Comprendre la réussite à l'université : bilan et perspectives

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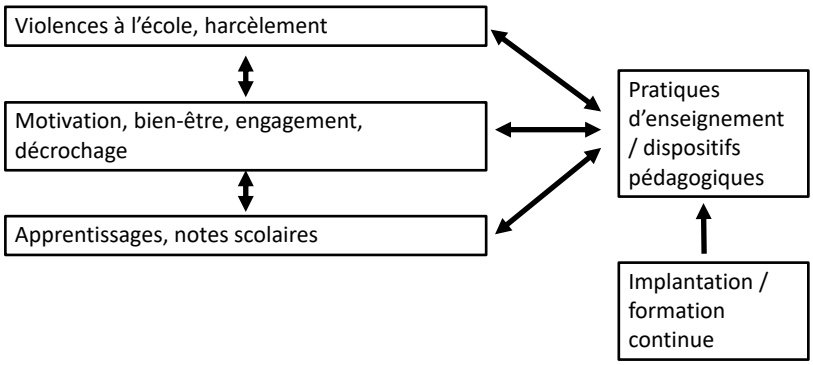

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Groupe interdisciplinaire de Recherche sur la Socialisation, l'Education et la Formation

- Le GIRSEF est un centre de recherche interdisciplinaire qui examine l'école sous deux perspectives complémentaires : en tant qu'institution (système, processus, acteurs) et en tant que lieu d'apprentissage (dispositif, motivation, apprentissage). Il rassemble des chercheurs issus de diverses disciplines, notamment la sociologie, l'éducation, la psychologie, les sciences de la motricité et la didactique. Cette variété d'approches favorise une compréhension approfondie des problématiques éducatives complexes, ouvrant ainsi la voie à l'amélioration des pratiques et à une meilleure connaissance dans les domaines de l'éducation et de la formation.
- https://uclouvain.be/fr/chercher/girsef

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Un travail d'équipe

- Mariane Frenay, Etienne Bourgeois, Frédéric Nils, Benoit Raucent, Assad Azzi, Olivier Klein
- Noémie Baudoin, Gentiane Boudrenghien, Mikaël De Clercq, Christelle Devos, Serge Dupont, Virginie Hospel, Justine Jacquemart, Sandrine Neuville, Nathalie Roland, Nicolas Van der Linden, Robin Wollast, …

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Point de départ (Galand et al., 2005)

- Prévalence importante de l'échec et de l'abandon dans l'enseignement supérieur
- Coûts individuels et collectifs associés + demandes sociétales de qualification.
- Abondance d'études concernant la réussite et la persévérance des étudiants.
- Mais le plus souvent :
  - Peu d'intégration théorique
  - Approches par facteurs isolés
  - Centrées sur les variables
  - Peu informatives sur les effets des contextes

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Dupont, S., De Clercq, M. & Galand, B. (2015). Les prédicteurs de la réussite dans l'enseignement supérieur : revue critique de la littérature en psychologie de l'éducation. *Revue française de pédagogie, 191*, 105-136.

Ces trente dernières années, de nombreuses recherches en psychologie de l'éducation ont étudié les facteurs liés à la réussite dans l'enseignement supérieur. Cet article propose de réaliser une revue critique de la littérature sur ce sujet. Nous avons regroupé les différents prédicteurs qui ont été étudiés en **quatre catégories : les caractéristiques d'entrée, l'environnement social, les croyances motivationnelles et l'engagement**. Pour chaque catégorie, nous rendons compte des différents effets qui ont été observés dans des études anglo-saxonnes et européennes, identifions les résultats incohérents et soulignons les différentes limites que nous avons relevées. Cette analyse se termine par une discussion dans laquelle nous exposons les limites générales de cette littérature, nous proposons des implications pratiques de notre revue et des réflexions sur de nouvelles voies qui peuvent être empruntées dans cette étude. Notre objectif est de permettre au lecteur francophone d'acquérir une vision d'ensemble des principaux prédicteurs de la réussite dans l'enseignement supérieur.

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Multiplicité des facteurs liées à la réussite ou la persévérance

- Quels sont les relations entre ces facteurs ?
  - Modèle théorique (ex. : facteurs distaux-proximaux, effets de médiation)
- Quels sont les facteurs qui ont un effet direct et quel est leurs poids respectifs ?
  - Études multivariées intégratives
- Comment se regroupent ces facteurs chez différentes personnes et ont-ils toujours la même importance ?
  - Analyses de profils et analyses multigroupes (effets modérateurs) ?
- Quel est le rôle de l'environnement d'apprentissage ?
  - Analyses multiniveaux et observations

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Des études dans plusieurs contextes

- Réussite en 1ère année d'université
- Dépôt différé du mémoire de fin d'études
- Abandon et persévérance dans la réalisation du doctorat
- Pratiques enseignantes

- (Projets parallèles dans l'enseignement obligatoire)

8

MODÈLES THÉORIQUES

9

De Clercq M., Galand B., Dupont S. & Frenay, M. (2013). Factors Predicting Achievement among 1st Year University Students: An Integrative and Contextualised Approach. *European Journal of Psychology of Education, 28*, 641-662.

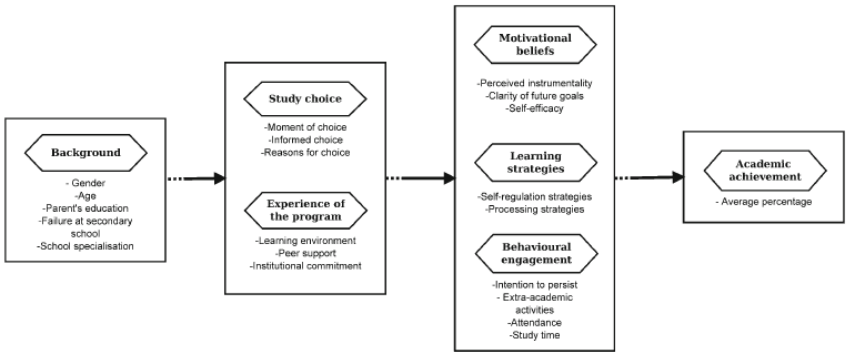

Fig. 1 Temporal classification of the categories of variables from the more distal to the more proximal of achievement. Note: Adapted from Price and Richardson (2003) and Appleton et al. (2008)

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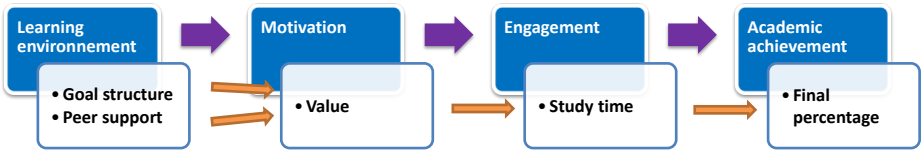
De Clercq, M., Galand, B., & Frenay, M. (2020). One goal, different pathways: Capturing diversity in processes leading to first-year students' achievement. *Learning and Individual Differences*, *81*, 101908.

– Achievement conceptualized as a 4 dimensional dynamic process (Appleton, Christenson & Furlong, 2008; Price and Richardson, 2003; Reschly & Christenson, 2012; Skinner & Pitzer, 2012)



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Dupont, S., Meert, G., Galand, B., & Nils, F. (2013). Postponement in the completion of the final dissertation: An underexplored dimension of achievement in higher education. *European Journal of Psychology of education*, *28*, 619-639.

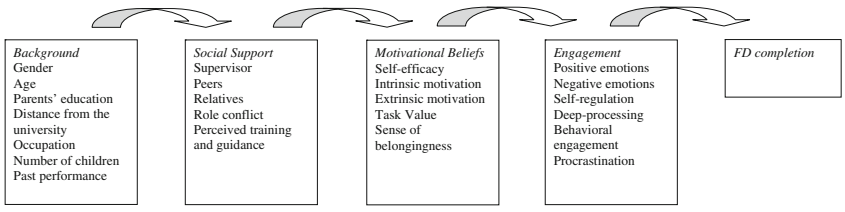
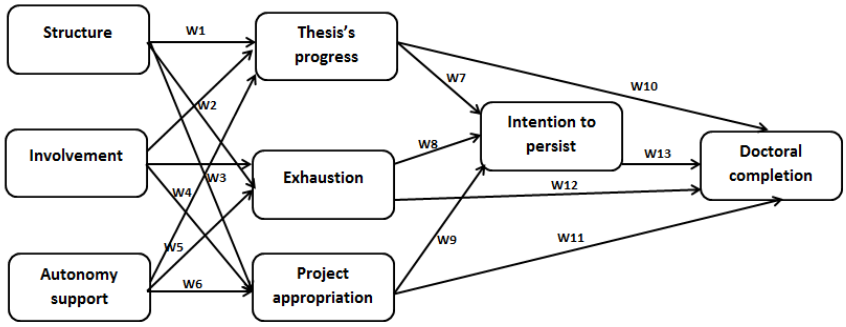


Fig. 1 Adapted model of the FD completion

12

De Clercq, M., Frenay, M., Azzi, A., Klein, O., & Galand, B. (2021). All you need is self-determination: Investigation of PhD students' motivation profiles and their impact on the doctoral completion process. *International Journal of Doctoral Studies*, *16*, 189-209.



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Développement et validation d'outils de mesure

- Galand, B., & Frenay, M. (2005). *L'approche par problèmes et par projets dans l'enseignement supérieur: Impact, enjeux et défis*. Presses universitaire de Louvain.
- Galand, B., Raucent, B., & Frenay, M. (2010). Engineering students' self-regulation, study strategies, and motivational believes in traditional and problem-based curricula. *International Journal of Engineering Education*, *26*(3), 523-534.
- Dupont, S., Meert, G., Galand, B., & Nils, F. (2013). Postponement in the completion of the final dissertation: An underexplored dimension of achievement in higher education. *European Journal of Psychology of education*, *28*, 619-639.
- Van der Linden, N., Devos, C., Boudrenghien, G., Frenay, M., Azzi, A., Klein, O., & Galand, B. (2018). Gaining insight into doctoral persistence: Development and validation of Doctorate-related Need Support and Need Satisfaction short scales. *Learning and Individual Differences*, *65*, 100-111.
- Jacquemart, J., De Clercq, M. & Galand, B. (à paraître). Développement et validation d'un protocole d'observation des pratiques enseignantes dans l'enseignement supérieur. *e-JIREF*

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APPROCHES MULTIVARIÉES

15

De Clercq, M., Galand, B., Dupont, S., & Frenay, M. (2013). Achievement among first-year university students: an integrated and contextualised approach. *European Journal of Psychology of Education*, *28*, 641-662.

This paper presents a prospective study aimed at identifying the predictors of academic achievement among first-year university students. It tries to develop an inclusive view of academic achievement by taking into account the possible differential impact of several predictors in two different faculties of the university. Some 317 university students from the two faculties (science and physical education), who were in their first year at university, participated in the study. During the academic year, these students completed a questionnaire. The outcome variable was their average academic mark at the end of the year. Multiple regression analyses were performed to identify the most powerful predictors of achievement. The results showed that **past school failure, parental education and self-efficacy beliefs predicted achievement in both programs**. **Age, secondary-school specialisation, reasons for choosing the program, deep processing, time spent studying and intention to persist** have also been highlighted as significant predictors of success, but **only in one of the two faculties**. Self-efficacy was the most powerful predictor of achievement in physical education courses, whereas intention to persist was the most powerful predictor in science. These results show the importance of adopting an integrated and contextualised approach to exploring the predictors of academic achievement at university.

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De Clercq M., Galand B., Dupont S. & Frenay, M. (2013). Factors Predicting Achievement among 1st Year University Students: An Integrative and Contextualised Approach. *European Journal of Psychology of Education, 28*, 641-662.

Table 2 Zero-order correlations and standardized coefficients for multiple regressions (stepwise) with achievement as dependant variable

	Physical Education (n=111)				Science (n=206)			
	r	Step 1	Step 2	Step 3	*r*	Step 1	Step 2	Step 3
Background								
Gender	−.12				−.08			
Age	−.15*				−.35***	−.20*	−.20*	-.17*
Parents' education	.29**	.31**	.31**	.21*	.16*	.13*	.13*	.10
Failure at secondary school	−.18*	−.17*	−.19*	−.21*	−.37***	−.19*	-.23**	−.19*
School specialisation								
Language	−.10				−.10			
Math	.16*				.30***	.26***	.20*	.15*
Science	−.10				−.09			
Study choice								
Moment of choice	.04				.04			
Informed choice	.13*				.23**			
Reasons for choice								
Passion	−.02				.21**		.17*	.04
Self-image	−.06				−.04			
Vocation	.04				.07			
Probability of success	−.07				−.06			
Job opportunities	−.08				.04			
Course avoidance	.04				−.18*			
Others pressure	−.20*		−.22*	−.16*	.03			
Experience of the program								
Learning environment								
Academic support	.05				.07			
Organizational problems	−.10				−.15*			
Peer support	.06				.25***		.19*	.10
Institutional commitment	.00				.05			
Motivational beliefs								
Perceived instrumentality	.11				.22**			
Clarity of future goals	−.09				−.04			
Self-efficacy	.40***			.35***	.34***			.17*
Learning strategies								
Self-regulation strategies								
Adaptive	.20*				.25***			
Maladaptive	−.18*				−.34***			
Processing strategies								
Deep processing	.24**			.18*	.24**			
Surface processing	.06				.01			
Behavioural engagement								
Intention to persist	.25**				.48***			.31*
Extra-academic activities	.02				.15*			
Attendance	.16*				.22**			
Study time	.06				.28***			.13*
R^2		.13	.18	.33		.25	.33	.48
ΔR^2		.13*	.05*	.15*		.25*	.08*	.15*

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De Clercq, M., Galand, B., & Frenay, M. (2013). Learning processes in higher education: Providing new insights into the effects of motivation and cognition on specific and global measures of achievement. In D. Gijbels, V. Donche, J. Richardson & J. Vermunt (Eds.), *Learning Patterns in Higher Education: Dimensions and research perspectives* (pp. 141-162). Oxon: Routledge.

Table 8.4 Hierarchical regression on the different achievement outcomes

	Average final percentage[a]			*Test grades*[b]		
	Step 1	*Step 2*	*Step3*	*Step 1*	*Step 2*	*Step3*
1. Past performance	.71***	.69***	.69***	.35***	.36***	.36***
2. Academic self-efficacy beliefs		.00	−.02		−.05	−.02
3. Mastery goal		.12*	.12*		.08	.03
4. Performance goal		−.04	−.04		.02	.02
5. Deep processing			.02			.24**
6. Surface processing			−.01			−.21**
7. Adaptive self-regulation			−.01			−.09
8. Maladaptive self-regulation			−.08			−.05

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Devos, C., Boudrenghien, G., Van der Linden, N., Azzi, A., Frenay, M., Galand, B., & Klein, O. (2017). Doctoral students' experiences leading to completion or attrition: A matter of sense, progress and distress. *European journal of psychology of education*, *32*, 61-77.

A central trend in qualitative studies investigating doctoral students' dropout is to stress the importance of students' integration and socialisation in their working environment. Yet, few of these studies actually compared the experiences of doctoral students who completed or quit their PhD. In order to overcome this limitation and identify the factors that differentiate these two groups, the present study interviewed 21 former doctoral students: 8 completers and 13 non-completers. The results show that **what best differentiates these two groups of participants is the extent to which they feel that they are moving forward, without experiencing too much distress, on a research project that makes sense to them**. We assume that this set of factors is central in the dropout process. Support from doctoral peers was found to play a positive role overall but did not contribute to differentiating the two groups, presumably because peers have a limited impact on dissertation progress. Supervisors' support was central to the participants' stories; it is thus assumed to play a role in the process, but this role is complex and needs further investigation. These results call for a stronger consideration of the doctoral task itself when investigating the process of persistence and attrition and for a more integrated framework that considers jointly both task- and environment-related aspects.

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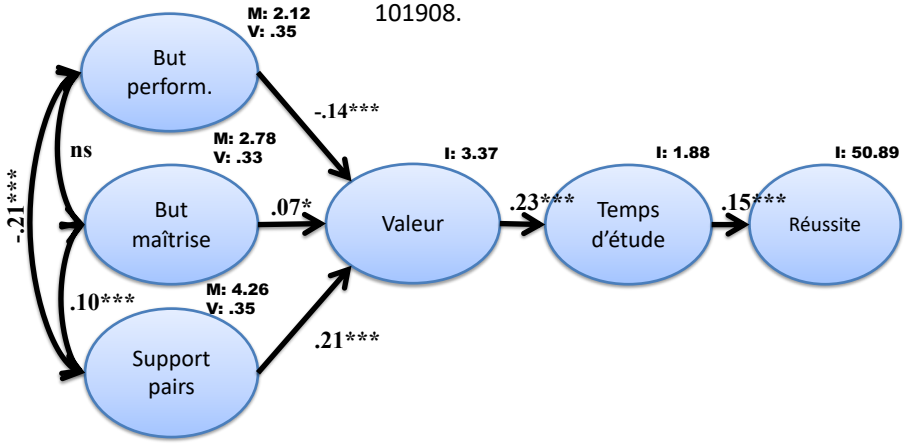
De Clercq, M., Galand, B., & Frenay, M. (2020). One goal, different pathways: Capturing diversity in processes leading to first-year students' achievement. *Learning and Individual Differences*, *81*, 101908.



Model	χ^2	df	RMSEA	CFI	PCFI	SRMR	AIC
Modèle général	26.1	7	.048	.93	.43	.031	66.1

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Dupont, S., Galand, B., & Nils, F. (2014). Factors Predicting Postponement of a Final Dissertation: Replication and extension. *Psychologica Belgica, 54*(1), 33-54.

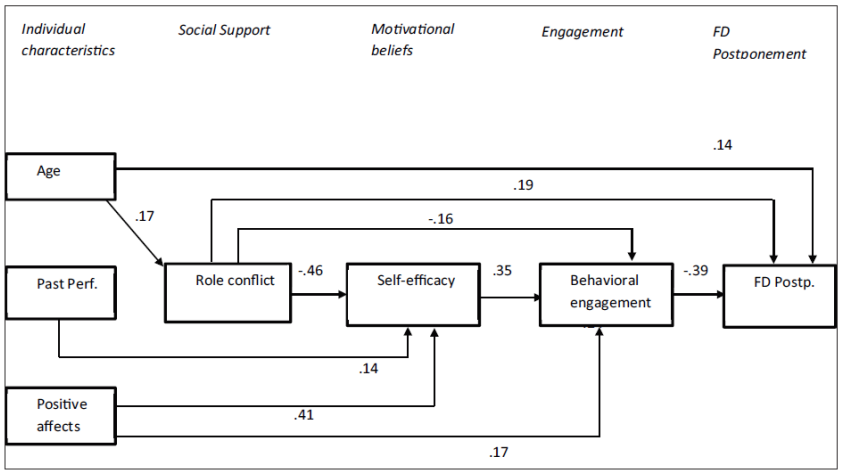
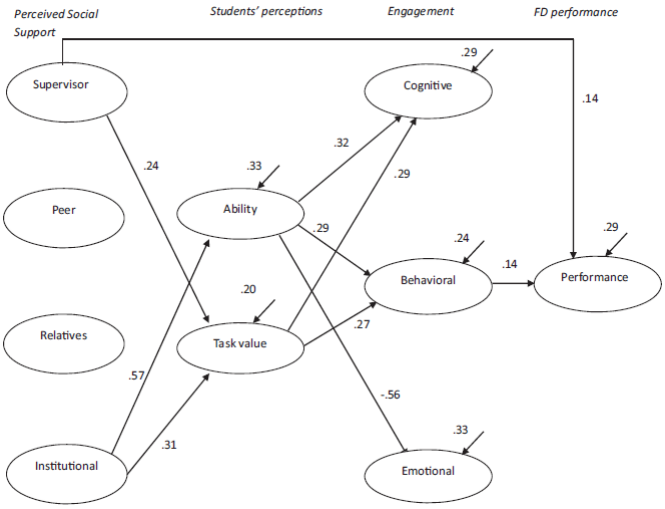


Figure 2: Path analyses. Nonsignificant paths are not shown. All paths are significant at .05

21

Dupont, S., Galand, B., & Nils, F. (2015). The impact of different sources of social support on academic performance: Intervening factors and mediated pathways in the case of master's thesis. *European Review of Applied Psychology*, *65*(5), 227-237.



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Wollast, R., Boudrenghien, G., Van der Linden, N., Galand, B., Roland, N., Devos, C., ... & Frenay, M. (2018). Who are the doctoral students who drop out? Factors associated with the rate of doctoral degree completion in universities. *International Journal of Higher Education*, *7*(4), 143-156.

The issue of considerable dropout rate in doctoral programs is well documented across a large number of countries. However, few studies address the factors associated with doctoral completion among Non-U.S. countries, multiple universities and fields of research. Nor do they investigate the interactions between these factors. The present paper aimed to overcome these limitations and analyzed the population of doctoral students in all disciplines of the two largest universities of the French-speaking Community of Belgium (N = 1509). Specifically, we focused on several factors: gender, nationality, marital status, master grade, whether students continued at the same university when transitioning to the doctoral degree, whether they continued in the same field, age at registration, research field and funding (i.e., type of funding and associated job requirements). Findings indicate that **four factors (marital status, master grade, research field and funding) are directly associated with dropout rate when all factors are considered jointly in the same model**. Furthermore, results indicate that some of these factors, such as the **marital status and gender, interact**. In addition, we found that **an accumulation of risk factors leads to a massive increase in dropout rates**. Finally, a time course analysis revealed that the highest dropout rate occurs during the first two years and is related to the absence of funding or scholarship. The results, limits and futures perspectives are discussed.

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De Clercq, M., Devos, C., Azzi, A., Frenay, M., Klein, O., & Galand, B. (2019). I need somebody to lean on. *Swiss Journal of Psychology, 78* (3-4), 101-113.

Table 2. Hierarchical regression of the factors predicting doctoral students' emotions, perceived progress, and intention to persist (T3)

	Positive emotions				Perceived progress				Intention to persist			
	Step 1	Step 2	Step 3	Step 4	Step 1	Step 2	Step 3	Step 4	Step 1	Step 2	Step 3	Step 4
Baseline (T1)	.58***	.59***	.59***	.59***	.64***	.64***	.64***	.64***	.66***	.67***	.67***	.66***
Sex (women)	−.07	−.07	−.08	−.08	−.11**	−.11**	−.10*	−.11*	−.08*	−.09*	−.09*	−.10*
Age	−.03	−.04	−.05	−.04	−.01	−.01	−.01	−.01	.00	−.02	−.03	−.03
Nationality (foreigner)	.03	.04	.03	.03	−.08	−.08	−.08	−.08	−.01	−.01	−.01	.00
Father's diploma	.05	.04	.04	.04	.04	.04	.04	.05	.03	.03	.02	.01
Mother's diploma	.02	.02	.01	.02	.05	.05	.04	.04	.03	.03	.02	.04
Marital status (couple)	−.03	−.03	−.03	−.03	−.03	−.03	−.03	−.03	−.04	−.05	−.06	−.06
Number of children	.07	.07	.09	.09	.05	.05	.05	.06	.08	.08	.09	.11*
Master grade	.01	.00	.01	.01	.06	.05	.05	.06	.06	.05	.05	.08*
Stage of advancement (T2)		.04	.05	.04		.02	.04	.03		.10*	.11**	.09*
Supervisor's support (T2)			.16***	.17***			.10*	.11*			.14***	.15***
Peers' support (T2)			.03	.04			.07	.07			.04	.05
Relatives' support (T2)			−.01	−.01			−.04	−.04			.03	.03
Supervisor's support × SofA				−.02				−.07				−.15***
Peers' support × SofA				−.05				.00				−.07
Relatives' support × SofA				.02				.07				.01
Adjusted R^2	.38	.38	.41	.41	.45	.45	.47	.48	.48	.49	.51	.54
Change in R^2	.38***	.00	.03**	.00	.45***	.00	.02**	.01	.48***	.01*	.02**	.03***

Notes: *$p < .05$, **$p < .01$, ***$p < .001$; SofA = Stage of Advancement.

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ANALYSES CENTRÉES SUR LES PERSONNES

25

De Clercq, M., Roland, N., Brunelle, M., Galand, B., & Frenay, M. (2018). The delicate balance to adjustment: A qualitative approach of student's transition to the first year at university. *Psychologica Belgica*, *58*(1), 67.

First year experience in higher education has been extensively investigated in the literature. Yet, two limitations can be identified out of the literature. The majority of the studies focused on single factor analysis, restraining the multifactorial understanding of adjustment's determinants. Moreover, the temporal unfolding of the first year at the university has mainly been disregarded, limiting the dynamic framing of adjustment process. To overcome these limitations, the current study used a longitudinal qualitative design in order to grasp the dynamic complexity of adjustment process. Semi-structured interviews were conducted in two steps with 17 freshmen from Science department. The aims were to unfold the constructs at play in student's adjustment process and the dynamic interplay between them over time. The analyses were grounded into Nicholson's theoretical framework of transition cycle and the material was analyzed through thematic and sequential analysis. Four themes (*readiness, reaching personal drives, fighting an overwhelming program and becoming a self-regulated learner*) and four different events (*starting up, click, exhaustion and deficiencies accumulation*) were identified in the material disclosing **the dynamic nature of adjustment process**. An overall reflection on the findings is proposed in the conclusion.

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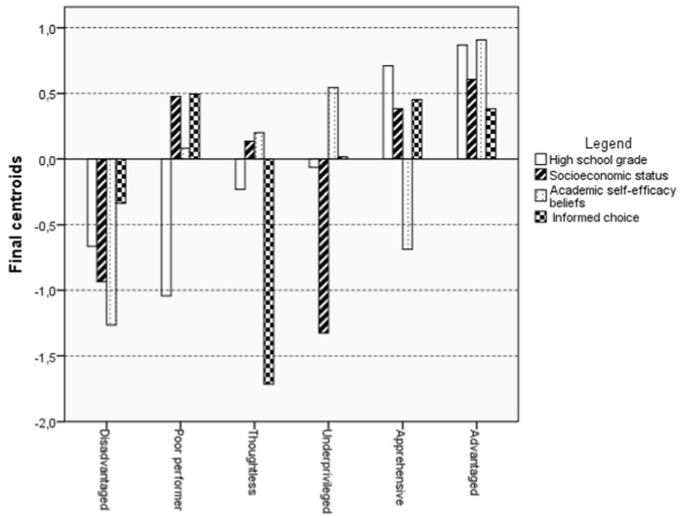
De Clercq, M., Galand, B., & Frenay, M. (2017). Transition from high school to university: a person-centered approach to academic achievement. *European Journal of psychology of education*, *32*, 39-59.



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De Clercq, M., Galand, B., & Frenay, M. (2017). Transition from high school to university: a person-centered approach to academic achievement. *European Journal of psychology of education*, *32*, 39-59.

Table 4 Crosstabs cluster membership × achievement outcomes

	Four-level academic outcomes				
	Attrition	Failure	Success	Honor roll	Total
1. Disadvantaged	61	105	61	16	243
	25.1 %	43.2 %	25.1 %	6.6 %	100.0 %
2. Poor performer	76	138	153	23	390
	19.5 %	35.4 %	39.2 %	5.9 %	100.0 %
3. Thoughtless	49	77	97	26	249
	19.7 %	30.9 %	39.0 %	10.4 %	100.0 %
4. Underprivileged	57	84	99	27	267
	21.3 %	31.5 %	37.1 %	10.1 %	100.0 %
5. Apprehensive	40	91	148	101	380
	10.5 %	23.9 %	38.9 %	26.6 %	100.0 %
6. Advantaged	34	75	159	136	404
	8.4 %	18.6 %	39.4 %	33.7 %	100.0 %
Total	317	570	717	329	1933
	16.4 %	29.5 %	37.1 %	17 %	100 %

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De Clercq, M., Galand, B., & Frenay, M. (2020). One goal, different pathways: Capturing diversity in processes leading to first-year students' achievement. *Learning and Individual Differences*, *81*, 101908.

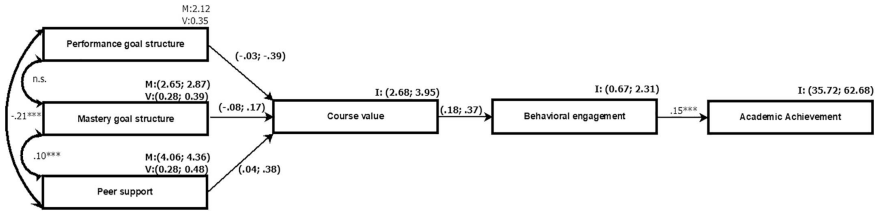

Fig. 2. structural model of achievement process variations across the profiles. Note. Variations across profiles are in bold.

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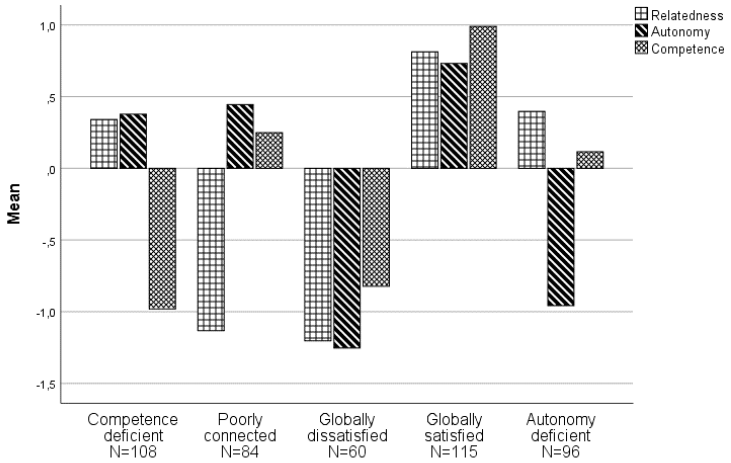
De Clercq, M., Frenay, M., Azzi, A., Klein, O., & Galand, B. (2021). All you need is self-determination: Investigation of PhD students' motivation profiles and their impact on the doctoral completion process. *International Journal of Doctoral Studies*, *16*, 189-209.



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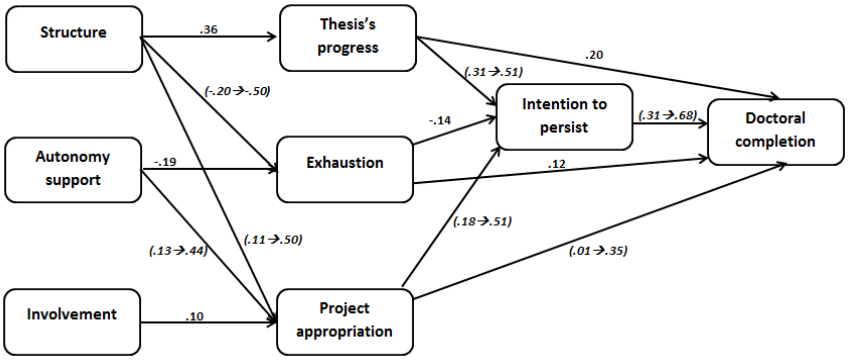
De Clercq, M., Frenay, M., Azzi, A., Klein, O., & Galand, B. (2021). All you need is self-determination: Investigation of PhD students' motivation profiles and their impact on the doctoral completion process. *International Journal of Doctoral Studies*, *16*, 189-209.



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Wollast, R., Aelenei, C., Chevalère, J., Van der Linden, N., Galand, B., Azzi, A., ... & Klein, O. (2023). Facing the dropout crisis among PhD candidates: the role of supervisor support in emotional well-being and intended doctoral persistence among men and women. *Studies in Higher Education*, *48*(6), 813-828.

The number of PhD candidates who experience psychological problems has risen significantly over the past few years. Poor mental health can have numerous negative consequences for PhD candidates and their supervisors, as it may adversely affect their quality of life, attrition, and academic productivity. Despite these well-documented challenges, few studies have looked at how the supervisor – supervisee relationship can influence the emotional well-being of male and female doctoral candidates. The current work examined the role of the supervisor's support in emotions and intended doctoral persistence among men (n = 411) and women (n = 514), in all disciplines at two large universities in Belgium. Results indicate that emotional well-being was low for all doctoral candidates but **women experienced even more negative emotions** (anxiety, stress, discouragement, demoralization, sadness and depression) **and fewer positive emotions** (confidence, optimism, happiness, fulfillment, satisfaction and content) **than men**. Interestingly, we also found that **perceived structure and autonomy**, two dimensions of supervisor support, **have a positive effect on emotional well-being and intention of pursuing a PhD trajectory for both men and women**. This paper makes a contribution to the higher education and research supervision literature by offering new directions for research and by providing guidelines for the training of research supervisors.

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LE RÔLE DES PRATIQUES ENSEIGNANTES

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Galand, B., Frenay, M., & Raucent, B. (2012). Effectiveness of problem-based learning in engineering education: a comparative study on three levels of knowledge structure. *International Journal of Engineering Education*, *28*(4), 939-947.

The effectiveness of problem-based learning is still a matter of debate in higher education. A previous meta-analysis introduced a distinction between three levels of knowledge structure to be assessed (understanding of concepts, understanding of principles, and application of these concepts and principles) and showed that, in medical education, problem-based learning only significantly outperformed conventional learning on the 'understanding of principles' component. The purpose of this study is to compare the understanding of concepts, understanding of principles, and application of knowledge among engineering students before and after the introduction of a problem- and project-based curriculum (PBL). To achieve this, **four cohorts of students** (total N = 385), two of which had followed a lecture-based curriculum and two a PBL curriculum, completed a criterion-referenced test assessing the three levels of knowledge structure. It was found that **students from the PBL curriculum outperformed students from the conventional curriculum, particularly on the application of knowledge**. In conclusion, these results indicate that PBL can be effective in engineering education, but bring into question the generalizability of findings from medical education to other curricula in higher education (especially when a project-based learning component is added).

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De Clercq, M., Michel, C., Remy, S., & Galand, B. (2019). Providing freshmen with a good “starting-block”. *Swiss Journal of Psychology,* 78(1-2), 69-75.

Grounded in social-psychological literature, this experimental study assessed the effects of two so-called “wise” interventions implemented in a student study program. The interventions took place during the very first week at university, a presumed pivotal phase of transition. A group of 375 freshmen in psychology were randomly assigned to **three conditions: control, social belonging, and self-affirmation**. Following the intervention, students in the social-belonging condition expressed less social apprehension, a higher social integration, and a stronger intention to persist one month later than the other participants. They also relied more on peers as a source of support when confronted with a study task. Students in the self-affirmation condition felt more self-affirmed at the end of the intervention but didn’t benefit from other lasting effects. The results suggest that some well-timed and well-targeted “wise” interventions could provide lasting positive consequences for student adjustment. The respective merits of social-belonging and self-affirmation interventions are also discussed.

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De Clercq, M., Galand, B., Hospel, V., & Frenay, M. (2021). Bridging Contextual and Individual Factors of Academic Achievement: A Multi-Level Analysis of Diversity in the Transition to Higher Education. *Frontline Learning Research*, *9*(2), 96-120.

The transition to higher education has been extensively documented in the literature. In this line, many individual variables were identified as strong predictors of academic achievement. Yet, this literature suffers from one main limitation; contextual factors have often been left out of the investigation. The majority of studies have tested the impact of individual characteristics assuming that the effects are the same in different programs. However, differences between institutions or programs could result in specific learning contexts leading to different adjustment processes. As an attempt to overcome this limitation, the current study has investigated the impact of both individual and contextual factors on academic achievement through a multifactorial multilevel analysis. The analyses were carried out on 1,173 freshmen from **21 study programs**. Results highlighted that **15% of variation in students' achievement** was found **between programs**. Aspects of curriculum organization that contributed to academic achievement were gender ratio, opportunities given for practice and class size. Besides, seven individual factors were also predictive of academic achievement in the multifactorial approach: **past performance, socioeconomic status**, self-efficacy beliefs, value, **mastery goal structure**, study time and paid job. Finally, significant random effects were identified for peer support, course value, attendance and external engagement (i.e. commitment in extra-academic activities). The implications and limitations of this study are discussed. By connecting individual and contextual predictors of academic achievement this study intends to endorse a frontline approach regarding the transition to higher education.

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Jacquemart, J., De Clercq, M., & Galand, B. (2024). The black box revelation of instructional practices: a mixed study of the transition to HE. *European Journal of Higher Education*, 1-22.

Instructional practices (IP) could be an important lever for student's adjustment to the first year at the university. Yet, the role of teaching practices is overlooked in the literature about students' transition to Higher Education (HE). To overcome this limitation, the current study proposes to analyse the link between teaching practices and student achievement controlling for individual variables. More precisely, multi-level analyses were carried out on 932 students scattered on **18 different courses** from five universities. Instructional practices were measured through **teachers' self-reported questionnaires**. The main results highlighted the significant **link between instructional support or consideration for students' perspectives and student academic achievement**. Moreover, eight focus groups were carried out with students to understand more deeply the role of the teacher in their adjustment to HE. Five major themes emerged from the data: Non-verbal attitudes, Teacher's flexibility and structure, interactive and entertaining lessons and clear and consistent expectations. These results provided several guidelines to improve IP to ease students' transition process to HE.

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Jacquemart, J., De Clercq, M., & Galand, B. (2023). Mieux comprendre les pratiques enseignantes en classe dans l'enseignement supérieur: proposition d'un cadre de référence. *Formation et profession*, *31*(3), 1-19.

Les pratiques enseignantes (PE) restent encore relativement peu étudiées dans la recherche sur l'enseignement supérieur (ES), surtout en ce qui concerne l'observation des pratiques. Cet article se propose de fournir un cadre de référence pour la conception d'un modèle théorique des PE en classe dans l'ES. Ce travail permettra d'explorer ultérieurement le rôle des PE dans la réussite des étudiants. Une analyse narrative a été menée sur **deux modèles des PE de l'enseignement obligatoire, ayant de solides fondements théoriques et empiriques, afin de les transposer au contexte de l'ES**. Les résultats ont permis d'identifier quatre catégories clefs des pratiques.

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Jacquemart, J., De Clercq, M. & Galand, B. (à paraître). Développement et validation d'un protocole d'observation des pratiques enseignantes dans l'enseignement supérieur. *e-JIREF*

Dans le contexte de l'enseignement supérieur, les études d'observation des pratiques enseignantes sont rares. Disposer d'un protocole d'observation et d'un instrument de mesure valide et fiable pour décrire ces pratiques permettrait des avancées significatives. L'objectif de cette étude est de développer un protocole d'observation systématique et d'éprouver ses qualités psychométriques. Suite à un processus de validation extensif, les analyses de données collectées auprès d'un échantillon de **96 enseignants issus de six universités** belges, montrent une **fiabilité inter-juges**, une **cohérence interne** et une **fidélité test-retest** très satisfaisantes de l'outil d'observation Just Teach tout en identifiant **huit dimensions des pratiques enseignantes**. Les analyses descriptives indiquent également que les pratiques des dimensions cadre soutenant et gestion de l'attention sont assez fréquentes, alors que les pratiques des dimensions questionnement réflexif et critique et cadre menaçant sont rares.

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DISCUSSION

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Perspectives (1)

- Importance des modèles théoriques : articulation avec théories de la motivation, théories de l'engagement et théories de l'apprentissage.
- Inflation conceptuelle : les questions du poids relatif et de la spécificité restent cruciales.
- Choix des variables : Pertinences sociétales, validité sociale, liens avec pistes d'action et politiques éducatives.
- Apports respectifs des analyses centrées sur les variables ou sur les personnes.
- Interroger liens entre réussite et apprentissages : Quelles compétences ont développé les étudiants ? Alignement pédagogique entre objectifs affichés et évaluation ?

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Perspectives (2)

- Persévérance et apprentissages ne sont pas équivalents, prédicteurs parfois différents.
- Multiplicité des sources d'inégalités.
- Grosses limites des plans de recherche les plus utilisés : Absence de contrôle de variables importantes (ex. connaissances antérieures/3ème variable), biais de sélection, effets réciproques et direction inversée des effets, …
- Besoin de davantage de recherches longitudinales et quasi-expérimentales.
- Faible articulation entre recherche en « pédagogie universitaire » et pratiques des professionnels : quelles formes de collaborations ?

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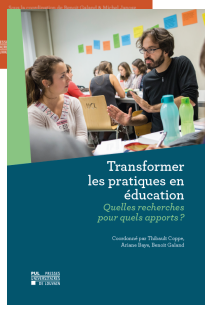
Pistes de lecture recherches-pratiques

- Galand, B. (2018). Non, la recherche ne dit pas aux praticiens ce qu'ils doivent faire. *Diversité, 192*, 107-112. https://www.persee.fr/doc/diver_1769-8502_2018_num_192_1_4707
- Galand, B. (2024). « Ce qui me semble beaucoup plus problématique, c'est l'utilisation de résultats de recherche comme argument d'autorité pour donner des injonctions aux professionnels ». *Diversité* [En ligne], 205 https://publications-prairial.fr/diversite/index.php?id=4552#quotation
- Meet the lab series: Interview with Dr. Benoit Galand https://www.baps.be/news/interview/meet-the-lab-series-interview-with-dr.-benoit-galand
- Galand, B., & Dellisse, S. (2021). Comment former les enseignants en cours de carrière pour améliorer les apprentissages des élèves? In Galand, B. & Janosz, M. (dir.), *Améliorer les pratiques en éducation. Qu'en dit la recherche ? (* pp. 57-66). Presses universitaires de Louvain.
- Galand, B., Baudoin, N., & Tolmatcheff, C. (2024). Avoir un impact : pourquoi mesurer l'implantation d'une intervention est crucial. Dans T. Coppe, A. Baye, & B. Galand (dir.), *Transformer les pratiques en éducation : Quelles recherches pour quels apports ?* (pp. 69-84). Presses universitaires de Louvain.



Questions ?

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MERCI POUR VOTRE ATTENTION !