensitivity in books from three kindergarten and Grade 1 reading curricula (n = 521) as well as a sample of commercially-available trade books (n = 48). Descriptive information was averaged to determine the percentage of high-quality text features included in each book type and genre. Results indicated that informational science trade books offered more opportunities for rich language experiences than their curricular counterparts or any of the fictional books. Thus, there is reason to believe that

informational science trade books with high-quality text features may promote OL development and enhance the learning of young students.

Godin, M.-P., Chapleau, N., & Beaupré-Boivin, K. (2025). **Collaborer pour soutenir les apprentissages en littératie**. *Revue hybride de l'éducation*, 9(1), 1-12. https://doi.org/10.1522/rhe.v9i1.1851
Éditorial

Golab, A., Barratt, T., Yong, J., & Afroz, T. (2025). **Teacher wellbeing and teaching excellence in higher education: Exploring the interplay through the lens of the PERMA framework**. *Higher Education Quarterly*, *79*(1), e12563. https://doi.org/10.1111/hequ.12563
Recognising the pivotal role of teacher wellbeing in fostering teaching excellence, this paper explores the intricate relationships in the context of higher education. Employing an abductive, qualitative methodology and expanding the use of the PERMA framework to in the realm of higher education, this paper investigates the associations between teachers' perceptions of excellence to five elements of wellbeing: positive emotions (P), engagement (E), relationships (R), meaning (M) and accomplishment (A). Drawing insights from a case study of an Australian business school, the findings of this paper reveal dynamic interactions among these elements. Contextual variations give rise to virtuous or vicious cycles, allowing for the facilitation or degradation of both teacher wellbeing and teaching excellence. This underscores the interplay between the dimensions of teaching quality and wellbeing of educators in higher education, shedding light on the potential cyclical influences that can either bolster or undermine the symbiotic relationship between teacher wellbeing and excellence.

González-Calvo, G. (2025). **Teacher Identity and Neoliberalism: An Auto-Netnographic Exploration of the Public Education Crisis**. *European Journal of Education*, *60*(1), e12910. https://doi.org/10.1111/ejed.12910
This auto-netnographic study explores the impact of neoliberal ideologies on teacher identity within the context of public education in Spain, with a particular focus on how social networks and media, such as Twitter and Facebook, shape and reflect these dynamics. Combining narrative introspection with thematic analysis of online content, the study examines how social media amplifies neoliberal values, including individualism, commodification and competitive appraisal, influencing teacher subjectivity and solidarity. By situating the findings within the Spanish educational landscape, the study highlights how localised socio-political dynamics intersect with global neoliberal trends. The results reveal that social media serves as both a platform for ideological critique and a site where collective identities are fragmented, contributing to the erosion of solidarity amongst educators. Ultimately, this research advocates for reclaiming public education values through critical reflection and dialogue, promoting a more equitable and humane educational system.

Graveleau, S. (2025, janvier 28). **Le « cours magistral à la française » tient toujours une place importante dans les universités**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/28/dans-l-enseignement-superieur-le-cours-magistral-fait-de-la-resistance_6519409_4401467.html

Après la période du Covid-19 qui a fait tanguer encore un peu plus ce totem de l'enseignement supérieur, le retour au « présentiel » et en amphi fut presque une délivrance pour beaucoup d'étudiants et d'enseignants.

Hadji, C. (2025, janvier 26). **Ce que ChatGPT change à l'évaluation des élèves**. Consulté 27 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/ce-que-chatgpt-change-a-levaluation-des-eleves-247287
Avec le développement de l'intelligence artificielle générative, l'enjeu est-il de renforcer la lutte contre la tricherie ? ou, d'inventer de nouveaux modes d'évaluation ?

Hamm, C., Iorio, J. M., Cooper, J., Smith, K., Crowcroft, P., Molloy Murphy, A., … Yelland, N. (2025). **Learning with place as a catalyst for action**. *Pedagogy, Culture & Society*, *33*(1), 35-48. https://doi.org/10.1080/14681366.2023.2187436
In response to dominant discourses of quality and an over-reliance on humancentric practice, the Learning with Place framework emerges as an innovative way to rethink practices, structures, and policies within education and beyond. 'Learning with Place' views the local Place as agentic, recognising Place as inclusive of local First Nations knowledges and stories, histories and the more-than-human (for example, landforms, waterways, animals, insects, flora, and fauna). Through 'Learning with Place', deep relationships with the local Place are generated and these relationships become the catalyst for actions and decision-making regarding caring for/with local Place. This article offers an example of 'Learning with Place' in action through an early childhood teacher education program and shares ways in which the framework can be utilised in multiple contexts and disciplines.

Hayik, R. (2025). **Theory Into Practice in Teacher Education: Applying Engaging Pedagogies in the Arab EFL Classroom**. *European Journal of Education*, *60*(1), e12893. https://doi.org/10.1111/ejed.12893
PhotoVoice invites students to capture photos of concerning issues, elaborate on them in writing, and share the photos and written accounts with the community, hoping for change. Inspired by critical pedagogy, it challenges teaching English as a set of linguistic skills/standards detached from students' life challenges. As a teacher-educator and pedagogical advisor, I invited 18 Palestinian-Israeli third-year English studentteachers to implement 'PhotoVoice' in their English practice-teaching contexts. They worked with small groups of school children on the PhotoVoice projects and reflected on the whole process in their portfolios. Thematic analysis of their reflections illuminated that the process was emotionally charged and changed their views of themselves as teachers. This innovative method for improving literacy skills while promoting change has significant implications for practitioners and policymakers, underscoring the need for fostering a more engaging approach to language education that connects literacy teaching with social action. It is especially important for minoritized students who are often offered limited opportunities to experience empowering pedagogies.

Healy, G., Courtney, M., Paddle, H., & Riddell, L. (2025). **Curriculum in Professional Practice: Innovations in higher education**. *The Curriculum Journal*, *36*(1), 200-201. https://doi.org/10.1002/curj.315
Hérold, J.-F., Gunther, F., & Zarouf, R. (2024). **Une analyse de l'activité enseignante lors d'enseignements en mathématiques avec un outil numérique de type logiciel**. *Canadian*

Journal of Education/Revue canadienne de l'éducation, *47*(4), 1032-1056. https://doi.org/10.53967/cje-rce.6073
The aim of the research presented in this article is to study the knowledge held by the teacher in the specific context of teaching using a digital tool (in this case, a software program) as a didactic device to support the students' learning. Teaching sessions of mathematical knowledge in secondary school (i.e., with students who are 13–15 years old) were observed using observation grids; semi-structured interviews held with teachers before and after the class supplement the observation data collected. An analysis of the teachers' activity was then carried out. The data show that the teachers mainly focus on the digital tool and the fact that the students manage to carry out the prescribed tasks with the tool, and thus turn away from the mathematical knowledge to be taught.

Hickey, A., & Riddle, S. (2025). **Performative enactments of pedagogy in the classroom: strategies and tactics of relationality**. *Pedagogy, Culture & Society*, *33*(1), 69-84. https://doi.org/10.1080/14681366.2023.2187438
Within neoliberal regimes of educational performativity, expectations of teachers' work have become increasingly prescriptive, standardised and formulaic. To counter the reductive effects of this 'exteriority' of influence over teachers' work, we draw on three conceptual prompts—relational pedagogy, informality, and de Certeau's theorisation of strategies and tactics—to examine empirical accounts of teachers who challenge the normative expectations of their work. We contend that teachers who seek to work beyond the restrictions of neoliberal educational managerialism engage in deliberate acts of tactical intervention, which involve the deployment of relational and informal modes of engagement with students and other educators. In doing so, teachers can more fully assert their professionalism and nurture important relational bonds with students in ways that respond to the contingent nature of classrooms in rich and contextually meaningful ways.

Hill, C., Bailey, R., & McKay, C. (2024). **Disrupting Colonial Narratives of Place: The qʔíc̓əy̓ Slough Yesterday, Today, and Tomorrow Project**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(4), 1057-1089. https://doi.org/10.53967/cje-rce.6889
What happens when traces of the past are invited to « haunt » the present, disrupting the colonial narratives inherent in local spaces, and creating openings for new stories and new relationships? Guided by Indigenous and post-human worldviews, this action-research project facilitated community learning about the qʔíc̓əy̓ (Katzie) Slough, while collectively imagining new futures for this waterway. Elementary students learned from Elders and environmentalists at the Slough, while simultaneously caring for the land. They then made art with the land, which, along with Elder stories, guided the creation of a school mural. The teachings of the mural and the children's art continue to reverberate as their stories are shared with post-secondary students and teachers. This research informs how we might engage learners with the complexities and complicities of settler colonialism and provides an example of a local land-centred curriculum that informs how we might all live well together, contributing to real world change.

Hong, Y., Cho, E., & Mixdorf, K. (2025). **Holding tension and navigating dilemma in multicultural education in South Korea: Towards pedagogical third space**. *Pedagogy, Culture & Society*, *33*(1), 287-304. https://doi.org/10.1080/14681366.2023.2257708
We take up this qualitative inquiry as a means of practicing and advocating for a deeper understanding of South Korean teachers' pedagogy and perspectives in multicultural

education, moving beyond surface-level critiques. Through the lens of postcolonial theory, this study highlights how government-led multicultural education places teachers in a position where they participate in the othering and exclusion of multicultural students. Simultaneously, we recognise that teachers contribute their professional insights to envision a Third Space in their practice. This paper also sheds light on the challenges faced when teaching Korean history in classrooms with multicultural students. Overall, this study provides insights into the intricate nature of the hybrid pedagogical space that has evolved historically and socially in South Korea, as well as its interconnectedness with global relationships. Given the professional hybridity of South Korean teachers, we believe that developing a new consciousness within this hybrid space is a crucial starting point for empowering teachers to reflect on their pedagogy and practices when working with students from diverse backgrounds.

Honoré, G. G. (2024). ***Les gestes professionnels efficaces en faveur des élèves en situation de handicap scolarisés en dispositif Ulis-École*** (Phdthesis, Université Haute Alsace). Consulté à l'adresse https://theses.hal.science/tel-04854099
En 2022, la France comptait près de douze millions de personnes en situation de handicap, soit 17.8% de la population. De la déclaration des Droits de l'enfant de 1959 aux dernières préconisations de l'école pour tous (2023), de nombreuses avancées règlementaires et législatives ont régi l'accueil des élèves en situation de handicap en France. Ainsi, le concept d'inclusion fut amené à être reconnu comme un nouveau paradigme. Cependant, force est de constater que les résistances et les freins subsistent. Si la loi de 2005 prônait un accueil de tous, la loi de refondation de l'école de 2013 impose l'acquisition de compétences scolaires et nécessite aujourd'hui de réelles modifications dans les gestes professionnels. À la rentrée 2024, plus de 436 000 élèves en situation de handicap furent scolarisés dans les établissements scolaires, constituant 3.6 % des élèves, avec à leurs côtés, plus de 132 000 accompagnants d'élèves en situation de handicap. Cette arrivée massive de jeunes autrement capables a mis le système en tension en obligeant le corps enseignant à se questionner et à ré-interpeller ses pratiques. La transformation des CLIS en ULIS en septembre 2015 a corroboré ce changement avec une volonté évidente de permettre aux élèves en situation de handicap de travailler et d'apprendre parmi leurs pairs. Ces intentions règlementaires se heurtent malgré tout à différents freins (formation, représentation du handicap et du métier d'enseignent, influence du chef d'établissement). La problématique de ce travail s'articulera autour de l'efficacité des gestes en faveur des élèves scolarisés en Ulis-Ecole.

Huart, J., Leduc, L., Laurent, N., Malengrez, D., Charbaut, C., Martynow, N., … Verpoorten, D. (2024). **Mentorat en enseignement supérieur : une grille de paramétrage**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130wy
Cet article expose l'origine, les éléments constitutifs et les fonctions d'une grille de paramétrage conçue pour accompagner, de leur conception à leur régulation, la mise en œuvre de dispositifs de mentorat par des professeurs de l'enseignement supérieur. Il spécifie les raisons d'être de ce type d'outil conceptuel et praxéologique et en illustre des usages par l'analyse de trois dispositifs déployés dans le cadre d'un programme de mentorat testé dans 9 établissements francophones belges. La grille et ses applications pratiques intéresseront chercheurs, décideurs et acteurs travaillant sur la transition secondaire-supérieur, dont relève ce type d'aide à la réussite encore peu fréquent dans le contexte francophone européen.

Hutson, B. L., & He, Y. (2024). **Future-forming research in higher education: a review of academic advising literature from the United States**. *Tertiary Education and Management*, *30*(4), 257-275. https://doi.org/10.1007/s11233-024-09145-2
Academic advising is one of the key practices in U.S. higher education institutions for supporting students' success. However, the complexity of academic advising program structures, the difficulties in identifying appropriate outcome measures, and the lack of inclusion of multiple stakeholders' perspectives continue to challenge scholars to integrate research in academic advising practices. In this article, we review publications on academic advising that were included in the recent What Works Clearinghouse Practice Guide to highlight methodological challenges and strategies. Based on insights from these studies, we further explore design considerations to balance rigor, replicability, and relevance in academic advising research and propose promising future-forming research design considerations for higher education researchers and practitioners.

Işıkgöz, M. E. (2025). **The Role of Gender Differences in Pre-Service Turkish Physical Education Teachers' Attitudes Towards Teaching Profession: A Meta-Analysis**. *European Journal of Education*, *60*(1), e12915. https://doi.org/10.1111/ejed.12915
The aim of this study is to estimate the role of gender differences in the teaching profession in a meta-analytic way, based on empirical findings analysing Turkish pre-service physical education teachers' attitudes towards the teaching profession. For this purpose, studies, that were published in Türkiye between 2015 and 2023 were searched by following the PRISMA Protocol. As a final search we reached 65 studies and 28 of them met the criteria for inclusion in the meta-analysis. The data analysis was made with JASP 0.16.4.0 software. As a result of the analysis, it was found that the effect of gender difference on the attitudes of Turkish pre-service physical education teachers towards the teaching profession was weak ($g = -0.159$, 95% CI [−0.262, −0.055]). Also, the effect size distribution of the examined studies was found to be heterogeneous ($Q = 112.350$; $p < 0.001$; $I2 = 81.178$), and it was confirmed that there was no publication bias by Egger's ($z = -0.853$; $p > 0.05$) and Rosenthal's FSN ($N = 438{,}000$, $p < 0.001$) tests. In conclusion, the results of this meta-analysis indicate that the impact of gender on the attitudes of Turkish pre-service physical education teachers towards the teaching profession is relatively weak and appears to favour women. It is recommended that further research be conducted to ascertain whether this gender-based difference in attitudes will evolve over time. Additionally, it would be prudent for higher education institutions and education policymakers to implement measures to mitigate the influence of gender stereotypes in the teaching profession.

Jacob, E., & Magnani, F. (2024). **Former à l'interdisciplinarité via l'intégration du design à la gestion de projet : apports et limites dans une école d'ingénieurs**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130wz
L'interdisciplinarité suscite de nombreux intérêts scientifiques et théoriques. Même si elle est souvent prônée par les acteurs institutionnels, les exemples réussis se font rares dans la littérature. Cet article présente les résultats d'une étude menée sur 3 ans sur un modèle de formation interdisciplinaire articulant de la gestion de projet et du design dans une école d'ingénieurs. L'étude présentée met en lumière les modalités, les apports et les limites de la formation via une triangulation de données : des entretiens avec les étudiants, un questionnaire auprès des enseignants participants et un retour d'expérience des responsables de la formation. Les limites et perspectives futures

permettront d'enrichir les recherches sur les formations interdisciplinaires en école d'ingénieur.

Jacq, G. (2024). **Les paradoxes de la liberté pédagogique : l'exemple du lycée professionnel**. *L'Année de la Recherche en Sciences de l'Éducation*. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-pratiques-d-encadrement-d-education-d-enseignement-et-de-formation-professionnelle-a-l-ere-inclusive/77312
Les réformes institutionnelles se sont succédées au lycée professionnel tout en poursuivant les mêmes objectifs : lutter contre le décrochage scolaire, favoriser les poursuites d'études et renforcer l'insertion professionnelle des jeunes. Cette politique « adéquationniste » (Maillard, 2015, p. 19) se confronte à la réalité d'une voie de formation dont les décideurs n'ont qu'une image imprécise aussi bien des élèves que des enseignants qui y enseignent : les professeurs de lycée professionnel (PLP). Cet article met en lumière la manière dont la liberté pédagogique, source d'interprétations contradictoires, est exploitée par ces professeurs pour accompagner les élèves « souvent réfractaires à la forme scolaire » (Jellab, 2017, p. 132). Partant de la représentation des personnels d'encadrement et des PLP, notamment les Lettres-histoire (Jacq, 2022), il s'agira d'analyser la manière dont ils ont recours à leur liberté pédagogique dans le cadre de leur bivalence pour composer avec les directives nationales et la réalité locale. L'analyse prendra appui sur les résultats d'une recherche réalisée à partir de quatorze entretiens et de deux enquêtes par questionnaire (n = 1338, n = 32). Identifier les pratiques mises en oeuvre dans le cadre de l'injonction à l'inclusion des élèves « perdants de la compétition scolaire » (Troger et al., 2016, p.165) s'avère indispensable pour comprendre l'accompagnement proposé à un lycéen sur trois en France orienté dans la voie professionnelle.

Jeune, N. (2024). ***Teachers' use of research on teaching critical thinking. A collaborative way to link teachers' use and production of research and knowledge.*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://hal.science/tel-04725304
Through five interconnected studies, this dissertation explores the multifaceted concept of teachers' use of research, and how to facilitate such use on teaching critical thinking. The first study investigates educational stakeholders' views about factors influencing teachers' use of research, focusing on factors that researchers and decision-makers can act upon. This factorial survey experiment with 440 participants reveals some differing opinions among teachers, trainers, decision makers, and researchers, with a consensus that institutional support and elements facilitating the instrumental use of research are most important. This study suggests that better conceptual clarity is needed about teachers' use of research. The second study further examines the conceptual ambiguities of research, evidence, data, and knowledge and their use in education. This systematic review of 32 reviews identifies a lack of clear definitions, especially regarding the educational goals associated with teachers' use of research, evidence, data, and knowledge. It also suggests redefining teachers' and researchers' usually asymmetrical roles, and proposes cultural, infrastructural, and systemic changes for sustained research use by teachers, advocating for two-way horizontal approaches linking teachers' use and production of research. The third study reviews collaborative frameworks to support teachers' use of research and describes a design-based research project aiming at facilitating teachers' use of research on teaching critical thinking. This study analyzes the creation of a research-brokered resource that involved over 30 researchers and teachers. The steps involved a review of a previous research-based resource unsuited to

teachers and in-person meetings to sort and prioritize suggested changes. It also documents a teacher-research network dedicated to teaching critical thinking and details its successful interconnection with the resource. The study suggests that future research should examine their effect on teachers' use of research on teaching critical thinking as part of a teacher training program. The fourth study discusses the gap between teaching and research, and the associated 'two-communities framework'. It questions teachers' and researchers' motivations for engaging in collaborative research through an exploratory survey. It reveals that rewards or professional constraints and the time needed to take part in collaborative research are lower sources of motivation compared to others such as the perceived usefulness of the result or process, or clear and explicit goals. The findings challenge the 'two-communities' framework, showing that there are many shared motivations between teachers and researchers. The study recommends detailed descriptions of collaborative project steps to better understand what drives participation. The fifth study addresses the reconceptualization of teaching critical thinking into teaching critical approaches, based on limitations found regarding the former concept. The literature reviewed shows a predominant focus on critical thinking skills over dispositions and an overemphasis on the epistemic rather than the ethical and political dimensions. This study also critiques the dominant evaluation practices in the field, which are mostly through standardized testing. Teaching critical approaches is suggested to address these pitfalls and focuses on four axes described in the resource produced as part of a design-based research. The resource operationalizes teaching critical approaches through focus on the relationship to knowledge, metacognition and reflexivity, argumentation, and information evaluation. Overall, this dissertation provides a comprehensive examination of facilitating teachers' use of research, emphasizing collaborative research frameworks, conceptual clarification and institutional support to sustain teachers' use of research, particularly in relation to teaching critical approaches.

Johnston, O., Spina, N., Macqueen, S., & Spooner-Lane, R. (2024). **Why do schools continue to use between-class ability grouping?** *PROSPECTS*, *54*(3), 559-576. https://doi.org/10.1007/s11125-024-09710-y
Allocating students into separate classes within a school depending on their "ability" is common in many countries. This paper presents a theoretical discussion of the practice, considering why it persists despite a long history of research emphasizing consequential problems. Our discussion identifies and critiques four possible reasons that between-class ability grouping is being used in schools again today, despite research advising against the practice. These reasons are: 1) educators' perspectives that it facilitates differentiation and assists in managing the intensification of teaching; 2) advantages for students in "high ability" and "low ability" classes; 3) cultural acceptability; and 4) historical entrenchment, with little explicit policy direction guiding its use. Our critical discussion uses the Australian educational context as a case study. The example of Australia, where we live and work, is comparatively useful for other countries with similar practices, including New Zealand, Canada, the United States, England, and more. We argue that the reasons between-class ability grouping persists are based on misconceptions or agendas that are prioritized over equity and student educational outcomes.

Jolicoeur, E., Caron, J., Beaupré, P., Letscher, S., & Bolduc, M.-È. (2024). **Expérimentation d'une oeuvre de réalité virtuelle pour se familiariser à l'enseignement auprès d'élèves**

autistes. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 82-87. https://doi.org/10.7202/1114694ar
L'insertion professionnelle en enseignement présente plusieurs défis, notamment en ce qui concerne l'enseignement à une diversité d'élèves, dont ceux présentant un trouble du spectre de l'autisme. Pour favoriser l'inclusion, deux mères d'enfants autistes ont créé Les pieds en haut : Lou, une oeuvre de réalité virtuelle offrant deux expériences immersives. Celles-ci permettent d'incarner momentanément une personne autiste. Elles visent la sensibilisation aux comportements et perceptions des personnes autistes. Cette présente étude a pour but d'identifier les retombées de cette expérience virtuelle comme outil de formation auprès d'étudiantes et d'étudiants en enseignement.

Jubas, K., Rooney, D., & Patten, F. (2025). **Entertaining tensions: teaching with and learning from popular culture in professional education**. *Pedagogy, Culture & Society*, *33*(1), 123-140. https://doi.org/10.1080/14681366.2023.2205415
This article discusses findings from an ongoing qualitative studies about the incorporation of popular culture in university-based professional education. The focus is on how popular culture can become a curricular resource to support learning about theory or concepts and contentious or sensitive issues, at a time when neoliberal trends of consumerist ideology and technical vocationalism influence professional education and universities generally. Students who enter programmes expecting an emphasis on work-related information risk missing content and experiences designed to foster their development as well-informed, curious, and ethical professionals. Three tensions that emerged in the analysis are highlighted: un/applied, in/attentive, and a/critical. After grounding the study theoretically and reviewing literature on university-based professional education and public pedagogy, those tensions are outlined using segments of data to suggest the potential and limitations of a pedagogical approach that can make education both critical and enjoyable.

Kahveci, G., & Serin, N. B. (2024). **The effectiveness of perspective video modelling training on one-stage word problem-solving skills in children with autism spectrum disorder**. *British Journal of Special Education*, *51*(4), 468-478. https://doi.org/10.1111/1467-8578.12554
Single-subject research can provide adequate justification when developing successful evidence-based educational practices for children with autism spectrum disorder (ASD), which can help such students thrive academically. This research investigates whether point-of-view video modelling effectively improved the word problem-solving addition performances of primary-school-aged students with ASD. The effectiveness of the intervention on each participant's ability to solve single-digit addition by a single digit, effectively view the video on a tablet and generalise a learned skill was investigated by utilising a design that included several participant baselines. All participants saw an improvement in their ability to solve simple addition problems due to using point-of-view video modelling. Between the baseline and intervention phases, each participant's rate of digits correctly entered per minute and total number of steps completed significantly increased. A generalisation phase was performed at home. After receiving the intervention, people with ASD could independently complete word problems involving addition with a single digit. The findings suggest that this technology could practically support the education of the growing number of children and young people with ASD by mollifying the particular learning obstacles their impairment brings.

Karan, & Sharma, G. (2024). **Experiencing caste in higher education: Everyday pedagogic contexts and silenced conflicts**. *Encyclopaideia*, *28*(70), 35-52. https://doi.org/10.6092/issn.1825-8670/19392
This study engages with the experiences of Dalit-Bahujan (oppressed social castes) students at a higher education institution in India. Drawing from interview-based data, it explores the students' narratives to map their educational experiences, taking the medium of instruction as a case in point. The study aims to deepen understanding of the intersection of caste and curricular-pedagogic context of higher education and its relation to knowledge production in institutional contexts. The findings highlight a significant gap between the socio-economic backgrounds of Dalit-Bahujan students and the institutional and pedagogical structures, processes, and discourses they encounter. Based on these findings, the study further examines the framing of marginality at the intersection of caste, language and background of Dalit-Bahujan students. The lack of institutional support often relegates Dalit-Bahujan students to the margins within higher education institutions, not only excluding the disadvantaged social groups but also impinging upon the democratisation of knowledge production. We conclude that the question of medium of knowledge production necessitates a critical examination of which lives and voices are included in curricular and pedagogic processes.

Karimpour, S., & Kargar Behbahani, H. (2025). **Contribution of Interventionist Dynamic Assessment to the Acquisition of Modal Verbs: The Moderating Role of Field (In)dependence and Working Memory**. *European Journal of Education*, *60*(1), e12887. https://doi.org/10.1111/ejed.12887
As an alternative to conventional instruction and evaluation methods, dynamic assessment aims to promote language learning by utilising an interactive approach. As a subset of dynamic assessment, the interventionist approach to dynamic assessment focuses on mediation from implicit to explicit. In spite of its central role in language learning and assessment, the interventionist dynamic assessment has received less attention in empirical research. To fill part of the gap, this study examined the contributions of interventionist dynamic assessment to the acquisition of modal verbs treating working memory and field (in)dependence as two moderating variables. Two intact classes of experimental and control groups, each with 30 subjects, took part in this quantitative quasi-experimental research. The experimental group received an interventionist dynamic assessment based on the target linguistic feature, while the control group received a traditional presentation-practice-production mode of instruction. The findings of the study revealed that while at the onset, both groups performed similarly, the experimental group outperformed the control group on the posttest, as determined by the between-subjects ANOVA. The difference between pretest and delayed posttest scores was also significant, corroborating the effectiveness of the treatment on the acquisition of the linguistic form. The study findings highlighted how interventionist dynamic assessment along with a high working memory and a field-independence trait influence the acquisition of linguistic features. The study has multiple implications for EFL learners and teachers.

Kayaalp, F., Durnali, M., & Gökbulut, B. (2025). **Enhancing Competence for a Sustainable Future: Integrating Artificial Intelligence–Supported Educational Technologies in Pre-Service Teacher Training for Sustainable Development**. *European Journal of Education*, *60*(1), e12865. https://doi.org/10.1111/ejed.12865

With the mounting urgency to achieve a sustainable future, it is of paramount importance to provide pre-service teachers with a robust understanding of de facto. The present study investigated the potential of ChatGPT-supported educational technologies to enhance the understanding of sustainable development among 20 pre-service teachers at a university during the 2023–2024 academic year. Over a period of 14 weeks of intervention, participants employed ChatGPT and Web 2.0 tools (Pixton) to create digital comic stories focused on sustainable development goals. The study employed an explanatory sequential mixed-method design, utilising evaluation forms, semi-structured interviews, inferential statistics and content analysis. The results revealed significant improvements in sustainability perspectives, awareness and knowledge, despite concerns about productivity, originality and ethical issues.

Keles, S., & Munthe, E. (2025). **A systematic review of research on how initial teacher education prepares teachers for work on discrimination, racism and prejudices in schools**. *Review of Education*, *13*(1), e70030. https://doi.org/10.1002/rev3.70030
The preparation of future teachers for diversity, equity, and social justice is a complex task faced by Initial Teacher Education (ITE) programmes. While efforts are ongoing, research indicates that current programmes may not fully meet this challenge. Previous reviews have also highlighted conceptual and methodological gaps in this area, emphasising the need for deeper exploration. This systematic review synthesises the empirical evidence on interventions within ITE that address discrimination, racism and prejudice, by analysing the studies' characteristics, the interventions' formats, pedagogical approaches and targeted and achieved pedagogical outcomes. Based on a comprehensive literature search of relevant peer-reviewed articles in three databases, 103 studies were selected as eligible. The findings were synthesised using qualitative thematic analysis. The results revealed that the interventions varied in format, including whole programmes, courses, practicum and immersion experiences. Pedagogical approaches included the use of literature, films, media, dialogue, critical reflection, among others. The outcomes were categorised as 'awareness', 'capacity/skills' and 'emotional engagement'. Results show a main emphasis on creating awareness followed by building capacity/skills and finally evoking emotional engagement. Only a small percentage of studies addressed all three pedagogical outcomes, yet they underscore the importance of multifaceted approaches in ITE to equip future teachers with the necessary skills and awareness for diverse classrooms. The results emphasise the need for sustained and comprehensive interventions to effectively prepare teachers to tackle these challenges. Context and implications Rationale for this study: ITE programmes face challenges in preparing future teachers to address discrimination, racism and prejudice. This review synthesises interventions designed to equip pre-service teachers (PSTs) to promote diversity and social justice. Why the new findings matter: The study provides teacher educators with insights into research-based approaches to preparing future teachers, and their intended and unintended consequences, highlighting areas of importance for teacher educators to be aware of. Implications for practitioners, policy makers and educators: The review indicates the need for adopting diverse formats and pedagogical strategies, including reflective practices and critical pedagogy, to foster critical thinking, racial literacy and emotional engagement in PSTs. For practitioners, understanding the emotional and practical impact of teaching about race and prejudice is essential for effective engagement with students. Emotional engagement, often an unintended outcome, must be recognised as integral to transformative learning. Educators should be prepared to address

emotional reactions like discomfort or guilt and use them constructively. Policy makers should support the inclusion of sustained, comprehensive interventions that address social justice, ensuring teachers are better prepared for diverse classrooms.

Khalil, I., Hajj, S., Yammine, A., & Sylvestre, E. (2024). **Vers un référentiel de compétences de l'enseignant chercheur en méthodologie et encadrement de recherche**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130x0
L'enseignement de la méthodologie de recherche à l'université est un défi pour les enseignants, en particulier lorsque l'université ne dispose pas d'un référentiel de compétences approprié. Six enseignants chercheurs de l'Université Libanaise et du Conservatoire National des Arts et Métiers du Liban, confrontés à des difficultés dans l'enseignement de la méthodologie et l'encadrement des recherches, se sont portés volontaires et ont créé une communauté de pratique dans un souci de développement professionnel et d'amélioration de leurs pratiques dans ce domaine. Cet article vise à élaborer un référentiel de compétences en méthodologie et en encadrement de recherche pour aider ces enseignants à résoudre leurs difficultés. Guidés par des experts du Centre de Soutien à l'Enseignement de l'Université de Lausanne, ces enseignants ont choisi de suivre individuellement une démarche de Scholarship of Teaching and Learning, et en tant que communauté de pratique, ils ont opté pour une réflexivité individuelle et collective sur leurs pratiques professionnelles, tout en s'appuyant sur des référentiels de compétences et des références relatives à la méthodologie de recherche. La validation du référentiel a été réalisée grâce à l'autoévaluation au sein de la communauté et à la validation par cinq spécialistes externes. Ce référentiel servira comme guide pour les enseignants et les encadreurs de recherche, il contribuera à la révision des programmes de formation dans les universités. Des recherches sur les retombées de l'application du référentiel sur l'acquisition des connaissances des étudiants et le développement des compétences des enseignants complèteront notre travail.

Kilbride, D., Cotier, T., & Malthouse, R. (2024). **Exploring the strategic nature of the SENCo's role and the management of education and health care plans since the Covid-19 pandemic**. *British Journal of Special Education*, *51*(4), 502-510. https://doi.org/10.1111/1467-8578.12556
This research identifies new approaches to education health and care plan (EHCP) provision since the start of the Covid-19 (C-19) pandemic (March 2020 to March 2021). This qualitative research was conducted after the C-19 pandemic and used online questionnaires to identify the perceptions of 64 SENCos recruited from mainstream primary and secondary schools across southeast London and Essex in England. Thirteen of the 64 participants then consented to be interviewed. The findings show that where SENCos had the autonomy to act strategically, they could enact change for pupils with EHCPs as well as SEND. Furthermore, aspects of practice relating to staff SEND knowledge and understanding of SEND provision were enhanced during the pandemic, as was the SENCo's ability to adapt and allocate resources effectively.

Kim, J., Prempeh, A. A., Addai, E. K., & Wargo, E. (2025). **The Effect of Knowledge Sharing on Innovative Work Behaviour at Higher Education Institutions**. *Higher Education Quarterly*, *79*(1), e12574. https://doi.org/10.1111/hequ.12574

This study delves into the impact of knowledge sharing on innovative work behaviour within higher education institutions in Ghana, utilising data gathered from 285 participants. Employing a quantitative approach and utilising a descriptive-correlational research design, this research reveals a consistently high level of innovative work behaviour. All dimensions of innovative work behaviour, including idea promotion, idea generation, and idea implementation, received notably high scores. Likewise, the sub-components of knowledge sharing, namely the community of practice, organisational communication, personal interaction, and written contribution, were rated as high within these institutions. The study establishes a significant positive correlation between knowledge sharing and innovative work behaviour (β = 0.88, p = 0.00). The study advocates for promoting knowledge-sharing mechanisms within higher education institutions, fostering an environment that facilitates seamless knowledge exchange amongst all members.

Kiral, B. (2025). **Creating Collective Responsibility at School: Principals' Roles, Faced Challenges, and Solution Strategies**. *Education and Urban Society*, *57*(2), 147-167. https://doi.org/10.1177/00131245241299404
Collective responsibility means that teachers work in cooperation and collaboration, act, and solve problems together. When teachers act together, they can be more productive. Urban schools' principals prefer activity and project-based approaches in order to better integrate students into urban life, and for this, they work to ensure that teachers act together. The study aims to determine the role of principals in order to create collective responsibility in the school and to reveal the challenges they experienced and strategies to overcome them. The study was carried out in the 2023-2024 academic year in line with the experiences of eight school principals working in urban public schools in Türkiye. The study is a phenomenology design, one of the qualitative research designs. Data was collected with focus group interviews and recorded via video. The study concluded that they experienced some difficulties in creating collective responsibility and that these were caused by teachers, principals, and school and out-of-school factors. It has been determined that principals play an important role in collective responsibility, that they make an effort to turn the school into a team and work together, and that they use communication, support, and various managerial policies and strategies. It may be beneficial for principals to create professional learning communities in their schools for share information and act together for teachers' professional development and schools' improvement.

Kılıç, S. M., & Yıldırım, İ. (2025). **Examining Teachers' Classroom Practices in the Context of Computational Thinking Skills: A Q Method Study**. *European Journal of Education*, *60*(1), e12873. https://doi.org/10.1111/ejed.12873
This study aimed to examine teachers' classroom practices in the context of computational thinking skills and to determine their views on computational thinking. In the research process, the Q method was used in which quantitative and qualitative methods were used together. The participants of the research consist of 48 primary school teachers. The socioeconomic level of the environment of the schools where they work, professional seniority and gender variables of the teachers in the participants were collected. It was determined that teachers approached computational thinking skills positively, but they did not fully use the subdimensions of computational thinking skills in their classroom practices. It was determined that abstraction, which is seen as the most

important dimension of computational thinking skills in the literature, was not consciously used by teachers in their classroom practices.

Koseoglu, S. (2025). **Drawing from hermeneutics for teacher development in higher education**. *The Curriculum Journal*, *36*(1), i-iv. https://doi.org/10.1002/curj.297

Lachapelle, J., & Charron, A. (2025). **La collaboration interprofessionnelle à l'éducation préscolaire : cadre de référence et soutien aux premiers apprentissages du langage oral et écrit**. *Revue hybride de l'éducation*, *9*(1), 1-25. https://doi.org/10.1522/rhe.v9i1.1736
Cet article vise à faire connaître un cadre de référence de la collaboration interprofessionnelle à l'éducation préscolaire ainsi que son apport au développement du langage oral et écrit. À partir des écrits recensés sur le sujet, les principales caractéristiques de la collaboration interprofessionnelle en milieux éducatifs et scolaires, les avantages et les défis liés à sa mise en œuvre, les rôles et les responsabilités des personnes impliquées ainsi que les stratégies et les conditions à instaurer sont présentées. Également, des modalités de co-intervention adaptées à l'éducation préscolaire sont détaillées en tant qu'avenue prometteuse pour favoriser le développement du domaine langagier.

Lack, K., & Acheson-Field, H. (2025). **Reaching the Finish Line: Can Coaching Help Students Graduate?** *Research in Higher Education*, *66*(1), 12. https://doi.org/10.1007/s11162-024-09830-6
Many students who enter college do not finish, reflecting numerous academic, financial, and social barriers to postsecondary completion. Success Boston Coaching (SBC) provides students in the Greater Boston area with coaching during their first 2 years of college to help them overcome barriers to postsecondary completion and connect them to supports at their campuses and in their communities. We estimate the differences between SBC and comparison students with respect to students' postsecondary completion rates 4, 5, and 6 years after they initially enroll in postsecondary education. Using administrative outcome data from the National Student Clearinghouse and 11 institutions of higher education in the Greater Boston area, we follow coached students and a matched group of similar noncoached students up to 6 years after their initial enrollment. Relative to noncoached students, SBC students had associate's degree completion rates that were 85 percent higher after 4 years, 44 percent higher after 5 years, and 63 percent higher after 6 years. SBC students also completed bachelor's degrees within 5 years at a 12 percent higher rate than their noncoached peers. Results suggest that coaching that offers comprehensive, personalized, and regularly occurring support to students is associated with higher completion rates, especially for students pursuing associate's degrees. Additional efforts to directly remove barriers that students face may help more students graduate.

Lam, C. K. (2025). **Understanding the Hong Kong music curriculum through the lenses of posthumanism, postcolonialism, and poststructural psychoanalysis**. *The Curriculum Journal*, *36*(1), 82-90. https://doi.org/10.1002/curj.266
The use of "post-isms" has become increasingly prominent in academic discourse because it offers new perspectives for gaining insight into current developments in human society and the historical dimension of culture. In the Hong Kong educational context, the concept of "post-isms" has permeated the current music curriculum. The curriculum guide alludes to posthumanist primary interests, was created in the

postcolonial state after the return of the sovereignty of Hong Kong from Britain to China in 1997, and is associated with poststructural psychoanalysis that values the subjectivity of listeners. This article investigates the entanglement of the Hong Kong music curriculum and the "post-isms" from the perspectives of posthumanism, postcolonialism, and poststructural psychoanalysis. It is found that the curriculum guide demonstrates a commitment to ecology/human relations through both cross-species communication and understanding, as well as pro-nature humanism. It entangles with the concept of hybridity in postcolonialism and functions as a strategy of disavowal of the colonial legacy and the cultivation of the original national identity. The guide also perceives music as an agency that produces subjectivity by positioning the listener as subject. By investigating the Hong Kong music curriculum through the three lenses, implications for music curriculum development were drawn. It is urged that only when a music curriculum takes into account the multidimensionality of music can it reveal the greatest potential of music.

Lang, E. (2024). **Comment les enseignants de l'enseignement supérieur appréhendent-ils les difficultés étudiantes dans le cadre des littéracies universitaires ?** *Action didactique*, *6*(2), 135-152. Consulté à l'adresse https://asjp.cerist.dz/en/article/239584
Dans cet article, nous abordons les représentations des enseignants du supérieur en matière de compétences en français des étudiants à l'université. Nous nous intéressons en particulier à la perception des difficultés étudiantes qu'a la communauté enseignante et nous interrogeons leur conscience de la notion de discours universitaires à travers deux enquêtes d'explicitation de leurs observations et de leurs pratiques enseignantes.

Lazarinis, F., Panagiotakopoulos, T., Armakolas, S., Vonitsanos, G., Iatrellis, O., & Kameas, A. (2025). **A Blended Learning Course to Support Innovative Online Teaching in Higher Education**. *European Journal of Education*, *60*(1), e12820. https://doi.org/10.1111/ejed.12820
This paper addresses the challenge of improving the effectiveness and innovativeness of online teaching in higher education. It presents a blended learning course designed for faculty development and discusses the findings of surveying the opinions of participants. The course integrates synchronous sessions with digital learning tools and platforms to equip educators with essential skills for online teaching. A mixed-methods design has been applied for evaluating the educational activity, incorporating both qualitative and quantitative data collection. The course had a completion rate of 91.13%. The opinions of 72 higher education members have been surveyed, and the findings revealed that the blended learning course enhanced instructors' ability to design and deliver online content that is both pedagogically sound and engaging. The necessity for such learning activities is strongly emphasised. The paper concludes by discussing the implications for future course design and faculty development programs in higher education.

Legault, F., Beaudry, M.-C., & Carignan, I. (2025). **S'unir pour accompagner les élèves dans le développement des compétences en lecture à l'ère du numérique**. *Revue hybride de l'éducation*, 9(1), 1-23. https://doi.org/10.1522/rhe.v9i1.1762
L'utilisation du numérique en classe amène les élèves à lire sur différents supports. L'enseignement de stratégies de lecture adaptées apparait donc important pour pouvoir outiller les élèves. Au secondaire, une difficulté supplémentaire s'impose : le transfert des apprentissages entre les disciplines. Ces enseignements doivent également

être accessibles aux parents afin que ces derniers puissent soutenir leur enfant. Actuellement, le personnel enseignant a peu de ressources pour soutenir le développement de ces stratégies de lecture (Legault et al., 2021). Ainsi, la mise en place de structures de communication et d'outils favorisant la littératie, autant à l'école qu'à la maison, semble être une avenue prometteuse.

Lestrade, K., Lima, L., & Pansu, P. (2025). **Challenges and Opportunities of Cooperative Learning in Synchronous Distance Education among Adolescent and Young Adult Learners**. *International Journal of Learning and Teaching*, *11*(1), 16-23. Consulté à l'adresse https://hal.science/hal-04908333
With the evolution of distance and hybrid education in recent years, synchronous distance education has gained prominence as a mode of instruction. Recent studies have highlighted the challenges of student engagement in synchronous distance courses and the associated risks of academic disengagement. Consequently, addressing these concerns has become a primary focus within educational research. This paper uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method to investigate the impact of cooperative learning methods within synchronous distance education. Our objective was to provide insights into the current state of knowledge, identify gaps in the literature, and offer directions for future research and practice. We also look at the complexities of student engagement and retention in the context of synchronous distance learning, while exploring the potential of cooperative learning strategies to mitigate these challenges. Thanks to its examination of relevant studies, this review contributes to our understanding of effective pedagogical approaches in synchronous distance education from high school through to university, and provides valuable insights for educators and researchers striving to enhance student engagement and academic success in online learning environments.

Liao, H., Qu, Z., Yang, L., Wang, H., & Lin, Q. (2025). **Typological analysis of teachers' self-regulation based on conservation of resources theory: A new perspective on the success of blended instruction**. *Education and Information Technologies*, *30*(1), 1191-1217. https://doi.org/10.1007/s10639-024-13171-3
The promotion of blended learning has not only enhanced instructional quality but also increased the workload, pressure, and professional challenges faced by university teachers. This study aims to identify patterns of work-related behavior and experience pertaining to successful blended instruction. From the perspective of conservation of resources (COR) theory, this study adopts self-regulation types to describe the behavioral patterns exhibited by teachers in their efforts to balance resource investment (work engagement) with resource conservation (resilience). To identify the different self-regulation types among teachers involved in blended teaching, a survey and latent profile analysis was conducted with 161 Chinese university teachers. Regression analysis was then employed to investigate whether these self-regulation types significantly impact two critical criteria for the success of blended instruction: instructional quality and occupational well-being. The findings of this research are as follows. 1) Four self-regulatory patterns were identified among blended instruction teachers: Actively Balanced (40%), Calmly Content (14%), Fatigued and Burnt-Out (11%), and Aggressively Imbalanced (35%). 2) These patterns of self-regulation significantly influence teachers' instructional quality and occupational well-being scores. 3) The distribution of self-regulatory types differs markedly between blended instruction teachers and classroom teachers. 4) As a noncognitive ability, the incorporation of self-regulation into models of

teachers' blended instruction competency is both sound and necessary. The implications for improving teachers' resilience in blended learning were also discussed.

Liu, A. (2025). **Pedagogical and Methodological Principles for the Development of Artistry of Vocal Performance in the Context of Distance Learning**. *European Journal of Education*, *60*(1), e12912. https://doi.org/10.1111/ejed.12912
The objective of this study was to investigate the influence of contemporary pedagogical principles of distance learning on the quality of acquiring artistic skills in the field of vocal arts. The research was conducted based on a sample of 750 first-year students from the School of Literature and Journalism (Zhengzhou Business University), utilising a random sampling method. The research entailed the implementation of a case study method to facilitate an in-depth examination of the impact of modern pedagogical principles of distance learning on the quality of acquiring artistic skills in the realm of vocal arts. Pedagogical observation materials were employed in two experimental groups of students for empirical investigation purposes. To obtain statistical data, the method of qualitative analysis was employed and experimental online sessions were conducted from February to April 2023. It has been ascertained that, based on preliminary surveys, the average performance scores for the three groups, as per the mental principle, did not exceed 3.8 points; as per the physical principle, 4.3 points; and as per the aesthetic principle, 4.4 points. This equates to a low and borderline average level of knowledge and signifies the low efficacy of the methodological principles.

Ma, R. (2025). **Teaching Methods of Piano Playing: Concept of Universalism and Author's Philosophy**. *European Journal of Education*, *60*(1), e12881. https://doi.org/10.1111/ejed.12881
This research aimed to determine the methods for teaching piano by focusing on the synthesis of the concept of universalism and the author's philosophy of pedagogy, which affect the piano performance. Using an uneven scale, the author revealed that at baseline, the traditional approach to teaching piano was common (58%). However, this educational approach does not reflect the principles of universalism, which prevents the attainment of high results among the majority of students and does not demonstrate the potential for utilising an individualised approach to learning. The obtained results influenced the development of a teaching methodology that included a preliminary analysis of the repertoire, the enhancement of musicality during the interpretation of sounds and melodies, the acquisition of skills in sound contrast and polyphony, and the development of performance dynamics and creativity. Using the sociometric rating index, the researchers determined that the author's approach (Is I_mathrms = 1.37) was of the highest importance for improving piano skills because it was aimed at developing playing skills of varying complexity. On the basis of the respondents' piano composition performance quality, it was evident that the execution technique for pre-existing musical compositions (Tef T_mathrmef = 9.7) exceeded that of improvised pieces (Tef T_mathrmef = 9.3). The results obtained contribute to the development of technical and creative skills in piano performance, employing principles of universalism that influenced the creation of the author's methodology. The research prospects are related to a comparative analysis of the effectiveness of teaching piano under different author's methods.

Mais-Thompson, E., Brown, B., & Paul, N. (2025). **Unique practices in teaching affective learning in a higher education applied curriculum**. *The Curriculum Journal*, *36*(1), 180-199. https://doi.org/10.1002/curj.285
Affective learning is important for the holistic development of students. Yet, not much is reported about how it is achieved in the higher education classroom. The purpose of this paper was to appraise the Hospitality and Tourism Management curriculum and pedagogical practices being utilized to deliver affective learning outcomes in Community Colleges in Jamaica. Adopting a qualitative tradition, involving analysis of the hospitality and tourism curriculum documents and personal interviews of 35 purposively selected academic and non-academic participants, the study found that while affective learning practices were infused in pedagogy, the educational activities were not linked to clearly defined learning outcomes in the formal curriculum. Cognitive learning outcomes dominated the formal curriculum. Students' access to affective learning experience was facilitated through an improvised informal curriculum, that is, learning experiences that occurred outside the planned curriculum. The article theorized that design flaws in the planned curriculum contributed to the experience. This research has implications for staff professional development, practical-based subject curriculum design and for standard setters who monitor alignment between higher education and industry requirements.

Martin Jean, E., & Marineau, M.-N. (2024). **Une CUA améliorée pour chaque personne apprenante : favoriser la réussite éducative**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 6-11. https://doi.org/10.7202/1114678ar
Les enjeux en éducation ont toujours été multiples et complexes, demandant un effort constant afin d'assurer le soutien de toutes les personnes apprenantes sur les chemins de leur réussite individuelle et collective. Il semble désormais faire consensus au sein des institutions d'éducation, ainsi que de la part du gouvernement que le but des établissements scolaires et d'enseignement supérieur est de soutenir la réussite des personnes apprenantes, voire la réussite éducative de celles-ci. Cela dit, on observe aussi généralement que le contexte de réalisation de ce but est considéré comme apportant son lot de défis comme la diversité des personnes apprenantes, le financement des institutions, la transition numérique, les situations socio-économiques instables, l'écoanxiété, etc. Concrètement, on remarque un enjeu particulier qui est perçu au niveau du déploiement efficient des ressources (humaines, matérielles et financières) nécessaires aux besoins de la grande diversité, forcément hétérogène, de personnes apprenantes, ainsi que la charge accrue qui incombe aux personnes enseignantes, professionnelles et de soutien.

Martineaud, T. (2024). **Autoformation et numérique : pratiques des enseignants pendant et après la crise du covid-19 en France**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (48). https://doi.org/10.4000/12xom
Cet article présente une analyse des pratiques d'autoformation des enseignants de l'école élémentaire confrontés au confinement. La fermeture des écoles en France a astreint élèves et enseignants à s'engager dans une « éducation à distance d'urgence » (Bozkurt et al. 2020). Les recherches menées pendant cette période ont analysé les formes d'ingénieries pédagogiques des enseignants (Peraya et Peltier, 2020), la problématique des activités scolaires à domicile (Solari Landa et al., 2023), ou encore les inégalités d'accès aux équipements numériques (Boudokhane-Lima et al., 2021) et les

disparités d'usages numériques dans l'enseignement (Michel et Pierrot, 2022). Toutefois, l'autoformation des enseignants aux et avec les techniques numériques reste peu abordée. Partant de définitions issues des sciences de l'éducation et de la formation, mais avec un regard infocommunicationnel, nous analysons les formes qu'ont pu prendre les pratiques d'autoformation des enseignants aux et avec ces techniques via deux séries d'entretiens semi-dirigés réalisés avec des professeurs des écoles et des directeurs en 2021 (n =72) et 2022 (n =46). Cette analyse met en lumière les pratiques d'autoformation hétérogènes des enseignants avec les techniques numériques, de la « débrouille » habituelle à l'urgence du confinement, se formant seuls ou avec leurs pairs pour répondre à leurs besoins et ceux des élèves.

McMahon-Morin, P., Filiatrault-Veilleux, P., Bazin, H., Rombaux, É., & Giroux, M.-C. (2025). **Le soutien aux apprentissages en littératie des enfants est l'affaire de tous et toutes : présentation de deux projets éducatifs novateurs et inclusifs réalisés en collaboration avec les milieux scolaires**. *Revue hybride de l'éducation*, 9(1), 1-24. https://doi.org/10.1522/rhe.v9i1.1733
Cet article professionnel décrit le développement et la mise en œuvre de deux projets éducatifs novateurs et inclusifs visant à soutenir le développement de deux habiletés langagières sous-jacentes aux apprentissages en littératie, la connaissance du vocabulaire et la compréhension inférentielle. Ces projets ont été réalisés en collaboration au cœur de deux milieux scolaires au Canada, un en milieu francophone majoritaire et un en milieu francophone minoritaire. Les aspects des deux projets ayant contribué à leur mise en œuvre et à leur pérennité dans leur organisation scolaire respective sont présentés, de même que les différences dénotant des adaptations sensibles à chacun des milieux.

Mendzheritskaya, J., Maier, N. A., & Hansen, M. (2024). **How Does Students' Negative Feedback Affect University Teachers?** *Research in Higher Education*, *66*(1), *7*. https://doi.org/10.1007/s11162-024-09826-2
The relevance of student evaluation of teaching (SET) for both development of individual teaching as well as for institutional quality management in higher education (HE) contexts has been investigated in numerous studies. However, how educators incorporate students' feedback into their teaching, especially in the case of negative evaluations, depends on how educators perceive and deal with students' feedback. To address this issue, we conducted an experimental vignette study to document how university teachers (N = 107) respond to negative SET at cognitive, emotional, and behavioral levels. Further, we varied the focus (student- vs. teacher-oriented) and the content (learning outcomes, interest in course, and learning activities) of feedback messages in the vignettes. Our results show that students' negative feedback, especially concerning learning outcomes, evoked predominantly negative emotions of sadness or anxiety in HE teachers. Further, participants perceived the students' negative feedback as moderately unstable and as to some extent limited within their control. Student-oriented negative comments regarding students' interest in course or students' engagement in learning activities were interpreted as more trustworthy and valid than negative feedback on teacher-focused characteristics related to the educators' instructional competences. On average the participants indicated higher approach tendencies than avoidance tendencies after receiving students' negative feedback. Finally, how HE teachers perceived and dealt with negative SET was linked to teachers' perceived value of students' feedback. Our findings underline the importance of

incorporating more student-focused elements into SET and introducing activities that assist HE teachers in handling negative feedback within the SET process.

Metzger, R., Eneau, J., & Audran, J. (2024). **Formes et perceptions des collaborations entre enseignants-chercheurs des ENSA**. *Les Cahiers de la recherche architecturale urbaine et paysagère*, (22). https://doi.org/10.4000/1334v
Depuis 1968, l'enseignement de l'architecture, en France, est traversé par de multiples réformes, tant de son mode de gouvernance que de ses enseignements et du statut de ceux qui les dispensent. L'interdisciplinarité (interactions entre champs disciplinaires, en termes d'organisation des savoirs ou de collaboration entre enseignants) est au cœur de ces interrogations, du fait de la centralité de l'enseignement du projet architectural dans le cursus menant au diplôme d'architecte, mis en perspective avec celui de champs disciplinaires plus contributifs. Quelles sont les interactions recherchées aujourd'hui par les enseignants des différents champs disciplinaires, dans ce système centré sur l'enseignement du projet architectural ?

Moncarey, C., Deschepper, C., Hanin, V., Mosnenck, S. V., Oliveri, S., & Colognesi, S. (2025). **Les croyances des formateurs de futurs enseignants : influences sur leurs pratiques d'enseignement et d'évaluation de l'oral**. *Phronesis*, *14*(1), 117-137. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-117

Monney, N., & Rajotte, T. (2024). **Rendons l'évaluation plus inclusive : le cas de la compétence à résoudre une situation-problème en mathématique**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 17-21. https://doi.org/10.7202/1114680ar
Le texte explore l'évaluation des apprentissages au Québec, guidée par la Politique d'évaluation des apprentissages. Deux fonctions sont distinguées : l'aide à l'apprentissage, qui fournit des rétroactions pour ajuster l'enseignement et la reconnaissance des compétences, souvent par des examens formels. Ces examens, imposés trois fois par an, peuvent désavantager les élèves ayant des difficultés, nuisant à l'équité. Pour une évaluation plus inclusive, l'article propose des méthodes alternatives, notamment la rétroaction par les pairs et l'usage de jeux pédagogiques, comme le Noggle, pour évaluer la compétence de résolution de situations-problèmes en mathématique. Ces approches, intégrées aux activités d'apprentissage, engagent activement les élèves et prennent en compte leur diversité, tout en renforçant leur estime de soi et leur sentiment de compétence en mathématique. Elles permettent ainsi une évaluation plus juste et adaptée à tous les élèves.

Munongi, L. (2024). **"No one has a solution, madam": Experiences of Soweto township secondary school teachers teaching human rights education**. *PROSPECTS*, *54*(3), 755-767. https://doi.org/10.1007/s11125-023-09641-0
This article reports on the experiences of secondary school teachers teaching human rights education in Soweto township in South Africa. The study was anchored in phenomenological design and adopted a qualitative research approach. Twelve participants from four urban public secondary schools in Soweto township were sampled. Data were collected through semi-structured individual interviews. Findings revealed that the participants' experiences were negative due to a lack of teaching resources, a lack of training to teach human rights education, and a lack of support from district officials. However, more positively, participants viewed themselves as having a significant role in

teaching human rights education despite their challenges. Based on the findings, the article suggests more support from different stakeholders, such as the Department of Education, the South African Police Services (SAPS), human rights organizations, and other non-governmental organizations in relation to teacher training and teaching resources for the effective teaching of human rights education.

Muñoz-Salinas, Y. (2025). **Understanding the connection between pre-service teachers' emotions and identity through metaphor: a qualitative study into six candidates from a Chilean university**. *Pedagogy, Culture & Society*, *33*(1), 267-285. https://doi.org/10.1080/14681366.2023.2249463
This qualitative study, based on semi-structured interviews, analyses the emotions of six (n = 6) pre-service teachers (PSTs) enrolled in a Chilean full-year education programme through metaphors they used to describe the process by which they became professionals. Findings suggest that pre-service teachers understand emotions as burdens, tools, and sources for self-knowledge. Metaphors also indicate that teacher training might be experienced as a shifting and hostile proof that challenges their self-conceptions, impelling personal adaptation and learning. Accordingly, this study shows that candidates employ metaphors to create professional knowledge, review past experiences, and develop identities. Lastly, it is also suggested that integrating metaphor-based work during the training might help PSTs to build narrative agency and gain valuable insight into their processes.

Myre-Bisaillon, J., Tremblay-Lemieux, C., Paul, M., & Ouellette, M. (2024). **Implantation d'ateliers de lecture interactive en centres de la petite enfance : pour l'intégration de nouvelles pratiques en éveil à la lecture et à l'écriture**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(4), 928-965. https://doi.org/10.53967/cje-rce.6155
The objective of this article is to document the implementation process of an interactive reading project in early childhood centres of disadvantaged rural areas. Using a model based upon implementation science, we were able to determine the main components of the project, while also noting the facilitating factors and obstacles encountered by the educators during the process. The data were collected using self-reported questionnaires filled by the educators before, during, and after the implementation, as well as a final group interview from a focus group that was held at the end of the project. We found that comprehensive initial training was necessary, as well as flexibility in the project's structure, so that integration does not add too much to the educators' workload. The quality of the relationship between the educators and the children was also of great importance. Educators' and children's levels of responsiveness were notable facilitators, and lack of time was the most significant obstacle to the implementation of the reading activities.

Nadeau, S. (2024). **Former de futures personnes enseignantes : pour engager les parents de milieux défavorisés dans le parcours scolaire de leur enfant**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 54-57. https://doi.org/10.7202/1114688ar
L'engagement parental est central pour l'accompagnement scolaire de l'enfant. Il apparait ainsi pertinent de le soutenir afin qu'il puisse collaborer avec l'école. Or, plusieurs études reconnaissent que les parents de milieux plus défavorisés ont tendance

à rencontrer plus de difficultés à s'engager dans l'accompagnement de leur enfant, ce qui représente un obstacle à l'équité pour favoriser la réussite de tous les élèves.

Nara, R., & Ikeda, A. (2024). **The professional structure required of primary school teachers in Japanese schools for the deaf**. *British Journal of Special Education*, *51*(4), 436-446. https://doi.org/10.1111/1467-8578.12550
This study aimed to identify the professional structure required by teachers working in primary schools for deaf students in Japan. Ten university teachers training in education for deaf students at Japanese universities participated in semi-structured interviews. Data were analysed using the KJ method of qualitative analysis based on similarity, with 409 codes, 12 categories and 99 sub-categories extracted. The results were aggregated into teaching skills and knowledge and collaborative skills categories, clarifying the specific structure of expertise required for teachers of deaf students. Teaching skills and knowledge have already been integrated into teacher training programmes; however, curriculum development for collaborative skills is required. The results of this study suggest that teachers need to acquire a wide range of professional skills to educate children with hearing impairment. We recommend improving social mechanisms for training these teachers in the future.

Nesterova, Y., & Anderson, S. K. (2024). **Visions of peace: Exploring how Scottish youth understand and define peace**. *PROSPECTS*, *54*(3), 607-626. https://doi.org/10.1007/s11125-024-09700-0
In this article, we report on a study that explored how young people in Scotland understand and define peace. A total of 59 young people aged 12–18, from three schools (independent, state Roman Catholic, and state non-denominational) participated in this study. The young people were asked to participate in a peace data walk and, after that, to draw or paint pictures of what peace means for them in their local community and beyond. We utilize a combination of Personal Meaning Mapping, visual content analytic procedures, and visual art coding scheme to analyse the pictures. We drew on Critical Peace Education as an overarching framework to approach data collection and on the Peace Education Curricular Analysis framework to examine the presence of positive peace elements in youth drawings/paintings. Previous research in different contexts suggests that youth find it difficult to conceptualize peace, whereas it appears to be easy to explain war and negative peace (i.e., absence of war). Previous research conducted in Scotland showed that the curriculum focused on the element of wellbeing, with many other positive peace elements being either absent or not well represented. By contrast, youth in our study showed a strong understanding of positive peace, with a particular emphasis on the following facets: peace zone, eco mind, wellbeing, peace bond, and social justice. In our conclusion, we discuss these findings in relation to Scottish education policies and ways of capitalizing on this method of engagement and overall findings to support youth learning about peace.

Okubo, T. (2025). ***Collective Intelligence Model for Education (CIME)*** [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development website: https://www.oecd.org/en/publications/collective-intelligence-model-for-education-cime_c673cc25-en.html
This study introduces the Collective Intelligence Model for Evaluation (CIME), a framework designed to address the limitations inherent in traditional assessment methods. CIME integrates psychometric modelling, large language models (LLMs), and human expertise

to effectively assess complex and granular competencies, including both cognitive operations and non-cognitive skills, across diverse assessment contexts. By leveraging AI-driven analysis through a continually updated knowledge database, complemented by expert oversight, CIME enhances the precision and reliability of assessments. The model establishes rigorous and continuously updated scoring criteria to ensure internal consistency, eliminate bias, and maintain international comparability. In addition, CIME incorporates advanced diagnostic methodologies, utilising psychometric scaling and Retrieval-Augmented Generation (RAG) to provide comprehensive diagnostics. This ensures that all outputs are anchored in accurate and verified sources. The study also highlights CIME's ability to deliver personalised feedback, tailoring diagnostics to individual learners' competencies and backgrounds. This enables personalised learning pathways and supports informed decision-making in education. Furthermore, CIME offers a scalable and efficient solution for modern educational assessment and policymaking by continuously refining its knowledge base and securely integrating with external data sources.

Ondoua, A. C. M. (2024). ***Les pratiques d'enseignement des formes verbales en classe de sixième en France et en République centrafricaine*** (Phdthesis, Université Rennes 2). Consulté à l'adresse https://theses.hal.science/tel-04774252
Inscrite dans le cadre de la didactique des langues, la thèse interroge les pratiques d'enseignement des formes verbales en classe de sixième en France et en République centrafricaine. L'étude menée présente les difficultés d'enseignement-apprentissage du français en prenant appui sur un corpus constitué par des observations de classes, des fiches pédagogiques, des entretiens et des productions écrites d'élèves des deux pays. L'analyse épilinguistique de ce travail porte principalement sur la description et l'identification des erreurs des élèves. La recherche confronte également les pratiques de classes des enseignants des deux pays. L'objet consiste à analyser les différentes méthodes, techniques d'enseignement et les interactions en classes de français. Pour la République centrafricaine, l'étude propose une intégration contextualisée du sango dans le système éducatif centrafricain. Les résultats obtenus permettent de faire des recommandations aux acteurs et aux partenaires de l'éducation afin de favoriser le bon fonctionnement des activités pédagogiques et didactiques pour les séances d'enseignement du français dans les classes de sixième et de combattre les lacunes des apprenants en vue d'un apprentissage adéquat.

Ozery Roitberg, S. (2025). **'Actualiya learning': a bottom-up construction for civic education in two of Israel's 'educational Islands'**. *Pedagogy, Culture & Society*, *33*(1), 329-347. https://doi.org/10.1080/14681366.2023.2261465
Contemporary literature reveals that many educators, especially those in elementary schools and in conflict-effected societies, are reluctant to engage in the teaching of current public issues, even more so social controversies. However, this qualitative study examined the successful experience and the perspectives of educators from two elementary schools in Israel who avoided the tendency to bypass these issues and instead embraced them within the framework of 'Actualiya' learning. They also trained their students to search for controversy, to identify its rational and emotional origins, to spend time seeking their own opinions and to accommodate the tensions it evoked. The cumulative effect of containing the tension the controversy evoked fostered a complex experience of democratic citizenship with particular and universal affinities. This research

enabled us to learn inductively about the pedagogical principles required for an updated civic education instruction in politically challenged societies.

Pan, L., & Chang, Y.-C. (2025). **The Influence of Higher Vocational College Teachers' Course Management and Students' Metacognition on Students' Sustainable Consciousness**. *European Journal of Education*, *60*(1), e12897. https://doi.org/10.1111/ejed.12897
Due to the rapid changes occurring in the social and ecological environment, students' sustainable consciousness has become an important issue. This study explored the impact of higher vocational college teachers' course management and students' metacognition on sustainable consciousness by taking higher vocational college students in Hainan, China, as the research participants. Four hundred and eighty-four higher vocational college students were surveyed, and the research model was tested using structural equation modelling. The results showed that teachers' course management can enhance students' metacognition, and this improvement in metacognition can also contribute to the development of sustainable consciousness; thus, teachers' course management can help students improve their sustainable consciousness by improving their metacognition. Therefore, teachers' course management is essential to developing students' metacognition and sustainable consciousness. The research results also found that students' metacognition significantly impacts sustainability awareness, so attention must be paid to cultivating students' metacognition.

Paré, M., Croguennec, F., & Dominé, S. (2025). **Le leadership inclusif des conseillères pédagogiques dans la mise en œuvre des pratiques d'enseignement du vocabulaire en contexte plurilingue**. *Revue hybride de l'éducation*, *9*(1), 1-22. https://doi.org/10.1522/rhe.v9i1.1761
Cet article présente les résultats d'une étude menée auprès de conseillères pédagogiques (CP) ayant collaboré à un projet de développement de pratiques d'enseignement du vocabulaire en milieu défavorisé et plurilingue dans une école de Montréal. Des collaborations étroites ont été facilitées entre les personnes enseignantes et le personnel des services complémentaires autour de certaines pratiques, comme le coenseignement, l'enseignement à partir de la littérature jeunesse et l'accroissement des interactions entre les élèves. Les résultats permettent d'identifier des pratiques observées pendant le projet ainsi que des obstacles et des conditions facilitantes au développement de pratiques inclusives dans des contextes similaires.

Pasculado, P. A. G., & Baguio, J. B. (2024). **Instructional Practices and Learning Metaphors of Language Teachers in Public Secondary Schools**. *Asian Journal of Education and Social Studies*, *50*(11), 155-163. https://doi.org/10.9734/ajess/2024/v50i111643
This study was conducted to determine the instructional practices and learning metaphors of teachers in Caraga District, Division of Davao Oriental. This study employed the non-experimental quantitative research design utilizing correlational method. The respondents of the study were the 131 teachers utilizing the universal sampling in selecting the actual respondents. The following were the statistical tools used in the computation of data these are the Mean. Product Moment Coefficient Correlation or Pearson r and Regression Analysis. Based on the findings obtained in this study, the following conclusions were drawn, the level of instructional practices of teachers were extensive in the areas of mastery of the subject matter, appropriate use of methods,

communication skills, evaluation and feedback. On the other hand, the learning metaphors of teachers likewise were very extensive in the areas of teachers of reflection of effective teaching, clarity of expectations, guided performance, experimentation and discovery. There was a significant relationship between instructional practices and learning metaphors of teachers in public elementary schools. It is recommended that the DepEd officials should support the development in instructional practices of teachers. This is to increase the level of their holistic knowledge in the areas of mastery of the subject matter, appropriate use of methods, communication skills, evaluation and feedback in augmenting school academic and non-academic operations.

Pasquier, D. (2025). **"Le prof que j'aurais aimé avoir" : des vidéos pour apprendre ?** *Éducation et Sociétés*, *53*(1), 37-52. https://doi.org/10.3917/es.053.0037

Penanueva, L., & Baguio, J. B. (2025). **Classroom Stewardship Demeanor and Teacher Productivity in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, *51*(1), 133-142. https://doi.org/10.9734/ajess/2025/v51i11734
The study aimed to investigate the level of classroom stewardship demeanor and teacher's productivity of public elementary schools in Governor Generoso District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 133 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the classroom stewardship demeanor of teachers in public elementary schools in terms of relationship, decision-making, instructional guidance, control domain and conflict were high and oftentimes manifested. Moreover, the teacher's productivity in public elementary schools in terms of commitment, integrity, compassion and responsibility were very high and always manifested. It was found out that there was a significant relationship between classroom stewardship demeanor and teacher productivity in public elementary schools. It revealed further, that the domains of classroom stewardship demeanor were significantly influence teacher's productivity in public elementary schools. Based on the findings, the public-school teachers may conduct trainings and programs for classroom stewardship demeanor of teachers for organizational development maximizing individual student success. A teacher's productivity may closely link to how well they manage their classroom and inspire students to participate actively and responsibly.

Perry, V. (2011). ***Aspects du genre dans la didactique de l'anglais*** (Phdthesis, Université de Toulouse - Toulouse III - UPS). Consulté à l'adresse https://hal.science/tel-04916640
Le genre est un concept à la confluence de nombreuses disciplines, en lien avec les nouvelles approches critiques proposées par les gender studies et les études sur le genre. Dans le cadre de l'application de la Convention pour la promotion de l'égalité des chances entre les filles et les garçons, les femmes et les hommes dans le système éducatif (2000 & 2006), quelques initiatives ont déjà permis d'amorcer une intégration du genre pour la classe de langue-culture (LC). Cependant, il est montré dans cette recherche qu'articuler la problématique du genre à la didactique de l'anglais-LC pour francophones requiert de se pencher sur différents « aspects du genre » : non seulement étudier les systèmes linguistiques du français et de l'anglais (analyse formelle, linguistique) mais aussi comprendre les représentations culturelles de chaque sphère linguistique (analyse sociolinguistique) pour expérimenter des pistes d'application en classe de

langue. Le genre, qui, dans les langues, est une catégorisation des termes, est grammaticalisé quand, porté par le substantif, il se manifeste par des marques au niveau du lexique et des contraintes d'accord au niveau de la syntaxe. Le français et l'anglais se situent à deux extrêmes : la grammaticalité du genre est maximale en français et le système alterne sur deux catégories (masculin/féminin pour les animés et les inanimés ; il n'y a pas de neutre), alors qu'elle est minimale en anglais (de type pronominal et associée au dualisme sexué pour les êtres humains), langue dont le système permet, en outre, de dépasser la contrainte de sexuation par des termes véritablement épicènes. L'approche comparée s'est appuyée sur la définition du genre que donne Edward Sapir dans Language (1921), celle que le genre est un concept d'ordre secondaire, une « forme pour la forme » opérant une « relation forcée » entre qualité, personne et action, et que les catégories du masculin et du féminin sont des « accidents philosophiques ». Il est donc proposé de considérer que la capacité de dépasser la bicatégorisation en anglais soit vue comme l'expression d'un tiers inclus. Après avoir interrogé plus de 1100 personnes (54% de femmes : public apprenant en lycée, à l'université ; stagiaires en IUFM, enseignantes et enseignants d'anglais, personnes « conscientes du genre ») il a été montré une corrélation entre le degré d'expertise en langue anglaise par des personnes dont la langue première et/ou de socialisation est le français et l'emploi des formulations non-sexistes (préférence nette pour les formulations épicènes au dépend de la féminisation, vue comme encombrante et renforçant la logique différentialiste du dualisme sexué, bien qu'estimée également comme stratégiquement nécessaire pour contrer la domination masculine). Une enquête auprès de près de 230 enseignants et enseignantes révèle, en outre, la prégnance de la définition naturaliste du genre en anglais et la nécessité qu'une formation théorique sur le genre sous tous ses aspects. L'articulation genre/langage en didactique de l'anglais en contexte LANSAD (langues pour spécialistes d'autres disciplines) montre enfin que l'on peut proposer, par exemple, des parcours ciblés pour articuler « compétence en genre » et « compétence en communication » pour faire de la « conscience de genre » un élément fondateur de la professionnalisation du public apprenant, tout en respectant les exigences du Cadre européen commun de référence pour les langues.

Peters, B. (2024). **The EDI Movement: The Classroom, the Curriculum, the Students**. *Apprendre et Enseigner Aujourd'hui : Revue Du Conseil Pédagogique Interdisciplinaire Du Québec*, *14*(1), 26-29. https://doi.org/10.7202/1114682ar
Le mouvement EDI a connu une croissance rapide ces dernières années dans le milieu éducatif. Ce mouvement vise à promouvoir l'équité, la diversité et l'inclusion dans les institutions scolaires et universitaires. Bien que les intentions soient louables, l'application de ces principes soulève parfois des questions et des débats.

Petiot, O., Visioli, J., & Vivot, A. (2024). **Analyse de l'activité d'élèves confrontés au jeu du « cartaping » en EPS : une étude exploratoire**. *Carrefours de l'éducation*, *58*(2), 173-193. https://doi.org/10.3917/cdle.058.0173

Picavet, F. (2024). ***Summarizing and storytelling in English-medium engineering education*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-04918327
This thesis reports on the study of summarizing and storytelling in an English-Medium Instruction (EMI) context, as found in an original corpus of French engineering lectures. The pragmatic function of summarizing is to structure a lecture with episodes of

summation and prediction, called summaries, whereas storytelling's function is to favor the appropriation of knowledge. Engineering lecturers may use stories to refer to professional issues, the evolution of techniques or technology, famous inventors and historical landmarks, or amusing incidents and serious accidents. Engineering in France is mainly driven by graduate schools of engineering, the 'Grandes Écoles'. Students have good reasons to enroll in engineering programs: these programs are geared towards scientific innovation, and are open to the world of business, research and international relations. Internationalization is at the heart of the strategy of most European higher education institutions. Although Europe promotes multilingualism and multiculturalism, the Bologna Process (1999), through EMI and despite encouraging student and staff mobility, has largely contributed to the sole spread of Englishization, particularly at Master's level. EMI focuses on content: language learning is neither planned nor assessed, even though content is delivered in English. In such contexts, English becomes the vehicular language of communication and may diverge from the L1-English norm in its phonology, syntax, or lexis; researchers refer to it as English as a Lingua Franca (ELF). The main research questions addressed are: How can summaries and stories be identified in EMI lectures? How can they be categorized? What is the amount of summarizing activity in lectures? For these purposes, a 28-hour corpus of EMI lectures was created: the Corpus of French Engineering Lectures (CoFEL). The corpus was built to study English-medium engineering education in a French context. Fourteen lecturers of mixed nationalities volunteered to participate over the 2019-2021 period. For lecturers and students alike, English was an additional language. To structure their lectures, lecturers use summarizing. Beyond summation and prediction, summaries further fall into four subcategories: reviews of previous, and of current lecture content; previews of current, and of future lecture content. First, an analysis grid based on this typology was used to identify summaries, and three independent raters identified 104 summaries. Next, a quantitative data analysis was carried out for the overall amount of summarizing activity; whether summary duration varied according to type; whether summary types depended on location. Finally, non-quantitative data was investigated to examine pragmatic and linguistic variation. Results show that all the lecturers use summarizing, but in different places throughout the lecture. With regard to storytelling, a typology of stories was established, and a framework designed for their identification, categorization and description. Eighteen stories were found in the corpus, falling into six types: Narrative, Recount, Exemplum, Anecdote, Scenario, and Story-Like. The results suggest that stories help lecturers make sense of their own experience or that of their communities, and they allow the lecturer and the student audience to break away from routine while conveying vital information. To conclude, this thesis highlights the presence of summaries and stories in EMI-ELF lectures and pleads for their full pedagogical potential to be exploited. This could be achieved by improving the integration of content and language. If institutions enhanced their EMI teacher training by taking these findings into consideration, both lecturers and students could benefit.

Pipero, C. F. (2024). **La percezione delle educatrici e delle insegnanti sull'outdoor education a Modena**. *Encyclopaideia*, *28*(70), 1-17. https://doi.org/10.6092/issn.1825-8670/18569

Outdoor education is a pedagogical orientation that has been present for years in the educational institutions of the municipality of Modena; the latter, through research, monitors the trend in order to identify and resolve problems. Examining the professionalism of the staff in the outdoor education field and the limitations in

implementing the practice, this contribution highlights how various factors constitute an obstacle to carrying out the activities, even in the presence of adequate training; the constraints that emerged concern relationships with colleagues and parents, bureaucracy and the physical structure of the service itself. The study therefore offers ideas to take into consideration for the updating and training of educational personnel on outdoor education practices.

Polonio, E. B., & Baguio, J. B. (2024). **Academic Inspirations and Prolific School Values among Public Elementary School Teachers**. *Asian Journal of Education and Social Studies*, *50*(5), 260-273. https://doi.org/10.9734/ajess/2024/v50i51360
Public elementary school teachers face a demanding profession requiring academic knowledge and strong relationships with students. While many teachers likely possess these qualities, limited research explores the potential connection between a teacher's academic inspiration and their ability to cultivate positive school values. This study addresses this gap by investigating the relationship between these two constructs among public elementary school teachers. Employing a non-experimental quantitative research design, specifically a correlational method, data were collected from 133 teachers selected through universal sampling. Analyses included mean calculation, Pearson correlation coefficient, and regression analysis. The findings indicated that public elementary school teachers often exhibit high levels of academic inspiration, particularly in innovation, creativity, critical thinking, and problem-solving. Similarly, teachers frequently demonstrate prolific school values such as fostering strong relationships, teaching essential social skills, serving as role models, establishing clear classroom and school rules, and acknowledging students for positive behavior choices. Furthermore, the study revealed a significant relationship between academic inspiration and prolific school values among public elementary school teachers. However, the domains of academic stimulation did not significantly influence school values within this context. These results suggest that efforts to enhance academic inspiration and prolific school values could be targeted to cultivate a predictable and supportive environment conducive to healthy teacher interactions, particularly in areas where assistance is needed. School administrators, therefore, may play a crucial role in facilitating such improvements.

Porto, M. (2025). **Multimodal artistic recreations of the ecological university in the Global South**. *Pedagogy, Culture & Society*, *33*(1), 199-223. https://doi.org/10.1080/14681366.2023.2242867
This article describes how a group of language undergraduates in a local university in the periphery in the Global South conceptualised and enacted the notion of the 'ecological university'. Theoretically grounded in critical and post-humanist perspectives on education, and language education in particular, and notions of the ecological and the measured university, this qualitative study was conducted in 2018–19. Students created artistic multimodal works to portray their visions of the ecological university prompted by a language course syllabus and an arts-based methodology. They complemented their creations with concrete activism in their social milieu to contribute to making their university ecological. Combining discourse, content and post-qualitative analyses, findings show that the students envisioned three essential elements to enact the transformative role of their university: a) love for and commitment to others; b) a human rights education foundation; and c) a basis in local activism. Implications for pedagogy are considered, centred on the significance of arts-based pedagogies and

methodologies to challenge predominant characterisations of the accountable university in the setting and foster student activism.

Proulx, C. (2025). **Outil soutenant la planification lexicale au primaire : pistes pour favoriser la collaboration entre collègues**. *Revue hybride de l'éducation*, *9*(1), 1-20. https://doi.org/10.1522/rhe.v9i1.1747
Cet article aborde la phase d'exploration des besoins d'une recherche-développement (Bergeron et al., 2020) visant à élaborer un outil soutenant la planification d'activités lexicales au primaire. L'équipe de recherche a sondé plus de 19 membres du personnel scolaire au moyen d'entretiens semi-dirigés pour connaitre leurs pratiques actuelles de planification. La collaboration est ressortie comme un levier important soutenant la planification et différentes formes de travail d'équipe ont été recensées. Des pistes pour que la collaboration soit davantage favorisée entre les personnes utilisatrices de l'outil sont proposées.

Quibo, A. I., & Baguio, J. B. (2024). **Institute Culture and Renewing Power of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, *50*(11), 13-20. https://doi.org/10.9734/ajess/2024/v50i111631
This study investigated the relationship between institute culture and renewing power among public elementary school teachers in Manay District, Davao Oriental. A quantitative correlational research design was employed, utilizing a survey questionnaire administered to 131 teachers. Data were analyzed using descriptive statistics, Pearson correlation, and regression analysis. Findings revealed that public elementary school teachers in Manay District generally exhibited moderate levels of institute culture and renewing power. While both constructs were frequently manifested, areas such as narrow-mindedness, accountability, and carefulness required further attention. A significant positive correlation was found between institute culture and renewing power, suggesting that a strong institute culture can positively influence teachers' capacity for renewal. Regression analysis indicated that institute culture significantly predicted teachers' renewing power. These results highlight the importance of fostering a collaborative and positive school environment to enhance teachers' ability to adapt, innovate, and empower students. Based on these findings, it is recommended that school leaders prioritize strategies to strengthen institute culture, particularly in areas identified as needing improvement. By providing opportunities for professional development, promoting open communication, and recognizing and rewarding teacher contributions, schools can cultivate a more supportive and empowering environment that ultimately benefits both teachers and students.

Rajotte, T., Dufour, R., & Dupuis Brouillette, M. (2024). **La différenciation de l'enseignement en mathématique : regard à l'apport de deux pratiques pour une éducation inclusive**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 68-73. https://doi.org/10.7202/1114691ar
L'éducation inclusive est de plus en plus présente dans les milieux scolaires même si elle ne fait pas l'objet de prescriptions ministérielles explicites. Le CSÉ (2017) en fait la recommandation et force est de constater que l'opérationnalisation de l'éducation inclusive varie d'un milieu scolaire à un autre selon les réalités. Cet article apporte deux pistes de différenciation dont les exemples prennent racine dans l'enseignement des mathématiques. D'une part, l'utilisation de questions ouvertes constitue une pratique de différenciation accessible pour le personnel enseignant qui modifie grandement

l'environnement d'apprentissage des élèves. D'autre part, la disponibilité des tâches parallèles s'avère également une pratique différenciée accessible qui peut répondre à des besoins d'élèves ayant des caractéristiques différentes.

Rindralalaina Rafanomezantsoa, N., Frenay, M., Colognesi, S., Parmentier, P., & Wertz, V. (2024). **Conceptions de l'enseignement et pratiques pédagogiques des enseignants dans l'enseignement supérieur, à Madagascar**. *Revue internationale de pédagogie de l'enseignement supérieur*, *40*(2). https://doi.org/10.4000/130wx
Notre étude s'inscrit dans le contexte d'une incitation à mettre en œuvre des pratiques pédagogiques visant à susciter l'apprentissage des étudiants. Elle vise à décrire les conceptions de l'enseignement et la diversité des pratiques pédagogiques déclarées des enseignants de l'Université d'Antananarivo (UA) et leurs relations, tout en tenant compte d'autres facteurs d'influence tels que les variables socio-démographiques et leur participation à des formations en pédagogie universitaire. Pour ce faire, des données quantitatives ont été collectées et analysées afin d'identifier les caractéristiques des conceptions de l'enseignement et des pratiques pédagogiques déclarées. Ceci nous a permis de dégager deux types de conceptions de l'enseignement (centrées sur l'apprentissage étudiant ou centrées sur la transmission de connaissances) et quatre dimensions de pratiques pédagogiques actives : « Pratiques suscitant la participation active des étudiants », « Pratiques renforçant la contextualisation des apprentissages », « Pratiques s'appuyant sur les technologies » et « Pratiques suscitant la production personnelle et les idées des étudiants ». De plus, les données quantitatives confirment des liens entretenus entre les caractéristiques socio-démographiques des enseignants, leurs conceptions de l'enseignement et leurs pratiques pédagogiques déclarées. L'analyse de ces données permet d'appréhender plus finement ces liens.

Ristord, P. (2024). **La démarche réflexive au cœur de la pédagogie des MFR**. *Éducation Permanente*, (HS1), 85-96. https://doi.org/10.3917/edpe.hs01.0085

Robertson, C. (2024). **SENCos and the effective use of teaching assistants**. *British Journal of Special Education*, *51*(4), 511-513. https://doi.org/10.1111/1467-8578.12565

Roy, E., & McLain, M. (2025). **The disciplinary matrix of applied arts and artistic cultures**. *The Curriculum Journal*, *36*(1), 15-35. https://doi.org/10.1002/curj.251
Applied arts and artistic cultures are taught in vocational high schools, in France, with the aim of developing civic and social skills in students, which are cross-cutting or generic. To achieve this, this design education revolves around the creation and conception of artefacts. This article explores epistemological issues relating to the role and nature of design education in vocational high schools. Following Kuhn, it proposes a disciplinary matrix of the subject, characterized by objects, knowledge (declarative and procedural) and a set of tasks. These different components make it possible to present a curricular analysis grid of design education in vocational high schools over the past 30 years. This reveals a curriculum development correlated to the evolution of design as an involved social practice. Additionally, the integration of Mitcham's technological manifestations framework enriches this analysis, offering a more comprehensive perspective on the role of technology in design education. This approach indeed clarifies what needs to be taught, fosters the evolution of teaching methods and incorporates new elements such as sustainable development, the environment, collaboration and information

technologies. These adjustments reflect changes in professional practices and contribute to civic education in the context of sustainability and ethical challenges. This article makes a significant contribution to debates on the epistemological basis for design education, in France and beyond.

Ruegg, R., & Yphantides, J. (2025). **Assessment practices in full-degree EMI programmes in Japan**. *Higher Education Quarterly*, *79*(1), e12566. https://doi.org/10.1111/hequ.12566
Although an increasing amount of research has focussed on the relationship between student language proficiency and English-medium instruction (EMI) programme outcomes, there has been little focus on the broader assessment of progress and learning within EMI programmes, especially in Asia. The purpose of this study was to determine the kinds of programme assessments used throughout all stages of full-degree EMI programmes in Japan. Our inquiry examined the benchmarks currently in place to measure content knowledge, language proficiency and academic skills competence in undergraduate EMI programmes. Data were collected from 13 universities in Japan with well-established EMI degree programmes. In this paper, our findings are explored primarily in a qualitative and holistic manner, weaving the results of our survey together with the extant literature on the topic and our lived experiences as teachers in EMI programmes in Japan. Embedded in this conversation are evidence-based suggestions for improved practice in EMI programmes in Japan.

Rushton, E. A. C., Dunlop, L., & Atkinson, L. (2025). **Fostering teacher agency in school-based climate change education in England, UK**. *The Curriculum Journal*, *36*(1), 36-51. https://doi.org/10.1002/curj.253
Drawing on conceptualisations of teacher agency through the ecological approach, and in the context of recent policy activity, we explored primary and secondary school teachers' experiences of agency in relation to climate change education in England. Data collection occurred over two distinct but related phases. Firstly, we completed a series of interviews with the same three secondary geography teachers at the outset of their careers (15 interviews during 2020–2022) which included 1 year of Initial Teacher Education and 2 years as Early Career Teachers (ECTs). Secondly, we captured the experiences of further 24 in-service science and geography teachers (with expertise beyond the ECT period) through two online workshops held in November 2022, the first for primary teachers (n = 10) and the second for secondary teachers (n = 10). Interviews were held with four teachers (two primary and two secondary) who could not attend the workshops (n = 4). Our findings underline the importance of structures (e.g. school leadership) and culture (e.g. ideas and values) in fostering teacher agency. Teachers across primary and secondary phases and at different career stages highlighted the value of curricular and extra-curricular spaces for climate change education. If all children and young people are to access effective climate change education, researchers and policy makers will need to further consider ways to ensure teachers can achieve agency, including through access to transformative professional learning which fosters agency in relation to climate change education.

Sales-Hitier, D., & Dupont, P. (2025). **Une évaluation pour soutenir l'enseignement et les apprentissages de l'oral : le dispositif SEMO**. *Phronesis*, *14*(1), 71-94. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-71
Salleh, R., Nordin, S. M., Moughal, W., Abbasi, H. A., Ching, P. W., & Adnan, N. A. B. (2025). **The Role of Social Environmental Networks in Influencing Environmental Knowledge and**

Environmental Awareness Towards Education for Sustainable Development in Malaysia and Japan. *Higher Education Quarterly*, *79*(1), e70009. https://doi.org/10.1111/hequ.70009
The study examines the efficient use of cutting-edge technology, mainly social networks, to raise environmental concerns in educational institutions because it recognises the critical role that environmental awareness and knowledge play in averting such disasters. The educational sector is essential for helping students become conscious of and comprehend sustainable ecosystems. Utilising quantitative surveys, we identify patterns of social environmental networks towards ecological education frameworks among Malaysian 209 and Japanese 189 individuals of higher educational institutions. The study presents a conceptual approach that aims to enhance students' environmental knowledge and awareness by utilising social media strategically. The results indicate that social networks are an effective means of sharing environmental knowledge and promoting awareness. However, the influence of social media differs greatly depending on cultural factors and the quality of educational systems. This research pioneers the incorporation of social networks into the discourse on sustainable education, adding to the body of current literature. The results of this study are expected to provide valuable insights for policymakers who aim to use social media to raise students' understanding and help achieve sustainable development objectives. It provides invaluable information for policy-makers, teaching professionals, and environmentalists who aim to utilise digital platforms for significant and positive change.

Sarkar Arani, M. R., Lander, B., Shibata, Y., Iksan, Z., & Tan, S. (2024). **"Doing fractions" and "understanding fairness": Examining the cultural scripts of a mathematics lesson through the eyes of Japanese and Malaysian educators**. *PROSPECTS*, *54*(3), 873-890. https://doi.org/10.1007/s11125-024-09714-8
This article analyzes Malaysian and Japanese educators' reactions to a mathematics lesson observed by a subset of researchers. The main aims are to reveal the cultural scripts about mathematical learning that are held by, but often invisible to, members of a culture; and to address educators' conceptions of teaching mathematics across cultures. This study's emphasis is placed largely on understanding the logic behind the teaching scripts and the underlying epistemology of teacher pedagogical decisions. A qualitative analytical approach identifies the idea that focus on a single problem during a whole lesson enables opportunities for deeper learning (Japanese participants) or may be boring for students (Malaysian educators), and explores the value of, or problems associated with, extrinsic rewards. This research stands to make an important contribution, both through its novel method, and in its specific ideas about desirable qualities of mathematics lessons and how these might differ from the viewpoint of individual cultures.

Sasson, I., & Tifferet, S. (2025). **Enhancing Undergraduate Metacognitive Awareness and Self-Efficacy: Effective Instructional Practices for Research Question Formulation**. *European Journal of Education*, *60*(1), e12888. https://doi.org/10.1111/ejed.12888
Developing students' metacognitive awareness and self-efficacy is crucial for fostering independent learning and higher-order thinking skills, especially in research-related tasks. Despite the widespread recognition of the importance of cultivating higher-order thinking skills in higher education, there remains a significant gap in our understanding of effective instructional methods for fostering these skills among students. To address this gap, this study examines the impact of instructional practices on undergraduate

students' metacognitive awareness and self-efficacy in research question formulation—a fundamental skill in academic inquiry. Using a pretest/posttest design, 291 students from two colleges participated in courses where active and passive instructional methods served as the intervention. Our analysis reveals that active instructional methods were associated with marked improvements in self-efficacy. The study provides empirical evidence of the effectiveness of active, student-centred pedagogies in enhancing cognitive and self-regulatory capacities. These findings offer educators practical guidance for designing instructional interventions that cultivate critical thinking and research skills, ultimately advancing student learning and success.

Savournin, F., & Pelletier, L. (2025). ***La "recherche avec", vers de nouveaux savoirs pour l'éducation et les sociétés inclusives***. Consulté à l'adresse https://www.cepadues.com/livres/pedagogie-savoirs/1750-la-recherche-avec-vers-de-nouveaux-savoirs-pour-leducation-et-les-societes-inclusives-9782383951636.html
Cet ouvrage est né de la rencontre de 23 personnes de statuts, de disciplines, d'institutions, de territoires différents qui inscrivent leurs travaux en sciences de l'éducation et dans le monde universitaire francophone : Suisse, Québec et France. Le processus de construction collective a consisté à mettre au travail des questions vives posées sur le terrain de la "recherche avec" dans le champ du paradigme inclusif.

Schifferli, D., & Petrucci, S. (2025). **Des outils numériques pour évaluer l'oral. Conceptions d'enseignant·e·s du cycle 2 dans le Canton de Vaud**. *Phronesis*, *14*(1), 140-159. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-140

Schwittay, A. (2025). **Teaching critical hope with creative pedagogies of possibilities**. *Pedagogy, Culture & Society*, *33*(1), 85-103. https://doi.org/10.1080/14681366.2023.2187439
How can we teach critical hope, amidst contemporary challenges that seem intractable, within neoliberal educational institutions that work to foreclose transformative pedagogies and through academic critique that can result in cynicism and disillusionment among students? Here, I draw on the writings of Paolo Freire, J.K. Gibson-Graham and Sarah Amsler, as well as long-term research at the University of Sussex in the UK, to propose a critical-creative pedagogy that enables students to better understand global challenges and to imagine alternative responses to them. Consisting of whole-person learning, the use of arts and design methods and praxis, this pedagogy aims to nurture students' critical hope. In this article I sketch an outline of its elements, advance philosophical arguments for their importance and share brief examples from my own teaching in International Development to show how it can be enacted in classrooms. Critical-creative pedagogy necessitates generative theorising that allows pedagogies of possibilities to emerge and grow, critical engagement with the neoliberal education system to find spaces for action, and a radical understanding of pedagogical creativity. It results in practices of pedagogical prefiguration that enable students, and educators, to collectively imagine heterodox responses to contemporary social, economic and ecological challenges.

Seah, K. T. M. (2025). **Autoethnography in medical education: Ethical and legal considerations**. *Review of Education*, *13*(1), e70038. https://doi.org/10.1002/rev3.70038
For medical educators, autoethnography as a research methodology provides a means of active engagement in reflective practice, ranging from teaching and educational

innovation to interactions with patients and colleagues. In this way, they may benefit from the systematic reflexivity required, improve their interactions with the people around them, as well as demonstrate ongoing personal development and improve their skillset as an educator. On a wider level, autoethnography has the potential to study a culture or a phenomenon as it is directly and personally experienced by the author, thereby providing unique insight into medical education theories and/or the patient-physician relationship. As autoethnography often examines sensitive issues, hidden aspects of our lives or untold stories, it is clear that autoethnography poses several ethical and moral challenges which must be considered when the relevant research is planned. In this essay, I will discuss some of the ethical considerations of autoethnography which are relevant in the medical education context, and highlight potential legal considerations of these published personal reflections. To do this, I will discuss issues of validity with autoethnography, ownership of the stories, the tension between authenticity and anonymity, ethics of representation of study participants and relevant legal issues which may impact the use of autoethnography in the healthcare setting. Context and implications Rationale for this study: Autoethnography as a research methodology provides a means of active engagement in reflective practice, and should lend itself to research in medical education and healthcare research. Why the new findings matter: As this is a relatively new methodology in the context of medical education, there are several challenges to adoption and researchers should be aware of some of the ethical and legal considerations. Practical implications: This article aims to highlight some of the issues for researchers who are considering autoethnography as a research methodology in the healthcare setting.

Sénéchal, K., Brassard, G., Dumouchel, M., & Messier, G. (2025). **Une collaboration entre enseignantes et chercheuses pour soutenir le développement des compétences en littératie des élèves par des pratiques d'enseignement et de gestion de la classe cohérentes en contexte d'oral réflexif**. *Revue hybride de l'éducation*, 9(1), 1-14. https://doi.org/10.1522/rhe.v9i1.1746
Notre équipe a mené une recherche collaborative de trois ans dont l'objectif était de coconstruire, avec des personnes enseignantes du primaire, des pratiques d'enseignement et de gestion de la classe cohérentes soutenant le développement des compétences en littératie des élèves par l'intermédiaire de l'oral réflexif. Corédigé avec une enseignante participante, l'article présente, d'une part, la façon dont la collaboration au sein du projet a permis le développement professionnel et la transformation des pratiques d'enseignement en vue de donner davantage la parole aux élèves ainsi que, d'autre part, les implications d'une telle forme de collaboration pour les personnes enseignantes et chercheuses.

Sénéchal, K., Dumouchel, M., & Messier, G. (2025). **Pratiques déclarées, ressentis et représentations d'enseignantes du primaire québécois à propos de l'évaluation en contexte d'oral réflexif : essai de mise en cohérence de la didactique et de la gestion de la classe**. *Phronesis*, *14*(1), 95-116. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-95

Serina-Karsky, F. (2025, janvier 20). **Repenser l'évaluation scolaire pour lutter contre la peur de se tromper**. Consulté 21 janvier 2025, à l'adresse The Conversation website: http://theconversation.com/repenser-levaluation-scolaire-pour-lutter-contre-la-peur-de-se-tromper-244964

Si l'erreur est essentielle à tout apprentissage, la manière dont elle est sanctionnée à l'école induit chez beaucoup d'élèves une peur de se tromper difficile à surmonter.

Shaath, S. E., & Abed, T. B. (2024). **Evaluating the effectiveness of faculty teachers' performance at Birzeit University as perceived by students**. *Tertiary Education and Management*, *30*(4), 277-301. https://doi.org/10.1007/s11233-024-09148-z
The current study investigated the effectiveness of teaching performance in seven faculties at Birzeit University from students' point of view. A questionnaire, consisting of (50) items based on the domains of teaching planning, teaching execution, personal features and communications skills and evaluating students' learning, was developed and distributed to (405) male and female students. The findings of the study showed that the level of effectiveness of the teaching performance was considered average (62.4%—67.8%) according to the adopted scoring criteria. Results also revealed that there were significant statistical differences at the level of ($\alpha \leq 0.05$) attributed to gender in favor of females; significant statistical differences at the level of ($\alpha \leq 0.05$) were recognized between humanities and scientific faculties in favor of humanities faculties, while there were no significant statistical differences between the various humanities faculties.

Shah, C., Watt, H. M. G., & Richardson, P. W. (2024). ***Out-of-field teaching and instructional practices in Years 7-10 mathematics classes in Australia: evidence from TALIS 2018*** (GLO Discussion Paper Series N° 1520). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1520.htm
To compare « in-field » versus « out-of-field » teachers of Years 7-10 mathematics in Australia on key demographic and instructional dimensions, we analysed nationally representative system data collected by the OECD Teaching and Learning International Survey (TALIS), one of the world's largest survey of teachers and school leaders. Latest available TALIS 2018 data from teachers teaching Years 7-10 mathematics (N = 1,120; 284 of whom taught mathematics out-of-field) showed out-of-field teachers were mostly from a STEM background qualified to teach science and/or technology, and were less commonly older or more experienced. Out-of-field teachers were more concentrated in public schools, having less principal autonomy, lower academic pressure, with greater school delinquency and violence. There were no statistically significant differences between in-field and out-of-field teachers on their non-mathematics specific motivations, values, self-efficacy, professional development needs and barriers, professional engagement or wellbeing. Specific to mathematics teaching, we compared « in-field » versus « out-of-field » Years 7-10 mathematics teacher reports of key instructional practices specific to a « target » mathematics class (N = 472; 65 of whom taught mathematics out-of-field), which revealed likely negative consequences for student engagement and learning. Out-of-field teachers spent more time than in-field teachers on classroom management and disciplining students, lost more time due to student interruption, reported much disruptive noise in class, only occasionally presented tasks for which there was no obvious solution, and spent less time teaching, although they did not differ on time spent in practices related to instructional clarity. Out-of-field teachers also reported more time setting students extended projects to complete, letting students evaluate their own progress, and providing immediate feedback when observing students working on particular tasks. Targeted mathematics classes taught by out-of-field teachers had higher concentrations of low-achievers, indicating a bias in which students are assigned teachers not specialised to teach mathematics.

Recommendations are advanced regarding professional development priorities for teachers teaching mathematics out-of-field.

Siton, R. A., & Baguio, J. B. (2024). **Collaborating Glitches of Students and Classroom Diplomatic Handling of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, *50*(12), 400-410. https://doi.org/10.9734/ajess/2024/v50i121708
This study aimed to determine the extent of collaborating glitches of students and classroom diplomatic handling of teachers in the classroom. Additionally, to determine the significant relationship between collaborating glitches of students and classroom diplomatic handling of teachers in the classroom in public elementary schools in Panabo District, Division of Davao del Norte. This study employed a descriptive-correlation method with 138 public elementary school teachers as respondents. Data were gathered using a self-made questionnaire directly administered to them. Universal sampling was used, making all population members part of the study. The statistical tools used were mean and product moment correlation or Pearson r. The foregoing conclusions show that the level of collaborating glitches in students was high and oftentimes manifested. Moreover, the level of classroom diplomatic handling of teachers was high and oftentimes manifested. There was no significant relationship between the collaborating glitches of students and the classroom diplomatic handling of teachers. Also, there was a significant influence between collaborating glitches of students and the classroom diplomatic handling of teachers. It is recommended that the teachers may continue to improve the collaborating glitches of students and ensure diplomatic handling by teachers in the classroom to create an environment conducive to learning and personal growth. Collaboration among students often faces challenges such as differing opinions, varying work spaces, or misunderstandings, which can hinder group dynamics and productivity.

Sözer Boz, E. (2025). **Evaluating measurement invariance of students' practices regarding online information questionnaire in PISA 2022: a comparative study using MGCFA and alignment method**. *Education and Information Technologies*, *30*(1), 1219-1237. https://doi.org/10.1007/s10639-024-12921-7
International large-scale assessments provide cross-national data on students' cognitive and non-cognitive characteristics. A critical methodological issue that often arises in comparing data from cross-national studies is ensuring measurement invariance, indicating that the construct under investigation is the same across the compared groups. This study addresses the measurement invariance of students' practices regarding online information (ICTINFO) questionnaire across countries in the PISA 2022 cycle. Some methodological complexities have arisen when testing the measurement invariance across the presence of many groups. For testing measurement invariance, the multiple group confirmatory factor analysis (MGCFA), which is a traditional procedure, was employed first, and then a novel approach, the alignment method, was performed. This study comprised 29 OECD countries, with a total sample size of 187.614 15-year-old students. The MGCFA results revealed that metric invariance was achieved across countries, indicating comparable factor loadings while not the same for factor means. Consistent with MGCFA results, the alignment method identified noninvariant parameters exceeding the 25% cut-off criteria across countries. Monte Carlo simulation validated the reliability of the alignment results. This study contributes to international assessments by providing a detailed examination of measurement invariance and comparing the findings from various methodologies for improving assessment accuracy. The results

provide evidence-based recommendations for policymakers to ensure fair and equitable evaluations of student performance across different countries, thereby contributing to more reliable and valid international assessments.

Stokes-Casey, J. (2025). **Expanding on Garnet's polyptych construction as historical methodology: insertions and implementations**. *International Journal of Qualitative Studies in Education*, *38*(2), 228-234. https://doi.org/10.1080/09518398.2024.2365198
In response to Dustin Garnet's (2015) article "Polyptych Construction as Historical Methodology" in the International Journal of Qualitative Studies in Education, this paper aims to insert citations of feminist theories into the record of polyptych methodology. Examples from Black Feminist Theorists offer models of form to polyptych construction. The author further illustrates how they implement polyptych methodology and form in their art education historical research.

Stoppa, L., Molina, G., & Hache, C. (2024). **Gender Stereotypes in French Pre-Schools: Between Construction and Deconstruction**. *European Journal of Education*, *60*(1 (mars 2025)), e12837. https://doi.org/10.1111/ejed.12837
ABSTRACT Stereotypes are social representations that help us understand the world around us, and yet endanger our conception of the world. Indeed, using stereotypes can lead to generalisations; in other words, it can lead to neglecting the personal characteristics of individuals. This article studies gender stereotypes and their part in the French early school system; kindergarten. In France, school is mandatory from an early age and promotes equality. Yet, gender equality is hard to reach as long as gender stereotypes persist. The overall question this paper addresses is that of gender stereotypes in French schools' hidden curriculum: does it help construct them, deconstruct them, or is it neutral? This study, in which school books and online video recordings were observed and analysed with the concepts of stereotypes, counter-stereotypes and non-stereotypes, shows how gender stereotypes still exist in French kindergarten schools, although counter-stereotypes and non-stereotypes are found as well.

Stordeur, M.-F., Nils, F., Francotte, È., & Colognesi, S. (2025). **Le pari de l'utilisation des auto-confrontations pour accompagner les élèves du primaire dans la production d'exposés oraux**. *Phronesis*, *14*(1), 215-241. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-215
Susanti, D., Anand, G., & Arifin, F. A. (2025). **Leveraging school principals to address learning loss in Indonesia through group and individual targeting**. *International Journal of Educational Development*, *112*, 103153. https://doi.org/10.1016/j.ijedudev.2024.103153
In Indonesia, the COVID-19 pandemic-induced school closure led to significant learning loss among students. This study aimed to explore if differentiated remedial teaching can improve the foundational numeracy skills of students and if the improvements are better in schools with added individual tutoring. It also aimed to understand if additional training of school principals would strengthen the results. After implementing the interventions in 25 primary schools to 1545 students for eight weeks, we found that the interventions significantly improved the foundational numeracy skills of students, and teachers in schools with trained principals were more punctual in implementing the intervention.

Szerdahelyi, L. (2024). **Gender, Physical Education and the Biographical Turn. French Perspectives on the History of Female PE Teachers**. *Foro de Educación*, *22*(1), 79-102. https://doi.org/10.14201/fde.1315

This article seeks to examine the current dynamism of biographical approaches that explore the history of PE teachers in France through the prism of gender. To this end, the first section examines the historiographical filiations of the history of female PE teachers, where it intersects with the history of women and gender, gender in the history of sport, and the history of education, coeducation and female teachers. The second section focuses on the theoretical and methodological shifts brought about by gender within the wider biographical transformation of the history of PE teachers. Here I will discuss the shift from a male profession to a mixed-gender profession, from the study of groups to that of individuals, and from the use of official sources to that of oral sources. This contribution will conclude by considering possible next steps for the social history of female teachers and arguing for a history from below of women in PE.

Tapic, J. N., & Baguio, J. B. (2024). **Restoration Leadership Practices and Collegial Model of Public Elementary School Teachers**. *Asian Journal of Education and Social Studies*, *50*(12), 357-365. https://doi.org/10.9734/ajess/2024/v50i121704
This study examined the restoration leadership practices and collegial model of public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. Restoration leadership practices refer to strategies aimed at fostering accountability, empathy, and open communication to address and repair conflicts or challenges within the school community. The collegial model emphasizes collaboration and shared decision-making among teachers. Using a non-experimental quantitative research design and the correlational method, this study analyzed responses from 139 public elementary school teachers selected through universal sampling. Data were analyzed using mean scores, Pearson r, and regression analysis. The findings revealed that restoration leadership practices were moderately extensive, with a mean score of 3.46, while the collegial model was also moderately extensive, with a mean score of 3.09. Moreover, restoration leadership practices were found to be significantly related to the collegial model, with a p-value of 0.01. Based on these findings, it is proposed that a professional development program be implemented to encourage teachers to participate in DepEd conferences and training focused on enhancing restoration leadership practices and promoting collegiality. This program aims to address the need for stronger interpersonal relationships, improve instructional quality, and foster a sustainable, inclusive educational environment. Schools may also consider adopting targeted interventions to further strengthen leadership practices and promote a collegial culture, thereby supporting both teacher development and student success.

Tardif, J., Dupuis, S., & Lamarre, C. (2025). **Soutenir la littératie en formation professionnelle : récit d'une pratique collaborative**. *Revue hybride de l'éducation*, *9*(1), 1-14. https://doi.org/10.1522/rhe.v9i1.1820
La lecture fait partie intégrante de l'apprentissage et de l'exercice des métiers visés par la formation professionnelle (FP). Ce constat s'avère encore plus présent dans les dispositifs de formation individualisée. Or, de nombreux élèves de FP présentent des difficultés en littératie, ce qui limite l'apprentissage et le plein exercice de ces métiers. Pour contrer cet obstacle, l'équipe du Centre de formation professionnelle Expé a mis sur pied le programme Lire pour apprendre en collaboration avec des personnes issues de la recherche et de la pratique de l'Observatoire de la formation professionnelle du Québec. Cet article présente le récit de cette riche collaboration.

Tarrayo, V. N., Vásquez-Guarnizo, J., & Tobar-Gómez, M. F. (2025). **Exploring Queer Colombian Preservice English Language Teachers' Perceptions Towards Queering English Language Teaching**. *European Journal of Education*, *60*(1), e12853. https://doi.org/10.1111/ejed.12853
Recent initiatives have highlighted the need for integrating a gender perspective into English Language teaching (ELT), particularly in Colombia where gender diversity in education lacks significant sociocultural advancement. This study investigates the perceptions of 11 queer preservice English-language teachers (PSELTs) from a Colombian public university, using semistructured interviews to explore their views on queering ELT and their future roles as educators. The findings emphasise the importance and challenges of adopting a queer perspective in ELT, essential for creating inclusive environments that respect (queer) students' identities. Moreover, the experiences of these PSELTs during their training have empowered and motivated them as future educators to advocate for societal transformation by promoting awareness of gender diversity in Colombian EFL classrooms. This study supports critical educational reforms that recognise and integrate diverse identities, enriching teaching practices and fostering inclusive learning environments.

Terrusi, M. (2024). **Letteratura per l'infanzia e tenerezza: riflessioni pedagogiche sui gesti della cura, il benessere della relazione e gli affetti negli albi illustrati**. *Encyclopaideia*, *28*(70), 71-83. https://doi.org/10.6092/issn.1825-8670/19951
The contribution offers some pedagogical reflections dedicated to the theme of tenderness in education through the exploration of a repertoire of excellent picture books published in the field of children's publishing. The poetic investigation of the suggestions from the bibliographic corpus highlights ethical, aesthetic and pedagogical aspects of bodily imagery and experiences, linked to the sensitive, ethical and emotional dimension of education. The reflection interweaves perspectives from the pedagogy of the body with the interdisciplinary study of children's literature and proposes a pedagogical reflection, with didactic and formative repercussions, on the iconographic and narrative representations of the postures of care, play and the educational relationship.

Tessier, L., & Trémion, V. (2025). **Comment les filles apprennent-elles à faire des vidéos ? Conceptions et productions audiovisuelles d'étudiantes en sciences humaines**. *Éducation et Sociétés*, *53*(1), 101-118. https://doi.org/10.3917/es.053.0101

Thi Nguyen, B.-P. (2025). **"Bamboos taught me to bend, but not to break": a poetic narrative of teacher identity negotiations**. *International Journal of Qualitative Studies in Education*, *38*(2), 197-210. https://doi.org/10.1080/09518398.2024.2365194
This poetic narrative aims to explore lived experiences of a language school teacher in a poor remote island in Vietnam. This article gives insights into how teacher identity was shaped through the eyes of a school teacher and how she struggled to rise to the challenge to become a better teacher version of herself. The self-portraits of how her identity was constructed and reconstructed unveil a sketch of bamboos embracing the aspiration of overcoming external factors to thrive and bloom in barren rocky soil and the harsh environmental conditions.

Tong, Q. (2025). **Exploring the Interplay Between Teachers' Emotions, Personal Traits, Environmental Factors and Psychological Well-Being**. *European Journal of Education*, *60*(1), e12903. https://doi.org/10.1111/ejed.12903
Elevated stress levels among teachers are linked to both physical and mental health issues, which in turn affect their job performance. In addition, Teachers' ability to regulate emotions influences their instructional effectiveness and well-being. Moreover, psychological well-being is crucial for teachers' satisfaction and success, influenced by factors like burnout and personality traits and external circumstances impact teachers' stress levels and job performance, affecting their professional trajectory. Understanding these dynamics holistically is essential for fostering teacher well-being and enhancing their effectiveness in the classroom; therefore, this study explores the intricate connections between various factors influencing teachers' professional success. To collect the data, the researchers used four questionnaires: environmental factor, Big Five personality traits, teachers' emotion and psychological well-being questionnaires. Rigorous SEM analysis was employed to discern the direct and indirect influences of teachers' emotions, teachers' personal traits and environmental factors on teachers' psychological well-being and their professional success. The findings revel that teachers' emotions, teachers' personal traits and environmental factors significantly predict teachers' psychological well-being and their professional success. The study suggests that incorporating emotional regulation training into professional development can equip teachers with skills to navigate challenging situations, thereby enhancing their well-being and effectiveness and establishing work environments that recognise and support and address the emotional needs of teachers can foster a positive atmosphere conducive to both well-being and professional growth.

Trudel, L., & Decelles, S. (2024). **La justice, l'équité et l'inclusion : pour favoriser la réussite des élèves dans le système scolaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 5-5. https://doi.org/10.7202/1114677ar
Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Tsang, K. K., Zhang, Y., Li, G., & Song, H. (2025). **Moving the Debate Forward: A Cross-Sectional Study Examining Marxist and Interactionalist Perspectives of Emotional Labor in Teaching**. *European Journal of Education*, *60*(1), e12814. https://doi.org/10.1111/ejed.12814
The Marxist perspective asserts that teachers' emotional labor is alienating because it is prescribed by institutional forces such as external accountability, leading to burnout. However, the interactionist perspective disagrees with this perspective; it posits that teachers possess subjectivity, such as a sense of calling, which enables them to intentionally manage their emotions to achieve self-actualization. Thus, this study aims to contribute to the debate by examining the relationships amongst teachers' emotional labor, external accountability, sense of calling, and burnout in China. The findings reveal (1) a negative relationship between external accountability and burnout that is mediated by various forms of emotional labor and (2) a significant moderation effect of a sense of calling on the relationship between external accountability and emotional labor. The findings generally support the internationalist perspective but show that the Marxist perspective may be applicable in explaining emotional labor amongst teachers with a weak sense of calling.

Vasay, C. C., & Baguio, J. B. (2024). **Essential Soft Skills and Classroom Managerial Efficiency of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, *50*(7), 530-537. https://doi.org/10.9734/ajess/2024/v50i71483
This study was conducted to determine the essential soft skills and managerial efficiency of teachers in public elementary schools in Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents were composed of 132 teachers in public elementary schools through the use of universal sampling. The data analysis was mean, pearson r and regression analysis. The findings revealed that the degree of soft skills of teachers in terms of people skills shared skills and communication skills was manifested often by the teachers. Moreover, the managerial efficiency in terms of managerial outcomes, goals and strategies is high and manifested oftentimes by the teachers. It was found out that there was a significant relationship between essential soft skills and managerial efficiency of public elementary school teachers in public schools. It showed further that the managerial efficiency of public elementary school teachers significantly influenced the essential soft skills domains. The results suggest that teachers should develop their communication skills, teamwork, leadership, time management, adaptability, problem-solving, critical thinking, work ethic, creativity and emotional intelligence in the classroom to achieve student learning growth and development.

Villanueva, L. E., & Baguio, J. B. (2024). **Classroom Vulnerability and Delivery of Learning Activities of Teachers in Public Elementary Schools**. *Asian Journal of Education and Social Studies*, *50*(12), 301-311. https://doi.org/10.9734/ajess/2024/v50i121698
This study aimed to examine the classroom vulnerability and the delivery of learning activities by teachers in public elementary schools within the Carmen District, Division of Davao del Norte. The research employed a non-experimental quantitative design, utilizing a correlational method. A total of 138 public elementary school teachers were selected as respondents using universal sampling. Data analysis involved calculating the mean, Pearson r, and regression analysis. The findings revealed that the level of classroom vulnerability in terms of learning activities was high and was oftentimes manifested. Conversely, the delivery of learning activities by teachers was moderate, with occurrences described as sometimes manifested. Furthermore, the study found a significant relationship between classroom vulnerability and the delivery of learning activities, indicating that the two variables were interconnected. The study also concluded that the domains of classroom vulnerability significantly influenced the delivery of learning activities. Based on these findings, it is recommended that efforts be made to mitigate classroom vulnerability while enhancing the delivery of learning activities. A proactive and holistic approach may be essential, emphasizing teacher training and professional development. Educators may benefit from continuous access to learning opportunities to improve their skills in managing diverse classrooms, integrating technology, and utilizing innovative teaching methods. These measures may help ensure more effective and adaptable learning environments for students.

Wells, K., & Daniels, L. (2024). **Canadian Teachers' Emotional Experiences during COVID-19: A Narrative Inquiry**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(4), 1122-1153. https://doi.org/10.53967/cje-rce.6763
This narrative inquiry study delves into the emotional experiences of teachers during the COVID-19 pandemic, using restorying (Connelly & Clandinin, 1990) as a primary

data analytic approach. Drawing on terror management theory, theories of emotional coping, broaden-and-build theory, and theories of emotion regulation, this study explores teachers' emotional responses to challenges brought on by the pandemic. We interviewed three elementary school teachers in Alberta, Canada. The resultant three restoried narratives reveal a spectrum of emotions, from uncertainty and anxiety to curiosity and empathy, as teachers grappled with shifting job demands, social disconnection, and feelings of inadequacy. The discussion highlights the importance of understanding teachers' emotions in the context of broader theoretical frameworks by providing multiple theoretical avenues for understanding the emotions in the narratives. Implications of the study underscore the need for administrators to listen to teachers' stories and for researchers to explore narrative inquiry as a therapeutic process.

Wiertz, C., Galand, B., & Colognesi, S. (2025). **« Dis-moi tout ce que tu sais sur… ». Demander aux élèves du primaire de résumer oralement n'est pas si simple, même avec un appui documentaire**. *Phronesis*, *14*(1), 158-180. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-1-page-158

Willis, A., Devi, A., & Whitfield, H. (2025). **Efficacious learning strategies and experiences for education recovery after disruption**. *International Journal of Educational Development*, *113*, 103198. https://doi.org/10.1016/j.ijedudev.2024.103198
Although much is known about the effects of stress and trauma on learning, there is an urgent need to better understand the phenomenon of education recovery after disruption so that educators and community workers are equipped with efficacious learning strategies and educational experiences for recovery. This project investigated the experiences of people who have suffered learning opportunity loss. Using a phenomenological theoretical perspective, in-depth interviews and a pilot survey were used to identify efficacious strategies and experiences for recovery. The University of the Sunshine Coast partnered with the Salvation Army in South Africa to conduct research with their education officers and social welfare units to identify practical strategies for responding to stress- and trauma-affected people. The most effective strategies for education recovery were internet searches and knowing the learning goals. Experiences that aided recovery included: prayer, meditation, relaxation exercises; storytelling; peer learning; and mentoring. These findings are useful for identifying antecedent structures and essential practices in education recovery and provide governments and systems administrators with research evidence for policy and processes around education recovery efforts. These findings also give educators and not-for-profit community workers practical strategies for responding to education needs in disruption-affected contexts. Rather than merely becoming informed about the effects of disruption, stress and trauma on learning, these findings equip educators with responses.

Woollacott, B. (2025). **Effective research communication in education: Early years practitioners' views of research summaries**. *Review of Education*, *13*(1), e70032. https://doi.org/10.1002/rev3.70032
For educational research findings to impact educational practice, effective communication is essential. One communication device is a summary that consolidates research literature and presents it in a practitioner-friendly format. There has been little research on how to design educational research summaries effectively, especially not for early years practitioners. In this study, I interviewed eight early years practitioners aiming to understand how they engage with research summaries. I collated a booklet of

five research summaries to stimulate discussion during semi-structured interviews. I identified five overarching themes across the interviews using reflexive thematic analysis, most of which reflected and enhanced findings from the existing research-practice literature. For example, writing style and aesthetic design affected practitioners' engagement and reading strategies, where practitioners reported issues with excessively 'wordy' summaries and summaries written by authors without teaching experience. Practitioners reported lack of time to engage with research, which particularly influenced their preference for explicit practical implications over theoretical knowledge, despite showing that they were capable of critically reflecting on the research given the opportunity. These insights suggest that time—rather than ability—may be particularly problematic for recent attempts encouraging practitioners to actively engage with research. There were also some early years specific barriers, including that most summaries relate to older children who can read or write and therefore have limited relevance for early years. These findings deepen our current understanding of how education practitioners engage with research, providing specific direction for future research which meets practitioners' needs and contributes towards narrowing the research-practice gap.

Wu, H. (2025). **Modern Chinese and European Vocalist Training Methods: An Exploration of the Involvement of Bachelors With the Help of IT' Sources**. *European Journal of Education*, *60*(1), e12847. https://doi.org/10.1111/ejed.12847
In this day and age, there is a need to create a modernised educational system, as well as to preserve and popularise the classical traditions of high art. Thus, it is important to study the problem of shaping professional academic singers in Europe and China. The purpose of this study was to explore the methods of developing the vocal apparatus of European and Chinese students in 21st century. This system includes a series of leading components responsible for preserving unique timbres, expanding the capabilities of the voice, and the reflection of Western and Eastern cultures. The following methods were used in the study: questionnaire, analysis, comparison and synthesis. The study involved 100 students from institutions and universities in Ukraine and China. Having studied modern methods of training singers, the authors have established the components of professional vocal education in China and Ukraine, as well as the common student training characteristics. The distinctive properties of the European and Chinese professional vocal schools manifested in national traditions were also determined. The results of the conducted student survey allowed academic vocal teachers to identify progressive vocal training methods commonly used in China and Europe.

Xu, C., Hania, A., & Waqas, M. (2025). **Guiding the digital generation: role of principals' leadership, ICT competence, and teacher professional competence in fostering digital citizenship among university students**. *Education and Information Technologies*, *30*(1), 1165-1189. https://doi.org/10.1007/s10639-024-13180-2
In today's digitally-driven world, education plays a vital role in fostering ICT competence and digital citizenship. This study, grounded in social cognitive theory, investigates how principal digital leadership and teacher professional competence collectively influence these aspects among university students. Employing a stratified random sampling approach, we surveyed 331 participants comprising teachers and first-year, and fourth-year undergraduate students from public universities in Jiangsu province, China. The study utilized validated scales to assess principal digital leadership, ICT competence, teacher professional competence, and digital citizenship. We explored the mediating

role of ICT competence and the moderating effect of teacher competence in this relationship. Analysis revealed that principal digital leadership directly enhances ICT competence, while its effect on digital citizenship is mediated through this competence. Additionally, teacher professional competence not only directly boosts ICT skills but also moderates the impact of principal leadership on these skills. These findings underscore the critical interplay between leadership and teaching quality in fostering technologically proficient and responsible digital citizens. The study provides insights into educational strategies that integrate both dimensions for optimal student outcomes, highlighting the importance of a holistic approach in developing digital competencies in higher education.

Yeo, S. S. (2025). **From liminality to self-reliance: Refugee teachers' roles and practices during protracted uncertainties**. *International Journal of Educational Development*, *113*, 103197. https://doi.org/10.1016/j.ijedudev.2024.103197
This study examines the critical roles and innovative practices of refugee teachers in the borderland of Thailand and Myanmar amidst protracted refugee situations. Utilizing qualitative methods, the research explores how these teachers navigate spatial and temporal liminality, characterized by dislocation and indefinite waiting periods, respectively, inherent in their environment. Despite these adversities, refugee teachers demonstrate remarkable resilience and entrepreneurship by engaging in income-generating activities, securing internal recognition, and integrating cultural identity into their teaching, thereby fostering a strong sense of community and hope. By highlighting the efforts of refugee teachers, this study critiques the market-oriented shift from humanitarian to developmental approaches that emphasize « self-reliance », revealing the necessity of addressing the complex realities of refugee life.

Zang, T. (2025). ***Staff development in learning and teaching at European universities Results from the STAFF-DEV survey*** [Report]. Consulté à l'adresse European University Association (Transnational) website: https://www.eua.eu/publications/reports/staff-development-in-learning-and-teaching-at-european-universities.html
Staff development in teaching is an important driver of efforts to further enhance L&T at European higher education institutions. Indeed, several previous European University Association activities and projects have recommended enhanced efforts to offer adequate (continued) professional development to higher education personnel with a role in student learning and motivate them to engage in it through adequate recognition for their teaching activity and the education mission of universities. This report, the first outcome of the EU-funded STAFF-DEV project, is based on the results of a survey conducted in 2024, with over 160 responses collected from higher education institutions based in 40 countries across the European Higher Education Area. The report examines the national context in which staff development, i.e. opportunities for personnel involved in student learning to grow their professional competences and reflect on their role, conceptions and needs, takes place. Moreover, it explores the approaches and activities for staff development organised at HEIs and how staff development is connected with academic assessment and career progression. Higher education institutions across the EHEA increasingly pay attention to their learning and teaching strategies, while strategy implementation, capacity building and the need for increased inter-institutional cooperation are ongoing issues for discussion and peer learning. The majority of institutions already offer some form of courses for enhancing higher education teaching skills. The 'Staff development for learning and teaching at European universities'

(STAFF-DEV) project aims to map and analyse how staff development is implemented at European HEIs, how it is embedded into institutional and national strategies for learning and teaching and academic assessment, and what HEIs and national- and system-level stakeholders could learn from each other in this regard. The project will contribute to a knowledge base on staff development, as well as capacity building in learning and teaching, benefitting HEIs at different stages of developing their support and strategic approaches on learning and teaching and academic assessment.

Zhang, J. (2025). **Music Education and Modern Software: How Using Digital Audio Workstation (DAW) Software Influences Teaching Academic Singing?** *European Journal of Education*, *60*(1), e12901. https://doi.org/10.1111/ejed.12901
This study explores how well DAW software works for students' 'Academic Singing' training in raising their motivation and academic performance. The practical portion included a case study based on the BandLab DAW system, including its educational analysis. A five-month experiment was conducted with 150 s-year [Harbin Normal University] Conservatory students in the 'Academic Singing' discipline to assess the usage of BandLab. Twenty instructors of the Music Performance Basics course were further interviewed. The collected data were analysed and structured using the key trend measurement method. It was discovered that no DAW technology was previously used as part of the 'Academic Singing' discipline. Additionally, 52% of students began using BandLab for extra practice 2–3 times per week. Every day, 25% of students participated in the programme. Teachers reported an increase in interest from 84% of students. The findings can be used to examine the use of DAW technology in participatory disciplines.

Zhao, Y., Zhao, K., & Wei, S. (2025). **School support, perceived value and teachers' digital training adaptability: A multilevel moderated mediation model**. *Psychology in the Schools*, *62*(2), 437-456. https://doi.org/10.1002/pits.23331
Digital training has significantly transformed the landscape of teacher professional development, introducing various uncertainties. In this context, adaptability can play a crucial role in helping teachers cope with stress and effectively navigate new and changing scenarios. However, existing research on adaptability has not adequately addressed the specific challenges and opportunities presented by digital training, nor has it thoroughly explored the interplay between external factors and individual characteristics. Therefore, this study is based on job demands-resources (JD-R) theory to explore the school-level (school support) and individual-level (perceived value) predictors that influence teachers' digital training adaptability (DTA) and their mechanisms of action through hierarchical linear model. To this end, a questionnaire was administered to 552 teachers from 55 schools who had participated in digital training. The results of multilevel regression analyses show that (1) emotional support and cognitive support have a significant positive effect on teachers' DTA; (2) perceived value plays a mediating role in the relationship among emotional support, cognitive support, and teachers' DTA; and (3) emotional support weakens the relationship between perceived value and teachers' DTA, but cognitive support enhances this relationship. The study discusses these results further to propose feasible recommendations for building a community that improves the support system and adopts evidence-based policy-making to enhance the effectiveness and relevance of training, thereby improving teachers' DTA.

Zhong, Y., Davies, M., & Wilson, A. (2025). **The Impact of a Dialogic Intervention on a Chinese Rural Teacher and Students' Stances Towards Texts**. *European Journal of Education*, *60*(1), e12816. https://doi.org/10.1111/ejed.12816
In language arts classrooms, dialogic teaching encourages diverse text interpretations, fostering discussions that enhance students' literacy skills like reasoning. However, adopting a dialogic stance poses challenges for both teachers and students. The study investigated the impact of a tailor-made dialogic intervention on a Chinese rural teacher and students' stances towards texts. Chinese rural students shifted from efferent and instrumental stances to a more critical-analytical stance, indicating a profound change in how rural students interacted with texts through exploratory talk, highlighting the potential of dialogic teaching practices to foster deep engagement with reading materials. However, after the intervention ended, the teacher reverted to a monologic approach due to limited dialogic texts and time constraints. The findings underscore the potential of dialogic teaching for engaging rural students, yet highlight the need for sustained teacher training and suitable texts. Future research should focus on cultivating and maintaining students' growth mindset effectively in rural settings.

Ziyi, W., Xinchun, D., Ye, C., Zeyu, W., & Białas, M. (2024). **Quantitative methods for enhancing the teaching of manual skills to students with learning difficulties**. *British Journal of Special Education*, *51*(4), 407-415. https://doi.org/10.1111/1467-8578.12561
This article investigates whether the use of instruments providing quantifiable force feedback in manual skill learning can assist students with learning difficulties. Under the same theoretical teaching model, one group (intervention group, n = 10) received education with quantitative force feedback for manual skills, while the other group received traditional teaching methods (control group, n = 18). After conducting Levene's test to assess homogeneity of variances, t-tests were performed to compare point grades, and Mann–Whitney tests were used to compare rating grades between the groups. There is a significant difference in the point grades of the intervention group compared to the control group ($p < 0.05$), and also a significant difference in the rating evaluation grades ($p < 0.05$). Under the guidance of teachers, the application of feedback instruments providing a 'time-force profile' allows for the quantification of manual skill force, reinforcing students' practice of 'force control', leading to an enhancement in the manual skill proficiency of students with learning difficulties.

Relation formation-emploi

Ayton, J., Belcher, D., Hristov, G., & Snijders, S. (2025). **The Role of Employability Development Opportunities in Closing the Social Gap in the Finance Sector: A Case Study of a Post-1992 UK Business School**. *Higher Education Quarterly*, *79*(1), e12584. https://doi.org/10.1111/hequ.12584
Amid growing concerns about social mobility in Britain's higher education system, our study delves into universities' role in addressing the social gap within the financial and professional services sectors. The social reproduction theory underscores how upper-class students often benefit from greater exposure to dominant cultural and educational practices, providing them with a competitive advantage in navigating the higher education landscape. To combat these challenges, Higher Education Institutions (HEI) have invested heavily in Employability Development Opportunities (EDOs). Drawing on primary data from finance and accounting students and employability officers at one of these HEIs, our research aims to investigate which EDOs are perceived as most relevant

for students to succeed in the financial and professional services industry. First, we confirm that both work experience and real-life activities are most valuable and unavoidable, prompting business schools to include compulsory exposure to the finance industry as part of the curriculum. Second, we find that career development activities are useful as a starting point but not enough for students to secure an internship. Finally, while previous literature shows that extra-curricular activities do not significantly impact student employability, we argue that some of these activities, for example, the Finance Society, are as valuable as real-world exposure. Indeed, the Finance Society was found to be the most helpful source of information, advice and networking for finance students.

Gallifa, J., & Sangrà, A. (2025). **The University in Transformation: Rationales, Challenges and Prospective Actions**. *European Journal of Education*, *60*(1), e12872. https://doi.org/10.1111/ejed.12872
The purpose of this paper is to understand the diverse rationales of the transformation of the University to respond to the challenges, evolutions and crises of the current global world, finding out what are the key aspects that articulate the discourses about its transformation. From a qualitative approach, the selected method was discourse analysis of interviews with 11 representative experts from different university cultures, sizes and World regions with senior experience in different kinds of transformation processes. The interviews explored the challenges and possible responses of universities and then were analysed to formulate 'the right questions of our time' on the transformation of the University in the global context. The results of the analysis allowed understanding the different meanings and levels involved as well as the motivations that are impelling the transformation of universities. Ten implicated tensions were also identified. The discussion is appropriate for substantiating the discourse on the transformation of the University, useful for the agents involved in it, as well as for understanding the prospective trends.

Noel, T. (2025). ***Are those attending preparatory classes more sensitive to wages than those attending university?*** Consulté à l'adresse https://www.cereq.fr/france-preparatory-classes-university-wages

Raybaud, A. (2025, janvier 22). **Pour les jeunes qui vivent hors d'Ile-de-France, la galère de trouver un emploi à la hauteur de leur diplôme**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/01/22/c-est-un-peu-dur-de-se-dire-que-l-on-a-fait-cinq-ans-d-etudes-pour-finalement-faire-le-menage-pour-les-jeunes-qui-vivent-hors-d-ile-de-france-le-defi-de-trouver-un-emploi-a-la-hauteur-de-leur-diplome_6509430_4401467.html
Après un master, s'installer dans la région parisienne, qui concentre près de la moitié des postes de cadre du pays, double les chances de réussir son insertion professionnelle. Les autres, freinés par une centralisation historique de l'emploi, passent par des sas de précarité et de débrouille plus longs.

Ulmann, A.-L. (2024). **La professionnalisation, entre travail et formation**. *Éducation Permanente*, (HS1), 69-76. https://doi.org/10.3917/edpe.hs01.0069

Wang, P., Zhou, H., & Zhong, X. (2025). **Research on the cultivation model of international talents based on staying in Qiong to build Free Trade Port**. *International Journal of Educational Development*, *112*, 103189. https://doi.org/10.1016/j.ijedudev.2024.103189

The construction of Hainan Free Trade Port has created a large number of employment opportunities for international talents and put forward new requirements for talent cultivation in higher education. As a key educational institution in Hainan, Hainan University bears the important responsibility of cultivating high-quality international talents. Through research and analysis, this paper explores the factors affecting international talents' choice of employment in Hainan (abbreviated as Qiong) and proposes improvement strategies for existing problems. It is found that there is still room for improvement in the promotion of talent policies, the willingness of international students to be employed, and the matching of professional settings with employment needs, although the construction of Hainan Free Trade Port is widely welcomed. The article suggests strengthening university-policy cooperation, optimizing the teaching system, and implementing an inter-professional training model, etc., in order to improve the quality of international talent cultivation and their willingness to be employed in Hainan, and thus promote the sustainable development of Hainan Free Trade Port.

Réussite scolaire

Abbas, R., Sebastián, A., & Casanova, J. (2025). **Evaluating classroom response systems in engineering education: Which metrics better reflect student performance?** *Education and Information Technologies*, *30*(1), 861-879. https://doi.org/10.1007/s10639-024-13048-5

Classroom response systems (CRS) represent an innovative educational technology that can be used to promote active learning and student engagement. This study explores the effectiveness of CRS in enhancing student learning and performance across various engineering courses related to heat engines. During five academic years, CRS have been used weekly in six subjects that belong to two bachelor's degrees and one master's degree to promote continuous learning. The performance of the students in the CRS benefits the student by up to + 10% in the final mark. In this period, data from more than 1,000 students has been collected, including key performance indicators (KPIs) derived from Kahoot!, such as the number and correctness of responses and time spent answering, and other evaluations such as theory and numerical problem exams results. The objective of the study is to find the KPI that best identifies the knowledge acquisition by the students. In order to do so, the correlation of the KPI with the final exams is analysed by means of the correlation of determination and the root mean square error. The findings reveal that KPIs based on the number of questions asked exhibit stronger correlations with exam results compared to those based on responses or correctness. The study also highlights the positive impact of CRS on student engagement, classroom dynamics, and exam preparation, supported by student feedback. In essence, this research provides insights into the relationship between CRS metrics and academic outcomes, offering valuable considerations for the integration of technology in engineering education.

Abugabr Elhag, H. E. E., & Baleela, R. M. H. (2025). **Preliminary investigation and analysis of the impact of the Sudan War on higher education and scientific research sectors**. *International Journal of Educational Development*, *112*, 103190. https://doi.org/10.1016/j.ijedudev.2024.103190

The ongoing conflict between the Sudanese Armed Forces (SAF) and the paramilitary Rapid Support Forces (RSF), which began on 15 April 2023, has caused widespread destruction in the infrastructure and services, including universities and reserch institutions.

The war has led to mass displacement and severe insecurity, forcing citizens to flee. This study presents a descriptive statistical analysis of the war impacts on displaced Sudanese academicians, researchers, administration officials, and students. An online survey was launched in February 2024 to obtain information on the war impacts between April 2023 and August 2024. Results indicated a high rate of displacement in the targeted groups, a preference to cross borders to Egypt, struggles in the continuity of students' education and relaying of asynchronous online teaching, and dramatic changes in monthly expenses due to war-related inflation which caused financial struggles and professional disruptions. The outcomes could be linked to broader issues such as food insecurity, healthcare destruction, and environmental challenges worsened by climate change. The findings stress the urgent need for international support, fellowships, and collaboration to rebuild Sudan's academic sector and facilitate recovery and development in the post-war era.

Aldossary, M. S., Smith, C. A., & Paris, L. F. (2025). **Instrumental peer mentoring using visual arts to support university students: A scoping review**. *Review of Education*, *13*(1), e70026. https://doi.org/10.1002/rev3.70026
Higher education institutions have devoted substantial efforts to providing first-year students with resources and support to successfully navigate their academic journey. The rapid challenges at the academic and social levels lead to the need for more inclusive and innovative supporting methods. This scoping review explores the use of shared activities in an instrumental peer mentoring context to promote the academic and social engagement of university students. The focus of this review is to explore the extent of utilising shared art activities in peer mentoring contexts and identify evidence of using these activities to enhance metacognitive skills to promote first-year students' experience. Following the PRISMA statement for scoping reviews, relevant published studies were searched in seven databases according to the eligibility criteria. A total of 430 articles were identified across the fields of peer mentoring, art-based interventions and metacognition. There were 43 articles included, data extracted and synthesised. The purpose was to examine three groups of research, including peer mentoring for university students, particularly those that utilise collaborative activities overall, art-based interventions and, finally, research on metacognitive strategies when used within instrumental activities to enhance student university experiences. Results of the scoping review indicate that students in their first year of university might benefit from instrumental peer mentoring programmes that provide a link between visual arts and metacognitive insights. Implications for practice and future research are discussed.

Aleghfeli, Y. K., McIntyre, J., Hunt, L., & Stone, C. (2025). **Safety, Belonging and Success in Education for Refugees in Europe: A Systematic Review**. *European Journal of Education*, *60*(1), e12852. https://doi.org/10.1111/ejed.12852
This systematic review aims to explore refugees' educational access, experiences and outcomes in Europe since 2015. The review follows a systematic process of reviewing and synthesising texts compiled in the Hub for Education for Refugees in Europe (HERE) Knowledge Base to fill gaps in knowledge about the educational trajectories of learners of refugee and forced migrant backgrounds who have arrived in Europe. The review includes studies that focus on all forms of educational provision and services for refugees and forced migrants in Europe: formal, non-formal and informal. The review also takes a meta-ethnographic approach to data analysis and synthesis. Key findings highlight the interconnectedness of safety, belonging and success in education for learners with

refugee and forced migrant backgrounds and the necessity of economic redistribution, cultural recognition and political participation for achieving these goals.

Beine, M., Montes-Viñas, A., & Zanaj, S. (2024). ***Chasing the American Dream: The Role of Aspirations and Expectations*** [DEM Discussion Paper Series]. Consulté à l'adresse Department of Economics at the University of Luxembourg website: https://econpapers.repec.org/paper/lucwpaper/24-11.htm
This paper shows that the gap between expectations and aspirations plays a significant role in the educational achievements of immigrant young adults in the US. Using data from the National Longitudinal Study of Adolescent to Adult Health, the study reveals that when aspirations exceed expectations—a positive gap— migrant teens tend to exert more effort, leading to improved educational performance. Furthermore, it demonstrates that the differences in academic performance between migrant children and native-born individuals are rooted in this misalignment of aspirations and expectations. By incorporating this perspective, the paper resolves the well-documented immigrant paradox in educational performance in the US.

Bleses, D., Trecca, F., Højen, A., Justice, L., Slot, P., & Purtell, K. (2025). **Effects of an Infant/Toddler Intervention at 1-Year Follow-Up: Sustained Impacts to Preschool Entry**. *Educational Researcher*, *54*(1), 21-33. https://doi.org/10.3102/0013189X241282419
We Learn Together is a 20-week, low-cost infant/toddler school-readiness intervention developed to provide instructional content and supportive tools for teachers to be more explicit and intentional in interactions with children to support early development. Short-term effects were established in a previously published real-world effectiveness randomized controlled trial. In the present quasi-experimental study, we examined the extent to which the effects remained approximately 1 year after the intervention. Because the original control group eventually also got the intervention, we compared mandatory municipal language assessment outcomes of 2,327 children in the treatment group to matched nontreatment children. The intervention effect was maintained at similar magnitudes at the 1-year follow-up for oral language skills (effect sizes = 0.09–0.14), and spillover effects were found for rhyming skills (effect size = 0.12).

Bowman, N. A., Bettencourt, G. M., & Moon, S. (2024). **How the Ingroup Representation of First-Generation Students in Residence Halls Predicts Short-Term and Long-Term College Success**. *Research in Higher Education*, *66*(1), 11. https://doi.org/10.1007/s11162-024-09833-3
Despite a burgeoning literature on first-generation college student success, little is known about how the presence of first-generation or continuing-generation peers may facilitate desired outcomes among first-generation students. Moreover, two theoretical traditions lead to contrasting predictions about the potential impact of the representation of other first-generation students. The present study explored this issue within a sample of 4154 first-year, first-generation students who lived on 159 floors in 12 residence halls. Across a variety of statistical models that sought to reduce selection bias, students with a first-generation roommate have lower retention and graduation rates than students with a continuing-generation roommate. Students with a first-generation roommate also have more modest social networks within the university dining halls, but no significant relationships are observed for first-semester or first-year GPA. The link between the proportion of first-generation floormates and success outcomes is rarely significant and yields inconsistent results across analyses.

Breitkopf, N., & Keloharju, M. (2025). **The impact of pre-conference advice on academic talk effectiveness**. *Economics of Education Review*, *104*, 102607. https://doi.org/10.1016/j.econedurev.2024.102607
Utilizing a randomized controlled trial, we explore the effect of advice on presentation quality at a prestigious academic finance conference. Employing a panel of MTurk workers to evaluate presentations for effectiveness, our findings show that treated speakers are 0.22 standard deviations more likely to win a comparison for effectiveness against non-treated counterparts. We further corroborate these results by examining the treatment effects on presentation slides, overall presentation quality, Zoom talk attendance duration, and YouTube viewings. This evidence suggests that informing speakers about good presentation practices can substantially improve the effectiveness of conference talks.

Buffet, C. (2025). **Les écarts de réussite entre les étudiants français et étrangers s'expliquent principalement par des différences sociodémographiques**. *Note d'Information*, (25.02), 1-8. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-ecarts-de-reussite-entre-les-etudiants-francais-et-etrangers-s-expliquent-principalement-par-des-98353
En 2018-2019, près de 50 000 étudiants étrangers s'inscrivent pour la première fois en licence ou en master à l'université. Ils représentent 13 % de l'ensemble des primo-inscrits dans ces formations. Trois quarts sont inscrits dans le cadre d'une mobilité diplômante et un quart sont des résidents étrangers.

Burns, N. P., Young, D., Sherriff, A., Black, P., Blackshaw, A., & Kelly, L. (2025). **Tracking the Success of Contextual Offer Students at One Scottish Higher Education Institution**. *Higher Education Quarterly*, *79*(1), e70011. https://doi.org/10.1111/hequ.70011
Knowing the academic outcomes of students who received contextual offers to higher education is important in understanding whether or not Scotland's Widening Access efforts have been successful in delivering impact to those from socio-economically deprived backgrounds. This study showed that once controlling for academic cohort, sex, ethnicity and faculty, contextual offer students have a greater than 80% chance of progression at the end of first year and a greater than 60% chance of completing their Bachelor's with Honours degree within 4 years. However, for the data used in this study, contextual offer students were not as successful as their standard offer peers. Models also showed that students from more deprived areas (measured using SIMD Quintile) were less likely to be successful compared to their peers from less deprived areas, even when they had the same levels of prior attainment in secondary school exams (Scottish Higher). This study calls for Scotland's Widening Access targets to focus not only on admissions but also on improving the academic outcomes of disadvantaged students' throughout their time at university.

Cai, Y., Zhu, L., & Yang, Y. (2025). **The double-edged sword effect of reading self-concept on math achievement: Additional insights for making dimensional comparisons**. *Psychology in the Schools*, *62*(2), 631-645. https://doi.org/10.1002/pits.23342
A common belief underlying the dimensional comparison theory is that reading self-concept has a positive relation to reading achievement but a negative relation to math achievement. However, this belief is incomplete and potentially misleading as supporting evidence is usually derived from studies without simultaneously considering the mediated

effect of reading self-concept through reading achievement. The current study examined the direct and indirect effects of reading self-concept on math achievement through reading achievement, using PISA 2018 data from 501,766 students across 74 countries/territories. Multilevel structural equation modeling was performed to control for confounding variances from the school level and above. The results showed that reading self-concept had a direct and negative effect on math achievement, while also exerting a positive indirect effect on math achievement through reading achievement. Overall, the indirect effect outperformed the negative direct effect on math achievement. We concluded that reading self-concept exerted a double-edged effect on math achievement. These results should be able to shed new light on the contrasting comparison effect of self-concept on academic achievement.

Cao, Y. (2025). **Teacher-Student Rapport: An Essential Mediator in Creating a Learning Climate Conducive to Psychological Well-Being of Chinese Students**. *European Journal of Education*, *60*(1), e12794. https://doi.org/10.1111/ejed.12794
The success of students is closely tied to their well-being and those students with high degrees of well-being are more likely to excel in academic environments. Accordingly, the internal and external factors that cause positive changes in students' mental states and lead them to higher levels of psychological well-being (PWB) need to be divulged. In response to this necessity, many scholars have explored the internal and external predictors of students' PWB such as teacher–student rapport (TSR) and learning climate in different educational domains. To narrow these gaps, this research inspects the role of TSR as a mediator in creating a learning climate conducive to PWB of Chinese Students. To do so, three scales were given to 588 Chinese students, among them 560 were valid. Then, structural equation modelling (SEM) was performed to analyse participants' answers. The results disclosed strong and close connections between TSR, learning climate and students' PWB. The results also uncovered that TSR was a significant mediator between learning climate and PWB. The outcomes of this investigation might be illuminating for teachers, teacher trainers and educational managers.

Chung, Y., & Shin, J. Y. (2025). **Profiles of Perfectionism and Their Relations to Task Disengagement, Test Anxiety, and Depression in South Korean High School Students: The Mediating Role of Achievement Goals**. *European Journal of Education*, *60*(1), e12894. https://doi.org/10.1111/ejed.12894
This study examined the profiles of 437 South Korean high school students, defined by their scores on four subscales of perfectionism (i.e., organisation, personal standards, concern for mistakes, and doubts about actions) from a person-centered perspective. We then assessed the mean differences across class memberships in the levels of task disengagement, test anxiety, and depression. Latent profile analysis identified four distinct profiles of individuals: non-perfectionist, average-mixed perfectionist, adaptive perfectionist, and high-mixed perfectionist. Adaptive perfectionists exhibited the most adaptive features across academic and psychological indicators, whereas high-mixed perfectionists exhibited the most maladaptive features. Compared with adaptive perfectionists, non-perfectionists and average-mixed perfectionists pursued mastery goals to a lesser extent, leading to increased task disengagement and depression. Implications for the role of mastery goals in designing interventions to support students' efforts to engage in tasks and decrease test anxiety and depression were suggested. Directions for future research were also discussed.

Dagorn, E., & Moulin, L. (2025). **Dropping out of university in response to the COVID-19 pandemic**. *Economics of Education Review*, *104*, 102604. https://doi.org/10.1016/j.econedurev.2024.102604
This study empirically examines the impact of the COVID-19 pandemic on university students' enrollment behaviors using a comprehensive database of university enrollments from 2012 to 2022. Our analysis reveals a 3.7% decline in the probability of re-enrollment for the subsequent academic year among the first cohort affected by the pandemic. This effect is particularly pronounced among students entering university, as well as among non-free lunch students, international students, and male students. The medium-term analysis indicates that the pandemic led to a significant shift in enrollment behaviors, decreasing the likelihood of enrolling in subsequent years and reducing graduation rates two years after the pandemic. Moreover, we find that exposure to stricter lockdown policies led to a 3.8% decrease in enrollment behaviors. We investigate three potential mechanisms: (i) exposure to the pandemic, (ii) labor market opportunities, and (iii) university quality. However, we find little evidence to support that these factors are significantly associated with changes in enrollment behaviors. These findings contribute to our understanding of the disruptive consequences of the COVID-19 pandemic on students' educational trajectories and highlight its lasting impact on enrollment behaviors.

Dang, H.-A. H., Oseni, G., & Abanokova, K. (2025). **Educational inequalities during COVID-19: Results from longitudinal surveys in Sub-Saharan Africa**. *International Journal of Educational Development*, *112*, 103174. https://doi.org/10.1016/j.ijedudev.2024.103174
While the literature on the COVID-19 pandemic is growing, there are few studies on learning inequalities in a lower-income, multi-country context. Analyzing a rich database consisting of 34 longitudinal household and phone survey rounds from Burkina Faso, Ethiopia, Malawi, Mali, Nigeria, Tanzania, and Uganda with a rigorous linear mixed model framework, we find lower school enrolment rates during the pandemic. But countries exhibit heterogeneity. Our variance decomposition analysis suggests that policies targeting individual household members are most effective for improving learning activities, followed by those targeting households, communities, and regions. Households with higher education levels or living standards or those in urban residences are more likely to engage their children in learning activities and more diverse types of learning activities. Furthermore, we find some evidence for a strong and positive relationship between public transfers and household head employment with learning activities for almost all the countries.

Draelants, H., & Georges, J. B. (2025). **La fonction morale du redoublement. Une expérience belge grandeur nature en temps de crise sanitaire**. *Éducation et Sociétés*, *53*(1), 119-139. https://doi.org/10.3917/es.053.0119

Feng, L., Close, E. W., Luxford, C. J., Pierson, J. A., Olmstead, A., Shim, J., … Galloway, H. C. (2024). **Transforming Undergraduate STEM Education: The Learning Assistant Model and Student Retention and Graduation Rates**. *Research in Higher Education*, *66*(1), 4. https://doi.org/10.1007/s11162-024-09823-5
Evidence-based and student-centered instructional methods hold the promise of transforming undergraduate STEM education and simultaneously solving the dual challenge of STEM workforce needs and inequities within STEM. The Learning Assistant (LA) Model was created to reform curriculum, recruit teachers, and inform discipline-based

education research. Numerous studies have shown positive impacts on students and Learning Assistants (LAs) in terms of retention and pass rates, learning outcomes, attitudinal shifts, and emotional support. Several studies have explored demographic differences and found that LAs help close the gap in retention rates for women and first-generation students. While short-term effects have been well documented, the long-term effects on students' college retention and completion rates have not been widely studied. We gathered information about LA-adopting institutions identified on the Learning Assistant Alliance website and from individual higher education institutions' websites. Combining this information with the College Scorecard Database for four-year U.S. institutions allows us to examine student retention and graduation rates after these institutions have adopted the LA model and look for differences in both the student and university characteristics included in the dataset. We are interested in determining if there is a difference between LA-adopting and non-LA-adopting institutions in terms of their student outcomes.

Frayon, S., Swami, V., Wattelez, G., Nedjar-Guerre, A., & Galy, O. (2025). ***Associations entre réussite scolaire et statut pondéral chez les adolescents calédoniens***. Consulté à l'adresse https://unc.hal.science/hal-04885067
Infographie résumant l'article scientifique suivant : Frayon S., Swami V., Wattelez G., Nedjar-Guerre A., Galy O. Associations between academic achievement and weight status in a multi-ethnic sample of New Caledonian adolescents. PLoS ONE. 2024; 19(10): e0309782. doi: 10.1371/journal.pone.0309782

Freyssinet, I., & Pansu, P. (2025). **Managing disruptive behaviors at school: a meta-analysis of strategies using differential reinforcement for all**. *Preventing School Failure: Alternative Education for Children and Youth*, 1-10. https://doi.org/10.1080/1045988X.2025.2449842
Disruptive behaviors are a source of concern in schools. Differential reinforcement strategies are often recommended to reduce their emergence by withholding access to their reinforcer while reinforcing appropriate behaviors. Differential Reinforcement for All (DR-All) refers to using a differential reinforcement strategy in the same way for all the students in a class, which would be even beneficial if applied consistently throughout the school year. This meta-analysis includes 16 single-case studies conducted in regular primary schools. The results revealed an effect of the DR-All strategy on the reduction of disruptive behaviors. They also showed a large effect size heterogeneity across studies, partly explained by several moderators. DR-All points to an effective way to reduce disruption in regular classroom situations.

Fu, X., & Li, Y. (2025). **Exploring the Behavioural Mechanism of College Students' Participation in Academic Competition: A Structural Equation Model Approach**. *European Journal of Education*, *60*(1), e12825. https://doi.org/10.1111/ejed.12825
University student academic competitions can test students' learning outcomes, improve their academic performance and stimulate their interest in learning. Exploring the behavioural mechanisms influencing students' academic competition is quite important, but there is currently little research on this topic. This study aims to fill this gap in the literature. We collected data from 460 university students during the fall semester of the 2023–2024 academic year and conducted a path analysis using structural equation modelling (SEM) to explore these behavioural mechanisms. The study found that external support, perceived value and institutional trust are significantly positively correlated with competition behaviour. However, the relationship between perceived usefulness and

competition behaviour is not significant. Institutional trust plays a partial mediating role in the effects of external support, perceived usefulness and perceived value on competition behaviour. Therefore, the factors that affect college students' competitive behaviour include internal and external factors. The contribution of this research is to provide empirical evidence and explain what factors may affect competition behaviour.

Gibbs, A. S., & Reed, D. K. (2025). **Language Development Opportunities in Curricular and Trade Books: A Content Analysis**. *European Journal of Education*, *60*(1), e12807. https://doi.org/10.1111/ejed.12807
This content analysis explored children's fictional storybooks and informational science books to determine their differences in high-quality text features that support oral language (OL) development. We also explored the opportunities for OL development in curricular books compared to trade books. Using systematic coding procedures, we evaluated the genre, vocabulary, syntactic variety, supportive visuals and cultural sensitivity in books from three kindergarten and Grade 1 reading curricula (n = 521) as well as a sample of commercially-available trade books (n = 48). Descriptive information was averaged to determine the percentage of high-quality text features included in each book type and genre. Results indicated that informational science trade books offered more opportunities for rich language experiences than their curricular counterparts or any of the fictional books. Thus, there is reason to believe that informational science trade books with high-quality text features may promote OL development and enhance the learning of young students.

Goulas, S., Griselda, S., Megalokonomou, R., & Zenou, Y. (2024). ***Disruptive Peers and Academic Performance: Short- and Long-Term Outcomes*** (Monash Economics Working Paper N° 2024-21). Consulté à l'adresse Monash University, Department of Economics website: https://econpapers.repec.org/paper/mosmoswps/2024-21.htm
How do disruptive peers shape academic and career paths? We examine this question by leveraging the random assignment of students to classrooms in Greece and identifying the effects of peer disruptiveness on academic performance and career paths. Using suspension hours as a measure of disruptiveness, we find that students assigned to more disruptive classrooms have lower academic achievement, a higher risk of grade retention, and reduced likelihood of graduating from high school on time. They are also less likely to pursue competitive STEM fields or enroll in selective postsecondary programs. The adverse effects are more pronounced for students from low-income areas, in larger classrooms, or with fewer female peers. Using a lab-in-the-field experiment, we find that exposure to multiple disruptors, compared to just one, reduces students' study motivation, college aspirations, and readiness for science studies and careers, especially for those seated closer to disruptive peers.

Gülşen Turgut, İ., & Bakır, N. Ş. (2025). **Different predictors of high school students' mathematics achievement**. *Psychology in the Schools*, *62*(2), 457-474. https://doi.org/10.1002/pits.23333
This study examined the relationships between factors contributing to high school students' mathematics achievement. Three hundred fourteen high school students participated in the study. We collected the data through the "Self-Efficacy Scale for Mathematics Literacy," "Bidimensional Mathematics Anxiety Scale," "Mathematics Self-Efficacy Scale," "Attitudes Towards Mathematics Scale Short Form," and mathematics exams. For this purpose, we proposed a theoretical model and tested the assumptions

based on the model with path analysis. The results showed a positive and significant relationship between mathematical literacy self-efficacy with mathematics self-efficacy perception and attitudes towards mathematics. In addition, mathematics self-efficacy perception had a positive and significant relationship with attitudes towards mathematics and a negative and significant relationship with mathematics anxiety. Also, attitudes towards mathematics had a positive and significant relationship with mathematics achievement, and mathematics anxiety had a negative and significant relationship with mathematics achievement. For every individual to use mathematics to meet basic life skills, all stakeholders of education, especially teachers, need to understand its importance, resources and how they can empower individuals in this aim. The relationships revealed in this study will serve the development of this understanding.

Hart, C. M. D., Xu, D., Alonso, E., & Hill, M. (2024). **COVID-19 in California Community Colleges: College Responses, College Resources, and Student Outcomes**. *Research in Higher Education*, *66*(1), 1. https://doi.org/10.1007/s11162-024-09819-1
In Spring 2020, colleges across the nation swiftly transitioned their operations—including both classes and student support services—to remote delivery on an emergency basis in response to the crisis posed by the COVID-19 pandemic. While prior research has documented that the transition was associated with decrements in student outcomes, there remains limited understanding of the organizational factors that might have mitigated these negative associations during the pandemic. Drawing on administrative data from the California Community College system, along with a novel survey conducted among distance education leaders, our study reveals that the degree of declines in course completion and course passing rates varied based on pre-COVID online education resources (such as the ratio of distance education personnel to students and the availability of pre-COVID professional development programs in online learning): Colleges with greater pre-COVID online resources experienced more modest declines in student performance. To a lesser extent, we also found that declines in student performance during the onset of the pandemic varied depending on the responses implemented in reaction to the pandemic, such as the extent of technology delivery to students. The implications of our findings extend to the realm of planning for the continuity of operations in potential future crises.

Hernández, Burridge, McKinney, & Burnett. (2025). **Bridging the Corequisite Divide: Lessons Learned from a Large, Minority Serving Community College**. *Community College Journal of Research and Practice*, *49*(2), 105-111. https://doi.org/10.1080/10668926.2024.2420897
The corequisite model is a promising developmental education reform effort that is helping students transition into college-level coursework more quickly. The purpose of this Brief is to offer recommendations to college leaders, faculty, and staff involved with implementing the corequisite model at their institution. Our recommendations are from a multi-year, mixed-methods research project conducted at one of the nation's most racially, ethnically diverse community college systems in Texas. We use quotes from our interviews with corequisite faculty (51) and students (42) to represent broader themes on improving student success within corequisite courses. These interviews informed our recommendations to enhance classroom instruction, professional development, and implementation of the corequisite model. As the corequisite model continues to gain popularity across the country, we hope readers will consider our recommendations to

ensure students receive the best support to ultimately improve equity outcomes in developmental education.

Inoa, R., & López, F. (2025). **Coordinator and Young Adult Perceptions in Attracting and Retaining Chicago Youth in Out-of-School Time Programming**. *Education and Urban Society*, *57*(2), 128-146. https://doi.org/10.1177/00131245241289878
Youth from families with greater economic means have seen an increase in their participation in extracurricular activities, while the participation levels of youth from working class families have decreased. Knowing the benefits to youth participation in extracurricular activities, communities where youth of marginalized backgrounds reside have an obligation to engage their youth in activities offered through school and community out-of-school time programs. Interviews and focus groups with program coordinators and young adults were conducted to identify how youth in Chicago have been attracted, engaged, recruited, and retained in out-of-school time programs. Program aspects and strategies used to connect with youth and their families emerged, some of which have been previously found in the relevant literature to be positively related to youth outcomes, and some of which are specific to youth who identify as Latine and youth who identify as male. Practical implications and suggestions for future research are further discussed.

Irmert, N., Bietenbeck, J., Mattisson, L., & Weinhardt, F. (2024). ***Autonomous Schools, Achievement, and Segregation*** (IZA Discussion Paper No 17462). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17462.htm
We study the impact of autonomous schools – publicly funded institutions that operate more independently than government-run schools – on student achievement and school segregation, using data from 15 countries over 16 years. Our triple-differences regressions exploit between-grade variation in the share of students attending autonomous schools within a given country and year. We find that autonomous schools do not raise overall achievement, and our estimates are precise enough to rule out even modest positive effects in math and small positive effects in science. However, these aggregate results mask important heterogeneity, with consistently positive effects for high-socioeconomic-status students and natives, and negative effects for low-socioeconomic-status students and immigrants. In line with these results, we also find that autonomous schools increase segregation by socioeconomic and immigrant status. We conclude that autonomous schools have not generated the anticipated system-wide benefits.

Johnston, O., Spina, N., Macqueen, S., & Spooner-Lane, R. (2024). **Why do schools continue to use between-class ability grouping?** *PROSPECTS*, *54*(3), 559-576. https://doi.org/10.1007/s11125-024-09710-y
Allocating students into separate classes within a school depending on their "ability" is common in many countries. This paper presents a theoretical discussion of the practice, considering why it persists despite a long history of research emphasizing consequential problems. Our discussion identifies and critiques four possible reasons that between-class ability grouping is being used in schools again today, despite research advising against the practice. These reasons are: 1) educators' perspectives that it facilitates differentiation and assists in managing the intensification of teaching; 2) advantages for students in "high ability" and "low ability" classes; 3) cultural acceptability; and 4) historical entrenchment, with little explicit policy direction guiding its use. Our critical

discussion uses the Australian educational context as a case study. The example of Australia, where we live and work, is comparatively useful for other countries with similar practices, including New Zealand, Canada, the United States, England, and more. We argue that the reasons between-class ability grouping persists are based on misconceptions or agendas that are prioritized over equity and student educational outcomes.

Kalemeneva, D., Courtney, M. G. R., Rakhymbayeva, Z., Shilibekova, A., Yessingeldinov, B., & Olzhayeva, A. (2024). **Examining Covid-19-induced learning loss: A large-scale repeated cross-sectional study of seventh-grade selective school applicants' academic performance in Kazakhstan**. *PROSPECTS*, *54*(3), 853-872. https://doi.org/10.1007/s11125-024-09713-9
Kazakhstan experienced significant modifications to its education system in response to the outbreak of Covid-19, involving widespread school closures in the 18 months between March 2020 and September 2021. The purpose of this study is to estimate the loss of learning for seven different subjects due to the pandemic restrictions. Based on a large sample of selective school applicants over the past decade (N = 161,971) and a series of equated standardized assessments, extrapolatory analysis revealed substantive Covid-19-induced learning loss for all seven test subjects of interest. The study identified very large learning losses in Kazakh and Russian literacy (whether as a 1st or 2nd language) and more moderate losses in mathematics, quantitative reasoning, and ESOL ability. We speculate on the reasons for the differences in effect sizes and provide implications for future policy and practice, with a particular focus on planning for remedial education programmes.

Kasım, M., & Deringöl, Y. (2025). **The impact of technology-assisted mathematical modeling on a 4th grade student with mathematical learning difficulties**. *Education and Information Technologies*, *30*(1), 985-1012. https://doi.org/10.1007/s10639-024-13214-9
The aim of this study is to investigate the impact of technology-supported mathematical modeling method on the mathematical skills of a fourth-grade student with Mathematical Learning Disabilities. The study group consists of a fourth-grade student. It was discovered that the student lacked numerical and logical skills compared to other students. Despite this knowledge, no extra intervention or supporting studies were conducted with or for the student. During the preparation process, the student completed several Dyscalculia Diagnostic methods such are dyscalculia pre-assessment form, monitoring, a dyscalculia control list. In the final stage of the diagnostic process, the WISC-R IV intelligence scale was administered by a clinical psychologist. It was identified that the student had a mathematical learning disorder. Mathematical feedback forms were used for pre-tests and final tests to observe the Student's view toward Mathematics. The student received 40 min of lessons, five days a week for seven weeks, for a total of 35 lesson sessions. The teaching sessions were supported by Web 2.0 tools (digital games), robotic coding, activity papers, Interactive Arithmetic Tablets, Interactive Numerical Tablets, and home studies. The study uses the action research method as a qualitative research approach. Observations, meetings, teacher's diary, achievement tests, Web 2.0 and robotic coding measurement tools, and student's notion forms were used as data gathering tools. The data were analyzed using the descriptive analytical technique. At the end of the study process, the student's counting, addition, subtraction, multiplication, and division skills showed a 90% improvement in success, as well as an 80% increase in problem-solving skills. The technology-supported mathematical

modeling method enabled the student to develop positive attitudes towards mathematics, and the student expressed increased desire and joy in learning math as well.

Kisanga, S. E. (2024). **Social barriers faced by students with sensory impairment in higher education in Tanzania**. *British Journal of Special Education*, *51*(4), 426-435. https://doi.org/10.1111/1467-8578.12549
This study explored the social barriers facing students with sensory impairment in Tanzanian higher learning institutions across different settings. Twenty-seven students were involved in semi-structured interviews, focus group discussions and open-ended questionnaires. Students with sensory impairment reported that across the different settings, other people view them as incapable and as a socio-economic burden. They also revealed that they were viewed as beggars. Their perceptions of these negative views resulted in their social isolation, and difficulties in forming and maintaining friendships. The study recommends setting up awareness-creation campaigns aimed at demonstrating the capabilities of disabled people in Tanzania. In addition, the law governing the employment of disabled people in Tanzania should be enforced accordingly to increase their employment opportunities in different sectors.

Lack, K., & Acheson-Field, H. (2025). **Reaching the Finish Line: Can Coaching Help Students Graduate?** *Research in Higher Education*, *66*(1), 12. https://doi.org/10.1007/s11162-024-09830-6
Many students who enter college do not finish, reflecting numerous academic, financial, and social barriers to postsecondary completion. Success Boston Coaching (SBC) provides students in the Greater Boston area with coaching during their first 2 years of college to help them overcome barriers to postsecondary completion and connect them to supports at their campuses and in their communities. We estimate the differences between SBC and comparison students with respect to students' postsecondary completion rates 4, 5, and 6 years after they initially enroll in postsecondary education. Using administrative outcome data from the National Student Clearinghouse and 11 institutions of higher education in the Greater Boston area, we follow coached students and a matched group of similar noncoached students up to 6 years after their initial enrollment. Relative to noncoached students, SBC students had associate's degree completion rates that were 85 percent higher after 4 years, 44 percent higher after 5 years, and 63 percent higher after 6 years. SBC students also completed bachelor's degrees within 5 years at a 12 percent higher rate than their noncoached peers. Results suggest that coaching that offers comprehensive, personalized, and regularly occurring support to students is associated with higher completion rates, especially for students pursuing associate's degrees. Additional efforts to directly remove barriers that students face may help more students graduate.

Martin, A., Sprague, A., Raub, A., Bose, B., Bhuwania, P., Kidman, R., & Heymann, J. (2025). **The combined effect of free and compulsory lower secondary education on educational attainment in Sub-Saharan Africa**. *International Journal of Educational Development*, *113*, 103218. https://doi.org/10.1016/j.ijedudev.2025.103218
Greater educational attainment has vast economic, health, and intergenerational benefits, yet less than half children in sub-Saharan Africa complete lower secondary school. In contrast to primary education, there is limited research on the impact of national policies at the secondary level on educational attainment. A significant number

of low-income countries continue to charge tuition for secondary education and a majority do not make secondary school compulsory. This study is the first to simultaneously assess reforms to tuition-free and compulsory education at the lower secondary level. Using a novel global dataset on education policies and data from the Demographic and Health Surveys, we used a differences-in-differences approach to examine how the introduction of tuition-free and compulsory lower secondary education policies in seven sub-Saharan African countries affected grades completed and starting secondary education by sex, wealth quintile, and rural/urban residence. Results show that making lower secondary education compulsory, in addition to tuition-free, had a significantly larger impact on educational attainment compared to providing tuition-free lower secondary alone. Exposure to tuition-free, compulsory lower secondary increased girls' average educational attainment by 1.6 grades, and boys' attainment by 1.4 grades, compared to cohorts exposed to only tuition-free. Girls and boys were also 13.5 and 14 percentage points more likely to complete some secondary, respectively, than their peers in countries that had made lower secondary education free, but not compulsory. Children from families in the lower wealth quintiles had a significantly larger improvement in progressing to secondary education when education was both tuition-free and compulsory.

Martin Jean, E., & Marineau, M.-N. (2024). **Une CUA améliorée pour chaque personne apprenante : favoriser la réussite éducative**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 6-11. https://doi.org/10.7202/1114678ar
Les enjeux en éducation ont toujours été multiples et complexes, demandant un effort constant afin d'assurer le soutien de toutes les personnes apprenantes sur les chemins de leur réussite individuelle et collective. Il semble désormais faire consensus au sein des institutions d'éducation, ainsi que de la part du gouvernement que le but des établissements scolaires et d'enseignement supérieur est de soutenir la réussite des personnes apprenantes, voire la réussite éducative de celles-ci. Cela dit, on observe aussi généralement que le contexte de réalisation de ce but est considéré comme apportant son lot de défis comme la diversité des personnes apprenantes, le financement des institutions, la transition numérique, les situations socio-économiques instables, l'écoanxiété, etc. Concrètement, on remarque un enjeu particulier qui est perçu au niveau du déploiement efficient des ressources (humaines, matérielles et financières) nécessaires aux besoins de la grande diversité, forcément hétérogène, de personnes apprenantes, ainsi que la charge accrue qui incombe aux personnes enseignantes, professionnelles et de soutien.

Matthewes, S. H., & Borgna, C. (2025). **De-tracking at the margin: How alternative secondary education pathways affect student attainment**. *Economics of Education Review*, *104*, 102608. https://doi.org/10.1016/j.econedurev.2024.102608
This paper estimates how marginal increases in the flexibility of between-school tracking affect student attainment by exploiting the addition of non-selective 'comprehensive schools' and hybrid 'vocational high schools' to Germany's tracked school system. These schools opened up alternative pathways to the university-entrance certificate, which traditionally could only be obtained at academic-track schools. We use administrative records to compile a county-level panel of school supply and attainment for 13 cohorts between 1995 and 2007. Cross-sectionally, the supplies of all three school types awarding the university-entrance certificate correlate positively with its attainment. However, for

academic-track and comprehensive schools this association is not robust to the inclusion of regional controls, suggesting that it reflects regional differences in educational demand rather than supply-side effects. For vocational high schools, in contrast, we find robust evidence for positive attainment effects not only in cross-sectional and two-way fixed-effects panel regressions, but also in an event-study design that exploits the quasi-random timing of new school openings. Likely reasons for their success are that they lower the (perceived) costs of educational upgrading for late-bloomers, and their hybrid curriculum, which may retain students in general schooling who would otherwise enter vocational training.

Maurya, J., Swaroop, N., Sadar, P., & Misra, D. (2025). **Higher Education and Disability: A Systematic Literature Review and Agenda for Research**. *Higher Education Quarterly*, *79*(1), e70001. https://doi.org/10.1111/hequ.70001
This systematic literature review provides a synthesis of what issues within disability have been researched, how universities respond to the issues to be inclusive to disabled students and the role of higher education environment and policy, in doing so. The review is motivated by the emphasis on inclusive and equitable quality education and reduced inequalities in sustainable development goals (SDGs) and the increasing attention on universities' role in promoting social change, justice and mobility for marginalised groups. Based on multistep methodology that included preliminary search, database selection and keyword-based article retrieval, we conducted a descriptive thematic analysis of 204 research articles on disability in higher education. Our study advances existing literature reviews on the same topic by covering a much larger number of articles, including a broader set of disabilities than physical disability, uncovering a range of themes beyond students' experiences and including policy and managerial aspects corresponding to disability in higher education. We recommend future research areas that can fill the gaps in and advance existing research on disability in higher education.

Merkys, G., Vaitkevičius, S., Bubeliene, D., & Sakalauskas, L. (2025). **Differences in Mathematical and Verbal Achievement Between Girls and Boys: The Heuristic Potential of the Structural Typing Approach in Large-Scale Studies**. *European Journal of Education*, *60*(1), e12802. https://doi.org/10.1111/ejed.12802
The results of total testing from the years 2015–2022 on the mathematical and verbal achievement of Lithuanian pupils (N ≈ 250,000) are presented. These are the standardised tests from grades 4 to 12. The K-Means method has discovered six types of achievement. The highest achievement type is dominated by girls (61.1%) who perform well on both mathematical and verbal tasks. The lowest achievement type is dominated by boys (57.4%) who solve both mathematical and verbal tasks extremely poorly. Each of these types makes up 1/5 of the population, and the gap between the means of their groups is about 2.5 standard deviations. The remaining four types of achievement are in the 20th to 80th percentile and make up about 60% of the population. Differences in means within the same type between mathematic and verbal achievement average 0.85 standard deviations or span one quartile. Gender differences are clearly visible in this subgroup: boys solve mathematical tasks better and verbal tasks worse; girls solve verbal tasks better and mathematical tasks worse. Big data may form a mixed distribution. It is appropriate to first discover the basic types of achievement and only then look for gender-specific differences. Such a type-building approach is heuristically superior to the conventional approach of working only with the mixed dataset.

Montaño-Bardales, J. F., & Palacios, P. (2025). **Educational outcomes in times of conflict and post-conflict**. *International Journal of Educational Development*, *113*, 103193. https://doi.org/10.1016/j.ijedudev.2024.103193
The purpose of this study is to analyze the impact of the 2016 Peace Agreement in Colombia on three educational outcomes: gross coverage rates, dropout rates, and academic performance. An empirical analysis was carried out at the municipal level by means of two-way fixed effects difference-in-difference and dynamic difference-in-difference methods. Findings indicate that Colombia has had positive results in the three aforementioned categories since the signing of the agreement, both in the municipalities most affected by the armed conflict, as well as in the least affected ones. Access to education has been greater and the dropout rates have been lower, while the performance in state examinations has increased. However, the gaps in dropout rates and results in standardized tests have widened between municipalities most and least affected by violence. The dynamic difference-in-difference approach shows that the effects of the Peace Agreement on dropout rates are initially significant but fade away, while the effects for gross coverage appear after a few periods. On the other hand, the consequences on academic achievement are negative and persist in time. In terms of public policies, these results suggest that Colombia has improved the quality and quantity of education, but more attention should be devoted to the municipalities most affected by violence.

Nauffal, D., & Tawil, S. (2024). **Resilience in crisis: A study of Lebanese student engagement across economic, political, and pandemic turmoil**. *PROSPECTS*, *54*(3), 807-827. https://doi.org/10.1007/s11125-024-09707-7
This article investigates the dynamics of student engagement in higher education against the backdrop of multifaceted challenges—including the Covid-19 pandemic, socioeconomic crises, and political instability—within the context of Lebanon. Using data from the National Survey of Student Engagement (NSSE), the article spans three distinct periods: the onset of an economic slowdown and political instability (2013–2014), the profound deepening of the economic crisis and political turmoil (2017–2018), and the tumultuous period of the Covid-19 pandemic and the devastating explosion of August 4, 2020 (2020–2021). It addresses three key research questions examining differences in student engagement over time and exploring the influence on engagement of sociodemographic characteristics, particularly the difference between first-year and senior students. The findings shed light on the intricate relationship between external crises and student engagement, offering insights into the adaptability and resilience of higher education in challenging circumstances. The study contributes to our understanding of student engagement within turbulent contexts and provides a basis for enhancing the quality of education delivery in similar settings.

Olckers, C., & Harumavamwe, M. (2025). **The relationship between study resources, task performance and subjective wellbeing among university students: The role of academic self-efficacy as personal resource**. *Review of Education*, *13*(1), e70023. https://doi.org/10.1002/rev3.70023
Most universities are facing a crisis of student wellbeing and high failure rates. Using the Conservation of Resources theory, we hypothesised that both study resources and personal resources (academic self-efficacy) could enhance task performance and improve wellbeing among university students. We conducted a cross-sectional study on 431 university students. We used standardised questionnaires to assess students' levels of

academic self-efficacy (ASE), the availability and use of study resources, their task performance, and their subjective wellbeing. The results supported all the direct effects to the outcome variables. ASE mediated the relationship between study resources and subjective well-being but did not mediate the relationship between study resources and task performance. In addition, subjective wellbeing mediated the relationship between ASE and task performance. Addressing the interplay between study resources, ASE and positive outcomes (i.e. task performance and wellbeing) can foster optimal learning environments that support the success of students. This can promote students' holistic development and contribute to a well-rounded and flourishing student. Context and implications Rationale for this study: The study explores how academic self-efficacy (ASE) as a personal resource functions as a psychological mechanism that explains the effect of study resources on task performance and wellbeing outcomes. Understanding these dynamics can inform strategies to enhance student success leading to better academic outcomes and improved student wellbeing. Why the new findings matter: By understanding the role of ASE in mediating the use of study resources, universities can better support students, leading to improved educational practices, more effective resource allocation, and programmes that bolster students' confidence. The findings inform the development of positive interventions and contribute to broader discussions on how to create supportive academic environments that prioritise both performance and mental health. Implications for educators and policymakers in higher education institutions: The study emphasises the need for higher education institutions to focus on enhancing study resources and ASE to improve student performance and overall wellbeing. Access to quality study materials is crucial for academic success and should be prioritised. Programmes to boost students' self-efficacy, such as mentoring, counselling, and workshops, are recommended, alongside curriculum integration of self-efficacy-promoting activities like goal setting and reflective practices. Institutions should also provide comprehensive student support services for both academic and personal growth, including mental health services and skills development initiatives. Updating library collections, enhancing technology access, and fostering faculty-student collaboration are essential actions. Additionally, implementing academic and wellbeing support services, skill development programmes, peer mentoring, and collaborative learning can directly boost task performance and resource utilisation. Continuous evaluation of these programmes is essential for sustained student success.

Ouassif, K., & Ziani, B. (2025). **Predicting university major selection and academic performance through the combination of Apriori algorithm and deep neural network**. *Education and Information Technologies*, *30*(1), 333-346. https://doi.org/10.1007/s10639-024-13022-1

The integration of educational data mining and deep neural networks, along with the adoption of the Apriori algorithm for generating association rules, focuses to resolve the problem of misdirection of students in the university, leading to their failure and dropout. This is reached through the development of an intelligent model that predicts the right path for each student based on their academic background, preferences and skills. While we observed no impact of the Socio-Economic and Family Background features on the students' performance. And this is what was included in this research paper.

Ozkara, B. O., Tonguc, G., & Aruğaslan, E. (2025). **Students' Tendencies to Attend Distance Education Courses and Their Academic Achievement**. *European Journal of Education*, *60*(1), e12831. https://doi.org/10.1111/ejed.12831

This study examines the academic achievement and attendance duration status of formal education students taking distance education courses using structural equation modelling (SEM). A total of 842 video recordings of online courses attended by 304 students on the MS Teams video conference platform were analysed. It was revealed that 29% of the attendance period was explained by course duration, lateness duration and course type, while 41% of grade point average (GPA) could be explained by course duration, lateness duration, course type and duration of course. The most significant impact on class attendance was lateness to class. Data showed that gender had a moderator effect on the effect of course type on GPA. Results also indicated that the method of teaching has a moderator role in the effect of attendance time on GPA and that the effect of attendance time on GPA is higher in asynchronous classes.

Pai, G. (2025). **Expanding primary school completion through culturally responsive and sustaining education: Evidence from a historical project in Sierra Leone**. *International Journal of Educational Development*, *112*, 103191. https://doi.org/10.1016/j.ijedudev.2024.103191
This article takes an unconventional approach of empirically evaluating a historical UNESCO-funded educational development project in Sierra Leone. Grounded in principles of culturally responsive and sustaining education (CRSE), the Bunumbu project represented one of the largest investments in the 1970–80s to universalize primary education into rural sub-Saharan Africa (SSA). By combining a historical analysis with a difference-in-differences model, this study uses national census data from thirty years after the project began to evaluate the effects of the Bunumbu project on primary school completion. Results show that there was a 3.8%-point higher increase in primary completion rates in the Bunumbu project area than neighboring comparison chiefdoms. Findings suggest that CRSE can complement recent pedagogical approaches like structured pedagogy programs that have gained popularity in SSA.

Remigereau, C., & Schäper, C. (2024). ***The Impact of Student Aid Eligibility on Higher Education Applications*** (Discussion Papers of DIW Berlin N° 2104). Consulté à l'adresse DIW Berlin, German Institute for Economic Research website: https://econpapers.repec.org/paper/diwdiwwpp/dp2104.htm
This study examines how student aid eligibility influences application decisions to higher education using administrative data from France. We study the impact of a change in income thresholds for aid eligibility. We find that aid eligibility did not have a uniform effect on students' applications but varied by gender and academic performance. Highperforming male students shifted their First-Ranked application from non-selective to selective long-term programs. Yet, female students did not show a systematic response. We suggest that female students were more certain in their application choices, while male students faced stronger financial constraints than females when attending long-term selective programs.

Santana-Monagas, E., Núñez-Regueiro, F., & Núñez, J. (2025). **Does motivation lead to academic success, or conversely? Reciprocal relations between autonomous and controlled motivation, and mathematics achievement**. *British Journal of Educational Psychology*. https://doi.org/10.1111/bjep.12736
Background: While it's clear that autonomous motivation significantly boosts academic success, there are conflicting findings regarding the opposite relation. Besides, the reciprocal relations among controlled motivation and achievement present mixed

results. Adequately distinguishing between variations among individuals and within individuals results key to acknowledge such relations. Aim: This longitudinal study examines the reciprocal relations between controlled and autonomous forms of motivation and academic achievement using the RI-CLPM methodology. Sample: Participants were 1042 high school students (M = 16 years, 52% male adolescents) from 16 different high schools in urban and rural areas. Methods: A random intercept cross-lagged panel model (RI-CLPM) was tested to estimate whether students' autonomous and controlled motivation predicted achievement and/or vice versa. Independent models were estimated for the two types of motivation. Results: Overall, the RI-CLPM results indicated a unidirectional relationship between autonomous motivation and achievement. As for controlled motivation, the results of RI-CLPM models showed no reciprocal relationship between this type of motivation and achievement. Conclusions These results underline the importance of taking within- and between-person processes into account when analysing reciprocal relations and provide crucial insights for enhancing student motivation and achievement in diverse educational contexts.

Schulte, J. T., & Benson-Egglenton, J. (2025). **Evaluating the Impact of Contextual Offers in a Highly Selective Institution: Results From a Mixed-Methods Contribution Analysis**. *Higher Education Quarterly*, *79*(1), e12580. https://doi.org/10.1111/hequ.12580
English university admissions increasingly make use of contextual offers, where applicants with certain socio-demographic characteristics can be offered marginally lower entry conditions. This paper presents novel insights on the impact of contextual offer policy on one institutions' patterns of enrolment in 2022/23 via a mixed methods contribution analysis. We present evidence that the policy contributed to widening access for targeted students despite the institutions' small and highly selective intake. This effect appears to be driven by increasing applicants' likelihood of accepting an offer and allowing a small number of students to enrol despite narrowly missing standard offer criteria. While contextual offer policies thus appear to be an effective tool for improving targeted students' enrolment at an institution, further research is needed to understand the impact of contextual offers on student outcomes and experiences.

Shahzad, M. F., Xu, S., Liu, H., & Zahid, H. (2025). **Generative Artificial Intelligence (ChatGPT-4) and Social Media Impact on Academic Performance and Psychological Well-Being in China's Higher Education**. *European Journal of Education*, *60*(1), e12835. https://doi.org/10.1111/ejed.12835
The rapid advancement of generative artificial intelligence (GAI) and the extensive use of social media have transformed how students engage with educational materials and interact with their peers. Collaborative learning (CL) platforms, empowered by artificial intelligence (AI) algorithms, have gained popularity due to their potential to enhance learning outcomes and provide personalised educational experiences. This research examines the effects of generative AI (ChatGPT-4) and social media use on young students' academic performance and psychological well-being, focusing on CL. The study conceptual framework was examined based on a sample of 441 Chinese university students. The statistical technique PLS-SEM is put into practice to measure the structural framework of academic performance and psychological well-being. The findings of this study show that generative AI (ChatGPT-4) and social media positively influence young students' academic performance and psychological well-being. Additionally, the results of this research study show that CL positively mediates between social media, academic performance and psychological well-being. Conversely, it negatively mediates the

association between generative AI (ChatGPT-4), academic performance (AP), and psychological well-being. The findings can facilitate a better understanding of the implications of technologies in the educational context and subsequently aid in formulating evidence-based strategies to optimise their impact on students's academic success and well-being.

Silva, J. M., Alcoforado, J. L. M., Santos, S. V. dos, Gasse, S., & Noro, M. M. C. (2024). **Critical Factors that Contributed to the Successful Completion of Students' Education Path in Youth and Adult Education Integrated to Secondary Level Vocational Education in Brazil**. *Sisyphus — Journal of Education*, *12*(1), 83-107. https://doi.org/10.25749/sis.30661
This article presents the results of an empirical study whose aim was to identify critical factors that contributed to the successful completion of the educational trajectories of a group of former students of a Brazilian secondary level course integrating Youth and Adult Education with Vocational Education. Content analysis was applied to the data obtained through semi-directive interviews with ten former students. We explored the notion of positioning, as a social phenomenon that circumscribes the position that an individual or group occupies in a given social system (Bernstein, 1996) in line with the socio-affective and cognitive dispositions related to the processes of pleasure/displeasure present in the school context and with the representations and conceptions of the content, respectively (Bourgeois, 1999). The results point to higher positioning in hierarchical structures circumscribed by schooling, learning, knowledge, socio-cognitive relations, and professional outlook, which are correlated with the development of socio-affective and cognitive dispositions in the dimensions of motivations, aspirations, appropriate values and curricular characteristics, namely collaborative learning, and teaching methodology.

Silva-Chelles, E., Viana, N., Mata, F., & Lopes-Silva, J. (2025). **Home literacy interventions and children's emergent literacy and oral language skills: A systematic review and discussion of underlying mechanisms**. *Review of Education*, *13*(1), e70027. https://doi.org/10.1002/rev3.70027
Family literacy interventions, encompassing both meaning- and code-based activities, have generally demonstrated positive outcomes in fostering children's literacy and oral language skills. Despite the overall positive impact, the effectiveness of these interventions varies, and the distinction between the specific mechanisms underlying each approach to home literacy activities remains unclear. This article systematically reviews existing evidence on home literacy interventions, aiming to provide a clearer understanding of meaning- and code-based activities' roles in promoting children's literacy and oral language development. Our findings suggest that code-based activities are more effective in enhancing literacy skills, while meaning-based activities, particularly shared and dialogic reading, most effectively support oral language development. However, a strict separation between the two was not supported, as many studies implemented multiple intervention types concurrently. The most successful interventions included active conversational turns and clear strategies for parental involvement. Further research is needed to disentangle the specific contributions of code- and meaning-based activities in home literacy interventions.

Slaten, Bonifay, Sebastian, & Williams. (2025). **Measuring Belongingness in Higher Education: Assessing the Relevance of the University Belongingness Questionnaire (UBQ)**

in Community College Settings. *Community College Journal of Research and Practice*, *49*(2), 87-104. https://doi.org/10.1080/10668926.2023.2256262
The current study assesses the utility of the University Belongingness Questionnaire (UBQ) in community college settings. Utilizing item response theory (IRT), the UBQ was evaluated with a sample of 1155 community college students at one large community college on the west coast. In addition, other constructs were measured to ascertain the validity and further understand belonging in community college settings, including academic self-efficacy, intrinsic resilience, and ethnic identity. The results indicate the same three-factor solution as the UBQ when used with four-year university students, (a) Affiliation with (Community) College, (b) Campus Support and Acceptance, and (c) Faculty/Staff Relations. Four items were removed due to a lack of fit with the community college setting and poor reliability with their respective subscales and the total scale. Implications for community college personnel, future scale development, and higher education research are discussed.

Susanti, D., Anand, G., & Arifin, F. A. (2025). **Leveraging school principals to address learning loss in Indonesia through group and individual targeting**. *International Journal of Educational Development*, *112*, 103153. https://doi.org/10.1016/j.ijedudev.2024.103153
In Indonesia, the COVID-19 pandemic-induced school closure led to significant learning loss among students. This study aimed to explore if differentiated remedial teaching can improve the foundational numeracy skills of students and if the improvements are better in schools with added individual tutoring. It also aimed to understand if additional training of school principals would strengthen the results. After implementing the interventions in 25 primary schools to 1545 students for eight weeks, we found that the interventions significantly improved the foundational numeracy skills of students, and teachers in schools with trained principals were more punctual in implementing the intervention.

Talman, K., Vierula, J., Karihtala, T., Laakkonen, E., Engblom, J., & Haavisto, E. (2025). **Development and Validity Evaluation of a National Digital Entrance Examination Test for Higher Education Student Selection**. *Higher Education Quarterly*, *79*(1), e70006. https://doi.org/10.1111/hequ.70006
Higher education institutions need to develop valid, fair, and objective selection methods. Current literature reporting the development and validation of new national large-scale selection tests is scarce. This two-phased study aimed to (1) develop and (2) evaluate the validity of the Finnish digital Universities of Applied Sciences Entrance Examination (UAS Exam). In phase 1 (years 2018–2019), the UAS exam sections were constructed using scoping reviews, document analysis, and expert evaluations. Pilot tests were performed for item analysis using Item Response Theory (IRT). In phase 2, validity evaluation was conducted in a cross-sectional design (October–November 2019) using classical test theory and IRT. The applicants' (n = 13,048) exam scores and the difficulty levels of the exam questions varied in all the exam sections. Psychometrics supported the structure and the use of several exam sections. The usability of the digital exam was evaluated as acceptable. Item analysis revealed development needs in the exam sections.

Thomure, H. T., Oo, C. Z., & Khine, M. S. (2025). **Reading achievements among students in the United Arab Emirates: A multilevel analysis of PIRLS 2021**. *International Journal of Educational Research Open*, *8*, 100421. https://doi.org/10.1016/j.ijedro.2024.100421

This study investigated student- and school-level factors explaining students' reading achievement in the United Arab Emirates (UAE). Using Progress in International Reading Literacy Study (PIRLS) 2021 data, a multilevel modeling analysis was conducted to examine the reading achievement of students in relation to student-level variables (gender, socioeconomic status, students like reading, students confident in reading, and students engaged in reading) and school-level variables (teacher read for enjoyment, teacher send students to library, and library in school, years as principal, and school characteristics). At the student level, all factors, except for students like reading, showed statistically significant effects on students' reading achievement. At the school level, only two variables, teachers sending students to the library and school characteristics, showed statistically significant effects on students' reading achievement. The paper suggests how reading literacy could be improved in this context.

Trudel, L., & Decelles, S. (2024). **La justice, l'équité et l'inclusion : pour favoriser la réussite des élèves dans le système scolaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 5-5. https://doi.org/10.7202/1114677ar
Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Willis, A., Devi, A., & Whitfield, H. (2025). **Efficacious learning strategies and experiences for education recovery after disruption**. *International Journal of Educational Development*, *113*, 103198. https://doi.org/10.1016/j.ijedudev.2024.103198
Although much is known about the effects of stress and trauma on learning, there is an urgent need to better understand the phenomenon of education recovery after disruption so that educators and community workers are equipped with efficacious learning strategies and educational experiences for recovery. This project investigated the experiences of people who have suffered learning opportunity loss. Using a phenomenological theoretical perspective, in-depth interviews and a pilot survey were used to identify efficacious strategies and experiences for recovery. The University of the Sunshine Coast partnered with the Salvation Army in South Africa to conduct research with their education officers and social welfare units to identify practical strategies for responding to stress- and trauma-affected people. The most effective strategies for education recovery were internet searches and knowing the learning goals. Experiences that aided recovery included: prayer, meditation, relaxation exercises; storytelling; peer learning; and mentoring. These findings are useful for identifying antecedent structures and essential practices in education recovery and provide governments and systems administrators with research evidence for policy and processes around education recovery efforts. These findings also give educators and not-for-profit community workers practical strategies for responding to education needs in disruption-affected contexts. Rather than merely becoming informed about the effects of disruption, stress and trauma on learning, these findings equip educators with responses.

Yamada, H., & Vu, T. M. (2025). **The number of toilets, toilet types, and school enrollment rates: Evidence from Cambodia**. *International Journal of Educational Development*, *112*, 103194. https://doi.org/10.1016/j.ijedudev.2024.103194
Using commune-level panel data for 11 years, we investigate whether there is a relationship between toilet facilities at primary and lower secondary schools and school enrollment rates in Cambodia. We differentiate toilet facilities by type (improved and

unimproved) and by gender. We find that the number of improved toilets at both primary schools and lower secondary schools per boy/girl in the commune is positively associated with the school enrollment rate of boys/girls of the corresponding age range (7–11 or 12–14 years). A positive association between the number of unimproved toilets per boy/girl and the school enrollment rate of boys/girls was found only at the lower secondary-school level, but the association was much weaker than that for improved toilets. These findings suggest that the construction of improved toilet facilities might lead to higher school enrollment rates.

Yang, Y., Li, W., Xue, S., Huang, W., & Guo, S. (2025). **Psychometric Evaluation of Perceived Internship PUA Scale: Using Rasch Analysis**. *European Journal of Education*, *60*(1), e12832. https://doi.org/10.1111/ejed.12832
In response to the prevalence of perceived internship Pick-up Artist(PUA) behaviours and the lack of appropriate measurement tools, the purpose of this study was to develop and validate a new self-designed questionnaire, the Perceived Internship PUA Scale (PIPUAS), to assess college student interns' perceptions of internship PUA behaviours. The scale was developed based on interviews with college student interns. A sample of 340 college student interns from a provincial university in Hebei Province, China, participated in the study. Rasch analysis was used to examine the psychometric properties of the scale, including unidimensionality, monotonicity, item fit statistics, item polarity, item- and person-level reliability and separation, item hierarchy and measurement invariance across gender and birthplace. The results indicated that the PIPUAS is a unidimensional construct with good psychometric properties, although some issues need to be addressed to further improve the scale. The study's limitations and directions for future research were discussed.

Zarifa, D., Sano, Y., & Pizarro Milian, R. (2025). **Does Transfer Pathway Uptake Help or Hinder Access to STEM Fields in Postsecondary Education? A View From Canada**. *Higher Education Quarterly*, *79*(1), e12578. https://doi.org/10.1111/hequ.12578
Considerable scholarly attention has been devoted to how gender, race and various other demographic factors shape the odds of majoring in science, technology, engineering and mathematics (STEM) programs. Such work has identified sizable disparities in access to STEM fields across various dimensions. In turn, these empirical findings have informed productive discussions about the social and institutional mechanisms that prevent marginalised groups from entering STEM, along with the potential strategies that could be used at multiple levels (e.g., government and institutional) to address them. Despite the increasing size of this literature, little energy has been devoted to examining the extent to which uptake of transfer pathways is associated with the odds of eventually majoring in a STEM field. Does transfer divert students away from STEM fields? Does it primarily function as an 'on-ramp' for students from other disciplines to enter STEM? We find that students who travel transfer pathways into the university sector are less likely to major in STEM, but those that travel transfer pathways into the community college sector are more likely to major in STEM. We identify some of the mechanisms that could be contributing to these trends and highlight some prospective strategies for addressing the potential structural barriers faced by students wishing to enter STEM.

Zhu, M., Doo, M. Y., Masoud, S., & Huang, Y. (2025). **The influence of SDL on learning satisfaction in online learning and group differences between undergraduates and**

graduates. *Education and Information Technologies*, *30*(1), 313-331. https://doi.org/10.1007/s10639-024-12995-3
This study examines the influences of learners' motivation, self-monitoring, and self-management on learning satisfaction in online learning environments. The participants were 185 undergraduates and 99 graduate students majoring in computer science and engineering. The participants' motivation, self-monitoring, self-management, and learning satisfaction were measured using a questionnaire. Results indicated that motivation, self-monitoring, and self-management significantly influenced learning satisfaction and the three factors together accounted for approximately 60% of the variance in learning satisfaction. Motivation was the most influential factor on learning engagement. Group differences emerged between undergraduates and graduate students in the influences of motivation, self-monitoring, and self-management on learning satisfaction. Compared to undergraduate students, graduate students had statistically higher scores in motivation, self-monitoring, and self-management, but not in learning satisfaction. The three factors also influenced undergraduate and graduate students differently in the regression analysis results. Motivation and self-monitoring, but not self-management influenced undergraduates' learning satisfaction, whereas motivation and self-management, but not self-monitoring influenced graduates' learning satisfaction. Further studies are needed to investigate the reasons for the group differences. The implications are that instructors need to utilize SDL strategies extensively to enhance learning satisfaction in online learning. In addition, designers, instructors, and institutions should tailor the learning strategies more effectively for their target audience given the differences in the influence of SDL on learning satisfaction between undergraduates and graduates.

Ziyi, W., Xinchun, D., Ye, C., Zeyu, W., & Białas, M. (2024). **Quantitative methods for enhancing the teaching of manual skills to students with learning difficulties**. *British Journal of Special Education*, *51*(4), 407-415. https://doi.org/10.1111/1467-8578.12561
This article investigates whether the use of instruments providing quantifiable force feedback in manual skill learning can assist students with learning difficulties. Under the same theoretical teaching model, one group (intervention group, n = 10) received education with quantitative force feedback for manual skills, while the other group received traditional teaching methods (control group, n = 18). After conducting Levene's test to assess homogeneity of variances, t-tests were performed to compare point grades, and Mann–Whitney tests were used to compare rating grades between the groups. There is a significant difference in the point grades of the intervention group compared to the control group ($p < 0.05$), and also a significant difference in the rating evaluation grades ($p < 0.05$). Under the guidance of teachers, the application of feedback instruments providing a 'time-force profile' allows for the quantification of manual skill force, reinforcing students' practice of 'force control', leading to an enhancement in the manual skill proficiency of students with learning difficulties.

Valeurs

Aronson, B., Brown, D. M., & Tangi, J. (2025). **Critical community building in action: a triad of faculty, graduate and undergraduate students working for racial justice**. *International Journal of Qualitative Studies in Education*, *38*(2), 314-330. https://doi.org/10.1080/09518398.2024.2369326

This article considers what critical community building might look like among colleagues at a university representing one faculty member, one doctoral candidate, and one undergraduate student. Using critical autoethnography-self-study, we analyze our journal reflections, presentations, teaching, and dialogues to better understand our approaches with teaching Critical Race Theory. This research asks: How do colleagues across power dynamics and positionalities learn from each other, and work collaboratively to teach about race and racism at a predominantly white institution? Our findings indicate that this sort of work requires relationships, shared vulnerability, and an understanding of our journeys to becoming critical pedagogues. We find value in this work due to its focus on collaboration across power dynamics (i.e. rank of professor, graduate, and undergraduate students) as well as our positionalities across womanhood. We offer implications for other faculty/instructors who wish to bring this sort of collaboration to their college classroom and teacher education.

Aslan, T. K., & Burucu, R. (2025). **A Mixed-Model Study on Nursing Students' Views and Awareness of Sustainability**. *European Journal of Education*, *60*(1), e12914. https://doi.org/10.1111/ejed.12914
This study aimed to determine nursing students' views on sustainability and their awareness levels in this regard. The study has a mixed research design. No sampling was made, and it was aimed to access the whole population. Two hundred twenty-two students were included in the quantitative part of the research, while 16 students participated in the qualitative part. In the study, the Sustainability Awareness Scale and a semi-structured interview form were used. The quantitative and qualitative data were analysed both separately and in combination. The mean age of the participants was 20.85 ± 1.638 years, and the total scale mean score was 42.80 (38.800–47.200). Family type affects sustainability awareness. The participants reported 103 opinions on sustainability. These opinions were grouped under 4 main themes and 18 subthemes. Two subthemes obtained from the qualitative data were evaluated as "complementary", and two subthemes were considered "convergent". Nursing students had a low level of sustainability awareness. To nursing students, sustainability means environmental awareness, justice, renewability, and continuity. Nursing is a profession that is effective in ensuring sustainability. Incorporating sustainability into nursing education will contribute to sustainability in society, especially the sustainability of community health.

Bonvini, E., Demozzi, S., & Ilardo, M. (2024). **Verso un approccio educativo sistemico per una società sostenibile: transizione ecologica, genere e cittadinanza intima**. *Encyclopaideia*, *28*(70), 85-98. https://doi.org/10.6092/issn.1825-8670/20142
The neoliberal model challenges ecological and social transitions, perpetuating socio-cultural norms that shape, capitalise on, and regulate subjectivities. Based on these premises, this paper considers and discusses Goals 4 and 5 of the 2030 Agenda, aiming to critically address the main issues linked to these objectives. First, we suggest a critical approach to deconstruct and connect dominant paradigms and social and political issues related to these SDGs. In this context, we consider the systemic-ecological thought of Bateson and the concept of "intimate citizenship" offered by Plummer. Based on these theoretical frameworks, we propose a pedagogical trajectory to investigate and understand reality systemically and ecologically. Finally, we identify the Comprehensive Sexuality Education (CSE) as an educational practice to address the complexity of current challenges.

Brust, C. M., & Widmaier, H. (2024). **US Higher Education's Civic Responsibility to Educate for Informal Political Representation**. *Educational Theory*, *74*(5), 715-734. https://doi.org/10.1111/edth.12661
In this paper, Caitlin Murphy Brust and Hannah Widmaier begin with the assumption that highly selective institutions of higher education in the United States have a duty to promote civic equality. They employ Wendy Salkin's theory of informal political representation to examine how highly selective institutions should go about promoting civic equality. According to Salkin's theory, someone serves as an informal political representative (IPR) when they speak or act on behalf of others, without having been selected to do so via a systematized selection procedure. Brust and Widmaier argue that as part of their civic educational missions, highly selective institutions should educate their students for informal political representation, and this includes equipping students to (1) serve as effective IPRs, (2) be responsible audience members to others' informal political representation, and (3) deliberate carefully and with open-mindedness about when they should or should not take on the role of IPR. Brust and Widmaier examine two types of injustice that students from marginalized communities face at highly selective institutions, and they explore how education for informal political representation might ameliorate those injustices. The authors conclude by offering some practical suggestions to institutional policymakers and educators.

de Montigny, B. (2024). **Éducation à la sexualité et diversité des apprenants : enjeux irréconciliables ?** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *14*(1), 42-47. https://doi.org/10.7202/1114686ar
Enseignante au primaire depuis une dizaine d'années, j'ai récemment eu l'occasion d'enseigner des cours en éducation à l'Université d'Ottawa. Le premier, Éducation à la sexualité, était un nouveau cours obligatoire s'adressant aux étudiant.es voulant enseigner au secondaire, et donc qui suivent diverses didactiques. Le deuxième, Éducation et genre, était un cours de maîtrise, les étudiant.es étant principalement déjà sur le marché du travail dans un domaine connexe.

Diaz, C. T. (2024). **Researching youth voices on Comprehensive Sexuality Education: A literature review of qualitative studies**. *Encyclopaideia*, *28*(70), 19-33. https://doi.org/10.6092/issn.1825-8670/18974
The past decades have seen an increase in the design and implementation of sexuality education programs deemed comprehensive within formal schooling. Qualitative research is gaining relevance in the field; however, few studies focus on youth perspectives. This study analyzes qualitative research through a literature review on the implementation of Comprehensive Sexuality Education (CSE) programs from the perspective of young people. A review of qualitative studies and a meta-synthesis were conducted to outline a state-of-the-art of qualitative research on youth perceptions of CSE. Results point to two main areas of concern for youth: contents and pedagogy. There remains a general dissatisfaction over the depth and breadth of the CSE curriculum, leaving young people feeling unprepared for positive relationships and good sexual health. In terms of pedagogy, there is still a shortfall in the effective implementation of innovative teaching and learning strategies, pointing towards a gap regarding the pedagogical frameworks underlying CSE.

Erickson, J. D., & Thompson, W. C. (2024). **Enacting Civic-Minded Early Childhood Pedagogy in the Context of Chauvinistic Education Legislation**. *Educational Theory*, *74*(5), 662-681. https://doi.org/10.1111/edth.12667
Amid efforts to limit "divisive concepts" in educational settings, this article investigates the obstruction of a civic-focused early childhood curriculum. Joy Dangora Erickson and Winston Thompson analyze the challenges faced by a resourceful kindergarten teacher striving to uphold curriculum goals despite constraints imposed by the state legislature. Through an empirically informed exploration of political and pedagogical factors, this conceptual analysis elucidates the moral complexities of risks, costs, and outcomes as educators navigate non-ideal political conditions. By doing so, the authors provide valuable insights to scholars and practitioners, suggesting productive avenues for future research on these and related dilemmas of practice.

Former des professionnels citoyens grâce à l'apprentissage. (2024). *Éducation Permanente*, (HS1 (Hors série)), 1-164. Consulté à l'adresse https://shs.cairn.info/revue-education-permanente-2024-hs1
Former des professionnels citoyens grâce à l'apprentissage

Fraser-Burgess, S., & Higgins, C. (2024). **Surrendering Noble Lies Where We Buried the Bodies: Formative Civic Education for Embodied Citizenship**. *Educational Theory*, *74*(5), 619-638. https://doi.org/10.1111/edth.12665
To enact democracy, which is to live in communication with difference, requires a formative process that involves an education of the whole person for and through civic life. Drawing on Charles Mills's theory of Herrenvolk ethics and Jonathan Lear's analysis of psychosocial lapses that ail us, Sheron Fraser-Burgess and Chris Higgins pursue a critical, historiographical, and psychosocial reading of our failures to live up to this aspiration, offering (1) a critique of our tendency to saddle ourselves with a false choice between a homogenizing unity and a differentiated but fractured republic; (2) a demonstration of why we must eschew a thin universalism of principles and confront difference as embodied; (3) an argument from the ethics of risk against the urge to reify and compartmentalize difference; and (4) an evocation of how deep pluralism itself might serve as a unifying creed. Civic education is not a matter of informing but of forming and cultivating vision and values. In pursuing the credal deep pluralism that is required to do justice to the prospects and perils of our democracy-in-the-making, the task of the formative educator may be more difficult; but by embracing this creed, teachers may inspire their students to do the same.

Hénon, J.-O. (2024). **Les principes du vivre-ensemble, base de la formation d'apprentis citoyens**. *Éducation Permanente*, (HS1), 17-24. https://doi.org/10.3917/edpe.hs01.0017

Jorquera, A. (2024). **La socialisation professionnelle, vecteur de citoyenneté**. *Éducation Permanente*, (HS1), 135-144. https://doi.org/10.3917/edpe.hs01.0135

Lüdtke, K. A., Thapa, P. P., & Zerbe, S. (2025). **Can Education for Sustainable Development Support Climate Change Adaptation Effectively? A Delphi Study of Germany's Non-Formal Education Sector**. *European Journal of Education*, *60*(1), e12797. https://doi.org/10.1111/ejed.12797
Education for Sustainable Development (ESD) aims to transform lifestyles and societal structures for a better future. Today, ESD often focuses on climate change (CC) and is

widely considered as an important tool for empowering individuals for climate change adaptation (CCA). However, the effectiveness of ESD has scarcely been assessed empirically, especially in non-formal education. To address this gap, we conducted a Delphi study involving ESD practitioners from German non-formal education institutions. Our findings indicate that practitioners recognise the importance of ESD but think that it lacks coherence and needs further development, particularly in teaching CCA. Respondents identified various challenges, including the complexity of the topic and its association with 'dystopian' future visions. For successful CCA, respondents consider the ability to act, self-efficacy and motivation as crucial. We conclude that prioritising problem-solving skills and encouraging learners to reimagine social structures are essential for ESD to effectively contribute to society's CCA preparedness.

Marcel, J.-F., & Gremion, C. (Éd.). (2025). ***Évancipation dans l'institution. Oser le rapprochement entre émancipation et évaluation***. Consulté à l'adresse https://www.cepadues.com/livres/pedagogie-savoirs/1739-evancipation-dans-linstitution-9782383951575.html?srsltid=AfmBOorQySn_4XRTI0LxjcPFQ4Sr3fz6jbZ3iLJWYz2TssJvVI_vKPDu

« L'évancipation » est une évaluation à visée émancipatrice, déployée au sein d'une institution. Les règles et les normes de l'institution ne sont pas évacuées ou ignorées, mais en permanence débattues, négociées et redéfinies par un processus de référentialisation.

Marhraoui, M. A., & Ojubanire, O. A. (2025). **Smart Learning and Climate Change Awareness: A Simulation-Based Case Study in Morocco**. *European Journal of Education*, *60*(1), e12917. https://doi.org/10.1111/ejed.12917

Prior research has highlighted the importance of smart learning in raising awareness and engagement about sustainable development. Nevertheless, few papers have focused on the impact of climate change simulation environments. In this paper, a systematic literature review has helped to shed the light on the research gaps and to propose a conceptual framework. Then, we have adopted a mixed method based on semi-structured interviews and a questionnaire carried out for second year business students through different academic years. This case study aims both to compare the simulation-based experience for two classes and to test our proposed framework's hypotheses through partial least-squares method. The results have allowed us to explore the impact of using EN-ROADS climate change simulator and to assess the relationship between climate change awareness, level of engagement and policy priorities. To the best of our knowledge, this is one of the first case studies exploring the potential impact of using climate change simulation tools. The study can help either practitioners like policy makers and university managers in adapting their curriculum, or researchers to test or extend our proposed framework.

McAvoy, P., & Taylor, R. M. (2024). **Symposium Introduction: Education for Democratic Sustainability and Transformation**. *Educational Theory*, *74*(5), 591-594. https://doi.org/10.1111/edth.12670

Opacin, N., & Čehajić-Clancy, S. (2025). **The potential of peacebuilding education interventions in societies facing the risk of extreme ideological shifts**. *International Journal*

of Educational Development, *113*, 103208. https://doi.org/10.1016/j.ijedudev.2025.103208
While education is a key tool in peacebuilding, traditional education systems may push those who feel marginalized into extreme ideological shifts in response. Community-based peacebuilding education initiatives (PEIs) are an alternative to conventional educational institutions to promote peace and combat radicalization. This paper's conceptual framework utilizes experiential and transformative learning theories with educational displacement and replacement model to support the idea that PEIs could serve as a platform for transformation. Results were derived from data collected over a thirteen-month period from six PEIs located in Southeast Europe, primarily in Bosnia and Herzegovina, using multi-sited ethnography, interviews, and a thrice-reiterated survey to identify changes in participants. This indicates that adopting targeted approaches in PEIs, alongside the opportunity for the participants to learn about each other and about the violent history, may trigger alterations in intergroup contact quality, and a general decline in unfavorable outgroup perception.

Stitzlein, S. M. (2024). **Populist Challenges to Truth and Democracy Met with Pragmatist Alternatives in Citizenship Education**. *Educational Theory*, *74*(5), 595-618. https://doi.org/10.1111/edth.12614
Populists employ truth as a tool for aligning the people against the elite. Citizenship education rarely takes up critiques of liberal democracy, discussions of populism, or conversations about what truth is. This paper provides an alternative pragmatist vision of truth that builds on the populist call for democracy to better reflect the will of the people, while also pushing back against the harms potentially caused by populism. Students today need to learn how populism works performatively and through discourse. But more importantly, they also need to learn how to engage with populism by taking up some of the real challenges it poses in their communities today. Citizenship education that overtly talks about how truth operates and demonstrates how inquiry can be used to determine "what works" better prepares students for the flawed democracy we see at play today and provides pathways for improving it in the future.

Terrusi, M. (2024). **Letteratura per l'infanzia e tenerezza: riflessioni pedagogiche sui gesti della cura, il benessere della relazione e gli affetti negli albi illustrati**. *Encyclopaideia*, *28*(70), 71-83. https://doi.org/10.6092/issn.1825-8670/19951
The contribution offers some pedagogical reflections dedicated to the theme of tenderness in education through the exploration of a repertoire of excellent picture books published in the field of children's publishing. The poetic investigation of the suggestions from the bibliographic corpus highlights ethical, aesthetic and pedagogical aspects of bodily imagery and experiences, linked to the sensitive, ethical and emotional dimension of education. The reflection interweaves perspectives from the pedagogy of the body with the interdisciplinary study of children's literature and proposes a pedagogical reflection, with didactic and formative repercussions, on the iconographic and narrative representations of the postures of care, play and the educational relationship.

Thievenaz, J. (2024). **Démocratie et formation : du sujet capable au sujet citoyen**. *Éducation Permanente*, (HS1), 145-153. https://doi.org/10.3917/edpe.hs01.0145

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

Xu, C., Hania, A., & Waqas, M. (2025). **Guiding the digital generation: role of principals' leadership, ICT competence, and teacher professional competence in fostering digital citizenship among university students**. *Education and Information Technologies*, *30*(1), 1165-1189. https://doi.org/10.1007/s10639-024-13180-2
In today's digitally-driven world, education plays a vital role in fostering ICT competence and digital citizenship. This study, grounded in social cognitive theory, investigates how principal digital leadership and teacher professional competence collectively influence these aspects among university students. Employing a stratified random sampling approach, we surveyed 331 participants comprising teachers and first-year, and fourth-year undergraduate students from public universities in Jiangsu province, China. The study utilized validated scales to assess principal digital leadership, ICT competence, teacher professional competence, and digital citizenship. We explored the mediating role of ICT competence and the moderating effect of teacher competence in this relationship. Analysis revealed that principal digital leadership directly enhances ICT competence, while its effect on digital citizenship is mediated through this competence. Additionally, teacher professional competence not only directly boosts ICT skills but also moderates the impact of principal leadership on these skills. These findings underscore the critical interplay between leadership and teaching quality in fostering technologically proficient and responsible digital citizens. The study provides insights into educational strategies that integrate both dimensions for optimal student outcomes, highlighting the importance of a holistic approach in developing digital competencies in higher education.

Zembylas, M. (2024). **Recovering Anticolonialism as an Intellectual and Political Project in Education**. *Educational Theory*, *74*(5), 759-779. https://doi.org/10.1111/edth.12660
In this essay, Michalinos Zembylas revisits the tension between decolonization and other social justice projects in education scholarship, focusing in particular on the arguments for and against the notion of decolonization as land return. While different colonized communities are justifiably projecting their own political priorities in struggles against specific colonial forms of domination, Zembylas argues that education as scholarship

and practice would be well served to recover the anticolonial as a shared intellectual and political project for understanding the different practices and experiences of resistance to colonialism and imperialism around the world. Anticolonial thought and praxis offer education scholars, activists, and practitioners an intellectual and political framework of connectivity and anticolonial solidarity that neither erases differences between decolonization and other political projects, nor fails to foreground community building between fields, approaches, and geographical regions. Instead of seeing different political projects as competing against one another — e.g., by considering social justice projects that do not prioritize land return as misguided or misplaced — anticolonialism seeks to theorize and act against a broad range of colonial practices and by-products that include racism, militarism, resources exploitation, land dispossession, and so on.