

Veille de l'IREDU



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Acquisition de compétences

Ahmad, B., & Bilal, S. (2025). **Knowledge of AI as a Future Work Skill for Career Sustainability.** *Journal of Career Development*, 52(2), 134-152. <https://doi.org/10.1177/08948453241307384>

In response to the pervasive influence of AI across various professional domains, we investigate how the acquisition of AI knowledge as a future work skill can foster career sustainability. Our exploration delves into the role of this knowledge in aligning individual skills with job demands, enhancing what we term as person-job fit. Moreover, we present a moderated-mediation model to examine the interactive influence of career confidence between person-job fit and career sustainability. Data were collected in three waves from part-time students pursuing professional courses, concurrently employed in diverse industrial sectors of Pakistan. Hypotheses were tested using covariance-based structural equation modeling (CB-SEM) on a final dataset (n = 318). Our findings reveal that AI knowledge as a future work skill significantly contributes to workers' career sustainability, both directly and through person-job fit. Additionally, higher career confidence significantly strengthens the interplay between person-job fit and career sustainability. Theoretical contributions and practical implications of the study are discussed, along with potential avenues for future research in this domain.

Belfi, B., & Borghans, L. (2025). **The Importance of Socio-Emotional Skills for Multiple Life Outcomes and the Role of Education** (IZA Discussion Paper N° 17595). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17595.htm>

In this paper, we explore the interplay between personality traits, socio-emotional skills, and key life outcomes across education, employment, social connectedness, health, and civic participation. Drawing on a rich body of research, we highlight the significant impact of socio-emotional skills, as defined by the Study on Social and Emotional Skills (SSES) framework developed by the Organization for Economic Co-operation and Development (OECD), on various aspects of life. From academic achievement to job performance, social relationships, health indicators, and civic engagement, socio-emotional skills emerge as crucial predictors of success and well-being. Moreover, we examine the effectiveness of educational interventions in fostering socio-emotional skills, considering optimal timing and intervention strategies. Through meta-analyses and empirical studies, we uncover insights into the developmental trajectory of these skills and their malleability over time. These findings have profound implications for policymakers, practitioners, and researchers, emphasizing the importance of integrating socio-emotional skill development into educational curricula and broader societal initiatives. By aligning interventions with the OECD framework and adopting evidence-based practices, stakeholders can empower individuals to navigate life's challenges with resilience and thrive in an increasingly complex world.

Castillo-Rabanal, I., & Heitmayer, M. (2025). **Code-Related Activities and Their Association With Early Literacy Skills: A Scoping Review and Meta-Analysis.** *European Journal of Education*, 60(1), e12895. <https://doi.org/10.1111/ejed.12895>

Literacy skills are acquired during childhood through 'code-related activities', which are interactions and practices that directly engage children with written words. This study presents a scoping review and meta-analysis of 18 peer-reviewed articles that explore the relationship between these code-related activities and early literacy skills. The

analysis revealed a diverse range of samples, with participants from 12 countries speaking 10 different languages. However, many studies exhibited significant gaps in demographic information, omitting crucial details such as socioeconomic status, the number of languages spoken by children, the presence of disabilities, and which parent participated in the study. All studies utilised questionnaires to gather data; however, the content of these instruments varied significantly and often focused on limited reading resources. Despite these limitations, a small but significant positive correlation was found between code-related activities and early literacy skills. The analysis also highlighted high heterogeneity and potential bias, which may be attributed to inconsistencies in measurement across the studies. In conclusion, while there is evidence suggesting a link between code-related activities and early literacy skills, more thorough and comprehensive research is needed to better understand the influence of the home literacy environment. Future studies should aim to address the existing demographic and methodological gaps to provide a clearer picture of this relationship across diverse populations.

Castro, J. F., & Villacorta, L. (2025). **Too Hard, Too Easy, or Just Right: The Productivity of Schooling and the Match between Child Skill and School Complexity.** *World Bank Economic Review*, 39(1), 26-41. <https://doi.org/10.1093/wber/lhae013>

The World Bank has been working closely with the Ministry of Human Resources and Social Development (MHRSD) in the Kingdom of Saudi Arabia (KSA) to develop a system-level skills strategy. The MHRSD first started by establishing a Skills and Training Deputyship and allocated resources to start leading the national skilling agenda through coordinated efforts with all relevant role-players. The strategy responds to the KSA's goal to diversify its economy and empower its people with the necessary skills to become global citizens. It further responds to the need to coordinate existing skills development efforts. The system approach to skills strategies includes a strong focus on governance, creating sectoral representative bodies, such as Sector Skills Councils (SSCs) to facilitate a demand-led skills approach to skills development, establishing efficient labor market information and quality assurance systems, and cultivating a responsive education and training system. Each of these focus areas makes up the core of a systems-based approach to skills development. The key principles of a system-level skills development framework are summarized here and expanded on later in the text.

Chen, C., & Lin, W. (2025). **Learning to Play the Piano in China: Opportunities to Improve the Skills of Piano Playing and Piano Performance Based on the Professional Performance of Modern Pianists.** *European Journal of Education*, 60(1), e70009. <https://doi.org/10.1111/ejed.70009>

This research aimed to study the peculiarities of learning to play the piano in China as a consequence of improving piano skills arising from the professional performance of modern pianists. By employing the coefficient of performance, it was determined by the authors that merely 11% of respondents possessed a high level of baseline piano skills, while 76% demonstrated intermediate proficiency. This finding indicates a deficiency in the ability to execute intricate musical compositions. According to students, concentration on professional piano work added to the development of piano skills. The study of the features of Lang Lang's piano work showed that the composer used extravagance techniques, focused on individual nuances, and popularised classical music. The practical significance of this paper lies in the possibility of applying the playing principles of famous pianists in the educational system to develop learning mechanisms.

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.

Daas, R., Dijkstra, A. B., Karsten, S., & ten Dam, G. (2025). **An open-ended approach to evaluating students' citizenship competences: The use of rubrics.** *Education, Citizenship and Social Justice*, 20(1), 3-18. <https://doi.org/10.1177/17461979231186028>

In this paper, we develop an open-ended approach to evaluating students' citizenship competences. We aim to give students the opportunity to describe what citizenship means for them in personally relevant contexts. We developed three rubrics relevant to students' citizenship in daily life. Students in grade 10 and 11 (Mage = 16) evaluated their competences or completed an assignment which was assessed using rubrics. The results show that for both approaches, the majority of students were able to provide relevant input pertaining to their citizenship competences. However, students' explanations were often brief, limiting the personal context they provided and the extent to which they demonstrated higher levels of proficiency. This study shows that employing rubrics for an open-ended approach to assessing citizenship competences shows promise in allowing students to share and elaborate upon their experiences and viewpoints, but more focus is needed on improving the quantity and quality of student input.

Dadon-Golan, Z., & BenDavid-Hadar, I. (2025). **Problem-Solving Skills of Israeli Higher Education Graduates in Tech-Rich Environments: An Analysis of PIAAC Data.** *European Journal of Education*, 60(1), e12921. <https://doi.org/10.1111/ejed.12921>

The knowledge-based economy and the information society highlights the importance of developing new competencies for personal, professional and social integration. Problem-solving in technologically rich environments (PS-TREs) is one of these competencies. This research examines the relationships between higher education and the PS-TREs competencies in both professional and daily life contexts, controlling for socio-personal characteristics (e.g., age and gender). Specifically, we focused on Israeli higher education graduates in comparison to their counterparts, between the ages of 25 and 65 in Israel, using data of 5342 participants in the PIAAC survey dataset. Using logistic regression models, our findings indicate HE graduates acquire higher levels of PS-TREs, compared to their counterparts. This result is positively mediated through socio-personal characteristics such as being older or being a woman. Specifically, the

probabilities of HE graduates utilising PS-TREs at work and in daily life are higher than that of participants with lower level of education (3, and 3.27 times higher, respectively). We find gender and age disparities, favouring male and younger participants. The probabilities of females using PS-TREs at work, and in daily life are lower than male participants (70%, and 67%, respectively). Moreover, each additional year is correlated with a 4% decrease in the likelihood of using PS-TREs in daily life. Interestingly, the acquisition of higher education (HE) is associated with further narrowing of gaps, particularly in the context of work. This study highlights the importance of HE in reinforcing PS-TREs skills in adulthood to mitigate social and labour exclusion.

Daniel, K., Msambwa, M. M., & Wen, Z. (2025). **Can Generative AI Revolutionise Academic Skills Development in Higher Education? A Systematic Literature Review.** *European Journal of Education*, 60(1), e70036. <https://doi.org/10.1111/ejed.70036>

This systematic review investigates the impact of generative artificial intelligence (GenAI) tools on developing academic skills in higher education. Analysing 158 studies published between 2021 and 2024, it focuses on the impact of GenAI tools on the development of cognitive, technical and interpersonal skills. The results reveal that 94% of the sampled studies reported significant improvements in cognitive skills, like critical thinking, problem-solving, analytical and metacognitive abilities, facilitated by personalised learning and feedback. Indeed, the development of technical skills was reported in research (24%), writing (26%), data analysis (33%) and technical literacy (18%). Additionally, GenAI tools were found to promote interpersonal skills by fostering interactive and engaging learning environments, with notable skills development in communication (24%), organisation (26%), empathy (5%) and teamwork (45%). Hence, this review underscores the importance of ethical and responsible use of GenAI tools, ongoing monitoring and active stakeholder engagement to maximise their benefits in developing cognitive, technical and interpersonal skills in higher education. They offer a promising avenue for academic advancement by fostering critical thinking, enhancing technical proficiency and promoting effective communication and teamwork. Therefore, GenAI tools significantly enhance academic skills; however, their integration requires a robust ethical framework and sustained examination of their long-term impacts.

Darmawansah, D., Rachman, D., Febiyani, F., & Hwang, G.-J. (2025). **ChatGPT-supported collaborative argumentation: Integrating collaboration script and argument mapping to enhance EFL students' argumentation skills.** *Education and Information Technologies*, 30(3), 3803-3827. <https://doi.org/10.1007/s10639-024-12986-4>

Argumentation is a complex skill essential for English as a Foreign Language (EFL) students to effectively use their English language and reasoning abilities in writing and speaking. Constructing arguments without proper collaborative scaffolding and technological support can be cognitively demanding. Generative artificial intelligence (Gen AI) in learning shows potential to meet students' individual needs. In this quasi-experimental study, we proposed using ChatGPT, a large language model, to guide students through three stages of collaboration script: preparation, interaction, and reflection stages. It ensures active participation and contribute to the collaborative task, while facilitating the knowledge construction in argument mapping to organize and represent the structure of arguments such as clarifying claim. A total of 67 freshmen university students participated, with 34 of them using ChatGPT-supported collaborative argumentation (ChatGPT-CA) and 33 using conventional-based collaborative argumentation (C-CA) which relied on a conventional pedagogical method without Gen AI support. The

findings showed that the ChatGPT-CA approach significantly enhanced EFL students' argumentative speaking performance, critical thinking awareness, and collaboration tendency compared to the C-CA approach with large effect sizes ($\eta^2 = 0.33; 0.29; 0.33$). Furthermore, using ChatGPT to learn argumentation improved the quality of arguments for students at different English proficiency levels. However, limitations such as the influence of prompt quality on ChatGPT's effectiveness were noted. Therefore, ensuring high-quality prompts is crucial for educators. This study provides valuable insights for developing EFL students' argumentation skills based on their proficiency levels and highlights the potential of integrating ChatGPT with proven pedagogical strategies to enhance argumentation skills in EFL contexts.

Darnay, B., Aladenise, M., & Pithon, M. (2024). **Comment favoriser l'appropriation de l'eportfolio par les internes de médecine générale afin d'améliorer le développement de leurs compétences par une meilleure qualité des apprentissages ?** *Congrès national des généralistes enseignants*. Présenté à Strasbourg, France. Consulté à l'adresse <https://hal.science/hal-04969688>

CONTEXTE Le troisième cycle de médecine générale a pour objectif le développement des compétences nécessaires à l'exercice de la spécialité. La pédagogie d'apprentissage choisie est donc centrée sur une approche par compétences (APC). Le développement de cette pédagogie dans les départements de médecine générale a nécessité la mise en place d'un outil pédagogique favorisant le développement des compétences et permettant un mode d'évaluation adapté : le e-portfolio. Les étudiants éprouvent certaines difficultés à s'approprier cet outil, qui implique des modifications des habitudes de travail. Or, une meilleure appropriation de l'outil numérique améliore la qualité des apprentissages. **OBJECTIF(S) / QUESTION(S)** Identifier les leviers permettant de favoriser l'appropriation de l'e-portfolio utilisé par les internes de médecine générale (IMG) du DES de Clermont-Ferrand. **MÉTHODE** Une étude qualitative inspirée de l'approche par théorisation ancrée a été réalisée auprès d'internes et d'anciens internes de médecine générale de l'université Clermont Auvergne. Les données ont été recueillies en 2023 par seize entretiens individuels semi-dirigés. L'analyse des données selon les trois étapes de la théorisation ancrée : analyse ouverte, codage axial et analyse intégrative, a permis l'identification de ces leviers. **RÉSULTATS** Quatre éléments principaux impactaient l'appropriation du portfolio par les internes de médecine générale : contenu du portfolio, accompagnement par le tutorat, ergonomie de l'outil numérique et perception de l'étudiant. Ces éléments étaient directement en lien avec des leviers motivationnels intrinsèques ou extrinsèques. Les liens entre ces leviers ont été modélisés dans un schéma intégratif. **DISCUSSION (Limites, forces et perspectives)** L'appropriation du e-portfolio par les internes de médecine générale est un enjeu majeur dans le développement de leurs apprentissages. Certaines évolutions à venir dans le portfolio clermontois prévoient d'intégrer des éléments en cohérence avec ces résultats. Un travail conjoint avec les étudiants sera nécessaire pour discuter des autres pistes d'amélioration. Le suivi et l'évaluation régulière du e-portfolio permettront de s'adapter aux évolutions futures du référentiel métier et aux besoins à venir des étudiants.

Davidoff, Y., & Jayusi, W. (2025). **Effective online teaching and learning strategies: interdisciplinary research of student perceptions in higher education.** *Education and Information Technologies*, 30(3), 3717-3742. <https://doi.org/10.1007/s10639-024-12958-8>
Higher Education has serious challenges regarding academic online teaching-learning-evaluation methods and tools. This study examined 980 students from diverse disciplines

about their social-emotional-psychological (SEP) perceptions. We also examined the presence and desirability of 14 TLE (teaching-learning-evaluation) tools in the online learning environment. Findings indicate that current academic online learning does not meet students' social-emotional needs and reveals a significant demand for practical and engaging methods like simulations and interactive platforms. Diverse disciplines expose different needs (e.g., business and engineering students reported a greater lack of empowerment and lowered acquisition of skills than students from disciplines characterized by higher engaging online learning, such as education and social sciences). Diversified teaching methods, interactive platforms, group support and assessment are needed to address diverse needs. This study extends the international understanding of SEP and TLE theoretical and methodological concepts and suggests practical solutions for effective online teaching-learning and evaluation for diverse disciplines.

Du, L., Tang, X., & Wang, J. (2025). **Different types of textual cues in educational animations: Effect on science learning outcomes, cognitive load, and self-efficacy among elementary students.** *Education and Information Technologies*, 30(3), 3573-3596. <https://doi.org/10.1007/s10639-024-12929-z>

Educational animation, recognized for its potential accessibility and engaging qualities, has become increasingly prevalent in classroom instruction. However, not all educational animations exhibit high quality or significantly enhance learning outcomes. This study addresses the need for optimizing educational animation design to enhance student learning outcomes and experiences, employing the construction-integration model. We developed three types of educational animations: subtitled textual cue (STC), keyword textual cue (KTC), and structured textual cue (CTC). Through a quasi-experimental research design, 257 fifth-grade students were assigned to three groups, each exposed to one type of textual cue. The results indicate that CTC leads to superior achievement, knowledge retention, higher self-efficacy, and the lowest cognitive load. In comparison, KTC demonstrates moderate results, while STC yields the poorest outcomes. Furthermore, there is a significant negative correlation between achievement and cognitive load, and a significant positive correlation between achievement and self-efficacy. Additionally, there is a significant positive correlation between the « faded effect » of knowledge retention and self-efficacy. These findings highlight the superior learning outcomes and experiences associated with CTC. Based on these findings, recommendations are provided for future educational animation design and instructional practices.

Escande-Gauquié, P. (2025, mars 2). **Ces images qui informent ou désinforment : sur les réseaux numériques, cultiver l'esprit critique.** Consulté 3 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/ces-images-qui-informent-ou-desinforment-sur-les-reseaux-numeriques-cultiver-lesprit-critique-248718>

Comment aider les jeunes à vivre dans un monde d'images, à l'heure où la vitesse des réseaux et l'IA peuvent faciliter les manipulations ? Retour sur les enjeux d'une éducation aux médias.

ETF : European training foundation. (2024a). **Bridging the skills gap: embracing digital transformation: key findings from the European skills and jobs survey in the Western Balkans and Israel.** Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2025-01/P236060-01 ETF ESJS v2.pdf>

La prolifération des technologies numériques a un impact considérable sur l'économie et la dynamique du travail. S'appuyant sur la deuxième enquête européenne sur les compétences et l'emploi, ce rapport examine comment la numérisation et l'automatisation influencent les tâches professionnelles, les besoins en compétences et les stratégies des travailleurs en matière de développement des compétences dans six pays partenaires de l'ETF (Albanie, Bosnie-Herzégovine, Kosovo, Macédoine du Nord, Serbie, Israël). En examinant ces changements, le rapport fournit des informations sur les besoins actuels et futurs de main-d'œuvre, qui sont essentielles pour les décideurs politiques et les praticiens qui visent à favoriser une main-d'œuvre résiliente et adaptable dans un monde de plus en plus numérique.

ETF : European training foundation. (2024b). **Education, skills and employment: trends and developments 2024: an ETF cross-country monitoring report**. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-11/ETF%20CrossCountry%20Monitoring%20Report%202024_EN%20FINAL%20%281%29.pdf

S'appuyant sur l'édition 2023, ce rapport de suivi transfrontalier fournit un aperçu complet des tendances en matière d'éducation, de formation et d'emploi en 2024 dans 26 pays partenaires de l'ETF. En mettant l'accent sur l'apprentissage tout au long de la vie avec des données mises à jour, il examine la flexibilité, l'adaptabilité et l'équité des opportunités d'apprentissage dans des contextes socio-économiques et démographiques en évolution et présente les résultats des politiques liées à l'accès, la qualité, la pertinence et l'organisation des systèmes pour différents groupes d'apprenants.

European Commission. Directorate general for education, youth, & Tilbury, D. (2025). **Youth engagement in schools student voices, participation, and action in learning for sustainability: input paper**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/0e71c844-e393-11ef-be2a-01aa75ed71a1>

De plus en plus de jeunes s'expriment sur des questions importantes pour leur communauté et leur génération. Cependant les jeunes perçoivent un manque d'opportunités pour influencer les décisions et les décideurs politiques. L'apprentissage pour la durabilité offre l'occasion de relever ce défi social et de faire progresser la transition écologique. Une première étape pourrait être de reconnaître que les jeunes ont une perspective unique sur les questions qui les concernent et qu'ils peuvent apporter une contribution précieuse à un avenir plus durable. Les acteurs de l'éducation doivent non seulement tenir compte des points de vue des jeunes qui souhaitent participer activement à la société, mais aussi de la meilleure façon de doter les jeunes apprenants des compétences et de l'expérience nécessaires pour s'engager efficacement. Le document porte sur l'éducation scolaire et la participation des apprenants, dans le but d'informer sur la manière de contribuer à intensifier les efforts et de créer des espaces supplémentaires pour l'engagement des jeunes dans et par l'éducation formelle.

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.

Frye, K. E., Anthony, C. J., Lei, P.-W., Husmann, K. D., & DiPerna, J. C. (2025). **Utility of the social skills improvement system—rating scales for capturing dynamic social constructs: Evidence using the measurement model of derivatives.** *Child Development*, 96(2), 721-735. <https://doi.org/10.1111/cdev.14199>

Social skills are dynamic developmental constructs typically measured using assessments developed via cross-sectional methods. The measurement model of derivatives (MMOD), a factor analytic approach targeting individual growth trajectories, was used to evaluate the longitudinal factor structure of the Social Skills Improvement System—Rating Scales (SSIS-RS) teacher form with a sample of 1320 first and second grade students (51.6% female, 54.8% white, 20.6% Black, 14.4% Hispanic). Although results provided support for three of the original SSIS-RS factors (Assertion, Empathy, Self-Control), there was some evidence that the other four original domains (Cooperation, Responsibility, Engagement, Communication) could be explained by two factors in this age range. Implications for using the SSIS-RS and the utility of the MMOD in developmental research are discussed.

García Cano, M., Gil-Ruiz, P., & Martínez-Vérez, V. (2025). **Visual arts museums as learning environments in the undergraduate and postgraduate programmes of the Faculty of Education at the Complutense University of Madrid.** *International Review of Education*, 71(1), 109-134. <https://doi.org/10.1007/s11159-024-10100-x>

This article addresses the need to bring the museum environment closer to the students of the Faculty of Education at the Complutense University of Madrid (UCM). The motivation for this stems from an observed lack of artistic education among these students, specifically evidenced by a lack of familiarity with the resources and learning opportunities offered by museums. To address this issue, a mixed quantitative-qualitative methodological design was chosen, with a focus on the factors that define artistic education. The research was conducted with a population cohort of UCM students (N = 476) including future teachers, pedagogy professionals and social education professionals. The results confirm the initial hypothesis, as 82.2% of the students reported having limited knowledge of museums and their resources. Additionally, 48.3% of the participants considered their artistic education during compulsory education to have been inadequate, and of these, 78.6% stated that their teaching staff lacked the necessary knowledge. In UCM's Laboratorio Pantono innovation project (PID), 88.6% of the students of the Faculty of Education considered museum educational resources to be relevant to their education and recognised their usefulness at all educational stages.

This is because these resources facilitate the acquisition of learning related to didactics and curriculum (63.3%), recreation (92.99%), expression (63.30%), and cross-cutting issues (90.3%). Based on these findings, this study underscores the need to integrate museum resources in teacher training programmes.

García-Llamas, P., Taboada, A., Sanz-Chumillas, P., Lopes Pereira, L., & Baelo Álvarez, R. (2025). **Breaking barriers in STEAM education: Analyzing competence acquisition through project-based learning in a European context.** *International Journal of Educational Research Open*, 8, 100449. <https://doi.org/10.1016/j.ijedro.2025.100449>

Project-Based Learning (PBL) is a widely applied methodology to foster professional competencies, especially when integrated with STEAM education. This study assesses the impact of a STEAM PBL activity on higher education students and academics, regarding competence acquisition (i.e., personal, professional, academic, and social competences). Additionally, it explores how participants' profiles and learning backgrounds shape their perceptions of PBL benefits by analyzing their motivations, expectations, and attitudes toward the methodology. Participants included higher education students and academics from six universities across five European countries. Data was collected through questionnaires across four domains: expectations and motivation, self-perception, competence acquisition, and satisfaction. Responses were analyzed using GLM to evaluate the influence of gender and academic role, and program modality (national or international) on participants' perceptions. Results show that both students and academics perceived similar benefits from PBL, regardless of their background or study modality. They reported high satisfaction and significant competency acquisition across all areas, with no significant differences based on gender, academic role, or prior experience, which highlights PBL as an inclusive methodology for diverse participants' profiles. The primary motivation for participation was to gain practical skills and engage in international collaboration, with minimal influence from external rewards. The findings stress the effectiveness of the PBL approach in STEAM education for fostering key competencies in higher education, promoting personal and professional growth, collaboration, and practical application of STEAM disciplines. The inclusiveness and effectiveness of PBL for diverse profiles supports its broader implementation in STEAM education to better prepare students for global challenges.

Gardelle, L. (2025). **Sustainability in engineering education in Europe over the last 15 years: visions and tendencies among educators as revealed by a literature review.** *European Journal of Engineering Education*, 1. <https://doi.org/10.1080/03043797.2025.2474044>

While sustainability significantly resonates in engineering education, practices and discussions reveal that what is called sustainability encompasses different realities in terms of objectives and applications. We conducted a review of articles published in the *European Journal of Engineering Education* between 2008 and 2023. These articles were subject to content analysis with the aim of gaining an understanding of how educators on the ground interpret the need to provide education on both sustainability, and the guiding principles, values, and educational goals that define their initiatives. This study highlights educators' aspirations to contribute to the common good, the pedagogical approaches they develop based on skill and pragmatism, and the significant but limited space that these initiatives occupy within curricula. This review and analysis shed light on the insights, gaps, and trends within the literature, highlighting the need for diverse

educational approaches as reflected in these publications, as well as the importance of identifying observable changes in the curricular logic in Europe that shape the representations of knowledge and the social roles of engineers.

Karadağ, G., Bilgiç, D., Öztürk, N., & Özdemir, T. (2025). **Relationship Between Nutritional Literacy and Healthy Life Skills of University Students**. *European Journal of Education*, 60(1), e70019. <https://doi.org/10.1111/ejed.70019>

Health literacy is important for maintaining healthy diets and lifestyles. This study examined the relationship between nutrition literacy and healthy life skills of university students. This study was a descriptive and correlational design. The students' Food and Nutrition Literacy Scale knowledge sub-dimension mean score was found to be 10.30 ± 2.11 , at the limited knowledge level, the attitude sub-dimension mean score was 49.32 ± 7.26 , at the limited attitude level, and the behaviour sub-dimension mean score was 31.04 ± 5.71 , at the limited level. The mean Scale of Healthy Life Skills in University Students score of the university students was 62.96 ± 9.99 , at a moderate level. Multiple regression analysis showed that the mean scores obtained from the attitude and behaviour sub-dimensions, studying in the Faculty of Nursing, being 18 years old, and studying in the first or second year were the main variables influencing the healthy life skills of university students. The food and nutrition literacy of the students was limited and their healthy life skills were at a moderate level. As the food and nutrition literacy of the students increased, their healthy life skills became more positive.

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.

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.

Kong, S.-C., Lai, M., Li, Y., & Chan, T.-Y. D. (2025). **Co-development of senior primary students' computational thinking concepts and practices: Implications for teaching and learning.** *Education and Information Technologies*, 30(3), 2859-2886. <https://doi.org/10.1007/s10639-024-12922-6>

Concepts and practices are widely used to assess students' development in computational thinking (CT). However, less is known about how the development of each construct relates to that of the other. With a sample of 997 grade 6 students (average age = 11.43 at the beginning of the school year) from 14 primary schools, we examined the co-development of students' CT concepts and practices based on the research method commonly used in the literature on conceptual and procedural knowledge for studying the relations between the two constructs. We first designed an instrument to measure CT concepts using an evidence-based approach, and validated it through item response theory. By applying multidimensional item response theory, we confirmed the four dimensions of CT practices using an instrument applied in a previous study. We found that after one year of CT learning, the students had improved in terms of both concepts and practices, indicating the effectiveness of the CT intervention. Structural equation modelling indicated that CT concepts and practices facilitated each other's development; practices played a particularly important role in facilitating the development of CT. Our study provides solid evidence for the importance of the problem-solving aspect of CT as reflected in the dimension of practices. It also provides

valuable insights for future pedagogical models, such as allocating sufficient time for students to practise in programming tasks.

Koyuncu, M. K. (2025). **Time-travelling in philosophy of mathematics courses: From classroom to newsroom.** *Education and Information Technologies*, 30(3), 3463-3489. <https://doi.org/10.1007/s10639-024-12940-4>

This article presents a new teaching method that embraces media production as a principle in education, aimed at effectively conveying the philosophy of mathematics. Based upon this premise, the content of the philosophy of mathematics course was reimagined as a digital newspaper, reminiscent of past printed editions. This transformation was carried out collaboratively with participants, shaping the course delivery accordingly. The effect of this method on the participants' technological pedagogical content knowledge was investigated using a mixed methodological approach with a sample of forty pre-service mathematics teachers. By digitally recreating historical contexts, participants had the opportunity to explore the philosophers and scientists of the relevant period, along with the social conditions they experienced. Adopting this method helped participants overcome the anachronistic epistemology fallacy, allowing them to develop their imagination and perception of the past compared to the traditional approach. It also highlights how the method transformed the class into a more engaging and entertaining part of the curriculum. Research findings reveal that creating a newspaper not only encourages the technological pedagogical development inherent in the teaching profession but also contributes to the development of the roles expected from the individual in the educational environment in the technology age. Therefore, this method may serve as a source of inspiration for teacher educators, especially those teaching courses in related contexts.

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.

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 apparaît 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.

Liu, H., & Guo, W. (2025). **Effectiveness of AI-Driven Vocal Art Tools in Enhancing Student Performance and Creativity**. *European Journal of Education*, 60(1), e70037. <https://doi.org/10.1111/ejed.70037>

In contemporary music education, innovative technologies, particularly artificial intelligence (AI)-based tools, play a crucial role. The objective of this study was to assess the effectiveness of AI-based tools in enhancing students' success and creativity. The study involved 158 students from a leading music institution, who were divided into control and experimental groups. Methods employed included surveys and testing, along with AI-based tools: Vocal AI Analyzer and Smart Vocal Coach. The results indicated a significant improvement in vocal skills (from 3.5 to 4.5 in the experimental group) and creativity (from 2.9 to 4.1 in the experimental group) compared with the control group. The AI-based tools demonstrated high effectiveness, providing individualised instruction and immediate feedback. The practical significance of the research lies in the potential implementation of such technologies in music educational institutions to enhance teaching effectiveness and the development of students' creative abilities.

López Portillo, P., Gutiérrez Duarte, M. V., Muñoz-Sepúlveda, J. A., & Hilliard, I. (2025). **Deepening Awareness of Circular Economy Concepts in the Textile Sector Among University Students**. *European Journal of Education*, 60(1), e70034. <https://doi.org/10.1111/ejed.70034>

Any attempt to reverse the catastrophic consequences of climate change requires adaptation or mitigation measures. These measures can be implemented both at institutional and individual levels. For these measures to be effective, it is essential that economic agents are aware of the consequences of their decisions. This article presents the results of an activity carried out with university students to help strengthen their understanding of environmental protection. Specifically, it focuses on the implementation of a circular economy system in the textile sector. The aim is for students to gain a higher level of knowledge about the production, consumption and recycling of their clothes and discover how the circular economy can contribute to sustainability goals and the reduction of greenhouse gas emissions.

Mao, D., & Yao, W. (2025). **The Impact of Social Entrepreneurship Education on Students' Social Entrepreneurial Intention: The Mediating Role of Social Entrepreneurial Competence.** *European Journal of Education*, 60(1), e12930. <https://doi.org/10.1111/ejed.12930>

While extensive research has been conducted on social entrepreneurship education and its potential to enhance university students' social entrepreneurial intentions, questions persist in relation to whether social entrepreneurial competence plays a relevant role in this context. This paper presents the findings from a Chinese study that aims to investigate the impact of social entrepreneurship education in universities on students' social entrepreneurial competence and their intentions toward social entrepreneurship. Our findings highlight the importance of competence-based education in fostering social entrepreneurial intentions. Social entrepreneurship education increases university students' emotional competence and functional competence, which are crucial for developing social entrepreneurial intentions. This paper contributes to social entrepreneurship education literature by emphasizing the need to integrate a competence-based view into social entrepreneurship education programs. Some implications and suggestions for further practice and research are also put forward based on the result analysis.

Martín-Sanz, C., Curbelo González, Ó., & Martínez-Izaguirre, M. (2025). **Protocol for a scoping review on the contribution of music education to the development of the key competence in cultural awareness and expression in primary education.** *International Journal of Educational Research Open*, 8, 100436. <https://doi.org/10.1016/j.ijedro.2025.100436>

Music education in Primary Education in Spain is currently integrated into the curriculum with a focus on contributing to the development of key competences. One competence with a strong connection to the field of music is the key competence in cultural awareness and expression. However, this relationship is not adequately reflected in the interventions described in the available literature. This scoping review protocol aims to systematize information about the contributions of music education to the development of cultural awareness and expression competence. A systematic search of studies will be conducted in Scopus, Web of Science, ERIC, Google Scholar, and ProQuest, complemented by reference lists of identified studies. The review will follow the methodological recommendations proposed by the Joanna Briggs Institute (JBI) for scoping reviews and adhere to PRISMA guidelines. Literature review will be carried out by identifying population, concept, and context. For the extraction and analysis of qualitative studies, the SPIDER approach will be employed. This will be the first scoping review to explore how music education contributes to the development of the competence in cultural awareness and expression in Primary Education, potentially supporting cross-disciplinary educational practices that enhance competence development within music education.

May, D. E. (2025). **A Brief Discussion of Research Philosophies for Higher Education Students.** *European Journal of Education*, 60(1), e70027. <https://doi.org/10.1111/ejed.70027>

Students developing their theses/dissertations can find it difficult to justify their methodologies from a philosophical perspective. The objective of this article was to provide guidance to higher education students and to help them to select the right philosophical framework for their chosen methodological approach. For this purpose, a

simple and concise description of key research philosophies currently used for either qualitative, quantitative or mixed method research is provided.

Melis, C., & Claverie, I. (2025). **Contribution des pratiques artistiques performatives au déploiement d'un espace d'apprentissage vivant (ré)conciliant savoir et être.** *Journal de recherche en éducations artistiques (JREA)*, (5), 15-28.
<https://doi.org/10.26034/vd.jrea.2025.6895>

This article aims to establish connections between theater and visual arts by focusing on their practical nature. We address the epistemological questions related to the disciplinarization of visual arts in light of the stakes involved in art, while also questioning the didactic methods of teaching this subject by linking them to theatrical practice. This approach is accompanied by the analysis of a performing arts project, where we explore how the dialogues between the two fields impact the student's body in action, in relation to their peers, and also in relation to space as a place of doing.

Miao, F., & Cukurova, M. (2025). **Référentiel de compétences en IA pour les enseignants.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000392652>

Le cadre de compétences en intelligence artificielle (IA) pour les enseignants présente une vision globale de la manière de définir et de développer les compétences en IA pour une utilisation éthique et efficace de l'IA dans l'enseignement, l'apprentissage et l'évaluation. Il offre un schéma directeur sur les principes éthiques, les connaissances et les compétences concrètes (15 réparties en 5 dimensions) en matière d'IA à couvrir et sur la façon dont les méthodologies spécifiques à un domaine peuvent être exploitées lors de l'élaboration des programmes de formation des enseignants. Cet outil souligne que la préparation des enseignants aux compétences en IA est une condition préalable à l'utilisation efficace de l'IA dans l'éducation et qu'elle doit être fondée sur les principes d'inclusivité, de centralité de l'action humaine, de non-discrimination et de respect de la diversité linguistique et culturelle.

Navarro-Medina, E., Ross, E. W., Pérez-Rodríguez, N., & De-Alba-Fernández, N. (2025). **Towards an Ideal Model of Education for Critical Citizenship. An Analysis of the Spanish Curricular Change in Social Sciences.** *European Journal of Education*, 60(1), e70010.
<https://doi.org/10.1111/ejed.70010>

In this study, we analysed the presence of citizenship education in the new Spanish social sciences curriculum, focusing on both the primary and secondary education stages. The relevance of the study stems from the need to adapt to a new reality, in which it is crucial to develop in children and young people the skills to understand, interpret and make critical decisions. Considering the model outlined as ideal, and being aware of the difficulty involved in achieving it, we took as a reference a possible model to analyse the Spanish curriculum, the ICCS study framework. The research presented is based on a review of policy documents and analyses the curricula of compulsory education stages through a content analysis technique. The results show that in the Spanish curriculum, under the logic of the ICCS framework, cognitive skills and citizen content are more prevalent than those based on attitudes and engagement. This issue prompts us to reflect on the future changes that should be made to approach the model we consider relevant.

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.

Pastena, A. (2025). **Intercultural Relationships in an Internationalised Undergraduate Classroom: Do They Influence Transcultural Competence?** *European Journal of Education*, 60(1), e70049. <https://doi.org/10.1111/ejed.70049>

Higher education institutions aspire to integrate international and intercultural dimensions. Yet, internationalisation is too often confined to policies and rankings, overlooking the actual experiences of students. This study investigates how in-class intercultural relationships influence transcultural competence within a multi-dimensionally internationalised undergraduate degree in Barcelona. Focusing on 23 first-year students, the study adopts a mixed-method approach, with quantitative data setting the ground for qualitative exploration. Findings reveal five descriptive patterns of interaction between transcultural competence and in-class intercultural relationships, highlighting how agency, previous experiences, and institutional support shape positive, negative, or neutral outcomes. The study emphasises the significance of reciprocal transformative opportunities in non-English-speaking environments and challenges the binary categorisation of students as 'local' and 'international'. It reveals the unique nature of individual experiences, calling for a more nuanced understanding of internationalised classrooms.

Plumelle, B. (2024). **Pisa et la pensée créative.** *Revue internationale d'éducation de Sèvres*, (97), 20-23. <https://doi.org/10.4000/139bp>

Pour la première fois, le Programme international pour le suivi des acquis des élèves (Pisa) a intégré la pensée créative comme nouveau champ d'évaluation dans son cycle 2022. Le rapport, publié en juin 2024, définit la pensée créative comme la capacité des élèves à s'engager de manière productive dans l'élaboration, l'évaluation et l'amélioration d'idées qui peuvent déboucher sur des solutions originales et efficaces, des avancées dans le domaine des connaissances et des expressions percutan...

Rahimi, M., Fathi, J., & Zou, D. (2025). **Exploring the impact of automated written corrective feedback on the academic writing skills of EFL learners: An activity theory perspective.** *Education and Information Technologies*, 30(3), 2691-2735.
<https://doi.org/10.1007/s10639-024-12896-5>

Grounded in the activity theory, we adopted a sequential explanatory mixed-methods approach to explore the impact of automated written corrective feedback (AWCF) on English as a foreign language (EFL) learners' academic writing skills (i.e. task achievement, coherence and cohesion, lexicon, and grammatical range and accuracy). To this end, two intact classes were selected and randomly assigned to an electronic class (30 EFL learners), receiving AWCF electronically, and a non-electronic class (26 EFL learners), receiving written corrective feedback (WCF) non-electronically. Both groups of learners engaged in interactive writing activities guided by the principles of the activity theory, which capitalised on the roles of writing collaboration, social environment, and the mediation of electronic/non-electronic artefacts to develop the writing skills. The required quantitative and qualitative data were collected via IELTS academic writing Task 1 and Task 2, a stimulated recall technique, and an individual semi-structured interview. The results of one-way ANCOVA indicated that the electronic learners outperformed their non-electronic counterparts in writing performance, task achievement, and grammatical range and accuracy, whilst no significant differences were found between the two groups' coherence and cohesion and lexicon. The stimulated recall technique, conducted with seven electronic EFL learners, confirmed the electronic learners' behavioural, cognitive, and affective engagement with the AWCF. The individual semi-structured interview, conducted with the same electronic learners, also indicated the electronic learners' positive and negative attitudes and perceptions towards the AWCF, further corroborating the findings. Pedagogical implications are discussed within the framework of the activity theory to clarify how instructional procedures and learning environments can be designed to more effectively contribute to EFL learners' interactive writing activities and, hence, their writing skills development.

Rogers, C. J., Knowland, V. C. P., Vitikainen, A., Gondwe, P., & Thomas, M. S. C. (2025). **The application of a mind, brain and education approach to the Literacy for Women in Africa programme and recommendations for practitioners.** *International Review of Education*, 71(1), 35-53. <https://doi.org/10.1007/s11159-024-10095-5>

A mind, brain and education (MBE) approach applies the best evidence regarding how people learn to real classroom settings. Much of the work in the field to date has involved child learners, but MBE is increasingly turning to the study of adult education, supported by a growing understanding of how adults and children differ in their learning styles. MBE's systematic, evidence-driven interdisciplinary approach has much to offer the field of adult literacy. The Literacy for Women in Africa (LWA) programme in Malawi seeks to improve and develop its provision for adult learners using MBE's interdisciplinary, evidence-based approach. This article reports on that programme, showing how its design and future development have benefited from the MBE framework. The authors suggest that the field of adult literacy could gain from the development of a strong, shared, scientific evidence base which allows all programme practitioners to benefit from the best knowledge available. The authors offer their experience with the LWA programme as a small contribution towards that goal. It is their hope that this article will be of use to those involved in the development, design and implementation of adult literacy programmes, particularly in the Global South.

Schueler, B. E., & Larned, K. E. (2025). **Interscholastic Policy Debate Promotes Critical Thinking and College-Going: Evidence From Boston Public Schools.** *Educational Evaluation and Policy Analysis*, 47(1), 108-134. <https://doi.org/10.3102/01623737231200234>

Few interventions reduce inequality in reading achievement, let alone higher-order thinking skills, among adolescents. We study policy debate—an extracurricular activity focused on improving middle and high schoolers' critical thinking, argumentation, and policy analysis skills—in Boston schools serving large concentrations of economically disadvantaged students of color. Student fixed effects estimates show debate had positive impacts on English Language Arts (ELA) test scores of 0.13 SD, equivalent to 68% of a full year of average ninth-grade learning. Gains were concentrated on analytical more than rote subskills. We find no harm to math, attendance, or disciplinary records, and evidence of positive effects on high school graduation and postsecondary enrollment. Impacts were largest among students who were lowest achieving prior to joining debate.

Shahzad, M. F., Xu, S., & Zahid, H. (2025). **Exploring the impact of generative AI-based technologies on learning performance through self-efficacy, fairness & ethics, creativity, and trust in higher education.** *Education and Information Technologies*, 30(3), 3691-3716. <https://doi.org/10.1007/s10639-024-12949-9>

Artificial Intelligence (AI) technologies have rapidly transformed the education sector and affect student learning performance, particularly in China, a burgeoning educational landscape. The development of generative artificial intelligence (AI) based technologies, such as chatbots and large language models (LLMs) like ChatGPT, has completely changed the educational environment by providing individualized and engaging programs. This study brings forward a model and hypothesis based on social cognitive theory and appropriate research. This investigation centers on how generative AI-based technologies influence students' learning performance in higher education (HE) institutions and the function of self-efficacy, fairness & ethics, creativity, and trust in promoting these connections. Data is collected from 362 students at Chinese universities using purposive sampling. The proposed structural model was evaluated using partial least squares–structural equation modeling (PLS-SEM). The findings reveal that generative AI technologies such as LLM models exemplified by ChatGPT and chatbots significantly influence students' learning performance through self-efficacy, fairness & ethics, and creativity. Furthermore, trust significantly moderates the relationship between fairness & ethics, creativity, and learning performance but negatively moderates the relationship between self-efficacy and learning performance. This study supports the new explanatory potential of social cognitive theory in technological practices. Additionally, this research suggests using generative AI technologies to enhance students' digital learning and boost academic achievement.

Sofri, I., Czik, A., & Ziv, Y. (2025). **Parent–child emotional availability, children's early emotional reflectivity skills, and social behavior in kindergarten.** *Family Relations*, 74(2), 951-968. <https://doi.org/10.1111/fare.13131>

Objective The study aims to explore a complex and multilayered dynamic, in which relationships within the family are associated with the child's relationships outside the family through the child's reflectivity. **Background** Attachment theory posits that the mother's emotional availability toward her child influences the child's ability to understand and verbalize their own and others' feelings and that this ability is a strong predictor of children's social behavior. This remains relatively understudied during the kindergarten years. **Method** The sample included 146 kindergarten children (81 boys; mean age = 66.84 months). During a home visit, the mother–child dyad was filmed to assess emotional availability, and a researcher interviewed the child (through a

storytelling procedure) to assess the child's reflectivity. Additionally, the child's main kindergarten teacher completed questionnaires reporting on the children's verbal abilities and social skills. Results We found clear support for connections between the mother-child relationship quality, children's emotional reflectivity capabilities, and children's social behavior in kindergarten. Conclusions The findings highlight the importance of relationships within the family context and their contribution to children's early emotional skills and social behavior. Implications The study sheds light on children's emotional reflectivity and its associations with the parent-child relationship quality and kindergarten children's social skills. These associations can lead to more informed intervention programs and to emphasizing the advantages of using storytelling techniques to better understand children's emotional capacities.

Stancea, A., Corbu, N., & Buzoianu, C. (2025). **Regional Disparities in Literacy and Numeracy Skills Among Romanian Adults: Evidence From e-PASS 2023**. *European Journal of Education*, 60(1), e70032. <https://doi.org/10.1111/ejed.70032>

This article investigates regional disparities in Romanian adults' numeracy and literacy skills. We analyse a novel data set that combines the assessment of numeracy and literacy competencies of the adult population in Romania with information about regional economic conditions and educational administrative data. Using a background questionnaire and a cognitive test following e-PASS methodology and tools (everyday-life Practices and Skills Survey), the study is one of the first to assess the key skills of the Romanian adult population. The e-PASS survey is based on the Literacy Assessment and Monitoring Programme (LAMP), developed by the UNESCO Institute for Statistics (UIS), and corresponds to PIAAC levels 1 and below 1. The findings indicate that individuals performing better at literacy and numeracy assessments have higher levels of education, are part of younger generations, and live in urban areas and economically developed Romania's regions. The results of this study provide a detailed picture of the current situation and can serve as a benchmark against which to compare current results in the region or future longitudinal findings.

Tekin, T. (2024). **Affordance socioculturelle: du réseau social à la communauté d'apprentissage** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse <https://theses.hal.science/tel-04969257>

Cette thèse vise à comprendre la transition d'un réseau social en une communauté d'apprentissage, en se basant sur la perception des affordances de haut niveau par les enseignants. L'approche méthodologique de cette recherche est fondée sur le modèle de Daele, en le considérant comme un cadre d'analyse heuristique pour analyser le fonctionnement d'une communauté virtuelle en tant que lieu de développement professionnel pour des enseignants (Daele, 2004, 2005, 2006 ; Daele et Charlier, 2006 ; 2017). Ce modèle a fait l'objet d'une formalisation d'un ensemble de variables en vue d'une passation par questionnaire. C'est ainsi qu'il a été possible d'analyser ce qui caractérise les trois conditions du modèle de Daele (conditions d'entrée, conditions de participation et conditions d'apprentissage) dans le cas de l'utilisation de Twitter par des enseignants. Les résultats obtenus montrent que les conditions d'entrée, telles que l'acceptabilité socioculturelle de la plateforme, la maîtrise des fonctionnalités de base, la fréquence et la durée d'utilisation, ainsi que l'adhésion des enseignants à des fins professionnelles, influencent l'adhésion des enseignants au réseau socioprofessionnel et déterminent les possibilités de collaboration, de partage de ressources et d'amélioration des pratiques pédagogiques sur Twitter. Les conditions de participation, caractérisées

par la contribution et les apports des enseignants, la sociabilité sur Twitter et les affordances effectives de la plateforme pour la socialisation, favorisent le partage et la réception de ressources, la structuration des relations et l'évolution vers une intentionnalité collective, tout en soulignant l'importance de la pertinence culturelle et du renforcement des liens communautaires pour un développement professionnel efficace et inclusif. Les conditions d'apprentissage, telles que la transition du réseau social à la communauté, la diversité du réseau et l'intensité des relations, ainsi que l'apport des nouvelles idées rencontrées aux pratiques scolaires, influencent l'apprentissage professionnel des enseignants sur Twitter. Cet apprentissage se caractérise par des affordances sociales, culturelles, épistémiques et pragmatiques.

UNESCO UNEVOC: International centre for technical and vocational education and training & CEDEFOP : European centre for the development of vocational training. (2025).

Meeting skill needs for the green transition: greening TVET for a greener future: UNESCO-UNEVOC/Cedefop practical guide vol 1. Consulté à l'adresse <https://unevoc.unesco.org/home/Meeting+skill+needs+for+the+green+transition>

L'enseignement et la formation techniques et professionnels (EFTP) jouent un rôle crucial dans l'économie verte en dotant les individus des compétences nécessaires à des pratiques durables. Alors que les industries s'orientent vers des opérations respectueuses de l'environnement, l'EFTP adapte son programme d'études pour se concentrer sur les technologies respectueuses de l'environnement et le développement durable. Elaboré conjointement par l'UNESCO-UNEVOC et le Cedefop, ce guide propose des approches et des solutions pour améliorer la réponse des systèmes d'EFTP aux besoins de la transition verte. Il vise à aider les utilisateurs à prendre des mesures qui peuvent augmenter les facteurs de réussite. Il s'appuie sur des développements récents, tels que la norme de qualité des écoles vertes 2024 et le guide 2024 « Enseigner et apprendre pour l'action climatique » de l'UNESCO.

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.

Von Davier, M., Khorramdel, L., Reynolds, K., Aldrich, C. E. A., Bookbinder, A., Kennedy, A., & Gonzalez, E. (2025). **TLaNA 2023 Linking Study Results** (p. 130). Consulté à l'adresse International Association for the Evaluation of Educational Achievement (IEA) website: <https://doi.org/10.6017/lse.tpisc.bk4721>

LaNA is an international assessment that measures foundational early reading and mathematics skills at the end of primary school. It is based on the mathematics and reading frameworks of IEA's international large-scale educational assessments, TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in

International Reading Literacy Study), both of which engage participants from over 70 countries globally.

Wang, H. (2025). **Experience of AI-Based Digital Intervention in Professional Education in Rural China: Digital Competencies and Academic Self-Efficacy.** *European Journal of Education*, 60(1), e70031. <https://doi.org/10.1111/ejed.70031>

Rural regions in China grapple with discernible disparities in the development of professional education compared with urban areas. This research aims to integrate a digital program based on artificial intelligence to enhance the professional education of rural youth under the influence of globalisation and digitization. The study involved 44 students from Yangjiagou High School in Henan province, China. Simultaneously, the DigComp 2.0 assessment scale was employed to measure the dynamics of digital competencies, and a scale of general academic self-efficacy was used to examine respondents' self-efficacy. The analysis results indicate a positive impact of the program on students' digital skills and academic self-efficacy. Mean values significantly increased, and the results of the two-sample F-test for variance confirm significant differences between pre- and post-program outcomes. This study holds significant practical implications, suggesting that the implementation of an artificial intelligence-based digital program contributes to the improvement of students' digital skills and academic self-efficacy.

Wang, M., Lin, Y., Xu, Q., Liu, H., Li, Y., & Duan, Q. (2025). **Chinese parents' education anxiety, parenting, and problem behaviors in preschool children: Child competence as moderator.** *Family Relations*, 74(2), 969-984. <https://doi.org/10.1111/fare.13135>

Objective This study investigated how parental education anxiety was associated with preschoolers' internalizing and externalizing problems, and whether these associations were mediated by parenting styles. Additionally, the moderating role of children's competence in learning was examined. **Background** Chinese parents are generally anxious about their children's education. However, the implications of parental education anxiety for children's adjustment and the underlying mechanisms are still unclear. **Method** A total of 317 Chinese parents of preschool children aged 5 to 6 years from urban areas of China participated in this study and completed a set of questionnaires online. **Results** Parental education anxiety was positively associated with internalizing and externalizing problems in preschool children. Such associations were mediated by authoritarian parenting, whereas the mediating role of authoritative parenting was not significant. Children's competence in learning moderated the link between parental education anxiety and child internalizing problems across child gender, whereas its moderating role in the link between parental education anxiety and child externalizing problems was only evident in boys. In addition, the positive relation of parental education anxiety to authoritarian parenting was stronger in families with children who had low competence than in families with children who had high competence. **Conclusion** Parental education anxiety was a risk factor for children's psychological adjustment, and authoritarian parenting represented one of the underlying mechanisms. Moreover, children's competence in learning buffered the adverse effects of parental education anxiety. **Implications** Intervention programs need to develop strategies that can alleviate parents' education anxiety. The cultivation of children's overall competence is also needed.

Weber, F., Wambsganss, T., & Söllner, M. (2025). **Enhancing legal writing skills: The impact of formative feedback in a hybrid intelligence learning environment.** *British Journal of Educational Technology*, 56(2), 650-677. <https://doi.org/10.1111/bjet.13529>

Recent developments in artificial intelligence (AI) have significantly influenced educational technologies, reshaping the teaching and learning landscape. However, the notion of fully automating the teaching process remains contentious. This paper explores the concept of hybrid intelligence (HI), which emphasizes the synergistic collaboration between AI and humans to optimize learning outcomes. Despite the potential of AI-enhanced learning systems, their application in a human-AI collaboration system often fails to meet anticipated standards, and there needs to be more empirical evidence showcasing their effectiveness. To address this gap, this study investigates whether formative feedback in an HI learning environment helps law students learn from their errors and write more structured and persuasive legal texts. We conducted a field experiment in a law course to analyse the impact of formative feedback on the exam results of 43 law students, as well as on the writer (students), the writing product and the writing process. In the control group, students received feedback conforming to the legal common practice, where they solved legal problems and subsequently received general feedback from a lecturer based on a sample solution. Students in the treatment group were provided with formative feedback that specifically targeted their individual errors, thereby stimulating internal cognitive processes within the students. Our investigation revealed that participants who were provided with formative feedback rooted in their errors within structured and persuasive legal writing outperformed the control group in producing qualitative, better legal text during an exam. Furthermore, the analysed qualitative student statements also suggest that formative feedback promotes students' self-efficacy and self-regulated learning. Our findings indicate that integrating formative feedback rooted in individual errors enhances students' legal writing skills. This underscores the hybrid nature of AI, empowering students to identify their errors and improve in a more self-regulated manner. Practitioner notes What is already known about this topic Collaboration between humans and AI in educational settings advances learning mutually, fostering a unified developmental process. Collaborative education models advocate leveraging human and AI strengths for adaptive learning. Despite abundant theoretical research, empirical studies in HI remain limited. This gap underscores the need for more evidence-based approaches in integrating AI into educational settings. What this paper adds Field experiment investigating the impact of formative feedback in a hybrid intelligence learning environment based on the theory of learning from errors. Comparison of a traditional legal learning environment (lecturer teaching using sample solutions) versus formative feedback in a hybrid intelligence learning environment. Implementing formative machine learning-based feedback supports law students in producing more structured and persuasive legal texts, leading to enhanced exam performance and higher grades. Implications for practice and/or policy Our research contributes significantly to computer-based education by presenting empirical evidence of how formative writing feedback impacts students' legal knowledge and skills in educational settings. This underscores the importance of incorporating empirical data into the development of AI-based educational tools to ensure their effectiveness. By focusing on individual errors corrected by formative feedback, we contribute to the learning from errors literature stream. This perspective offers valuable insights into how such feedback can support students' writing and learning processes, filling a gap in empirical evidence. Our findings demonstrate the potential impact of ML-based learning systems, particularly in large-scale learning

environments like legal mass lectures. Formative writing feedback emerges as a scalable and beneficial addition to traditional learning environments, triggering internal learning processes, fostering self-regulated learning and increasing self-efficacy among students. By demonstrating the effectiveness of formative feedback within the framework of HI, particularly in legal education, our research underscores the potential of combining human understanding with AI-supported feedback to enhance learning outcomes.

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, X., Zhao, W., Li, Y., Qiao, L., Tao, J., & Liu, F. (2025). **The impact of visualizations with learning paths on college students' online self-regulated learning.** *Education and Information Technologies*, 30(3), 2917-2940. <https://doi.org/10.1007/s10639-024-12933-3>

The success of online learning relies on college students' self-regulated learning. The common visualizations (e.g., presentation learning behaviors' frequency and duration) are widely used to enhance online self-regulated learning. But most college students still have difficulty in accurately understanding their learning patterns and self-regulating. Online self-regulated learning follows a phased and cyclical process, and compared with the common visualizations, the learning paths can better show these characteristics. However, learning paths visualizations are seldom provided to students for supporting online self-regulated learning. This study aimed to explore the impact of visualizations with learning paths on students' online self-regulated learning. Sixty-eight college students were randomly divided into two groups (experimental group = 34, control group = 34), and the experiment lasted 12 weeks. The study measured the results including students' learning performance (academic achievements and online self-regulated learning abilities), behavior patterns and satisfaction. The results indicated the positive effects of visualizations with learning paths on students' academic achievements and partial online self-regulated learning abilities (task strategies, time management, and self-evaluation). In addition, visualizations with learning paths optimized students' online self-regulated learning process, making their learning patterns more regular and efficient. Besides, college students expressed high satisfaction with the visual learning paths. The findings suggest a new direction for optimizing visualizations and have implications for promoting the quality of online learning.

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.

Zhang, M., & Su, C.-Y. (2025). **The impact of presence on the perceptions of adolescents toward immersive laboratory learning.** *Education and Information Technologies*, 30(3), 3771-3801. <https://doi.org/10.1007/s10639-024-12959-7>

Immersive virtual reality (IVR) is expected to create a greater sense of presence that might improve students' laboratory learning experiences. However, little research has verified the influence of presence on students' perceptions toward immersive laboratory learning. The current study, which is based on the expectation confirmation model, attempts to investigate the ways in which presence influences secondary school student perceived laboratory learning in an IVR setting. Data for this study were gathered from 167 Chinese students aged 13–18 who had experience in using IVR. According to the results of the partial least squares structural equation modelling (PLS-SEM) analysis, physical presence in the IVR environment had a favourable direct impact on students' perceived usefulness as well as indirect effects on their learning satisfaction with and intention to continue using IVR. Self-presence had indirect impacts on students' perceived usefulness, satisfaction, and continued intention to utilize IVR. Students' expectation confirmation regarding the use of IVR for laboratory learning plays a crucial role in shaping their overall experience. It not only mediates the relationships between their perceptions of presence and perceived usefulness and satisfaction but also directly influences their intention to continue engaging in IVR-supported laboratory learning.

Aspects économiques de l'éducation

Abramitzky, R., Kowalski, J. K., Perez, S., & Price, J. (2024). **The G.I. Bill, Standardized Testing, and Socioeconomic Origins of the U.S. Educational Elite Over a Century** (NBER Working Paper N° 33164). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33164.htm>

We compile, transcribe, and standardize historical records for 2.5 million students at 65 elite (private and public) U.S. colleges. By combining these data with more recent survey and administrative data, we assemble the largest dataset on the socioeconomic

backgrounds of students at American colleges spanning the last 100 years. We document the following: First, despite a large increase in the share of lower-income students in the overall college-going population, the representation of these students at elite private or public colleges has remained at similarly low levels throughout the last century. Second, the representation of upper-income students at elite colleges decreased after World War II, but this group has regained its high representation since the 1980s. Third, while there has been no increase in the economic diversity of elite private and public colleges, these colleges have become more racially and geographically diverse. Fourth, two major policy changes in the history of American higher education, namely the G.I. Bill after World War II and the introduction of standardized tests for admissions, had little success in increasing the representation of lower- and middle-income students at elite colleges.

Alvarez Padilla, Y., Loibl, C., & Boone, B. (2025). **Money Talks: Testing a Series of Financial Literacy Modules to Encourage Financial Conversations in Middle School Families.** *Journal of Family and Economic Issues*, 46(1), 1-20. <https://doi.org/10.1007/s10834-024-09953-z>

The financial conversations parents/caregivers have with their children play a pivotal role in their financial development. Yet, little is known about strategies or interventions to promote these financial conversations. Focusing on parents/caregivers of middle school students in a Midwestern state, this exploratory study investigated the experiences of parents/caregivers who engage in financial conversations with their middle schoolers. We developed and tested “Money Talks”, an online series of financial literacy modules to enhance parent–child financial conversations. Using qualitative interview data of 10 parents/caregivers as well as baseline, module, and follow-up survey data of up to 318 parents/caregivers, we examined the predictors of financial conversations and the impact of the modules on increasing both frequency and parents’ confidence for engaging in financial conversations. Five key financial conversation topics emerged from parent/caregiver interviews including spending, banking, saving/investing, credit/debt, and financial decision-making. In surveys, confidence about financial topics emerged as the most important predictor of financial conversations. The follow-up survey results point to a greater amount of time spent on financial conversations rather than more frequent conversations and demonstrate that the modules were most effective in “Starting a conversation” with their middle schooler. Future research should experiment with different online and offline approaches for engaging parents/caregivers in financial conversations with their children and promoting other financial socialization methods such as financial modeling and experiential learning.

Bambi, P. D. R., & Pea-Assounga, J. B. B. (2025). **Unraveling the interplay of research investment, educational attainment, human capital development, and economic advancement in technological innovation: A panel VAR approach.** *Education and Information Technologies*, 30(3), 3309-3341. <https://doi.org/10.1007/s10639-024-12938-y>

This research delves into the intricate dynamics between research and development (R&D) expenditure, educational attainment, human capital development, and economic progress in the realm of technological innovation, utilizing panel data analysis from 1996 to 2022. Nine nations Spain, Sweden, Finland, Denmark, Norway, Netherlands, United Kingdom, France, and South Korea were meticulously chosen based on their renowned public education systems. Through a rigorous application of pairwise Granger causality tests and panel vector autoregression (VAR) analysis, this study validates the

hypotheses outlined in existing literature, revealing robust positive associations among R&D expenditure, educational attainment, human capital development, and technological innovation. Notably, the research underscores the pivotal roles of educational achievement and human capital enhancement in fostering innovation capacity, with heightened education levels correlating with increased innovation outcomes. Furthermore, the findings unveil that technological innovation catalyzes economic growth, instigating transformative shifts and societal advancements across the studied nations. These insights emphasize the critical need for targeted policy interventions aimed at bolstering R&D investment, expanding educational access, and cultivating human capital to cultivate innovation-friendly environments conducive to sustainable development and economic prosperity. By leveraging these findings, policymakers can craft strategies to unlock the full potential of technological innovation for fostering inclusive growth and propelling economic development in the analyzed countries' economies.

Brabet, P. (2024). **Primary education quality in sub-Saharan Africa: Three essays on improving student achievement** (Phdthesis, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-04903845>

Over the past decades, primary school enrollment has significantly increased in Sub-Saharan Africa. Nevertheless, a large proportion of students do not master basic skills (reading, writing, arithmetic) by the end of the primary cycle. To improve student learning, numerous studies have focused on teacher quality or school governance. The objective of this thesis is to advance the understanding of education quality and student achievement through three distinct studies. The first focuses on the role of school principals and their involvement in school management. The results show that the involvement of school principals has no impact on student achievement, and that other characteristics, such as leadership, might play a more important role. The second chapter examines the competency-based reforms that have changed teaching practices in many Francophone African countries. This study shows that the competency-based approach has a positive impact on students' language test scores. Finally, the last study analyzes the relationship between teacher contract types and student outcomes. The results suggest that contract teachers are as effective as tenured teachers, and that the type of teacher contract may not significantly impact student outcomes.

Chiappori, P., Costa Dias, M., Meghir, C., & Zhang, H. (2025). **Changes in Marital Sorting: Theory and Evidence from the US** (NBER Working Paper N° 33354). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33354.htm>

Positive assortative matching refers to the tendency of individuals with similar characteristics to form partnerships. Measuring the extent to which assortative matching differs between two economies is challenging when the marginal distributions of the characteristic along which sorting takes place (e.g., education) change for either or both sexes. We show how the use of different measures can generate different conclusions. We provide axiomatic characterization for measures such as the odds ratio, normalized trace, and likelihood ratio, and provide a structural economic interpretation of the odds ratio. We then use our approach to consider how marital sorting by education changed between the 1950s and the 1970s cohort, for which both educational attainment and returns in the labor market changed substantially.

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 (Working Papers) N° 13950). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/13950.htm> 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.

He, D.-S., & Tebourbi, I. (2025). **Is government funding critical to the operating performance of technology universities? A case study of Taiwan.** *Asia Pacific Education Review*, 26(1), 21-37. <https://doi.org/10.1007/s12564-022-09753-w>

This study utilizes the Malmquist Productivity Index (MPI) to evaluate the operating performance of technology universities in Taiwan. The bootstrap method is employed to analyze MPI sensitivity to verify the index's stability. Our results suggest that the universities demonstrate an adequate level of performance with little improvement required. Technology universities with a greater proportion of total income from government subsidies did not evidence better operating performance. We argue that how universities obtain their funding is critical. Our findings will help universities (and their relevant departments) improve performance and better allocate resources.

Joshi, D. R., Khanal, J., Chapai, K. P. S., & Adhikari, K. P. (2025). **The impact of digital resource utilization on student learning outcomes and self-efficacy across different economic contexts: A comparative analysis of PISA, 2022.** *International Journal of Educational Research Open*, 8, 100443. <https://doi.org/10.1016/j.ijedro.2025.100443>

This study investigates the utilization of digital resources among students across three economic categories: lower-middle-income countries, upper-middle-income countries, and high-income countries. This study focuses on several dimensions, including digital resource usage, student engagement, self-efficacy, subject learning, and feedback mechanisms. Leveraging data from the Programme for International Student Assessment (PISA) 2022, we analyzed responses from 237,844 students. Statistical techniques included analysis of variance and structural equation modeling. The findings reveal that students from high-income countries demonstrate higher digital resource utilization and self-efficacy compared to their counterparts in upper-middle-income and lower-middle-income countries. However, educational software and digital feedback tools remain underutilized across all economic contexts. Digital resources for language, mathematics, and science learning exhibit poor usage patterns. A significant proportion of students rarely utilize these resources for academic purposes, raising concerns about digital distractions. Upper-middle-income countries' students engage more actively in digital

learning activities outside the classroom compared to their peers in lower-middle-income and high-income countries. Policymakers and educators should address disparities in digital resource utilization to enhance educational equity and bridge gaps, particularly in resource-limited settings.

Lasso-Dela-Vega, E., Campos-Soria, J. A., & García-Pozo, A. (2025). **Sectoral heterogeneity in patterns of educational mismatch in the Spanish tourism sectors: a gender comparison.** *Oxford Review of Education*, 51(1), 51-71. <https://doi.org/10.1080/03054985.2023.2292640>

The economic effects of educational mismatch include its negative impact on economic growth, which is due to the inefficient allocation of resources it generates. The main causes of this phenomenon need to be determined to correctly implement policies to avoid such mismatches. This paper investigated the determinants of educational mismatch from a gender perspective by analysing its sectoral heterogeneity among the four key productive branches within the tourism sector. We employed a multinomial logit model using data from the 2018 Spanish Wage Structure Survey. The results highlight the higher probability of male overeducation in the hospitality industry and the predominance of female overeducation in the other services analysed. Likewise, there was a lower probability of male undereducation in the transport and other complementary services sectors. As a result of these findings, we propose various corrective measures to redirect specific training efforts for each of these groups, thus promoting gender equality.

Mulyaningsih, T., Miranti, R., Dong, S., & Suryandari, R. T. (2025). **Why are low-income eligible students reluctant to apply for financial aid? An empirical study from Central Java, Indonesia.** *Asia Pacific Education Review*, 26(1), 247-261. <https://doi.org/10.1007/s12564-024-09973-2>

Despite generous financial aid provided by the government for low-income students studying at universities, eligible students are still reluctant to apply for such aid. This study aimed to assess the effects of students' expectations; knowledge, attitudes, and actions toward higher education; financial aid; parental, school, and student characteristics; and intentions to apply for scholarships among low-income students in two districts of Central Java, Indonesia. Students from disadvantaged backgrounds were invited to participate in the survey, and logistic regression was employed to assess the determinants of students' intentions to apply for financial aid. This study revealed that more than 70% of low-income students have low expectations, which is mainly attributed to a lack of academic performance. Moreover, expectations play a significant role in increasing students' intention to apply for financial aid by 3.026. In addition, the level of knowledge, positive attitude toward higher education, and financial aid and action were demonstrated to be statistically significant in affecting students' intention to apply for aid.

Ng, P. T. (2025). **Learning in an era of uncertainty in Singapore: diversity, lifelong learning, inspiration and paradigm shift.** *Educational Research for Policy and Practice*, 24(1), 121-127. <https://doi.org/10.1007/s10671-023-09348-1>

This is an era of uncertainty, during which adaptability is a key capability to survival and future success. What has Singapore done to develop an education system that facilitates its young to learn in such an era? Firstly, Singapore enhances the adaptive capacity of its education system by increasing its diversity. In particular, it is developing more

educational pathways, areas of learning and types of schools. Secondly, Singapore emphasizes lifelong learning. In particular, Singapore will be focusing on providing more learning opportunities for working adults and enhancing support for mid-career reskilling. In these educational changes, Singapore has been addressing both hardware (changing policies) and software (addressing culture), in order to develop an education system that can facilitate learners to learn in an era of uncertainty. What will help Singapore in further developing such a system? This paper suggests two software "upgrades", namely "inspiration by design" and "readiness for paradigm shift". Firstly, instead of a paradigm of competence, Singapore adopts a paradigm of inspiration. In this paradigm, the aim is for students to find their inspiration to learn, and such inspiration is provided through a systemic approach. This is "inspiration by design". Secondly, Singapore nurtures the spirit of readiness for paradigm shifts in education. An example of a paradigm shift is to be ready for the advent of artificial intelligence in education. Such readiness is about reflecting on fundamentals so that the use of artificial intelligence enhances the development of real human intelligence.

Remigereau, C., & Schäper, C. (2024). **The Impact of Student Aid Eligibility on Higher Education Applications** (CESifo Working Paper Series N° 11592). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11592.htm>

This study examines how student aid eligibility influences application decisions to higher education using administrative data from the French national centralized platform. We employ a difference-in-differences approach following a change in the income thresholds for aid eligibility. We find that, on average, the financial aid reform did not affect application decisions for all students, but it impacted students differently based on gender and academic performance. High-performing male students showed the strongest reaction, shifting their first-ranked application from non-selective long-term universities to selective long-term programs. On average, female students, regardless of performance, did not show a systematic response to changes in financial aid eligibility. We provide suggestive evidence that female students were more certain in their application choices. Analyzing survey data on students' financial resources, we find that male students face stronger financial constraints than female students when attending long-term selective programs.

Romer, P., Samaniego, R., Jedwab, R., & Islam, A. M. (2025). **Scars of pandemics from lost schooling and experience: aggregate implications and gender differences through the lens of COVID-19.** *Journal of Economic Growth*, 30(1), 1-47. <https://doi.org/10.1007/s10887-024-09246-y>

Pandemic shocks disrupt human capital accumulation through schooling and work experience. This study quantifies the range of the long-term economic impact of these disruptions in the case of the COVID-19 pandemic, focusing on countries at different levels of development and using returns to education and experience by college status that are globally estimated using 1084 household surveys across 145 countries. We find that: (1) Both lost schooling and experience can contribute to significant losses in global learning and output; and (2) Developed countries incur greater losses than developing countries, because they have more schooling to start with and higher returns to experience. In addition, the returns to education and experience are separately estimated for men and women, to explore the differential effects by gender of the COVID-19 pandemic. While we uncover gender differences in returns to education and experience, gender differences in the impact of COVID-19 through human capital

accumulation are small. The methodology employed in this study is easily implementable for future pandemics.

Salazar-Fernandez, J. P., Munoz-Gama, J., & Sepúlveda, M. (2025). **Implications of losing a need- and merit-based scholarship on the educational trajectory: a curricular analytics approach.** *Higher Education*, 89(2), 441-464. <https://doi.org/10.1007/s10734-024-01230-0>
Understanding how students with low socioeconomic status finance their tuition over time can help us comprehend the impact of students' decisions on their subsequent curricular progress, graduation, or dropout. This work presents a curricular analytics approach using process mining techniques to study educational funding trajectories as processes. Specifically, the SCHOLARSHIP-LOAN-SELF-FUNDED model is designed to reveal educational funding trajectories and obtain aggregate information. Academic and tuition records of 2484 undergraduate students from a private Chilean university who started their programs with a government need- and merit-based tuition aid were analyzed. Students who lost their scholarships were more likely to drop out, whereas students who maintained this aid were more likely to graduate on time. Curricular progress per semester was slower after scholarships ended or after the students lost them and stayed. Financial aid was associated with students' curricular progress and linked to their permanence and graduation time. Higher education institutions should consider the eligibility criteria and maintenance requirements of financial assistance when designing their curricula.

UNESCO UNEVOC: International centre for technical and vocational education and training & CEDEFOP : European centre for the development of vocational training. (2025). **Meeting skill needs for the green transition: greening TVET for a greener future: UNESCO-UNEVOC/Cedefop practical guide vol 1.** Consulté à l'adresse <https://unevoc.unesco.org/home/Meeting+skill+needs+for+the+green+transition>
L'enseignement et la formation techniques et professionnels (EFTP) jouent un rôle crucial dans l'économie verte en dotant les individus des compétences nécessaires à des pratiques durables. Alors que les industries s'orientent vers des opérations respectueuses de l'environnement, l'EFTP adapte son programme d'études pour se concentrer sur les technologies respectueuses de l'environnement et le développement durable. Elaboré conjointement par l'UNESCO-UNEVOC et le Cedefop, ce guide propose des approches et des solutions pour améliorer la réponse des systèmes d'EFTP aux besoins de la transition verte. Il vise à aider les utilisateurs à prendre des mesures qui peuvent augmenter les facteurs de réussite. Il s'appuie sur des développements récents, tels que la norme de qualité des écoles vertes 2024 et le guide 2024 « Enseigner et apprendre pour l'action climatique » de l'UNESCO.

Van Petegem, S., Eira Nunes, C., Mouton, B., Soncini, A., Lampranidou, E.-A., Skhirtladze, N., & Visintin, E. P. (2025). **Love, Money and Involved Parenting? Associations Between Parents' Perceptions of Economic Inequality, Financial Scarcity, and Their School Involvement.** *Journal of Family and Economic Issues*, 46(1), 21-34. <https://doi.org/10.1007/s10834-024-10016-6>

It has been suggested previously that rising economic inequality would push parents to become overly involved in their children's academic lives. In the present investigation we examined whether parents' perceptions of economic inequality, in terms of perceived income inequality and perceived job insecurity, is predictive of their school involvement, thereby distinguishing between controlling and autonomy-supportive school

involvement. Further, we also tested whether these associations are particularly pronounced among parents facing financial scarcity. To test these hypotheses, we gathered data among 908 parents (58.70% mothers), who filled out questionnaires assessing their perceptions of income inequality and job insecurity, their financial scarcity, as well as their controlling and autonomy-supportive school involvement. Analyses indicated that higher levels of perceived income inequality related to more autonomy-supportive school involvement, whereas higher levels of perceived job insecurity related to more controlling school involvement. Parents' financial scarcity did not moderate any of the associations, but higher levels of financial scarcity consistently predicted more controlling school involvement. To conclude, these results suggest that both parents' macro-economic perceptions as well as their personal financial situation shape their child-rearing practices in ways that may potentially perpetuate socio-economic disparities.

Warnick, B. R., & Fitz, J. (2025). **Better schools and breakfast cereals: School choice as consumer choice.** *Theory and Research in Education*, 23(1), 3-24. <https://doi.org/10.1177/14778785251320596>

Universal school choice programs are rapidly expanding in the United States. One argument in support of school choice is that it unleashes the power of competitive markets to improve schools and satisfy customers. This article reexamines the idea that school choice is a consumer choice. It does so, first, by comparing school choice with other forms of consumer choice, like the choice of a breakfast cereal, along eight dimensions. The comparison shows that school choice functions very differently than it does with other types of consumer goods or services. Second, using the work of German sociologist Georg Simmel, the article looks at how competitive markets have been said to advance human relationships and create communities. The article then seeks to find a way to reconcile the potential upsides of consumer choice with the benefits of public deliberation, advocating for a renewed attention to choice programs within public schools, formulated in certain ways.

Zhang, Y., Wang, T., Yang, S., Sun, X., & Yang, Y. (2025). **Parental perceptions of economic inequality and investment in children's organized extracurricular activities: The influences of perceived child competition and expected educational returns.** *Asian Journal of Social Psychology*, 28(1), e12675. <https://doi.org/10.1111/ajsp.12675>

Escalations in parental investments in organized extracurricular activities (OEAs) have garnered significant interest from both scholars and policymakers. The current study investigates the relationship between parental perceived economic inequality and parental investment in OEAs while also considering the potential mediating role of parental perceived competition among children and the moderating role of the expected return to education. Study 1 analysed two waves of data from the China Family Panel Studies Project (n = 1516) and found that parental perceived economic inequality was significantly and positively related to parents' investment behaviours 2 years later. Study 2 classified OEAs into two categories, academic-oriented OEAs and nonacademic-oriented OEAs, and recruited 232 Chinese parents whose children were in elementary school from grades 3 to 6. The Results indicated that the direct effect of parental perceived economic inequality, the mediating role of perceived competition among children, and the moderating role of the expected return to education on the direct effect were confirmed for academic-oriented OEAs but not for nonacademic-

oriented OEAs. These results offer novel insights into the dynamics of educational fervour in regions marked by pronounced economic disparities.

Zhao, S., Du, H., King, R. B., Lin, D., & Chi, P. (2025). **Growth mindset of socioeconomic status boosts academic-related outcomes.** *Social Psychology of Education, 28*(1), 66. <https://doi.org/10.1007/s11218-024-09972-6>

Much of the research on mindsets has focused on implicit theories of intelligence. However, there are other types of mindsets that might have important implications for learning and achievement. Among those that have received less attention is mindset of socioeconomic status (SES), which pertains to the belief that SES is changeable (i.e., growth mindset of SES) or not (i.e., fixed mindset of SES). We conducted three studies to investigate the role of a growth (vs. fixed) mindset of SES in Chinese college students' academic-related outcomes. Study 1 (a cross-sectional study, $n = 342$) and Study 2 (a longitudinal study, $n = 299$) examined whether mindset of SES is associated with academic achievement and whether school engagement explains the association between mindset of SES and academic achievement. The results consistently showed that students with a growth mindset of SES had higher school engagement, which, in turn, was related to higher academic achievement. Study 3 adopted an experimental approach to investigate the causal effect of mindset of SES on school engagement and educational aspiration ($n = 174$). The results indicated that experimentally inducing a growth mindset of SES increased students' perceived school engagement, which was linked to better educational aspirations. Together, these three studies highlight the role of growth mindset of SES in shaping academic-related outcomes among college students.

Aspects psychologiques de l'éducation

Abdulhamed, R., Hietajärvi, L., Klemetti, R., & Lonka, K. (2025). **A Whole-Population Comparative Study of the School Experience and Its Association With Depressive Symptoms Among Immigrant-Origin and Native Preadolescents.** *Psychology in the Schools, 62*(4), 1196-1216. <https://doi.org/10.1002/pits.23385>

In European studies, immigrant-origin adolescents report more mental health symptoms than natives do. The school is an important developmental context for them, and more research is needed about how their school experience is related to their mental health symptoms, and whether these relations vary by group. The aim of this study was to assess the prevalence of depressive symptoms, and their association with the school experience among native and immigrant-origin preadolescents attending the fourth and fifth grades of primary school. Whole-population surveys of three time points (2017, 2019, 2021, $N = 259,382$, of which $N = 14,930$ immigrant-origin) were used. Immigrant-origin preadolescents were grouped by their birth country and their parents to first- and second-generation, and to forced and voluntary immigrant groups. Depressive symptoms were most often reported by first-generation immigrant preadolescents followed by their second generation counterparts. Sense of school belonging was the most important protective factor and bullying the most important risk factor in relation to depressive symptoms. Positive school experiences were more beneficial for the mental health of natives than their immigrant-origin counterparts. In turn, negative school experiences were more detrimental for the mental health of immigrant-origin preadolescents.

Ahmed, W. (2025). **Big fish in little ponds are less anxious about math: a multilevel analysis of school average achievement on math anxiety.** *Social Psychology of Education*, 28(1), 35. <https://doi.org/10.1007/s11218-024-09960-w>

Math anxiety has significant implications for math achievement and math-related career paths. Previous research on antecedents of math anxiety primarily focused on individual factors, while the role of the contextual effect of school has received limited attention. This study sought to address this gap by examining the effect of school-average achievement on math anxiety while considering the mediating role of math self-concept and the moderating role of perceived control. The sample consisted of 4,978 fifteen-year-old students from the USA (49.3% Female). The results of the multilevel analysis revealed that school-average achievement positively predicted math anxiety, even after controlling for individual student achievement, SES, and gender. The results also showed that math self-concept mediated the relationship between school-average achievement and math anxiety. Furthermore, perceived control moderated the effect of school-average achievement on math anxiety. These findings shed light on the complex dynamics between school context, individual factors, and math anxiety.

Allen, E. C., Perry, A. H., Black, A., & Yu, S. L. (2025). **Barriers to success: Do achievement goals predict differential cost perceptions and outcomes?** *Social Psychology of Education*, 28(1), 47. <https://doi.org/10.1007/s11218-024-09988-y>

Students' motivational beliefs, specifically, their achievement goals and cost perceptions, were examined in undergraduate introductory physics (N = 877). Prior research has shown that the combination of students' achievement goals and cost perceptions may be influential in determining important academic outcomes. We focused primarily on students' motivational barriers to success (i.e., maladaptive combinations such as performance-avoidance goals and high cost perceptions) within competitive college courses in science, technology, engineering, and mathematics (STEM). Results of path analyses indicated that performance-avoidance goals were positively related to high levels of cost perceptions, and that emotional cost mediated the relations between performance-avoidance goals and course grades. Neither mastery approach nor performance approach goals were related to any dimension of costs. Findings support the conclusion that the combination of performance-avoidance goals and high cost perceptions may be particularly deleterious for students. Implications for instruction and student success are discussed.

Altıntaş-Atay, Ö., & Çok, F. (2025). **Resilience in Turkish Adolescents From Low Socioeconomic Backgrounds: The Role of Courage, Self-Compassion, and Prosocial Behavior Tendencies.** *Psychology in the Schools*, 62(4), 1026-1038. <https://doi.org/10.1002/pits.23372>

This study examined the direct and indirect relationships among resilience, its individual-level protective factors (i.e., courage and self-compassion), and its positive outcomes (i.e., prosocial behavior tendencies) in a sample of adolescents from low socioeconomic backgrounds in Türkiye (Turkey). Quantitative data were collected through surveys from 1030 adolescents across seven Anatolian High Schools, which were selected using cluster sampling. A path analysis, which is a specific form of structural equation modeling, was used to test the proposed model and investigate the direct and indirect relationships. Results revealed positive associations between courage, self-compassion, and resilience. Resilience was positively linked with all subscales of prosocial behavior tendencies.

Moreover, courage demonstrated both direct associations with self-compassion and indirect associations with prosocial behavior tendencies through self-compassion and resilience. Unexpectedly, self-compassion was negatively linked to all subscales of prosocial behavior tendencies. These findings demonstrated that the interplay among resilience, its predictors, and outcomes is complex and not always straightforward.

Bai, B., Zang, X., & Guo, W. (2024). **Hong Kong students' motivational beliefs and emotions in collaborative learning in ESL classrooms: influences of actual and self-perceived English proficiency.** *Social Psychology of Education*, 28(1), 14. <https://doi.org/10.1007/s11218-024-10011-7>

Although the benefits of collaborative learning across disciplines are well-established, its effectiveness hinges on the quality of execution. Motivational beliefs and emotions are crucial in students' engagement and achievement. Yet, a notable gap exists in examining these variables among students with varying proficiency levels in the context of collaborative learning. To address the gap, the present study investigated 289 fourth- and fifth-grade Hong Kong primary students' motivational beliefs and emotions in ESL collaborative learning and explored the variation across students' actual and self-perceived English proficiency. The findings revealed an overall high level of motivational beliefs alongside a medium level of anxiety. Structural equation modelling analyses indicated that self-perceived proficiency positively influenced students' motivational beliefs, whereas actual proficiency did not make a unique contribution. Both self-perceived and actual proficiency, as well as their interaction, reduced anxiety. Actual proficiency had a stronger negative impact on anxiety when self-perceived proficiency was high, and the influence of self-perceived proficiency was significant only when actual proficiency was high. Practical implications are discussed.

Bakchich, J., Carré, A., & Smeding, A. (2025). **Teacher interactional justice and sense of belonging to school: examining the role of students' socioeconomic status.** *Social Psychology of Education*, 28(1), 48. <https://doi.org/10.1007/s11218-024-09957-5>

Teacher justice plays an important role in students' learning and social outcomes and in the development of a high-quality teacher-student relationship. The present preregistered study aimed to contribute to the growing literature on teacher justice perceptions, with a focus on its interactional component. Teacher interactional justice was examined in association with students' socioeconomic status (SES) and their sense of belonging to school. We expected to observe a negative link between interactional justice and student SES, with the lower the students' SES, the higher their perception of interactional justice in the classroom. Moreover, we expected the association between teacher interactional justice and sense of belonging to school to be moderated by students' SES, with a stronger positive association for low than for high SES students. A total of 529 (264 females, $M_{age} = 12.61$, $SD_{age} = 1.01$) sixth- to ninth-grade students nested in 26 classrooms of two middle schools participated. Linear mixed effect models revealed that teacher interactional justice was negatively associated with students' SES. However, the expected moderation effect by students' SES was not observed. In addition, exploring the link with an observational measure of classroom climate, supplementary analyses revealed that teacher interactional justice was associated with positive climate and teacher sensitivity dimensions, providing evidences of its relevance to be considered as a full dimension of teacher social support. Implications for educational psychology and SES, along with limitations, are discussed.

Bal İncebacak, B., & Dede, Y. (2024). **Determining the mental-risk-taking of immigrant students in mathematics classroom.** *Social Psychology of Education*, 28(1), 13. <https://doi.org/10.1007/s11218-024-10005-5>

While research on the educational experiences of immigrant students typically focuses on their (responses to) educational challenges, there is a lack of research on understanding the academic risk-taking behaviors of immigrant students. This study addresses this gap by examining the mental risk-taking skills of Syrian immigrant students in Türkiye while learning mathematics. A case study approach is used in which 6 participants were selected using a criterion- and convenience sampling method. Data collection involved a demographic and open-ended questionnaire and semi-structured interviews, which were analyzed through a directed content analysis. The analyses suggest the importance of three main categories acculturation, risktaking, and task selection. The results highlight how cultural differences and educational transitions impact students' willingness to take risks in learning mathematics. The current study shows that immigrant female students do not hesitate to take risks while learning mathematics. In contrast, immigrant male students deny the existence of risk and, therefore, state that there is no risk to be taken. The discussion suggests implications for future research, educators and policymakers to support immigrant students' learning of mathematics.

Baron, N. S. (2024, octobre 7). **Comment ChatGPT sape la motivation à écrire et penser par soi-même.** Consulté 26 février 2025, à l'adresse The Conversation website: <http://theconversation.com/comment-chatgpt-sape-la-motivation-a-ecrire-et-penser-par-soi-meme-240096>

Les étudiants qui ont recours à l'IA ne risquent-ils pas de perdre certaines habitudes d'écriture précieuses pour leur créativité ? Il leur arrive en tout cas de se sentir dépossédés de leurs écrits.

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.

Benneker, I. M. B., Lee, N. C., de Swart, F., & van Atteveldt, N. M. (2025). **Similarities in mindset between adolescents' friends and cooperation partners.** *Social Psychology of Education*, 28(1), 67. <https://doi.org/10.1007/s11218-025-10028-6>

Peers, in terms of both friends and cooperation partners, are a very important aspect of the social context of adolescents. They may affect adolescents' intelligence mindsets and therefore their school motivation and success. Being friends or cooperating with a peer with a similar mindset might either enhance (in case of a growth mindset) or hinder (in case of a fixed mindset) adolescents' motivation to learn. In this cross-sectional social network study, we first examined whether friendship networks and cooperation partners

networks within school classes differ from each other. Second, we investigated whether adolescents' friends and cooperation partners have similarities in mindsets. We analysed peer nominations and intelligence mindsets within 26 Dutch classes of early and mid-adolescents (N = 558) using the quadratic assignment procedure (QAP). Our data showed that three unique networks could be distinguished: a friendship only network, a combined friends and cooperation partners network and a cooperation only network. Multiple regression quadratic assignment procedures (MRQAP) indicated no evidence for similarity in mindset in all the three networks. However, we did find that adolescents with a growth mindset select more peers to cooperate with than adolescents with a fixed mindset. This latter finding shows that mindset influences social interactions in the context of cooperation between adolescents. It might be valuable to take the social context into consideration in the development of new mindset interventions.

Bourassa, M., & Menot-Martin, M. (2024). **Le cerveau au coeur des apprentissages. Utiliser les neurosciences pour mieux apprendre.** In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=2025>. Consulté à l'adresse <https://www.deboecksuperieur.com/livre/9782807365858-le-cerveau-au-coeur-des-apprentissages>

Sur base de témoignages d'élèves, de parents et de membres du personnel scolaire, ce livre met en dialogue la pédagogie et le fonctionnement du cerveau lorsqu'il y a apprentissage et lorsque ce dernier se révèle complexe. Les auteurs y abordent : le fonctionnement du cerveau qui apprend ; le corps en situation d'apprentissage ; les émotions ; les pensées ; le lien entre le corps, les émotions et les pensées pour favoriser les apprentissages.

Bouteyre, C. P. (2025, mars 12). **L'instruction à domicile, réponse à la phobie scolaire ?** Consulté 17 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/linstruction-a-domicile-reponse-a-la-phobie-scolaire-251181>

Face aux phénomènes de phobie scolaire, qui mêlent symptômes psychologiques et difficultés sociales, certains parents font le choix de l'instruction à domicile. Remise en perspective de ce cheminement.

Calik, B., & Capa-Aydin, Y. (2025). **What Do Students Feel, and What Do Teachers Say?: A Mixed-Methods Study.** *Psychology in the Schools*, 62(4), 1242-1259. <https://doi.org/10.1002/pits.23390>

The current study aims to investigate the interplay between teacher and student emotions in mathematics and the triggers of student emotions from the perspectives of their mathematics teachers. Mixed-methods research was employed. In the quantitative phase, 214 middle school mathematics teachers and their seventh and eighth graders (5475 students total) participated in the study to explore the relationship between teacher and student emotions in mathematics. Afterward, 14 mathematics teachers were selected to participate in the qualitative phase according to the variation in class mean values of the student achievement emotion scale. Data were collected through questionnaires (Achievement Emotions Questionnaire-Mathematics, Teacher Emotions Scale) and semi-structured interviews. Multilevel structural equation modeling revealed no significant correlation between teacher enjoyment, anger, anxiety, and student emotions. Thematic analysis unraveled four themes in explaining the factors affecting students' emotions in mathematics: types of emotions in mathematics learning, sources

of emotions, consequences of emotions, and strategies to regulate students' emotions in mathematics. This study stands as the pioneering one in emotional transmission between teachers and students in Türkiye.

Caner, M., Karatas, S., Karadag, E., & Sertel, G. (2025). **The Floor Is (Y)Ours: Auxiliary Staff Voices Their Persona.** *Psychology in the Schools*, 62(4), 983-995. <https://doi.org/10.1002/pits.23370>

The current study investigated the perspectives of auxiliary staff regarding their profession. This study used a holistic multiple-case study design and a qualitative research method. The sample consisted of 45 auxiliary staff who worked in various K12 public schools in the central districts of a city in Turkey and voluntarily participated in the study. The study's participants, which was designed using a case study design, consisted of 45 auxiliary staff working in 11 K12 public schools in the central districts of a province in Turkey who voluntarily participated in the study. A maximum variation sampling strategy, a purposeful sampling technique, was employed for sample selection. Semi-structured interviews were conducted with each participant to gather data for this study. An inductive content analysis method was used to analyze the collected data, and the findings were interpreted accordingly. The results revealed that auxiliary staff perform multiple roles, such as sanitation, kitchen duties, environmental monitoring, administrative tasks, and technical work. Moreover, the auxiliary staff perceived that their various roles contributed to the overall well-being of the school community in schools.

Cao, X., & Chen, J. (2025). **The Association between Emotional Intelligence and Prosocial Behaviors in Children and Adolescents: A Systematic Review and Meta-Analysis.** *Journal of Youth and Adolescence*, 54(3), 607-624. <https://doi.org/10.1007/s10964-024-02062-y>

Emotional intelligence and prosocial behavior both play an important role in the development of children and adolescents. However, the strength of the association between emotional intelligence and prosocial behavior in children and adolescents is controversial. Hence, this study aimed to conduct a meta-analysis to evaluate the exact association between emotional intelligence and prosocial behavior in children and adolescents. Through a literature search, a total of 40 studies and 40 effect sizes were included in this meta-analysis ($n = 20621$). In this study, the main effect test shows that there is a significant positive correlation between emotional intelligence and prosocial behavior in children and adolescents ($r = 0.43$). Moreover, the present study found a significant moderating effect of age. More specifically, the association between early childhood (0–6 years) emotional intelligence and prosocial behavior is stronger than in middle childhood (7–12 years) and adolescence (13–18 years), and the correlation between emotional intelligence and prosocial behavior is stronger in boys than in girls. The culture was also found to be an important moderator, the association was found to be weaker for Western culture than for Eastern culture. Finally, a stronger correlation between the two variables was found when the emotional intelligence measurement tool was LZ (Emotional intelligence questionnaire compiled by Liu Yan and Zou Hong). These results indicated that improving children's and adolescents' emotional intelligence could be an important strategy to enhance children's prosocial behavior.

Cao, Yanjing, Xu, C., Lu, S., Li, Q., & Xiao, J. (2025). **Factor Structure and Measurement Invariances of the PHQ-9 in Chinese Students Across Gender and Age.** *Psychology in the Schools*, 62(4), 1260-1270. <https://doi.org/10.1002/pits.23391>

The patient health questionnaire-9 (PHQ-9) is widely utilized in assessing individuals' depression levels. Nevertheless, research regarding its factor structure and measurement invariance remains inadequate. The aim of this study was to delve into the factor structure of the PHQ-9 and to further investigate its measurement invariance across gender and age as a prerequisite for its use in cross-group comparisons. A confirmatory factor analysis (CFA) was conducted on 7422 Chinese students to assess the best-fitting factor structure of the PHQ-9. Furthermore, a serial CFA was undertaken to investigate measurement invariance across genders and age groups. CFA confirmed the two-factor model with the three items "sleep disturbance," "fatigue," and "appetite change" loading on somatic factor, and the other items loading on cognitive/affective factor as the best-fit structure. Findings demonstrated that the PHQ-9 had measurement invariance across gender and age. CFA and measurement invariance results support the application of the PHQ-9 for assessing an individual's depression.

Cao, Yue. (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.

Celbis, O., van de Laar, M., & Volante, L. (2025). **Resilience in higher education during the COVID-19 pandemic: A scoping literature review with implications for evidence-informed policymaking.** *International Journal of Educational Research Open*, 8, 100392. <https://doi.org/10.1016/j.ijedro.2024.100392>

With the onset of the COVID-19 pandemic, the construct of resilience has received growing attention in the higher education literature. The pandemic, acting as an external stressor, impacted multiple higher education settings in 2020 during the period of lockdowns, when universities had to temporarily close on-campus activities and shift to online emergency responses. The objective of this scoping review is to explore how resilience was conceptualized in the higher education research literature during the initial emergency response phase of the pandemic, and how conceptual and research design choices in this early body of literature shaped policy recommendations aimed at enhancing the resilience of individuals and support systems in higher education. This article, thus, contributes to the ongoing discussion in the academic and policy-relevant literature on how to better prepare universities as organizations and communities for a response not only during the emergency pandemic, but also beyond, in post-pandemic higher education settings. We find that the first wave of academic literature on the

subject largely focused on resilience at the individual level, and more so on the resilience of students rather than the resilience of faculty and academic support staff. Resilience as a group-level construct was the focus of empirical study only in a few articles in our review sample, and even then, there were differences in the ways the concept was defined and operationalized, making comparisons between studies virtually impossible. We also found support for the argument that depending on the operationalization of the concept, some forms of resilience inadvertently may decrease other forms of resilience—either when resilience is conceptualized differently, or operationalized at a different level of analysis. The fragmentation in the literature reflecting different conceptualizations and measurements of resilience as a construct complicates the academic conversation in the field and the process of making recommendations for the design of support policies. In conclusion, the article makes several suggestions on promising lines of further research which can advance the state of art in the field.

Chan, A. W.-Y., Leigh, T.-N., Böke, B. N., Wang, H., So, C.-N., & Heath, N. (2025). **Evaluation of a Wellness Programme for Preservice Teachers in Hong Kong: Promoting Educational Excellence Through Resilience to Stress (PEERS)**. *European Journal of Education*, 60(1), e70018. <https://doi.org/10.1111/ejed.70018>

This study aimed to evaluate the effectiveness of a wellness programme for preservice teachers, Promoting Educational Excellence through Resilience to Stress (PEERS). The intervention group participants, who took part in the 4-week PEERS programme, and the comparison group participants were recruited online. A battery of self-report scales assessed various psychological constructs, including coping self-efficacy, resilience, mental health, well-being, mindfulness and self-compassion. Data were collected at three time points: before the intervention (T1), immediately after programme completion (T2) and 4 weeks after programme completion (T3). Results suggested that the intervention group participants reported significant improvements in coping self-efficacy, resilience and the nonjudging facet of mindfulness. High programme satisfaction was also reported, with 96% of the participants rating the overall programme as good or excellent. Therefore, the results demonstrate the effectiveness and positive impact of the PEERS programme on the resilience and coping efficacy of preservice teachers in Hong Kong.

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.

Chen, S., Wang, X., Liu, Y., Teng, Z., & Luo, Y. (2025). **How Does Trait Anger Associate With Aggression Among Chinese College Students? The Role of Anger Rumination and Locus of Control.** *Psychology in the Schools*, 62(4), 1217-1227. <https://doi.org/10.1002/pits.23386>

Aggression is a prevalent problem and negatively affects the mental health among Chinese college students. Trait anger has been found to be a risk factor for aggression, but little is known about the factors that may explain or influence this association. The current study aimed to explore the relationship between college students' trait anger and aggression, as well as the mediating role of anger rumination and the moderating role of internal and external locus of control. In this study, the Trait Anger Scale, Anger Rumination Scale, Internal–External Locus of Control Scale, and Aggression Questionnaire were administered to 1018 college students. The results showed that the trait positively predicted anger rumination and aggression. The mediating effect of anger rumination between trait anger and aggression was significant. Also, Internal and external locus of control plays a moderating role in the second half of the mediating model, and as the level of an individual's internal and external locus of control increases, the predictive effect of anger rumination on aggression gradually weakens. These results suggest that the effect of trait anger was mediated by anger rumination and moderated by internal and external locus of control.

Chen, Xieling, Xie, H., Qin, S. J., Wang, F. L., & Hou, Y. (2025). **Artificial Intelligence-Supported Student Engagement Research: Text Mining and Systematic Analysis.** *European Journal of Education*, 60(1), e70008. <https://doi.org/10.1111/ejed.70008>

Artificial intelligence (AI) is increasingly exploited to promote student engagement. This study combined topic modelling, keyword analysis, trend test and systematic analysis methodologies to analyse AI-supported student engagement (AIsE) studies regarding research keywords and topics, AI roles, AI systems and algorithms, methods and domains,

samples and outcomes. Findings included the following: (1) frequent-used and emerging keywords comprised 'machine learning', 'artificial intelligence chatbot' and 'collaborative knowledge building'. (2) Frequently studied topics included 'AI for MOOCs and self-regulated learning' and 'affective computing and emotional engagement'. (3) Most studies adopted intelligent tutoring systems, traditional machine learning methods and natural language processing. (4) Emotional engagement regarding affective or psychological states among college students received the most attention. (5) Most studies adopted quantitative approaches and concerned computer science and language education. Accordingly, we highlighted AI's roles as tutors, advisors, partners, tutees and regulators for behavioural, cognitive and emotional engagement to inspire AI's effective integration into education.

Chen, Xu, & Xiao, Z. (2025). **The Role of Self-Esteem and Class Climate in Boarding Adolescents' Bullying Victimization and Suicidal Ideation in Rural China.** *Psychology in the Schools*, 62(4), 1061-1070. <https://doi.org/10.1002/pits.23376>

Suicidal ideation is a high risk factor for suicidal behavior in disadvantaged adolescents. This study aimed to reveal the potential mechanism underlying the influence of bullying victimization on suicidal ideation among boarding adolescents. A total of 2317 boarding adolescents from rural schools in Southwest China completed four questionnaires, namely, bullying victimization, self-esteem, class climate and suicidal ideation. The results showed that (1) the prevalence of suicidal ideation was relatively high among rural boarders (29.4%), and there were significant gender and grade differences (mostly girls and eighth-grade students were the most prevalent groups, $p < 0.05$); (2) bullying victimization was significantly correlated with boarding adolescents' suicidal ideation and positively predicted their suicidal ideation ($r = 0.26$, $p < 0.001$; $\beta = 0.25$, $p < 0.001$); (3) self-esteem played a crucial mediating role between boarding adolescents' bullying victimization and suicide ideation in rural schools ($\beta = 0.04$, 95% confidence interval did not include 0); and (4) class climate moderated the mediating effect of self-esteem. A positive class climate was found to be conducive to preventing suicidal ideation in bullied boarding adolescents, while a negative class climate was found to be more likely to stimulate suicidal ideation ($\beta = -0.06$, $p < 0.05$). Intervention activities based on self-esteem and class climate are key to preventing the psychological crisis of boarding adolescents in rural China.

Ching, B. H.-H., Li, X. F., & Tan, Y. (2024). **Academic contingent self-worth and self-handicapping: an experimental test of failure mindset as a moderator.** *Social Psychology of Education*, 28(1), 16. <https://doi.org/10.1007/s11218-024-09990-4>

Despite some research showing the relation of academic contingent self-worth to academic self-handicapping, evidence for how to improve the situation is limited. To address this research gap, this experimental study ($N = 560$) examined whether failure mindsets moderated the association between these two variables. Participants were randomly assigned to one of the four conditions: (a) easy task, failure-is-enhancing, (b) easy task, failure-is-debilitating, (c) difficult task, failure-is-enhancing, and (d) difficult task, failure-is-debilitating conditions. The main hypotheses concerned the amount of practice (an indicator of academic self-handicapping) that the participants displayed in face of a difficult task, which suggests a high risk of failure. Results showed that among highly academically contingent students, those who were in the failure-is-enhancing condition reported less state anxiety and more task enjoyment as well as practicing more in face of anticipated failure (i.e., fewer self-handicapping behaviors) than those in the failure-

is-debilitating condition. As for low contingent students, those in the failure-is-enhancing condition also practiced more when confronted with a difficult task compared with those in the failure-is-debilitating condition, whereas there were no significant differences between the failure mindset conditions for state anxiety and task enjoyment. By contrast, global self-esteem, perceived academic competence, and mindsets of intelligence did not interact with task difficulty to predict academic self-handicapping and affective responses. Taken together, these findings suggest that endorsing a failure-is-enhancing mindset may help reduce the ego threat associated with failure, thereby alleviating the problems of vulnerable self-esteem of highly contingent people.

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.

Clark, S., & Sayers, E. (2025). **Skateparks as communities of care: the role of skateboarding in girls' and non-binary youth's mental health recovery during lockdown.** *Pedagogy, Culture & Society*, 33(2), 613-632. <https://doi.org/10.1080/14681366.2023.2258382>

This paper details findings from our research into girls' and non-binary young people's take-up of skateboarding during the COVID-19 pandemic. Our analysis contributes to wider discussions on gendered relations, young people's embodied capacities and leisure adaptations in response to ongoing changes such as the pandemic. Based on qualitative interviews with 18 young people at a London skatepark, we found that the physical culture enacted there facilitated recovery from mental unwellness developed during or preceding the Covid crisis. This recovery was generated within new patterns of embodied movement, through relationships engendered in the space, and within the collective community ethic that was fostered at the skatepark. The temporal pause from usual routines during the pandemic created a space for collective critical reflection, healing and renewal within what we describe as a feminist ethic of care. We argue that this ethic contrasted in particular with the growing expectations of schooling and 'intensified girlhoods' that have come to characterise gendered everyday lives and therefore represents an alternative pedagogy of hope and recovery for these young people.

Cornell, D. G., Kerere, J., Konold, T., Maeng, J., Afolabi, K., Huang, F., & Cowley, D. (2025). **Referral Rates for School Threat Assessment.** *Psychology in the Schools*, 62(4), 1294-1305. <https://doi.org/10.1002/pits.23399>

Although behavioral threat assessment and management (often shortened to “threat assessment”) has become widely used in US schools, no studies have systematically examined how frequently schools conduct threat assessments and how threat assessment rates vary as a function of student and school demographics. Of particular concern is that students with disabilities receive threat assessments at disproportionately high rates. This study examined the 1-year frequency of threat assessments in a statewide sample of 611 elementary, 341 middle, and 269 high schools reporting 15,301 threat assessments, of which 41% concerned students with disabilities. We identified threat assessment rate differences associated with student grade, gender, race/ethnicity, and disability status. We further examined the association between threat assessment rates and school-level demographic characteristics including racial/ethnic composition, prevalence of economically disadvantaged students, and proportion of students with a disability. To place these results in context, we compared findings for threat assessment with out-of-school suspension rates. We discuss reasons why students with disabilities might be referred for BTAM at a high rate and recommend practices for assuring their educational rights and needs are safeguarded. Evolving school threat assessment policies should recognize the practice demands placed on school staff to evaluate a substantial number of students.

Costa, A., & Faria, L. (2025). **Do students' mindsets about emotional intelligence change over secondary school? Developmental paths in adolescence.** *Social Psychology of Education*, 28(1), 68. <https://doi.org/10.1007/s11218-025-10031-x>

Research on mindsets has grown exponentially over the last few years, but the developmental trajectories of the different types of mindsets are less explored, especially among youth. Thus, the present study analyzed and compared the trajectory of both growth and fixed implicit theories of emotional intelligence over the secondary school cycle. In total, 523 students were followed during the complete Portuguese 3-year secondary school cycle, through a three-wave design from the 10th to the 12th grade. In the first wave, the participants were aged between 14 and 18 years (mean [M] = 15.4; standard deviation [SD] = 0.63) and were mainly female (58.6%). The results indicated that the emotional intelligence (EI) growth mindset increased over secondary school, whereas students' fixed mindset tended to decrease in the same period. A students previous trait EI levels predicted the EI mindset change patterns, while a students gender did not. Moreover, in this study, the different mindset trajectories predicted students emotions toward school at the end of secondary school but not their EI trait levels. The results of this study provide information about the dynamics of emotion-related mindsets in late adolescence and will be discussed on the basis of their implications for the educational context.

Dabur, K., & Fuchs, A. (2025). **The Quasi-organic Society: Parental Presence and Its Impact on Cognitive and Social Development in Early Childhood -A Meta-analysis Through the Lens of the Fluid Reality Theory.** *Gaia*, 1(1), 23-37. Consulté à l'adresse <https://hal.science/hal-04962934>

This meta-analysis examines the impact of parental presence on cognitive and social development in children aged 3-6. Through systematic analysis of recent research, this study investigates how different types of parental presence influence developmental

outcomes, focusing on both cognitive and social domains. The research synthesizes findings from attachment theory, sociocultural theory, and fluid reality theory (Fuchs, 2025) to provide a comprehensive framework for understanding these relationships. Results demonstrate that parental presence influences development through multiple pathways. Parental presence has been found to modify learning systems (Tottenham et al., 2019), enhance cognitive development through quality interactions (Zain & Iswinarti, 2024), and create what Fuchs (2025) terms an « extended womb » environment that optimizes development. Studies show consistent parental responsiveness predicts faster cognitive and social growth (Landry et al., 2003), with different aspects of parenting selectively influencing various cognitive domains (Farah et al., 2008). This analysis reveals a bidirectional relationship where parental cognitive stimulation predicts children's later abilities, while children's cognitive capacity influences subsequent parenting quality (Tucker-Drob & Harden, 2012). These findings provide crucial implications for developing targeted interventions and support programs during this critical developmental period.

Dehne, M., Roorda, D. L., Koomen, H. M. Y., & Zee, M. (2025). **Under pressure? Exploring the moderating and mediating role of principal-teacher relationships in primary and secondary school teachers' burnout symptoms.** *Social Psychology of Education, 28*(1), 64. <https://doi.org/10.1007/s11218-025-10023-x>

Identifying protective factors against increased work pressure is crucial to prevent teachers from experiencing burnout complaints. Two studies with 363 primary (Study 1; 95.0% female) and 419 secondary school teachers (Study 2; 80.4% female) tested whether dyad-level principal-teacher relationships (closeness, conflict) moderated or mediated the associations between work pressure and burnout symptoms. In both studies, closeness and conflict partially mediated the association of work pressure with emotional exhaustion and depersonalization. Closeness fully (Study 1) or partially (Study 2) mediated the association with personal accomplishment. However, no evidence for a moderating role was found. To conclude, principal-teacher relationships seem to be a potential mechanism underlying the association between work pressure and burnout.

Derakhshan, A., & Gao, X. (Andy). (2025). **"I Am Excessively Pressed by Classroom Tasks": A Cross-Cultural Study on the Sources and Solutions of Chinese and Iranian EFL Students' Academic Disengagement in Online Classes.** *Psychology in the Schools, 62*(4), 996-1012. <https://doi.org/10.1002/pits.23374>

Online education may induce different negative emotions and emotional reactions in language learners. One such reaction emerging from emotional experiences in online contexts is academic disengagement, which has been limitedly examined in L2 research. To fill this lacuna, this study has been done to probe into the sources and solutions of student disengagement in online L2 classes from the perspective of Chinese and Iranian students. To accomplish this, through maximum-variation sampling, a sample of Chinese (n = 164) and Iranian (n = 150) students was selected to take part in this inquiry. Then, an open-ended questionnaire was virtually distributed among participants. Participants' answers to the open-ended questions were thematically analyzed using MAXQDA software. The findings of the thematic analysis reveal that both Chinese and Iranian L2 learners had a similar view of the sources of academic disengagement considering the outcome of different online-related, teacher-related, learner-related, and course/task-related issues. The findings also show that the majority of Chinese and Iranian L2 learners attribute student academic disengagement to online-related issues, including limited face-to-face interactions, technological breakdowns, and a boring learning

atmosphere. To address the issue of student disengagement, the participants of both contexts report three broad categories, namely teacher-related, student-related, and administrator-related solutions. The solutions offered by the participants imply that both Chinese and Iranian L2 learners hold students, teachers, and educational administrators responsible for student disengagement in online classes. The findings may help L2 instructors and educational managers respond to student disengagement in online language classes effectively.

Diaconu-Gherasim, L. R., Maffei, A., Zancu, A. S., Măirean, C., Brumariu, L. E., Tepordei, A.-M., ... Nicuta, G. (2025). **Children's perceived parental control and academic achievement during the COVID-19 pandemic**. *Social Psychology of Education, 28*(1), 50. <https://doi.org/10.1007/s11218-024-09961-9>

This study examined how children's perceptions of parental psychological control are related to their academic achievement during the COVID-19 pandemic, and the potential moderating role of the perceived COVID-19 threat on these relations. The sample included 199 fourth-grade children ($M = 10.97$, 57.8% girls) and one of their parents. Children completed a questionnaire assessing their perceptions of two dimensions of parental psychological control: achievement and emotional dependency. Both parents and children reported their worries related to the COVID-19 threat. Teachers reported children's grades for the first and second semesters. Children's perceptions of parental achievement-oriented and dependency-oriented control were negatively related to their academic achievement. Children's perceptions of the COVID-19 threat were positively related to their academic achievement and they moderated the relation between parental achievement-oriented psychological control and academic achievement. Our results highlighted the significant role of specific domains of parental psychological control on children's school outcomes.

Donaldson, C., Morgan, K., Ouerghi, S., Lewis, J. J., & Moore, G. (2025). **Associations of Perceived School and Year Group Climate with Mental Health Among Children Aged 7-to-11 Years**. *Child Indicators Research, 18*(2), 885-904. <https://doi.org/10.1007/s12187-024-10213-7>

Schools are an important setting for interventions to improve mental health. There is growing evidence that school climate – sometimes expressed as the perceptions that children have about the relationships, safety, values, and beliefs within their school – can impact child mental health. Poor child mental health is associated with feelings of distress as well as deficits in functioning. However, while most studies have focused on school climate, climate at lower levels of nesting, including year group, may be important. Cross-sectional data on emotional and behavioural difficulties from 32,606 children in primary schools in Wales (ages 7–11, year groups 3–6) were collected via a school survey, delivered online and within the classroom environment to all children who consented, and analysed using multilevel modelling. Models were then extended to consider how aggregated measures of year group and school climate are associated with mental health outcomes. The unadjusted variance partition coefficients (VPCs) indicated that 2.8% of the variance in emotional difficulties and 3.2% in behavioural difficulties were attributable to differences in the year group, while school-level differences represented 2.4% and 3.5%, respectively. More positive year group and school climate were associated with more positive mental health outcomes. School and year group climate are independently associated with primary school children's mental health. Interventions

to support mental health should aim to optimise the whole school climate, as well as climate within year group clusters.

Dupuis, A. (2024). **Le counseling de carrière groupal avec les élèves du secondaire : l'importance d'analyser les processus d'apprentissage et de développement.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115508ar>

Plusieurs programmes d'intervention en groupe ont été développés pour répondre à diverses problématiques de santé mentale, y compris l'anxiété chez les jeunes, mais leur évaluation ne permet pas de mettre en évidence les processus d'apprentissage et de développement qui s'y déroulent. Cet article vise à éclairer ces processus par l'entremise d'une étude de cas d'un groupe ayant participé à l'implantation du programme HORS-PISTE Orientation. Les résultats soulignent les processus d'apprentissage et de développement ayant cours dans le groupe. Sont ensuite présentées les conditions à réunir pour qu'un groupe de counseling s'adressant aux jeunes du secondaire favorise les processus d'apprentissage et de développement.

Ederoclite, M., Villano, P., & Castro, A. (2025). **"You're a man, so you're out of place": reflexive thematic analysis of focus group with Italian teachers and educators.** *Social Psychology of Education*, 28(1), 37. <https://doi.org/10.1007/s11218-025-10020-0>

The following paper aims to understand how masculinity is endorsed, performed or subverted in educational and school contexts through the narratives and discourses of an Italian sample of teachers and educators of multiple genders. To investigate these relevant educational issues, we conducted a Thematic Analysis of four focus groups. Findings portrayed a complex social scenario marked by profound ambivalence towards masculinities and rigid gender hierarchies in pre-primary and primary schools. While men are highly considered to be role models of agentivity and authority, they also embody positive expectations of dismantling gender stereotypes and different types of sexual stigma: the mere presence of a male teacher in primary schools might raise concerns regarding physical contact and sexual deviance. Furthermore, men in teaching institutions face both privileges from their gender, perceived as more competent, practical, and authoritarian, but also discrimination via subtle forms of sexist devaluation as they are not considered "naturally suited" for childcare. These relevant psychosocial processes have been recently put in the spotlight within broader conversations on sex/gender issues in educational settings, media narratives on masculinity, and diversity management practices. The following paper provides recent qualitative data from the Southern-European context to shed light on the social constructs of gendered scripts within the narratives of teachers and educators, analysing within this broader social framework how to uncover representations, stereotypes, and biases regarding the schools' roles in fostering fairness and equal opportunities, both for educators and students.

Evgin, D., Kılıç, K. M., & Sümen, A. (2025). **Social Media Use Disorder in High School Students: A Cross-Sectional Study Examining the Relationship Between Cyber Human Values, Cyberbullying, and Cybervictimization.** *Psychology in the Schools*, 62(4), 1228-1241. <https://doi.org/10.1002/pits.23389>

The aim of this study is to examine the prevalence of social media use disorder among adolescents and to investigate the relationship between social media use, level of cyber human values, cyberbullying, or cybervictimization. This study employed a cross-sectional design, with 1571 adolescents enrolled in high school participating in the investigation.

Data collection was conducted utilizing the "Social Media Disorder Scale," "Cyber Bullying Scale," "Cyber Victimization Scale," and "Cyber Human Values Scale." Upon examination of the results of the study, it was observed that there was an increase in the prevalence of cyberbullying with age, social media use disorder, and cyber human values being more common in girls ($p < 0.05$). A negative correlation was observed between adolescents' scores on the cyberbullying scale and their scores on the cyber human values and cybervictimization scales. In our study, negative correlations were observed between social media use disorder scores and cybervictimization scores, while positive correlations were found between cyberbullying scores ($p < 0.001$). The results demonstrated that social media use disorder was positively correlated with cyberbullying and negatively correlated with cybervictimization ($p < 0.001$). It is imperative that social media use disorder, cyberbullying, and cybervictimization are given due consideration among adolescents.

Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., Zhao, Y., ... Gašević, D. (2025). **Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance.** *British Journal of Educational Technology*, 56(2), 489-530. <https://doi.org/10.1111/bjet.13544>

With the continuous development of technological and educational innovation, learners nowadays can obtain a variety of supports from agents such as teachers, peers, education technologies, and recently, generative artificial intelligence such as ChatGPT. In particular, there has been a surge of academic interest in human-AI collaboration and hybrid intelligence in learning. The concept of hybrid intelligence is still at a nascent stage, and how learners can benefit from a symbiotic relationship with various agents such as AI, human experts and intelligent learning systems is still unknown. The emerging concept of hybrid intelligence also lacks deep insights and understanding of the mechanisms and consequences of hybrid human-AI learning based on strong empirical research. In order to address this gap, we conducted a randomised experimental study and compared learners' motivations, self-regulated learning processes and learning performances on a writing task among different groups who had support from different agents, that is, ChatGPT (also referred to as the AI group), chat with a human expert, writing analytics tools, and no extra tool. A total of 117 university students were recruited, and their multi-channel learning, performance and motivation data were collected and analysed. The results revealed that: (1) learners who received different learning support showed no difference in post-task intrinsic motivation; (2) there were significant differences in the frequency and sequences of the self-regulated learning processes among groups; (3) ChatGPT group outperformed in the essay score improvement but their knowledge gain and transfer were not significantly different. Our research found that in the absence of differences in motivation, learners with different supports still exhibited different self-regulated learning processes, ultimately leading to differentiated performance. What is particularly noteworthy is that AI technologies such as ChatGPT may promote learners' dependence on technology and potentially trigger "metacognitive laziness". In conclusion, understanding and leveraging the respective strengths and weaknesses of different agents in learning is critical in the field of future hybrid intelligence. Practitioner notes What is already known about this topic Hybrid intelligence, combining human and machine intelligence, aims to augment human capabilities rather than replace them, creating opportunities for more effective lifelong learning and collaboration. Generative AI, such as ChatGPT, has shown potential in enhancing learning by providing immediate feedback, overcoming language barriers

and facilitating personalised educational experiences. The effectiveness of AI in educational contexts varies, with some studies highlighting its benefits in improving academic performance and motivation, while others note limitations in its ability to replace human teachers entirely. What this paper adds We conducted a randomised experimental study in the lab setting and compared learners' motivations, self-regulated learning processes and learning performances among different agent groups (AI, human expert and checklist tools). We found that AI technologies such as ChatGPT may promote learners' dependence on technology and potentially trigger metacognitive « laziness », which can potentially hinder their ability to self-regulate and engage deeply in learning. We also found that ChatGPT can significantly improve short-term task performance, but it may not boost intrinsic motivation and knowledge gain and transfer. Implications for practice and/or policy When using AI in learning, learners should focus on deepening their understanding of knowledge and actively engage in metacognitive processes such as evaluation, monitoring, and orientation, rather than blindly following ChatGPT's feedback solely to complete tasks efficiently. When using AI in teaching, teachers should think about which tasks are suitable for learners to complete with the assistance of AI, pay attention to stimulating learners' intrinsic motivations, and develop scaffolding to assist learners in active learning. Researcher should design multi-task and cross-context studies in the future to deepen our understanding of how learners could ethically and effectively learn, regulate, collaborate and evolve with AI.

Fish, M. C., Wamba, N., Matuza, T., & Cooperstone, J. (2025). **An Exploration of Collaboration Between School Psychologists and School Administrators.** *Psychology in the Schools*, 62(4), 1158-1170. <https://doi.org/10.1002/pits.23384>

Prior research has highlighted strong benefits from having a collaborative environment within schools. However, there has been limited research regarding factors that can promote a collaborative relationship between two key professionals within the school environment: school administrators and school psychologists. The first purpose of this study was to examine the nature of collaboration between school psychologists and school administrators. The second purpose was to explore ways to facilitate and improve this interprofessional collaboration within the school to promote safe, equitable, and supportive school climates and positive student outcomes. Using a qualitative research method, we collected and analyzed data from three focus groups: school psychologists, school administrators, and a combined group of school psychologists and school administrators, all working in New York City and nearby suburban, public culturally and linguistically diverse school settings. We developed an interview guide disseminated to the participants before the focus group meetings which were held via conference call and recorded. Discussions were transcribed and analyzed using content analysis. Four raters coded the data and reached consensus on major themes. The findings suggest that quality collaboration between school psychologists and school administrators is infrequent and often haphazard and it should instead be intentional and purposeful. The study uncovered prerequisites for and challenges to effective collaboration, leading to recommendations for intervention in school practice and in preparation programs with a goal of enhancing school climate and student outcomes.

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.

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.

Gravett, K., Ajjawi, R., & O Shea, S. (2025). **Topologies of belonging in the digital university.** *Pedagogy, Culture & Society*, 33(2), 597-611.
<https://doi.org/10.1080/14681366.2023.2256342>

Belonging is a complex relational concept. It has been shown to be processual, emergent, and dynamic. And yet this relationality, and complexity, sits in tension with increasingly voluble calls to measure, manage and maintain students' sense of belonging to an ostensibly fixed space of higher education. This article reports on research that invited students to not only define how they experience belonging, but also to surface belonging's relationality: how it is entangled with material spaces and artefacts and enacted through evolving behaviours and communities. Our data depict

modulations of belonging which disrupt dominant discourses of simplicity, stability and uniformity. Engaging the generative concept of social topologies, we offer a rethinking of both space and belonging as material and relational. These findings enable us to consider more nuanced perspectives about how belonging is both understood and also enacted, surfacing the complex tapestries of belonging and non-belonging experiences within education, as well as the increasing departure from a coherent delineated conception of 'the university'. Given the diversity of both learners and the spaces in which they learn, interrogating the nature of belonging is urgently needed if we are to understand students' diverse experiences of education in more meaningful ways.

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.

Hernández, M. M., Kornienko, O., Figueroa, J. M., Coker, M., Paredes, K., Toth, C., ... Ha, T. (2025). **Identifying Culturally Relevant School Support Profiles and Links to Academic Functioning in Adolescents.** *Journal of Youth and Adolescence*, 54(3), 785-806. <https://doi.org/10.1007/s10964-024-02098-0>

There is limited knowledge about patterns of adolescents' experiences of general teacher support and support for critical consciousness and cultural competence development in school settings, which are key experiences proposed to promote academic functioning. Furthermore, less is known about potential developmental and ethnic-racial differences in these patterns. Using a person-centered approach, this study examined culturally relevant school support profiles in a sample of sixth and ninth grade students (N = 717; 49.9% girls) from the U.S. Southwest. Participants were aged 10 to 18 years (M = 13.73; SD = 1.54) and were ethnoracially diverse (31.8% Hispanic/Latinx, 31.5% Multiethnic, 25.7% White, 7.3% Black or African American, 1.4% Asian American or Pacific Islander, 1.4% American Indian or Alaska Native, and 1% Arab, Middle Eastern, or North African). Four culturally relevant school support profiles were identified: (1) low general, devoid cultural & critical support; (2) moderate general, moderate cultural, & devoid critical support; (3) high general, moderate cultural & critical support; and (4) high general, cultural, & critical support. Youth in the high general, cultural, & critical support profile had higher concurrent emotional and behavioral engagement. No significant

differences were found between early (6th grade) and middle adolescent (9th grade) youth, pointing to the relevance and associations of the identified profiles across development. One significant difference emerged when comparing White and ethnoracially minoritized youth; among White youth, those in the high general, cultural, & critical support and high general, moderate cultural & critical support profiles had higher academic expectations than those in the low general, devoid cultural & critical support profile. The discussion focuses on characterizing heterogeneous and culturally relevant school support profiles, the associations between these profiles and indicators of academic functioning for ethnoracially diverse youth to advance developmental theory and the importance of promoting culturally relevant school support practices to foster developmental competencies among youth.

Heyder, A., & Pegels, H. (2025). **Detrimental effects of instructors' fixed mindsets on students' anticipated motivation and emotions in secondary and higher education.** *Social Psychology of Education*, 28(1), 32. <https://doi.org/10.1007/s11218-024-10001-9>

Experimental evidence of effects of instructors' growth or fixed mindsets has so far been provided only by studies on U.S. university students. Research outside the US and on primary and secondary school students has relied on correlational data. In two preregistered vignette experiments with secondary school and university students in Germany (N = 214 in total), we therefore tested for effects of fictitious instructors' growth and fixed mindsets. Both studies revealed detrimental effects of fictitious instructors' fixed mindsets. In Study 1, the fixed mindset teacher elicited lower anticipated positive emotions, stronger anticipated negative emotions, stronger anticipated performance-avoidance goals, and less anticipated help-seeking in fifth-to-seventh graders compared with the growth mindset teacher. In Study 2, the fixed mindset professor elicited lower anticipated positive emotions, stronger anticipated negative emotions, higher anticipated stress, less anticipated help-seeking, lower anticipated success expectancies, and less anticipated motivation in university students than the growth mindset professor did. Moreover, larger effects were found for female than male university students. These findings provide a more fine-grained perspective on the risks of being taught by a fixed mindset teacher or professor and support the idea that growth mindset instructors are an important part of a learning environment that helps every student flourish.

Hichri, J., & Chochard, Y. (2024). **Les facteurs agissant sur la volonté de communiquer : cours de francisation destiné à des mères allophones d'élèves du primaire.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115509ar>

Cet article présente les résultats d'une étude sur les facteurs influençant la volonté de communiquer dans le contexte d'un cours en francisation destiné à des parents allophones d'élèves du primaire. L'étude s'appuie sur des entrevues individuelles réalisées auprès de formateur·rice·s en francisation, de mères apprenantes et d'enseignant·e·s de leurs enfants. Les résultats révèlent que plusieurs facteurs influencent positivement ou négativement la volonté de communiquer, notamment le sentiment d'efficacité personnelle des mères, leur anxiété langagière, le comportement de leurs enfants et des enseignant·e·s de ces mêmes enfants et les pratiques des formateur·rice·s durant les cours de francisation.

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.

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.

Hong, Y., Rosen, J. A., Rutledge, S. A., Cannata, M., & Rotermund, S. (2025). **Improving Ninth Graders' Academic Outcomes Through Personalization for Academic and Social-Emotional Learning (PASL).** *American Educational Research Journal*, 62(2), 305-335. <https://doi.org/10.3102/00028312241296102>

Personalization for academic and social-emotional learning (PASL) is a systemic approach to high school reform that works to strengthen and bridge preexisting academic and social-emotional systems within schools and classrooms. Analyzing student administrative records from 12 schools in a large Florida urban district, we found that, on average, PASL was associated with fewer unexcused absences of ninth graders. Its effects were stronger for students with prior disciplinary incidents in increasing credits earned and reducing unexcused absences. PASL effects did not vary by student race/ethnicity or family income status. The findings provide evidence for the school reform model with an improvement-science approach and suggest directions for supporting students with middle to high school transition.

Hooper, D., Egitim, S., & Hofhuis, J. (2025). **Exploring the impact of near-peer role modeling on learners' basic psychological needs: Insights from English classes in Japanese higher education.** *International Journal of Educational Research Open*, 8, 100429. <https://doi.org/10.1016/j.ijedro.2024.100429>

Although near-peer role modeling (NPRM) has been suggested as an effective pedagogical intervention for boosting confidence, motivation, and self-efficacy, few studies have examined its connection with learner needs and well-being utilizing an established psychological framework. The present study investigates the pedagogical role of NPRM within English classes in Japanese higher education from the perspective of basic psychological need (BPN) satisfaction and frustration. In this two-phase explanatory mixed methods study, two quantitative scales were utilized to assess the significance of the connections between NPRM and six subcategories of BPN satisfaction or frustration. Subsequently, a qualitative investigation with a more limited sample size was conducted to elucidate and expand upon these associations. The quantitative findings revealed NPRM to be a significant predictor of students' autonomy and relatedness satisfaction and exhibited a negative correlation with students' autonomy and relatedness frustration. However, no discernible association was observed between NPRM and competence satisfaction or frustration. The qualitative data revealed that the students' mixed feelings of competence may have stemmed from low confidence and L2 self-concept with some students comparing themselves unfavorably to near-peer role models. The study highlights the need for NPRM interventions to be accompanied by instruction related to learner beliefs or growth mindsets.

Jenni, G., Wettstein, A., Schneider, I., Kühne, F., grosse Holtforth, M., & La Marca, R. (2025). **Social overload and fear of negative evaluation mediate the effect of neuroticism on classroom disruptions that predicts occupational problems in teachers over two years.** *Social Psychology of Education*, 28(1), 60. <https://doi.org/10.1007/s11218-025-10024-w>

Research on teacher stress has identified classroom disruptions as a major risk factor. However, teachers perceive classroom disruptions "through the lens" of their own personalities. This observational study involving 42 teachers (28 female, Mage = 39.66, SD = 11.99) aimed to compare teacher-perceived and observed classroom disruptions and examine how neuroticism, fear of negative evaluation, and social overload influence teachers' perception of classroom disruptions. Moreover, longitudinal associations between perceived and observed classroom disruptions and occupational problems were investigated over two years. Results show that neuroticism, fear of negative evaluation, and social overload are positively associated with more perceived classroom disruptions. In this context, neuroticism does not directly lead to more perceived classroom disruptions, but the relationship is mediated by fear of negative evaluation and social overload. Moreover, perceived classroom disruptions were associated with an increase of occupational problems over two years. Examining self-reports in combination with behavioral observation is crucial for better understanding teachers' perception of classroom disruptions and identifying the personality traits and social stressors influencing perception for preventing teachers' health problems. Teacher education must support teachers in dealing with fear of negative evaluation and social overload and recognize the longitudinal cumulative effects of biased perception on teacher stress. This can prevent teachers from leaving the profession early and keep burnout rates and costs low.

Jia, X., Zhang, X., Rule, A., & Ma, Y. (2025). **A decomposition of the Han-minority achievement gap in rural China**. *Social Psychology of Education*, 28(1), 69. <https://doi.org/10.1007/s11218-025-10021-z>

Despite increased investment in rural education in recent years, the academic achievement of ethnic minority students in rural China continues to lag behind their Han Chinese peers. Few studies have used up-to-date data to measure the size of this achievement gap, and none have examined whether differential math attitudes and math anxiety play a role in perpetuating it. Using data from a survey of 16,747 students in 235 rural primary schools, we find a significant disparity in math performance between ethnic minority and Han students, with minority students scoring 0.25 standard deviations lower than their Han peers. Multivariate analysis reveals that differences in math affinity and math anxiety were significantly associated with math achievement among ethnic minority and Han students. Decomposition analysis further reveals that up to 37% of the achievement gap can be explained by variations in student, parent, and teacher characteristics. The difference in household asset was the largest explained contributor to the Han-minority achievement gap, followed by math affinity and math anxiety. This study underscores the importance of addressing students' math affinity and math anxiety in narrowing rural achievement gaps and promoting equitable educational outcomes in rural China and abroad.

Jia, Y., Xie, R., Wang, X., Chen, Y., Ding, W., & Li, W. (2025). **Bidirectional longitudinal relationships between beliefs about adversity, teacher–student relationships and academic engagement of left behind children**. *Social Psychology of Education*, 28(1), 22. <https://doi.org/10.1007/s11218-024-09956-6>

Focusing on the academic engagement and its influence mechanism for left-behind children can enhance their autonomy and passion, which is crucial for their future growth. Nevertheless, the factors that impact the academic engagement of left-behind children and the intricate interaction between these factors and their underlying mechanisms remain unclear. This study seeks to investigate the interconnectedness and cyclical functions of left-behind children's beliefs about adversity, teacher–student relationship, and academic engagement, considering both intrapersonal and interpersonal resources and the dynamic growth of children. A total of 613 left-behind children (Mage = 9.52, SD = 0.78) completed the measurements of adversity about beliefs, teacher–student relationships and academic engagement, and the data were provided in three waves (T1, T2, and T3). The results indicated an interaction between left-behind children's beliefs about adversity, teacher-student relationships and academic engagement. Specifically, teacher-student relationships and beliefs about adversity positively predicted left-behind children's academic engagement, and academic engagement significantly predicted left-behind children's teacher-student relationships and beliefs about adversity. The findings support the developmental resources model and the developmental ecology theory, and also suggest that there may be a virtuous cycle between beliefs about adversity, teacher-student relationships and left-behind children's academic engagement, respectively. These findings extend existing research on left-behind children's learning and have theoretical and practical value for improving left-behind children's academic engagement.

Joxe, L. (2024). **Dependency, Vulnerability, and Harassment at University. PhD Supervision Through the Lens of Care**. Consulté à l'adresse <https://hal.science/hal-04986158>

While both institutional and individual factors can explain PhD attrition, several studies highlight the existence of conflictual relationships between doctoral students and their supervisors, or even physical and psychological harassment by the latter. Through a monograph located in France, this article proposes to study a dysfunctional situation of doctoral supervision through the lens of care. Such an approach reveals first of all the multiple factors of dependence to which a PhD student is subjected, then the power of the supervisor who can participate in making this dependence disappear through care work or, on the contrary, reinforce it, or even abuse it through a lack of attention, called « discare », and, finally, the ambivalent importance of academic and friendly supports, called « substitute care ». Implicitly, this monograph indicates the social reproduction in which the French doctoral institution participates, by selecting, among PhD students suffering from discare, the most privileged and leaving aside the most vulnerable.

Ju, E., Qi, H., Qu, G., Luo, Y., Li, Y., & You, X. (2025). **What Is the Association Between Teachers' Autonomous Motivation, Controlled Motivation and Students' Emotional Well-Being? A Multilevel Mediation Analysis.** *European Journal of Education*, 60(1), e70012. <https://doi.org/10.1111/ejed.70012>

Teachers' motivation, which pertains to the reasons to sustain teaching, plays a pivotal role in shaping students' learning motivation, school engagement, and academic achievement. However, the relationship between teachers' motivation and students' emotional well-being remains unclear. This study, grounded in self-determination theory and the prosocial classroom model, investigated the associations between teachers' autonomous motivation and controlled motivation with students' emotional well-being and examined the potential mediating role of students' perceived teacher-student relationships and teacher support in these associations. The current study involved 49 homeroom teachers and 1853 students, assessing teachers' autonomous motivation, controlled motivation, students' perception of teacher support, teacher-student relationships, and emotional well-being. The results of the multilevel analysis indicated that (1) teachers' autonomous motivation positively predicted students' emotional well-being, mediated by teacher support; (2) teachers' controlled motivation negatively predicted students' emotional well-being, mediated by both students' perception of the student-teacher relationship and teacher support. The findings underscore the significance of intervening in teachers' work motivation, particularly controlled motivation, in educational and teaching practices to improve students' mental health.

Kambara, K., Toya, A., Lee, S., Shimizu, H., Abe, K., Shigematsu, J., ... Nakashima, K. (2025). **Can online interactions reduce loneliness in young adults during university closures in Japan? The directed acyclic graphs approach.** *Asian Journal of Social Psychology*, 28(1), e12658. <https://doi.org/10.1111/ajsp.12658>

As a countermeasure to the increased loneliness induced by the COVID-19 pandemic-related university closures, universities provided students with online interaction opportunities. However, whether these opportunities contributed to reducing loneliness during the university closures remains unclear, as previous studies have produced contradictory findings. We conducted a nationwide cross-sectional survey. Data were collected on demographics, social environment, social support, interactions, health and loneliness from 4949 students from 60 universities across Japan. We used psychological network and Directed Acyclic Graphs (DAGs) to examine the effect of online interactions on loneliness during university closures during COVID-19. The results showed that the frequency of online interactions with friends did not exert a significant influence on

loneliness during university closures. A comparative examination of the DAGs further illuminated that the social environment exhibited fewer pathways for interpersonal interactions and social support during these closure periods. The psychosocial pathways influencing young adults' loneliness show variations contingent on the university's closure status. Notably, the impact of heightened online interactions with friends on loneliness appears to be less pronounced among young adults in the context of university closure.

Kang, H., & Chen, H. (2025). **Effects of teachers' rapport-building strategies on EFL learners' cognitive load and computer-assisted language learning motivation.** *Education and Information Technologies*, 30(3), 3911-3952. <https://doi.org/10.1007/s10639-024-12961-z>

This study investigates the effects of online instructors' use of initiation and maintenance rapport-building strategies (RBS) on Chinese EFL learners' CALL motivation and cognitive load management. Mixed methods research was used to concurrently triangulate different strands of data on the effects of RBS on 86 randomly sampled EFL learners. The interpretations were made based on methodological triangulation of QUAN + QUAL data and running one-way ANOVA. The results show that the interactive use of initiation and maintenance RBS is statistically significant in enhancing CALL motivation ($F(1,84) = 23.45, p < .001$) and lowering cognitive load ($F(1,84) = 17.89, p < .001$) compared to isolated use of these strategies. The study reveals that teachers' interactive use of RBS enhances learners' CALL motivation by increasing learning interests (mean difference = 1.98, $p < .001$), catering to dynamic motivational needs (mean difference = 1.64, $p < .001$), and creating a learner-friendly environment (mean difference = 1.42, $p < .001$). Moreover, the study confirms the psychological effects of interactive use of RBS in lowering cognitive load through information-sharing (mean difference = 1.89, $p < .001$), common-grounding (mean difference = 1.56, $p < .001$), and personalized instruction strategies (mean difference = 1.34, $p < .001$) during the CALL course. The implications of the study inform researchers and practitioners of CALL about the efficacy of using a static and flexible combination of initiation and maintenance RBS to enhance EFL learners' motivation and cognitive load.

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.

Khurma, O. A., Jarrah, A., & Ali, N. (2025). **PISA 2022 insights on intellectual curiosity, perspective-taking, and science achievement: Examining the mediating pathways.** *International Journal of Educational Research Open*, 8, 100414. <https://doi.org/10.1016/j.ijedro.2024.100414>

The purpose of the study is to investigate the predictive roles of intellectual curiosity and perspective-taking on science achievement among Emirati early adolescents. Utilizing data from 24,600 participants of the 2022 Program for International Student Assessment (PISA), this non-experimental, correlational study employs a Structural Equation Modeling Partial Least Squares (SEM-PLS) approach to explore these relationships. The study addresses four key research questions: (1) the direct impact of intellectual curiosity on science achievement, (2) the direct impact of perspective-taking on science achievement, (3) the combined predictive power of intellectual curiosity and perspective-taking, and (4) the mediating role of perspective-taking in the relationship between intellectual curiosity and science achievement. Results reveal that intellectual curiosity significantly predicts science achievement with a path coefficient of 0.19. Perspective-taking also shows a substantial direct effect with a path coefficient of 0.15 and additionally mediates the relationship between intellectual curiosity and science achievement with an indirect path coefficient of 0.09. These findings demonstrate the significant influence of these cognitive skills on educational outcomes, suggesting that both intellectual curiosity and perspective-taking are crucial for enhancing science achievement. This underscores the importance of integrating educational strategies that foster these cognitive skills to improve science education outcomes. Recommendations for educational policy include enhancing curricula to foster curiosity and perspective-taking and developing assessments that evaluate these competencies. The study highlights the need for further research using longitudinal designs and intervention studies to confirm these findings and refine educational practices.

Kim, K. M., Park, Y., & Bong, M. (2025). **Adolescent achievement goal profiles and their relationships with predictors and outcomes.** *Social Psychology of Education*, 28(1), 52. <https://doi.org/10.1007/s11218-024-10006-4>

We aimed to identify adaptive and maladaptive patterns of achievement goal pursuits among adolescents. To achieve this aim, we investigated (a) achievement goal profiles that existed among Korean middle school students, (b) predictors of students' achievement goal profile membership, and (c) the relationships of the profiles with various outcomes. Latent profile analyses generated three profiles (Approach, Performance, and Amotivation) in the first semester and four profiles (Approach, Performance, Moderate, and Amotivation) in the second semester. Both individual (self-efficacy and test anxiety, but not theories of intelligence) and contextual variables (classroom goal structures, parent achievement goals, and peer achievement goals) proved to be significant predictors. The Approach profile with high mastery and high performance-approach goals proved most adaptive with the highest scores on Bandura-type self-efficacy, task value, self-regulation, cognitive strategy use, and the final exam,

along with the lowest score on help-seeking avoidance. The present findings are discussed in the context of Korean culture.

Klemp, G., Urton, K., Krull, J., Bosch, J., & Wilbert, J. (2025). **What does well-being at school mean to primary school students? Children's understanding of basic psychological needs.** *International Journal of Educational Research Open*, 8, 100442. <https://doi.org/10.1016/j.ijedro.2025.100442>

The well-being of primary students at school plays a pivotal role in the emotional development of students and fosters a positive emotional connection with schooling and the learning process. In conceptualizing well-being and developing approaches to promote it, the voice of primary school children is increasingly being recognized as crucial. This study investigates primary school children's understanding of well-being, focusing on their perceptions of basic psychological needs according to the self-determination theory of Ryan & Deci (2000). Ten focus group interviews were conducted with a total of 42 primary students in order to explore their perspectives on well-being at school and their basic psychological needs for competence, autonomy, and social relatedness. The data was analyzed using qualitative content analysis. Our findings indicate, that children associate social relatedness and competence with well-being and, apparently, place less importance on autonomy for well-being at school.

Kloo, M. (2025). **Individual and classroom-level associations of within classroom friendships, friendship quality and a sense of peer community on bullying victimization.** *Social Psychology of Education*, 28(1), 42. <https://doi.org/10.1007/s11218-025-10027-7>

For most students, attending school entails daily intense social interactions with classmates in a classroom context. While many of these interactions are positive and lead to the development of friendships and a shared classroom community, some students instead suffer peer harassment and bullying. According to the social-ecological theory these disparate social phenomena may be linked. The aim of this study was to examine how number of friends, perceived friendship quality, and a sense of peer community were associated with bullying victimization at both the individual and classroom level. Additionally, to thoroughly investigate the nuances of different types of friendship qualities the concept was analyzed both as one unified construct and as five distinct dimensions (companionship, conflict, help, security, and closeness). Survey data from 587 Swedish upper elementary school students (56.22% girls; Mage = 11.72, SD = 0.96) across 54 classrooms was collected and analyzed using multilevel regression. Results showed that having at least one friend was negatively associated with victimization and that victimization was less prevalent in classrooms where students experienced a shared sense of community. Furthermore, while high-quality friendships were associated with less victimization at both the individual and classroom level, when the five dimensions were considered, only conflictual and helpful friendships were significantly associated with victimization (on both levels of analysis for conflictual friendships and only on the individual level for helpful friendships). Together these results highlights the importance of schools helping students cultivate high-quality friendships, teaching constructive conflict management and promoting a more prosocial classroom community.

Knauf, R.-K., & Eschenbeck, H. (2025). **School bullying and cyberbullying – associations of student's roles with social-cognitive and affective reactions.** *Social Psychology of Education*, 28(1), 51. <https://doi.org/10.1007/s11218-024-09969-1>

Bullying is a widespread phenomenon at schools and in digital media. Many adolescents come into contact with bullying and must react to it. Social-cognitive and affective reactions to bullying incidents (SCARB) might determine which roles classmates adopt. The current study investigates school bullying and cyberbullying within the class community on the basis of peer nominations and associates pupils' roles with self-reported SCARB. Roles were assigned in a sample of 1506 pupils. It was hypothesized that defenders stand out in terms of high levels of empathy, feelings of responsibility and defending self-efficacy as well as low levels of moral disengagement and low apprehensions of negative outcomes of defending. Multilevel analyses controlling for gender and grade showed that defenders especially differed from bullies and reinforcer-bullies in terms of empathy, responsibility, defending self-efficacy and moral disengagement for both forms of bullying. Only moral disengagement differed between defenders and other bystander roles (outsiders, reinforcers) and only for cyberbullying. Regarding apprehensions, only victims of school bullying reported significantly higher levels than defenders. The results suggest that strengthening empathy, feelings of responsibility and defending self-efficacy might be pertinent for reducing bullying behavior and fostering defending behavior. Moreover, counteracting moral disengagement may be relevant to prevent undesirable bystander behaviors such as passivity and reinforcing.

Koekemoer, E., & Olckers, C. (2025). **Work–Family Interface and Subjective Career Success: The Role(s) of Job Crafting as a Personal Resource.** *Journal of Career Development*, 52(2), 236-255. <https://doi.org/10.1177/08948453241309018>

Research shows that work–family experiences, including work–family conflict (WFC) and work–family enrichment (WFE), impact career outcomes. Our study examined the role(s) of job crafting as a personal resource in the relationship between work–family interface and subjective career success (SCS) from the perspective of the JD-R framework. We compared two structural models: a process model (where WFC and WFE were regressed on job crafting and job crafting on SCS) and an antecedent model (where WFE and WFC were directly related to SCS). Results from a sample of 265 South African employees revealed that WFE, WFC, and job crafting related to SCS. Job crafting also indirectly affected the relationships between WFE, WFC, and SCS, emphasizing its role in enhancing career success through a motivational process rather than having a buffering effect. Consequently, employees can be guided to utilize job crafting to empower themselves, align their work–family needs, and achieve their career aspirations.

Kökver, Y., Pektaş, H. M., & Çelik, H. (2025). **Artificial intelligence applications in education: Natural language processing in detecting misconceptions.** *Education and Information Technologies*, 30(3), 3035-3066. <https://doi.org/10.1007/s10639-024-12919-1>

This study aims to determine the misconceptions of teacher candidates about the greenhouse effect concept by using Artificial Intelligence (AI) algorithm instead of human experts. The Knowledge Discovery from Data (KDD) process model was preferred in the study where the Analyse, Design, Develop, Implement, Evaluate (ADDIE) instructional design cycle was used. The dataset obtained from 402 teacher candidates was analysed by Natural Language Processing (NLP) methods. Data was classified using Machine Learning (ML), one of the AI tools, and supervised learning algorithms. It was concluded that 175 teacher candidates did not have sufficient knowledge about the concept of greenhouse effect. It was found that the AI algorithm with the highest accuracy rate and used to predict teacher candidates' misconceptions was Multilayer

Perceptron (MLP). Furthermore, through the Enhanced Ensemble Model Architecture developed by researchers, the combination of ML algorithms has achieved the highest accuracy rate. The kappa (κ) value was examined in determining the significant difference between the AI algorithm and the human expert evaluation, and it was found that there was a significant difference, and the strength of agreement was significant according to the research findings. The findings of the current study represent a significant alternative to the prevailing pedagogical approach, which has increasingly come to rely on information technologies in the process of improving conceptual understanding through the detection of conceptual misconceptions. In addition, recommendations were made for future studies.

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.

Küçükaydın, M. A., & Ayaz, E. (2025). **Modelling the relationship between parents' STEM awareness and elementary school children's STEM career interest and attitudes.** *Social Psychology of Education*, 28(1), 31. <https://doi.org/10.1007/s11218-024-10000-w>

Previous research has indicated that parents' awareness of science, technology, engineering, and mathematics (STEM) directly affects children's interests and attitudes. Based on this discovery, this study sought to dig deeper into the relationship between parents' awareness of STEM and how that plays a role in their children's thinking when considering a career. Elementary school students and their parents studying in the Southeastern Anatolian region of Turkey were included in the study. All in all, 541 elementary school students (Mage = 9.26) and their parents (n=341) elected to participate. Descriptive statistical analyses and structural equation modeling were applied to the data. The descriptive statistical analysis results showed that parents' STEM awareness, students' STEM attitudes, and STEM career interest scores were high.

According to the results of the path analysis, parents' STEM awareness affects STEM career interest of their children primarily through attitudes. The results obtained from the study were discussed in the light of the literature, and implications were presented.

Kutluay, E., & Karaca, F. (2025). **A model proposal explaining the influence of smartphone addiction related factors on high school students' academic success.** *Education and Information Technologies*, 30(3), 4061-4098. <https://doi.org/10.1007/s10639-024-12947-x>
An exploratory sequential mixed-method study is designed to develop and test a comprehensive model explaining the relationships between factors associated with smartphone addiction and high school students' academic achievement. Involving two main phases of qualitative and quantitative, focus group discussions with high school students and interviews with teachers were conducted in the first phase, both to decide on the factors and to reveal the relationships between the factors in the model. According to the qualitative results, the most important factors were found as social media usage, cyberloafing, academic procrastination, external and internal academic locus of control. Then, a hypothesis model involving these factors was developed to explain high school students' academic achievement. Obtained from 410 high school students, quantitative data are collected online by the use of some scales measuring the factors included in the model. Using the path analysis method, the hypothesis model was tested, and it was observed that the model fit the data well. As a result, the factors that most influence academic achievement were found as duration of social media usage, external academic locus of control, smartphone addiction, internal academic locus of control, academic procrastination, and cyberloafing respectively. The uniqueness of the presented model in this research is believed to lie in its holistic perspective on the relationships between smartphone addiction and related factors, and their effects on academic achievement. Looking from a big picture, this model is expected to provide a roadmap for practitioners and decision-makers in terms of how to improve students' academic achievement.

Lalot, F., & Houston, D. M. (2025). **Comparison in the classroom: motivation for academic social comparison predicts academic performance.** *Social Psychology of Education*, 28(1), 18. <https://doi.org/10.1007/s11218-024-10008-2>

Reviews of social comparison processes in school contexts have concluded that individual differences in propensity to compare with others are likely to be important in the classroom, but that there is a paucity of evidence testing this key proposition. To address this gap, we developed and validated a new measure of propensity to engage in academic social comparison (Motivation for Academic Social Comparison Scale, MASCS) among 11 samples of UK school pupils and two samples of university students (N = 1,991). The instrument showed good psychometric properties across samples. We then assessed the relationship between MASCS and actual academic performance in public examinations in a subsample of Year 11 and Year 13 students (n = 1,427). The MASCS positively predicted subsequent academic performance. Specifically, greater propensity to engage in academic comparison led to better objective academic achievement. This research thus establishes a valuable new measure and has meaningful implications, both theoretically and for education strategies.

Lang, S. (2025). **Adults' participation in non-formal literacy programmes in Cambodia: A mixed-methods study of motivational factors and barriers.** *International Review of Education*, 71(1), 55-79. <https://doi.org/10.1007/s11159-024-10093-7>

Despite significant progress, literacy programme implementation in Cambodia continues to face challenges concerning inactive learning participation, irregular attendance and dropout. Learners' motivation to engage in learning literacy, and the barriers that prevent them from doing so, are not adequately researched. This mixed-methods study aims to investigate learners' perceptions of what motivates them to participate in literacy learning and the barriers they face. The author conducted a survey with 256 adult literacy learners and interviewed 12 literacy teachers and 15 learners. The results show that learners' major motivations are to obtain literacy skills, help their children learn, become the family's role model, and develop themselves to gain a better standing in their community. Although male and female learners were motivated by similar factors, there was variation between those learning in factories and those learning in the community, and between urban and provincial learners. This indicates that, although learners had similar reasons for learning, certain reasons stood out as the most important. Barriers to learning included lack of time, family burdens, and negative views about learning. This study implies that understanding adults' contexts and learning motivation, organising flexible learning schedules and responsive learning content, and expanding literacy programmes to the workplace may contribute to reducing learning barriers, increasing participation, and bridging the gap between learning supply and demand.

Laurie, T., & Grealy, L. (2025). **Curious care: tacit knowledge and self-trust in doctoral training.** *Pedagogy, Culture & Society*, 33(2), 581-596.
<https://doi.org/10.1080/14681366.2023.2255220>

Building on recent literature on supervision practice that has turned away from previous efforts to construct typologies, and towards 'dialogic' models that emphasise iterative feedback processes between students and supervisors in situ, this article examines how the curiosity of the supervisor expressed in supervision meetings can both model a relationship to scholarship and collegiality and support the development of confidence and self-trust in the doctoral candidate. Drawing on a qualitative study of video-recorded supervision meetings across multiple Australian universities, this article examines the entanglements of scholarly discourse, interpersonal conviviality, and curiosity within supervision relationships. To understand this, we adopt a 'post-critical' approach to doctoral training and borrow the concept of 'tacit knowledge' to consider the role of trust, conviviality, and informal 'know-how' in the development of formalised expertise. Analysis of exchanges within supervision meetings encourages the consideration of care as a relational structure linked to practices of curiosity and the sharing of tacit knowledge. We argue that although institutional pressures may continue to reshape doctoral candidatures in the neoliberal university, supervision meetings offer important sites for developing doctoral candidates' intellectual self-trust, including through the expression of curiosity by their supervisors.

Levante, A., Petrocchi, S., Bianco, F., Castelli, I., & Lecciso, F. (2025). **Emotional exhaustion faced by Italian female teaching staff during COVID-19 pandemic: A sequential mediation model applying coping strategies, self-efficacy for online teaching, and technostress.** *International Journal of Educational Research Open*, 8, 100403.
<https://doi.org/10.1016/j.ijedro.2024.100403>

The study examines coping, tech attitudes, and burnout in 388 Italian female teachers during COVID-19. Results show coping predicts lower burnout via higher online teaching self-efficacy and lower technostress. Primary teachers report higher emotional exhaustion; older teachers experience more technostress. Findings emphasise the

importance of coping strategies in reducing burnout, highlighting the need to enhance online teaching self-efficacy and address technostress. Training focusing on these aspects could effectively support teachers amid the pandemic and regular job stressors.

Li, W., Coelen, R., & Otten, S. (2025). **Enhancing interaction quality in interdisciplinary group work: The impact of student motivation and teacher-initiated diversity climate.** *Social Psychology of Education*, 28(1), 41. <https://doi.org/10.1007/s11218-024-10004-6>

Interdisciplinary Group Work (IGW) is increasingly being adopted in higher education settings to foster interdisciplinary competencies among students. The effectiveness of IGW hinges largely on the quality of student interactions across different disciplines. Understanding how students interact in IGW, along with the role of institutions and educators in facilitating such interaction, is crucial for enhancing interdisciplinary education quality. This study responds to the need for integrated research that considers both individual and environmental factors, employing Expectancy-Value Theory to assess perceived task value and constructing the notion of perceived teacher-initiated diversity climate as an environmental factor. It specifically examines the interactive influence of perceived benefits and costs on interdisciplinary interactions within group work and examines the impacts of perceived teacher-initiated diversity climate in boosting student's perceptions and interactions in IGW contexts. Data collected from 108 third-year undergraduate students participating in team-based interdisciplinary programs reveals that positive perceptions of diversity significantly enhance interdisciplinary interactions, while perceived costs detract from them. It also shows that the challenges of interdisciplinarity do not substantially diminish students' willingness to learn from various disciplinary perspectives. Importantly, perceived teacher-initiated diversity climate is related to greater positive perceptions in IGW, thereby improving interdisciplinary interaction. The paper concludes with suggestions for teachers and educational institutions on optimizing interdisciplinary education.

Li, X., Tan, W. H., Zheng, X., Dou, D., Wang, Y., & Yang, H. (2025). **Effects of digital monitoring and immediate feedback on physical activity and fitness in undergraduates.** *Education and Information Technologies*, 30(3), 3743-3769. <https://doi.org/10.1007/s10639-024-12990-8>

The study investigated the roles of advanced digital tools in enhancing engagement with physical education among undergraduates. The focus was on the effects of digital monitoring and real-time feedback technologies on increasing physical activity participation and improving physical fitness levels of undergraduates. Throughout a semester, the activity of 8,556 students was observed through a rigorous experimental setup. For data analysis, the study used the Mann-Whitney U test, Kruskal-Wallis H test, Spearman's rho test, and generalised linear models. The outcomes indicated a notable uptick in physical activity participation among students who were conscious that their activity was being digitally tracked. Additionally, the provision of instant feedback not only increased students' engagement in their selected sports but also helped maintain their long-term commitment. These technological interventions led to a significant improvement in the physical fitness levels of the students involved. The conclusions drawn from this research offer valuable guidance to educational policymakers and public health officials aiming to promote physical fitness in the youth population. The research suggests continued exploration into refining digital monitoring tools to maximise their effectiveness in physical education settings.

Liang, S., King, R. B., & Sing, C. C. (2025). **Mapping the Terrain of Students Well-Being: Implications for Academic Achievement.** *Child Indicators Research*, 18(1), 57-92. <https://doi.org/10.1007/s12187-024-10201-x>

Positive education emphasizes the importance of student well-being as a critical outcome. Well-being is a complex construct involving both hedonic and eudaimonic aspects. However, existing literature predominantly concentrates on hedonic well-being, with less attention given to eudaimonic well-being. Furthermore, how these two aspects of well-being are associated with academic outcomes is underexplored. To address these gaps, this study examines the hedonic and eudaimonic well-being profiles of 41,396 15-year-old students from six high-performing East Asian regions (Mainland China, Macao SAR, Hong Kong SAR, Chinese Taipei, Japan, and Korea) using a person-centered approach (latent profile analysis). Students from the six regions exhibited both commonalities and differences in their well-being profiles. Across the six regions, we identified three standard profiles: flourishing (high well-being), moderate (average levels of well-being), and discouraged (low well-being) profiles. While in mainland China, aside from the three standard profiles, we identified a fourth profile characterized by low hedonic and high eudaimonic well-being (i.e., resilient). Overall, students in the flourishing group demonstrated the best academic outcomes, while those in the discouraged group showed the poorest. An interesting finding was the emergence of the resilient group among mainland Chinese students. This group displayed academic outcomes that were superior to the moderate and discouraged groups, but slightly worse than the flourishing group. The study reveals the importance of adopting an integrative perspective that includes both hedonic and eudaimonic well-being. It offers valuable insights into the intricate associations between different well-being profiles and academic-related outcomes. Theoretical and practical implications are discussed.

Lin, S., & Muenks, K. (2025). **How students' perceptions of older siblings' mindsets relate to their math motivation, behavior, and emotion: a person-centered approach.** *Social Psychology of Education*, 28(1), 65. <https://doi.org/10.1007/s11218-024-09968-2>

Recent research suggests that actual and perceived mindsets of socializers can impact students' academic-related outcomes, including motivation, self-reported behavior, and emotion. In the present study, we focus on a less-studied socializer, older siblings, exploring patterns in students' perceptions of their siblings' growth and fixed mindsets and how these perceptions relate to their outcomes in math learning. Using a latent profile analysis approach with undergraduate students (N = 508), we find evidence for three distinct profiles of perceived sibling mindset: high growth mindset, low growth mindset, and ambivalent. When students perceived their siblings to have a high growth mindset, they had more adaptive motivation, self-reported behaviors, and emotions, compared to when they perceived their siblings to have a low growth mindset; those in the ambivalent group had more mixed outcomes. Our findings suggest that the presence of growth mindset messages from an older sibling may help to support students' motivation, self-reported behaviors, and positive emotions, whereas a lack of growth mindset messages from an older sibling may dampen these outcomes. Implications for theory and future research are discussed.

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, F., Chen, F., Li, G., & Li, X. (2025). **Factors Influencing Body Image Among Chinese Secondary School Students: A Mixed Methods Approach.** *Psychology in the Schools*, 62(4), 1146-1157. <https://doi.org/10.1002/pits.23383>

This study aims to assess the current physical health status and levels of body image satisfaction among Chinese secondary school students and identify the influencing factors of student body image perception. Guided by a mixed-methods research design, data was obtained through collecting 903 secondary student questionnaires and interviewing 15 students. The results identified various factors that influence the body image of Chinese secondary school students, including personal growth, academic stress, peers, families, and social media. However, there are no significant differences in the overall perception of body image between students of different grades or between males and females. The findings of this study can provide valuable insights for individuals, families, schools, and society, with the intention of assisting Chinese adolescents in cultivating positive body images, enhancing self-satisfaction, and fostering a healthy state of mind and body. The findings hold significant implications for promoting overall well-being and fostering a better future for secondary school students.

Liu, Q., Dong, Z., & Han, H. (2025). **The influence of peers' parental education on adolescent academic performance: the mediating role of educational aspirations.** *Social Psychology of Education*, 28(1), 36. <https://doi.org/10.1007/s11218-024-09995-z>

Peers' parents with a certain educational status generate spillover effects on adolescents' education outcomes through several extrinsic channels. However, evidence on the intrinsic mechanisms driving these spillover effects remains limited. Exploiting the data from China Education Panel Survey (CEPS) and a quasi-random class assignment design, we examine how exposure to peers with college-educated parents influences adolescents' academic performance. Our findings indicate that such exposure significantly enhances adolescents' academic performance, with a noted partial mediation effect through their own educational aspirations. In addition, heterogeneous analysis indicates that girls, adolescents with less-educated parents, and adolescents in non-key schools are particularly susceptible to peers' parental education through this mediating influence. The results advocate for educational policies to facilitate social interactions between students and college-educated adults, such as through guest lectures and mentoring programs, which could improve the educational aspirations and outcomes of adolescents.

Liu, Xi, Garner, P. W., & Halberstadt, A. G. (2025). **When you believe in change: Teachers' growth mindsets of student intelligence and emotion and student-teacher relationships.** *Social Psychology of Education*, 28(1), 63. <https://doi.org/10.1007/s11218-024-09967-3>

In the classroom, teachers' growth mindsets about students can support beneficial changes for students, but along the way, may also produce tension and conflict in student-teacher relationships. In the present research, we modified a measure used with adults to examine growth mindsets about emotional control and introduced it to the educational setting by examining associations between teachers' mindsets about students' intelligence and emotion. In addition, we investigated associations between teachers' growth mindsets and student-teacher relational conflict from both teachers' and students' perspectives. Lastly, we evaluated the extent to which teachers' growth mindsets were associated with students' perceptions of relational conflict with teachers, even after first considering teachers' conceptions of their relationships with students. Participants were 41 teachers (85.4% female) and 576 of their 4th- and 5th-grade students (51.1% female). Teachers reported their growth mindsets regarding students' intelligence and emotion and the extent to which they experienced conflict in their individual relationships with students. Students also reported their perceptions of the relational conflict they experienced with teachers. Results indicated a moderate to strong correlation ($r = .563$) between the two mindsets, with teachers reporting stronger growth mindsets about intelligence than emotion. Additionally, teachers' growth mindsets about students' emotion were positively associated with students' but not teachers' perceived relational conflict. Findings suggest the importance of a shared growth mindset about emotion control in the classroom, especially in the context of power-differentiated relationships, and highlight the distinctive perspective of students about the quality of their relationships with teachers.

Liu, Xianlin, Alotaibi, K. A., & Hashemifardnia, A. (2025). **Serious Game-Based Learning: Its Impact on Happiness, Motivation, Self-Compassion, and Vocabulary Development in EFL Learners.** *European Journal of Education*, 60(1), e70030. <https://doi.org/10.1111/ejed.70030>

In recent years, the integration of digital technologies into language learning has gained significant attention, particularly in the context of English as a Foreign Language (EFL) education. However, there remains a gap in understanding the broader affective and cognitive benefits of serious game-based learning (SGBL) in this field. The present study addressed this gap by examining the impact of SGBL on EFL learners' happiness, motivation, self-compassion (SC), and vocabulary development. A quasi-experimental design was employed with two groups comprising a total of 425 intermediate-level participants (both male and female). The participants were selected through stratified random sampling technique and divided into an experimental group (EG) and a control group (CG). The EG engaged in SGBL, while the CG received traditional instruction. Over a period of 12 weeks, pretest and posttest measured the participants' levels of happiness, motivation, SC, and vocabulary acquisition. Results indicated that the EG significantly outperformed the CG in all measured domains, suggesting that SGBL is an effective approach for enhancing both affective and linguistic outcomes in EFL contexts. The findings contribute to the growing body of research on the integration of digital games in EFL education and highlight their potential for fostering holistic learner development.

Liu, Xiaoyan, Wang, B., Yin, X., & Bai, B. (2025). **Quantitative study of technology integration and professional happiness among special education teachers in smart schools.** *Education and Information Technologies*, 30(3), 2809-2836. <https://doi.org/10.1007/s10639-024-12942-2>

In recent years, the incorporation of technology into education has transformed teaching methods and learning settings, especially within the domain of special education. The emergence of Special Education (SPED) Smart Schools represents a significant advancement in offering customized assistance and materials to accommodate the varying learning requirements of students. This quantitative study delves into the intricacies of professional happiness among SPED teachers within the context of Smart Schools. Employing a questionnaire survey, data was collected from 600 SPED teachers and analyzed using SPSS software. The result demonstrates that higher levels of technology integration in SPED classrooms within smart schools positively correlate with increased professional happiness among SPED teachers. The findings indicate that increased administrative support in smart SPED schools is found to be positively associated with higher levels of professional happiness among SPED teachers. The findings reveal that adequate access to relevant and ongoing professional development opportunities positively correlates with increased professional happiness among SPED teachers in smart schools. The uniqueness of this research stems from its examination of the particular environment within SPED Smart Schools and its impact on the professional happiness of SPED teachers. Furthermore, the findings reveal that higher levels of Transformational Leadership (TL) behaviors within the administration positively impact the professional happiness of SPED teachers. The findings highlight the crucial role of social and environmental elements in enhancing career satisfaction and professional happiness among special education teachers in smart schools.

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.

Løkken, I. M., Campbell, J. A., Dale, P. S., & Kucirkova, N. I. (2025). **Exploring the sense of smell in shared digital book reading: An experiment.** *International Journal of Educational Research Open*, 8, 100430. <https://doi.org/10.1016/j.ijedro.2024.100430>

Shared book reading during early childhood contributes to children's development in many important ways. This small-scale experiment, the first of its kind in the emerging field of olfactory research, explores whether reading a digital book with accompanying smell stimulation has a measurable effect on children's engagement, vocabulary acquisition, story comprehension, and overall interest in reading and smell. The study was conducted with 65 4- and 5-year-old Norwegian-speaking children, attending ECEC centers. Olfactory stimulation did not produce higher scores on post-experiment vocabulary and story comprehension, only the control variables of gender and prior vocabulary knowledge significantly predicted vocabulary and story comprehension scores. However, children's engagement was higher for stories with accompanying olfactory stimulation. Future research could integrate odour release into the reading device to not disrupt the reading process, and more reliably test the hypothesis that olfactory stimulation is conducive to reading engagement and learning outcomes.

Luo, Y., Yu, X., Tang, Y., & Zhang, H. (2025). **Teacher–Student Relationship and Academic Achievement Among Adolescents: A Moderated Mediation Model.** *Psychology in the Schools*, 62(4), 1112-1121. <https://doi.org/10.1002/pits.23377>

The current study investigated the mediating role of academic engagement in the association between the teacher–student relationship and academic achievement, and whether self-control moderates the mediating process. The sample consisted of 1411 Chinese adolescents (Mage = 16.77 years, 543 boys) aged between 11 and 19 years. Self-reported questionnaires were used to collect data. The results show that (1) the teacher–student relationship has a significant positive predictive effect on adolescents' academic achievement; (2) academic engagement has a positive mediating effect between the teacher–student relationship and academic achievement; and (3) the indirect effect of the teacher–student relationship on adolescents' academic achievement through academic engagement is moderated by self-control, in which self-control plays a role as a protective factor, and the indirect effect is more significant for adolescents with low self-control than for those with high self-control. These findings extend our understanding of how teacher–student relationships influence academic achievement among adolescents. The results have theoretical and practical value for guiding educational work in schools and improving the academic achievement of adolescents.

Majjate, H., Bellarhmouch, Y., Jeghal, A., Yahyaouy, A., Tairi, H., & Zidani, K. A. (2025). **Assessing the impact of ethical aspects of recommendation systems on student trust and engagement in E-learning platforms: A multifaceted investigation.** *Education and Information Technologies*, 30(3), 3953-3977. <https://doi.org/10.1007/s10639-024-12979-3>

In recent times, there has been a growing interest in enhancing recommendation systems for e-learning platforms to deliver a personalised learning experience that meets each learner's distinct requirements and preferences. Nevertheless, it is crucial to recognise the ethical considerations surrounding this technology, as it heavily relies on gathering and analysing students' data, which could potentially affect their level of engagement and trust in online learning settings. This study delves into the ethical considerations surrounding e-learning recommender systems and their impact on students' behaviours, particularly in relation to privacy concerns, trust, and engagement

within the online educational environment. The research emphasises various influential factors such as the transparency of the platform, previous exposure to cybersecurity education, and students' backgrounds, including their gender and educational level. The investigation involved 602 students from various academic levels across 11 distinct regions in Morocco, encompassing both rural and urban areas. Among the key findings from the Structural Modelling Analysis (SEM) is that the level of transparency on online learning platforms is a significant factor in building students' trust. However, an excess of transparency can have the opposite effect, leading to disengagement as students become overwhelmed with information. The study also revealed an inverse relationship between cybersecurity education and platform transparency, as increased knowledge can lead to a more critical examination of platform regulation and a heightened awareness of privacy risks. In addition, the research found that individuals with higher levels of education have better cognitive abilities and critical thinking skills, enabling them to understand transparency better. Interestingly, those with higher education also tend to have fewer privacy concerns, likely due to their confidence in security measures and understanding of data handling practices.

Mallari, E. F. I., & Peltzer, K. (2025). **School-Based Mental Health Programs, Protective, and Psychosocial Factors Associated With Psychological Distress Among Filipino School-Going Adolescents.** *Psychology in the Schools*, 62(4), 1171-1181. <https://doi.org/10.1002/pits.23387>

The prevalence of psychological distress is increasing in the Philippines, a country with limited resources for mental health programs. It is worthy to investigate the possible predictors for psychological distress among Filipino youth as they are one of the vulnerable populations to psychological distress. The present study aimed to explore the school-based mental health programs, protective factors, and psychosocial factors associated with psychological distress among Filipino school-going adolescents. This study analyzed the 2019 Philippine Global School-based Health Survey, which involved 10,175 high school-going adolescents. Logistic regression was used to determine factors associated with psychological distress (loneliness, anxiety, suicidal ideation, plan or attempt). Results indicate that almost three out of every 10 (27.8%) Filipino school-going adolescents reported experiencing psychological distress. In the adjusted model, having been taught about depression and suicide, taught what to do if a friend is suicidal, current alcohol use, current drug use, sedentary behavior, bullying victimization, and physically attacked were positively associated with psychological distress. Conversely, male sex, attending a public school, parental understanding, and having close friends were negatively associated with psychological distress. Psychological distress among Filipino school-going adolescents has nearly doubled since 2015. School-based mental health programs including suicidal content, demographic and psychosocial factors increased the likelihood of psychological distress and protective factors and having been taught about stress management decreased the odds of psychological distress.

Marini, M., Saglietti, M., Prislei, L., Parisse, C., & Livi, S. (2025). **Sensitive minds, supportive environments: A gateway to marginality and dropout intentions, moderated by teacher-student relationships.** *Social Psychology of Education*, 28(1), 25. <https://doi.org/10.1007/s11218-024-09966-4>

The present study addressed an area of research not yet sufficiently investigated: the environmental sensitivity trait in relation to perceived marginalization in the classroom, dropout intentions, and the quality of teacher-student relationship. Adopting a

psychosocial perspective and based on a single study survey with a group of Italian secondary school students, we applied a moderated mediation model. The aim was to determine whether environmental sensitivity was indirectly related to students' dropout intentions via perceived classroom marginality. Specifically, we proposed that the quality of the teacher-student relationship could act as a protective factor for the well-being of highly sensitive students and, therefore, moderate the relationships between environmental sensitivity and both marginality and dropout intentions. Our research findings partially confirmed these initial hypotheses. An indirect relationship between environmental sensitivity and dropout intentions through marginality was only found when the quality of the teacher-student relationship was low. These findings suggest that positive teacher-student relationship can have a buffering effect, reducing the risk of marginalization for highly sensitive students and thus potentially reducing the risk of early school leaving. Conversely, teacher-student relationship did not moderate the relationship between environmental sensitivity and dropout intentions. Considering these findings, we discuss implications for emerging school-based research on environmental sensitivity and offer insights into potential interventions to enhance highly sensitive students' well-being and academic trajectories.

Mavi, D., Tuti, G., & Ozdemir, M. (2025). **How Does Teacher Academic Optimism Affect Teacher Self-Efficacy: Mediating Role of Teacher Professional Development and Teacher Subjective Well-Being?** *Psychology in the Schools*, 62(4), 1013-1025.
<https://doi.org/10.1002/pits.23373>

Teacher self-efficacy is a critical component of school life quality, leading scholars to explore the mechanisms behind it. Most studies have focused on this factor's mediation and moderation functions, with some indicating a strong link between teachers' academic optimism and self-efficacy. However, the roles of teachers' professional development and subjective well-being in this connection require further investigation. Our study takes an exclusive approach by positioning teacher self-efficacy as the outcome variable and examining how teacher academic optimism is predicted through teacher professional development and subjective well-being. Data were collected from 405 teachers working in K-12 schools in Türkiye and analyzed using a cross-sectional design. Using the bootstrapping technique, structural equation modeling results confirm the relationship between teacher academic optimism and self-efficacy. The findings reveal that teachers' professional development and subjective well-being mediate the relationship between teacher academic optimism and self-efficacy. In this regard, our paper makes original contributions to the education literature by highlighting the importance of teachers' self-efficacy. Importantly, our findings carry practical implications for practitioners and policymakers, and we offer specific suggestions based on the results to help them make informed decisions.

Mayeko, T. (2025). **Le goût de l'effort : cette chose essentielle avec laquelle il nous faut renouer.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/le-gout-de-l-effort/78251?srsId=AfmBOopWuPrN0pS-6UWEKtVxfHgX3sGimvJ1hR3ZkvbkoAYG1ysZUe46>

L'effort est une notion abstraite, énigmatique et incertaine. La plupart du temps, nous l'opposons au plaisir et l'assimilons à la contrainte. Dans une société de plus en plus individualiste, au sein de laquelle nos revendications au droit et à la liberté éclipsent nos devoirs et nos responsabilités, l'effort devient même une contre-valeur. Il porte la marque d'un travail laborieux et passe pour le symbole d'un monde ascétique où toute

expérience de pénibilité est vécue comme une entrave au bonheur. Pourtant, l'effort n'est pas une aliénation. Il est plutôt à la vie ce que la peinture est au tableau : un composé central qui rend possible l'émergence du mouvement. Cherchant à éclairer l'ambivalence de ces phénomènes, l'auteur propose ici une vision positive et sensualiste de l'effort. S'appuyant sur un large éventail théorique, principalement dans le champ de la philosophie et de la psychologie sociale, il invite chacun à faire l'expérience d'une sobriété heureuse et envisage l'effort comme une authentique condition d'épanouissement.

Mayes, S. D., Calhoun, S. L., & Waschbusch, D. A. (2025). **Agreement Between Mother, Father, and Teacher Ratings of Academic, Cognitive, and Writing Problems and Comparison With Objective Test Scores in Children With Autism and Children With ADHD.** *Psychology in the Schools*, 62(4), 1039-1047. <https://doi.org/10.1002/pits.23375>

No studies have analyzed agreement between mother, father, and teacher ratings of academic, cognitive, and handwriting problems in school-age children and compared these with objective achievement, IQ, and writing scores. The sample comprised 503 children with autism and/or ADHD 6–16 years rated by mothers, fathers, and teachers on the Pediatric Behavior Scale and administered IQ, achievement, and graphomotor tests. Interrater agreement and correlations were all significant, and mean informant ratings for academic, cognitive, and writing problems were similar (between “sometimes” and “sometimes/often” a problem). However, mother ratings were higher than father and teacher ratings, and mother-father agreement was better than mother-teacher and father-teacher agreement. Correlations between ratings and test scores were significant, but agreement on children identified with and without problems was poor. Informants identified more children as having problems than did test scores. Information from multiple sources requires integration by experienced, well-trained school psychologists and other educational and clinical professionals and can provide useful educational and diagnostic information to aid in targeted intervention.

Monzonís-Carda, I., Adelantado-Renau, M., Beltran-Valls, M. R., & Moliner-Urdiales, D. (2025). **Mental Health and Academic Performance in Adolescents: Elucidating the Role of Psychological Well-Being and Psychological Distress. DADOS Study.** *Psychology in the Schools*, 62(4), 1122-1132. <https://doi.org/10.1002/pits.23382>

Adolescents' mental health and academic performance are subjects of paramount interest. Previous studies have revealed a strong association between these constructs during school years. However, there is little evidence about the dual-factor model of mental health, which includes a combination of psychological well-being and distress indicators, and there is no clear consensus on the possible differences by sex. Therefore, the aims of this study were to analyze the association between the dual-factor model of mental health and academic performance and to analyze sex differences in a sample of secondary school students. The sample was formed by a total of 265 adolescents (126 females) aged 13.9 ± 0.3 years old, from the DADOS study. Mental health status was self-reported through the Behavior Assessment System for Children and Adolescents. Academic performance was assessed through academic grades and the Test of Educational Ability. The findings showed that the emotional symptoms index was negatively associated with academic grades. Psychological well-being was positively associated with academic grades, while psychological distress was negatively associated with academic grades, except for anxiety. Stratified analyses by sex showed largely similar results. These results expand the current knowledge, supporting the idea

that promoting mental health during adolescence could help to enhance academic grades.

Moser, K. M., Wei, T., Crenshaw, A. G., & Anthony, K. V. (2025). **Mid-career world language teachers in the U.S. South: Professional satisfaction, burnout, and resilience.** *Social Psychology of Education*, 28(1), 23. <https://doi.org/10.1007/s11218-024-09985-1>

World Language (WL) education is facing a teacher supply crisis affecting the quality and stability of programs in K-12 schools. The extant literature on teacher attrition draws attention to the challenges of early career teachers with implications for how teacher preparation and induction programs might increase retention in schools. This survey study explores the professional lives of mid-career WL teachers in the U.S. South to uncover contextual factors that might influence workplace satisfaction and burnout. The data revealed that rurality adversely affected WL teachers' professional well-being; however, educators overcame obstacles and were able to thrive in their schools when supported through peer relationships and motivated by positive learner outcomes. Additionally, our findings emphasize the role of intrinsic motivation and positive rather than negative affective experiences as reliable predictors of resilience. Implications to enhance teacher resilience in preservice training and in-service professional development are provided.

Nakas, R. (2024). **Pratiques enseignantes et ressentis de stress chez les élèves. Exemple dans cinq disciplines scolaires dans le second degré français.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115500ar>

Cette recherche vise à déterminer les pratiques pédagogiques ressenties comme les plus stressantes par des collégiens en France. Un échantillon (n = 809) de 395 garçons et 414 filles de 6^e et de 3^e du niveau collège ont répondu à un questionnaire portant sur les pratiques enseignantes dans cinq matières (mathématiques, français, histoire-géographie, éducation musicale, éducation physique et sportive). Ce questionnaire de comparaison par paires (CPP) est issu de la procédure de Condorcet. Les résultats mettent en évidence les deux facteurs les plus stressants communs à toutes ces disciplines : se produire devant les autres et le fait d'être interrogé par surprise.

Ni, J. (2025). **Positive teacher feedback and academic emotions among primary school children in China: A study within the control-value theory framework.** *International Journal of Educational Research Open*, 8, 100409. <https://doi.org/10.1016/j.ijedro.2024.100409>

Based on Pekrun's control-value theory, this study investigates the specific effects of positive teacher feedback (e.g., praise, classroom interaction, and academic support) on the academic emotions of Chinese primary school students in grades five and six. The study was conducted with 20 primary school grade 5 and 6 students (aged 10 to 13 years old) to analyse their emotional responses in different feedback contexts through a drawing task and semi-structured interviews. The results of the study showed that teachers' praise helped enhance students' pride and satisfaction, classroom interaction was effective in stimulating students' interest and pleasure, and academic support boosted students' confidence and eased their anxiety. These emotional responses not only enhanced students' motivation to learn, but also strengthened the emotional bond between teachers and students. In addition, it was found that in the Chinese cultural context, students were more inclined to perceive teachers' positive feedback as a recognition of their personal value. This study provides a new cultural perspective for the

application of control-value theory and a useful reference for the design of classroom feedback strategies.

Nizigiyimana, J., Nshimirimana, R., & Ntwari, I. (2024). **Orientation et épanouissement de l'étudiant dans l'enseignement supérieur burundais.** *Revue internationale d'éducation de Sèvres*, (97), 99-107. <https://doi.org/10.4000/139bx>

L'orientation des étudiants à l'Université du Burundi est gérée par une commission d'orientation nommée par le recteur. Elle est censée tenir compte du choix personnel de la filière par l'étudiant, ainsi que de la capacité d'accueil et d'encadrement par l'institution. L'article traite du rapprochement entre l'orientation de l'étudiant (volontaire ou non) et son épanouissement à l'Institut d'éducation physique et des sports. La majorité des étudiants de première année y sont orientés contre leur volonté. Des entretiens et une enquête par questionnaire montrent que le niveau de satisfaction dans les apprentissages et le sentiment d'épanouissement sont statistiquement liés au fait d'avoir choisi personnellement l'Institut ou non, tout comme la facilité d'adaptation de l'étudiant. Cependant, les étudiants s'adaptent facilement, même s'ils n'ont pas choisi ce cursus.

Nob, R. M., Bernardo, A. B. I., Manguiat, G. C., & Arenillo, A. P. D. C. (2025). **Growth mindset strengthens the relationship between intercultural attitudes and global citizenship competence in Indonesia, the Philippines, and Thailand: a cross-cultural study of PISA 2018 data.** *Social Psychology of Education*, 28(1), 27. <https://doi.org/10.1007/s11218-024-09994-0>

We explore how the growth mindset relates to intercultural and global citizenship competencies in three Southeast Asian countries (Indonesia, Philippines, Thailand). Using data from the global competencies self-report survey and cognitive assessment of PISA 2018, we hypothesized that intercultural attitudes (i.e., openness, respect, global mindedness) will be positively associated with cognitive global competence, and that growth mindset will amplify this positive association, consistent with research on the benefits of possessing a growth mindset. Separate hierarchical multiple regression analyses for each country indicated partial but substantial support for the hypotheses. In all countries, growth mindset boosted the relationship between global mindedness and global competence; growth mindset also enhanced the relationship between respect and global competence, except in Indonesia. Growth mindset did not enhance the positive association between openness and global competence. The results provide additional support for the benefits of growth mindset in a learning domain that has previously not been extensively studied; specifically, in strengthening the links between intercultural attitudes and global competency, but not for the more surface attitude (openness). The results indicate how the psychological mechanisms associated with growth mindset could create pathways to strengthening global citizenship competencies.

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 ($M(\text{age}) = 14.3$ 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.

O'Brien, K. E., & Woody, B. A. (2025). **Maybe They're Born With It? Maybe It's Mentoring. A Test of the Rising Star Hypothesis.** *Journal of Career Development, 52*(2), 115-133. <https://doi.org/10.1177/08948453241313193>

The rising star hypothesis proposes that characteristics of "rising star" protégés already set them up for success, such that mentoring is a byproduct of their ambition. Alternatively, the influential mentor hypothesis states that protégés experience success due to the positive influence of mentoring. Herein, we test whether rising star characteristics (need for achievement and career initiative behaviors) precede or follow informal mentorship. Using data from a sample of 94 protégés (recruited from a hospital) over two time points (six-week lag), we found best evidence for a mix of the rising star and influential mentor hypotheses, in which career initiative behaviors predict the number of informal mentors, and in turn, need for achievement. Cross-lagged effects were probed and provide evidence that the benefits of informal mentoring does not seem to extend to formal mentoring. Practical implications are highlighted, including the benefits of multiple mentors and alternatives to traditional mentoring.

O'Connell, K., & Berger, E. (2025). **Experiences and support needs of teachers implementing trauma-informed practice for students with intellectual disability.** *Social Psychology of Education, 28*(1), 46. <https://doi.org/10.1007/s11218-024-09984-2>

People with intellectual disability are more likely to experience traumatic life events during childhood compared to children without intellectual disability. However, there is a lack of research exploring trauma-informed practice in schools for this student population. This study aimed to explore Australian teachers' experiences supporting students with intellectual disability who have been impacted by trauma and sought to understand how educators conceptualise trauma-informed approaches when supporting these students. Participants in the current study included seven females and one male, ages ranging from 24 to 32 years old ($M(\text{age}) = 29.63$), who taught in mainstream or specialist education settings. Teachers participated in semi-structured interviews via Zoom, excluding two which were conducted face-to-face. Results were analysed using

thematic analysis and generated four themes, including clarifying the role of a teacher, teachers working alongside others to support students, barriers to supporting students, and opportunities to learn. Teachers' ongoing training and support needs regarding trauma and intellectual disability are highlighted, alongside increased education in pre-service teacher training to better prepare them for the field. The current study contributes to the research surrounding the implications of trauma-informed training for teachers supporting students with trauma backgrounds and intellectual disability.

Ordu, Y., & Çalışkan, N. (2025). **The Effect of the Jigsaw Technique on Nursing Students' Learning of Employee Safety and Retention of Knowledge: A Randomized Controlled Research.** *European Journal of Education*, 60(1), e70038. <https://doi.org/10.1111/ejed.70038>

The purpose of this study was to determine the effect of the Jigsaw technique on nursing students' learning and retention of knowledge about employee safety. The study was conducted between December 2022 and January 2023 with 84 first-year students enrolled in the Nursing Department of a state university in a province of Turkey. Data were collected using the Descriptive Characteristics Form and Employee Safety Research/Test Instrument. During the study, the experimental group (n = 42) learned about employee safety using the Jigsaw technique, while the control group (n = 42) used the traditional method. Then, the students filled out the data collection forms (Post-test). Four weeks after the post-test, students again filled out the data collection forms to evaluate the retest of knowledge (Retest). The data were analysed with SPSS 22.0 package program. It was determined that the mean research/test instrument score of the experimental group in the employee safety post-test and retest was statistically significantly higher than the control group (p = 0.000). It was determined that the Jigsaw technique was effective in nursing students' learning of employee safety and retest of knowledge.

Ormiston, H. E., Nygaard, M. A., & Husmann, P. (2025). **School-Based Mental Health Practices Within a Multi-Tiered System of Support: A Mixed Methods Investigation of Targeted and Intensive Services.** *Psychology in the Schools*, 62(4), 1087-1099. <https://doi.org/10.1002/pits.23380>

Research supports the use of multi-tiered systems of support (MTSS) for meeting student academic, behavioral, and socioemotional needs. MTSS is viewed as an ideal model to deliver school-based mental health (SBMH) services to students. However, limited research has examined what this framework for service delivery looks like in practice. Utilizing a national participant sample and a mixed-methods convergent (quan + QUAL) design, the purpose of this study is to examine participant use of MTSS for SBMH and to examine practitioners' perspectives on the implementation of Tier 2 and 3 services. Respondents in our current sample indicated a level of uncertainty regarding the identification of students for SBMH services and the delivery of Tier 2 and Tier 3 services, particularly as this relates to special education. Additionally, respondents indicated "insufficient" supports for the provision of Tier 3 services. Limitations, implications for practice, and future directions are discussed.

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.

Özbaşı, D., & Yilmaz, D. (2025). **Gifted Identification Inventory for Teacher Awareness: Development, Validation, and Measurement Invariance.** *Psychology in the Schools*, 62(4), 1071-1086. <https://doi.org/10.1002/pits.23378>

The purpose of this study is to develop a self-awareness tool for teachers to help them in identification, and support the gifted and talented students in educational settings via more accurate nominations by educators. The Gifted Identification Inventory for Teacher Awareness (GIIFTA) was developed via fourth stages of writing essay ($n = 5$), Delphi method ($n = 10$), the exploratory factor analysis (EFA) ($n = 273$), and the confirmatory factor analysis (CFA) (as a different group from EFA, $n = 286$). The construct of GIIFTA consists of 22 items in three dimensions with a 5-point Likert scale. The three dimensions of the inventory are: Noticing the Gifted Students, Distinguishing Cognitive Traits, and Distinguishing Emotional Social Traits. The fit index values of the CFA analysis were calculated ($\chi^2/SD = 2.65$; GFI = 0.86; CFI = 0.92; IFI = 0.86; NFI = 0.88; NNFI = 0.91; SRMR = 0.05 and RMSEA = 0.07). In addition, convergent and divergent validity were also examined and found to be within acceptable limits. The measurement invariance of the emerging dimensions was also examined in terms of gender variable and it was found that the structure did not change. The item-total correlation values of the items in the measurement tool ranged from 0.51 to 0.77. Its structure does not change by gender. The reliability coefficients for the entire scale were calculated to range from 0.88 to 0.95. These results indicate that GIIFTA has good psychometric properties to assess teachers' awareness of gifted students in their classrooms.

Özcan, Ş. B., & Sak, R. (2024). **Investigation of the Psychological Well-Being of Preschool Children, their Parents, and Teachers.** *Child Indicators Research*. <https://doi.org/10.1007/s12187-024-10202-w>

The purpose of this research was to examine the psychological well-being of preschool children, their parents, and teachers according to various sociodemographic variables. The sample of this quantitative survey research consisted of preschool children aged 5–6 and their parents and teachers. The Psychological Well-Being Scale for 5/6-Year-Old Children and Psychological Well-Being Scale were used as data collection tools in the study. The results showed that the psychological well-being levels of the preschool children, their parents, and preschool teachers were high. A positive significant relationship was found between the psychological well-being of the children and that of their parents; however, no significant relationship was found between that of the

preschool children and their teachers. In addition, the psychological well-being of the children showed a significant difference according to the child's age, duration of attending preschool education, monthly income of the family, and education level of the parents. The psychological well-being of the parents varied significantly depending on the marital status, mother's education level, mother's age, and monthly income. The psychological well-being of the preschool teachers varied significantly according to their gender, age, education level, age group, type of school they taught in, and number of children in their class.

Özden, G., & Ütkür-Güllühan, N. (2025). **Investigation of a Donor Primary School Student's Perspective on the Concept of Family: a Narrative Study**. *Child Indicators Research*, 18(2), 561-604. <https://doi.org/10.1007/s12187-025-10216-y>

The study focused on a family structure consisting of a donor child and his mother, which differs from the traditional family structure, aiming to reveal the donor child's perspective on the concept of family. In this context, a narrative research design, one of the qualitative research methods, was used. To explore the child's life through narratives, interviews were conducted with the donor child, his mother, and his primary school teacher. The study's data were collected through semi-structured interviews and analyzed using narrative thematic analysis. Based on family theories such as "attachment theory, role theory, and network theory," significant findings were obtained regarding a donor-conceived child's perception of the concept of family as a combination of a secure attachment relationship and experiences in the social environment. It was generally concluded that the child's relationships with people in the home, school, and social environments were positive. Additionally, the child demonstrated a positive approach toward concepts such as "family, father, and relatives" when he was with his securely attached mother. However, it was observed that he exhibited negative attitudes toward the absence of a father and other relatives in school and social environments where he was away from his securely attached mother. It is believed that this study will shed light on future research concerning the education and family life of donor-conceived children.

Ozturk, E., Cerda-Smith, J., Joy, A., Mathews, C. J., & Mulvey, K. L. (2025). **Pathways to Youth Activism Orientation in STEM: the Role of STEM Classroom Inclusivity and Motivational Beliefs**. *Journal of Youth and Adolescence*, 54(3), 590-606. <https://doi.org/10.1007/s10964-024-02089-1>

Activism around science, technology, engineering, and mathematics (STEM) is a critical task to promote social justice and to develop sustainable and effective solutions to global problems (e.g., climate change) in contemporary society. The present study examines relationships between adolescents' perceptions of gender and ethnic classroom inclusivity, outcome expectancies, utility values, and activism orientation in STEM, grounded in the situated expectancy-value theory. Participants were 699 adolescents (50.2% boys, 47.8% White; MT1age = 15.11 years, SD = 0.84) in the southeastern United States. A structural equation model with FIML estimation, multiple imputation with Bayesian analysis, and multigroup SEM analyses were utilized to test the hypothesized associations using two time points, controlling for sociodemographics and STEM grades. The findings revealed that adolescents' perceptions of STEM classroom inclusivity appeared to play an important role in shaping STEM expectancies and perceived value of STEM. Multigroup SEM analysis showed that ethnicity significantly moderates the effect of perceived STEM classroom inclusivity on STEM expectancies,

suggesting the effect of inclusivity on expectancies is stronger for racially/ethnically majoritized adolescents as compared to racially/ethnically minoritized adolescents. Associations from STEM motivational beliefs to activism orientation revealed that adolescents with higher STEM utility values are more likely to have a higher orientation toward STEM activism. Adolescents' perceptions of STEM classroom inclusivity had an indirect positive effect on STEM activism orientation through STEM utility values. These findings provide support for the conceptual premise that classroom inclusivity can foster motivational beliefs, and activism orientation in STEM.

Pamuk, M., & Circir, O. (2025). **What Might Happen If Adolescents Perceive Academic Pressure From Their Parents? The Role of Academic Self-Handicapping Behaviour On Subjective Academic Well-Being: A Moderated Mediation Model.** *Psychology in the Schools*, 62(4), 1100-1111. <https://doi.org/10.1002/pits.23379>

It is important for students to be successful in their academic lives, both for themselves and their families. Some certain individual obstacles on the path to success can diminish students' achievement as well as their motivation, which is a crucial factor for success. Sometimes parents can be involved in these processes. In this context, the current study aims to examine the mediating role of academic motivation in the relationship between high school students' academic self-handicapping behaviours and their subjective academic well-being, as well as the moderating role of perceived parental pressure for academic achievement in this relationship within the framework of the self-determination theory. The study group consists of 721 students (419 girls and 302 boys) attending high schools in Türkiye. Subjective Academic Well-Being Scale, Academic Self-Handicapping Scale, Academic Motivation Scale and Parental Academic Achievement Pressure and Support Scale were used to collect data in the study. The results revealed that academic self-handicapping behaviours significantly and negatively predicted students' subjective academic well-being. Moreover, it was found that academic motivation had a mediator role in the relationship between academic self-handicapping behaviour and subjective academic well-being. In addition, it was found that parental academic pressure had a moderator role in the relationship between academic self-handicapping behaviour and academic motivation and in the indirect effect. According to the results, students' academic self-handicapping behaviours have a direct effect on their subjective academic well-being as well as an indirect effect through academic motivation. Furthermore, it was found that the indirect effect of students' academic self-handicapping behaviours on their subjective academic well-being varies depending on the level of perceived parental pressure for academic achievement. In light of the findings obtained, theoretical and practical suggestions are made.

Pennaforte, A., & Fannon, A.-M. (2025). **Enhancing neurodivergent student wellbeing in co-operative education: A theoretical model and research agenda.** *International Journal of Work-Integrated Learning*, 26(1), 99-111. Consulté à l'adresse <https://hal.science/hal-04973436>

This paper explores ways to support the wellbeing of neurodivergent individuals participating in co-operative education (co-op). The authors propose a theoretical model for supporting neurodivergent student wellbeing in co-op, based on the current understanding of wellbeing in WIL and interventions for neurodivergent individuals at work and in higher education. The paper also identifies methodological considerations in neurodiversity research within the WIL context. It then presents a research agenda identifying critical topics for future WIL research. The expected outcomes and

implications for WIL practitioners, organizations, and the WIL community are discussed, highlighting the potential for broad adoption.

Peter, A., & Muehlfeld, K. (2025). **Job Choice Under Crisis Conditions: Differences in Motivational Systems and Job-Attribute Preferences of Young Adults.** *Journal of Career Development, 52*(2), 153-172. <https://doi.org/10.1177/08948453251313800>

The COVID-19 pandemic delivered a fundamental shock that significantly impacted individual working conditions and increased job insecurity across numerous occupations and industries. Against this background, this study analyzes how two basic motivational systems, the behavioral activation system (BAS) and behavioral inhibition system (BIS), which shape human responses to (perceived) threats, influence the formation of job-attribute preferences. BIS and BAS have been shown to impact human decision-making and behavior in many different domains pervasively. However, despite their fundamental nature, they have remained understudied as possible deep-level influences on the formation of occupational preferences of young people about to choose a job to embark on. We address this research gap by applying an adaptive choice-based conjoint experiment based on a sample of 1,005 young adults. Results show that the perceived relative importance of significant job attributes in a crisis-ridden environment is related to the sensitivity of specific BIS and BAS subscales.

Polat, E., Kadirhan, Z., Hopcan, S., Yildiz Durak, H., & Canbazoglu Bilici, S. (2025). **Teaching Motivation of In-Service Teachers, Professional Identity, and Self-Efficacy for Teaching Computational Thinking.** *European Journal of Education, 60*(1), e12928. <https://doi.org/10.1111/ejed.12928>

This study aims to examine the structures that affect the teaching motivation of in-service teachers. In this context, self-efficacy in teaching computational thinking and professional identity have been focused on. To that end, the relational screening model has been used. A demographic information form and three different scales were used to collect the data. The Teacher Professional Identity Scale has been adapted to Turkish culture for teachers in the context of this study. The Structural Equation Model was used in the analysis of the data. As a result of the research, teachers with a solid commitment to subject knowledge and academic standards are more likely to prioritise specific teaching orientations. However, no significant relationships were found between Instructor Identity Orientation (IIO) and T-STEM Computational Thinking Self-efficacy (SE), T-STEM Computational Thinking Outcome Expectation (OE), Intrinsic Motivation (IM) and Extrinsic Motivation (EM). SE, in teaching computational thinking, displayed positive associations with Teacher-centered Orientation (TCO), OE, and IM. This implies that teachers who feel confident in their ability to teach computational thinking tend to adopt a more teacher-centered approach, have positive outcome expectations, and experience intrinsic motivation. Teaching motivation was positively associated with teachers' self-efficacy and outcome expectancy beliefs for teaching computational thinking. The fact that teachers have the necessary equipment for their professional identities, examining the variables related to this competence, and developing suggestions is an essential reason for the importance of the current research and shedding light on future studies.

Polatcan, M., Bellibaş, M. Ş., & Apaydın, Ç. (2025). **Cultural and Psychological Dynamics in School Leadership: The Moderating Role of Trust in the Relationship Between Teachers'**

Cultural Values and Their Expectations for Paternalistic Leadership. *European Journal of Education*, 60(1), e70002. <https://doi.org/10.1111/ejed.70002>

Although a growing body of theoretical work indicated that the cultural orientation of societies shapes their understanding of leadership, there is a lack of empirical research to explore how individual cultural value orientations shape teachers' expectations for school leadership. This empirical research addresses this gap by examining the relationship between teachers' cultural value tendencies and their expectations for principals' paternalistic leadership behaviours, considering the moderating role of trust in the principal. This study analysed data collected from 738 teachers in Türkiye, employing a moderated structural equation modelling (SEM) approach. The results indicate that teachers' cultural value orientations are significantly related to their paternalistic leadership expectations, meaning that teachers who indicate that they are more collectivist, feminine, short-term orientated, avoidant of uncertainty, and open to power distance tend to expect their principals to exert stronger paternalistic leadership practices. Additionally, we found a significant moderating role of teachers' trust in the principal, suggesting that higher trust levels strengthen the relationship between cultural values and paternalistic leadership expectations. These results contribute to a deeper understanding of cultural and psychological dynamics in schools, especially concerning the role of individual cultural value dispositions and trust influencing the extent to which teachers desire their principals to demonstrate paternalist leadership behaviours.

Portell, M. (2025). **Reducing Stress in Schools: Restoring Connection and Community** (1st ed). Consulté à l'adresse <https://hep.gse.harvard.edu/9781682539552/reducing-stress-in-schools/>

Poteat, V. P., Calzo, J. P., Yoshikawa, H., Kellogg, D., Marx, R. A., Richburg, A., & Lipkin, A. (2025). **Youth experiences in gender–sexuality alliances predict academic engagement but not disaffection through social–emotional wellbeing.** *Child Development*, 96(2), 847-864. <https://doi.org/10.1111/cdev.14209>

Experiences in gender–sexuality alliances (GSAs) could predict youth's academic engagement through improved social–emotional wellbeing (indicated by school belonging, hope, and positive and negative affect). This study utilized three waves of data, each spaced 2–3 months apart, among 627 youth (87% LGBQ+, 45% trans/nonbinary, 48% youth of color) ages 11–22 (Mage = 15.13) in 51 GSAs in the United States in 2021–2022. Greater peer responsiveness in the GSA predicted increased academic engagement through increased wellbeing overall and specifically through hope and decreased negative affect. Advisor responsiveness and GSA leadership correlated with wellbeing and academic engagement in bivariate analyses but were not predictive in the comprehensive model. GSA experiences were uncorrelated with academic disaffection. Findings suggest how GSAs promote youth's wellbeing and academic engagement.

Prabowo, T. T., Sitthiworachart, J., & Sriwisathiyakun, K. (2025). **Fostering student digital wellbeing through digital storytelling integrated with peer assessment.** *Education and Information Technologies*, 30(3), 3411-3442. <https://doi.org/10.1007/s10639-024-12950-2>

Learning activities, which blend digital storytelling with peer assessment, foster the development of crucial digital skills. They require students to engage in writing, information gathering, utilizing technology tools, synthesizing information, and providing constructive feedback on their peers' work. This study developed and used digital storytelling integrated with peer assessment (DSIPA) to promote digital wellbeing. This

study has several objectives: 1) to determine whether this integrated digital storytelling significantly improved student digital wellbeing skills compared to students who receive digital storytelling with teacher feedback (DSITF); 2) to investigate the types of peer feedback the students provided in the peer assessment activities; and 3) to explore the students' perspectives on the learning activity with this integrated digital storytelling to promote digital wellbeing. DSIPA was implemented and evaluated; 72 Library and Information Science (LIS) students from UIN Sunan Kalijaga Yogyakarta, Indonesia, were selected using simple random sampling. DSIPA was compared to DSITF, with each group consisting of 36 students. The developed DSIPA lesson plan was used for guiding the six-week learning activities. A digital wellbeing scale with 5-point Likert scale was used. MANOVA analysis, with a 0.05 level, revealed significant difference for digital wellbeing between DSIPA and DSITF. Students who learnt with DSIPA obtained higher scores than students who learnt with DSITF. The results of peer feedback analysis reflected a generally positive peer feedback culture, characterized by a balance of praise and constructive criticism. A thematic analysis of students' open-ended survey responses revealed their positive perspective on the learning activity. They felt it significantly improved their digital wellbeing, along with boosting their motivation, engagement, and academic achievement. To enhance the effectiveness, developing DSIPA activities with clear objectives and structured outcomes, supported by adequate training and resources, is recommended. Actively monitoring collaborative work and implementing engaging ice-breaking activities will also promote productive learning environments.

Preuß, J. S., Zimmermann, J., & Jonkmann, K. (2025). **Intersectional perspectives on the university belonging of international STEM students.** *Social Psychology of Education, 28*(1), 59. <https://doi.org/10.1007/s11218-025-10017-9>

Previous studies suggested that associations between sociodemographic characteristics and university belonging varied between subject groups. In particular, female (first-generation) students in STEM subjects were assumed to experience a "chilly climate" that was reflected in their lower levels of university belonging. But less is known about the demographic and psychological prerequisites of the university belonging of international students. In this cross-sectional study we investigated how gender, parental academic background, students' cultural background (i.e., region of origin) and their cultural resources (i.e., study-related language skills and acculturation orientations) as well as their intersectional interplay related to the university belonging of international STEM students in Germany and compared the results to a sample of international non-STEM students. Stepwise multi-group regression analyses with cross-sectional data of N = 1,590 degree-seeking international bachelor students (n STEM = 882, n non-STEM = 708) at the end of their first semester in Germany did not reveal substantial differences in the level and predictors of university belonging between STEM and non-STEM international students. In both subject groups, there was no main effect of gender but some significant interactions between gender and cultural background (i.e., region of origin). First-generation students showed lower levels of university belonging than continuous-generation students. Higher levels of study-related language skills and host-culture orientation were consistently related to higher levels of university belonging but none of these variables interacted with gender. The results corroborate the need for further (intersectional) research to adequately capture the heterogeneity amongst international STEM students. Theoretical and practical implications for the implementation of tailored belonging interventions are discussed.

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.

Ramírez-Echeverry, J. J., Restrepo-Calle, F., & Jiménez, S. T. (2025). **Self-Regulated Learning Strategies in Computer Programming Education.** *European Journal of Education*, 60(1), e70052. <https://doi.org/10.1111/ejed.70052>

This study investigates the self-regulated learning strategies employed by students in computer programming courses. Utilising the Questionnaire on Learning Strategies in Computer Programming (CEAPC), the research aims to identify specific strategies used by students. The findings reveal a variety of effective learning strategies, including problem-solving, knowledge acquisition and study environment management in the context of computer programming learning. However, difficulties in idea organisation were noted, suggesting a need for enhanced support in structuring and documenting thought processes and code. The study also highlights the interdependence of learning strategies, particularly the role of metacognition in conjunction with practice, problem-solving and time management. Differences in strategy use across course levels and gender were observed, with advanced courses prompting more complex strategies and female students excelling in structured and collaborative learning. These insights provide educators with valuable guidance for developing targeted interventions to improve students' self-regulated learning abilities in programming education.

Razafimandimbimanana, E., & Fillol, V. (2025). **Les vulnérabilités traumatiques et leurs réversibilités en contexte universitaire:Analyse ethnographique de pratiques (trans)formatives en Kanaky Nouvelle-Calédonie.** *Spirale - Revue de recherches en éducation*, 75(1), 85-96. Consulté à l'adresse <https://shs.cairn.info/revue-spirale-revue-de-recherches-en-education-2025-1-page-85>

Rekik, G., Belkhir, Y., Jouira, G., Jarraya, M., Kuo, C.-D., & Chen, Y.-S. (2025). **Using video modelling to teach motor knowledge in a physical education context: A morning-**

afternoon differences investigation. *Education and Information Technologies*, 30(3), 3067-3093. <https://doi.org/10.1007/s10639-024-12902-w>

The current study was designed to investigate how varied time of day (ToD) could affect the acquisition of basketball game actions from different video formats. First-year physical education students (i.e., novice practitioners) were quasi-randomly assigned to three experimental conditions: continuous video, macro-segmented video, or micro-segmented video. Morning (between 08:00 and 09:00) and late afternoon (between 16:00 and 17:00) sessions were conducted, involving study phases (i.e., observation of the scenes of play) and immediate-recall tests (i.e., game comprehension test and game performance test). Oral temperature and mood states were also collected at the beginning of each session. Compared to the morning, the results revealed that afternoon hours resulted in higher oral temperature, higher negative mood states (e.g., anxiety and fatigue), and lower positive mood (i.e., vigor) in all experimental conditions. For both short-term learning tests, the results showed that: (i) students performed significantly better in the morning rather than in the late afternoon (regardless of video formats), (ii) students exposed to the two segmented videos performed better than those exposed to a continuous video at the two ToD (without any significant difference between macro-segmented and micro-segmented videos). The findings highlight the morning's superiority in the acquisition of motor knowledge from different video formats, due to mood disturbances and lower arousal levels. The present experiment encourage basketball teachers to use segmented videos, especially in the morning, to explain tactical information for novices.

Rojas, J. C., Barril, J. P., Jiménez, T. L., Clarà, M., Ramos, F. S., Peel, K., & Justiniano, B. (2025). **Navigating burnout: a study of teacher identity in Chile, Ecuador, Brazil, Spain and Australia.** *Pedagogy, Culture & Society*, 33(2), 729-745. <https://doi.org/10.1080/14681366.2024.2302314>

A key tool amongst the strategies used by teachers to combat stress at work is the construction and development of a professional identity. The underlying idea is that professional identity has the potential to prevent or help teachers to overcome burnout, a problem that is increasingly common within the profession. We conducted a multiple case study and analysed five subjective learning experiences recounted by novel teachers working in Chile, Ecuador, Brazil, Spain and Australia. Results show that (i) teachers constantly experience scenarios that lead to stress or exhaustion and involve various negatively valenced emotional evaluations; (ii) the substitution of these evaluations is particularly relevant, as it contributes to the formation of new meanings and positions relative to the situation; (iii) this repositioning may be connected to particular objects, to the subjects themselves, or to positions within the community in question; (iv) positively valenced emotional evaluations may be substituted for negatively valenced emotional evaluations, reflecting that positional changes are not always fruitful; and (v) some emotionally valenced evaluations endure over time and are key generators of professional stress.

Rutten, L., & Muenks, K. (2025). **Can growth grow? Measuring growth rate orientation (GRO) beliefs: An unexplored avenue into understanding mindsets.** *Social Psychology of Education*, 28(1), 40. <https://doi.org/10.1007/s11218-024-10002-8>

Mindsets, beliefs about whether abilities can improve, are thought to be important determinants of psychological processes and outcomes. However, the traditional distinction between fixed (unable to change) and growth (able to change) mindsets

leaves unexplored a related set of beliefs concerning whether it is possible to change the effort or speed at which growth happens. To create a new measure of these beliefs—which we refer to as Growth Rate Orientation (GRO) beliefs—in Study 1 (N = 260), we conducted an exploratory factor analysis then, in Study 2 (N = 239), conducted a confirmatory factor analysis and examined both convergent and divergent validity. Results supported a three-factor solution, separating growth-rate (e.g., I can change the speed at which I grow), growth-effort (e.g., I can change how much effort growth requires), and fixed-change (e.g., I cannot change how easily or how quickly I grow) beliefs from each other and from classic fixed/growth mindset measures ($.26 < |r|s < .66$). Additionally, results suggested that GRO beliefs, particularly the growth-effort and fixed-change beliefs, predicted related outcomes (goal orientations and self-handicapping) as well as or even slightly better than traditional mindset measures. Implications regarding theory and measurement of mindsets are discussed.

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.

Schaper, M. (2025). **Doubt and Transformation in Education.** *Educational Theory*, 75(1), 5-26. <https://doi.org/10.1111/edth.12678>

Fostering transformative experiences is a central goal of education. In this article, Marieke Schaper examines the relationship between doubt and transformation in education, specifically problematizing the idea that doubt can serve as a catalyst for transformative experiences in the classroom. Schaper's thesis is that doubt is not valuable by itself; it must encompass certain characteristics if it is to support meaningful transformation while avoiding the risks of transformative education. In making this argument, Schaper proposes the concept of aspirational doubt as an educationally valuable subcategory of doubt. She begins by engaging with the vast philosophical and psychological literature on doubt and, based on this analysis, identifies five main conceptions of doubt that wield influence. Next, she points to the ethical risks of using doubt as an educational catalyst, particularly for transformative purposes, but instead of rejecting the role of doubt in transformative education, she explores the potential of aspirational doubt to circumvent these risks. She concludes with a discussion of the practical implications for fostering aspirational doubt in the classroom.

Schlechter, P., Meyer, T., Hagen, M., Baranova, K., & Morina, N. (2025). **Comparative thinking among university students: an ecological momentary assessment of upward comparisons, stress and learning behavior during exam preparation.** *Social Psychology of Education*, 28(1), 54. <https://doi.org/10.1007/s11218-025-10026-8>

Studying for exams can be a stressful time. Uncertainty and stress often reach their peak during exam preparation, as students frequently grapple with feelings of inadequacy and anxiety regarding their academic performance. To assess their exam readiness, students can use social, temporal, criteria-based, and counterfactual comparisons. Engaging in upward comparative thinking during exam preparation may increase students' stress levels. However, previous studies have not examined whether students' daily comparisons related to exam preparation are associated with their stress, negative mood, and learning behavior. Therefore, we used Ecological Momentary Assessment (EMA) to capture daily frequency and affective impact of upward comparisons and their influence on stress, negative mood, and self-reported learning behavior among 170 psychology students at a German University. During an eleven-day EMA-phase leading up to exams, participants completed brief surveys three times daily, supplemented by baseline and follow-up assessments. Multilevel models revealed that both between-person and within-person upward comparison frequency correlated positively with stress and negative mood over time. A more negative comparison affective impact mediated the within-person associations of comparison frequency with stress and negative mood. A more negative comparison affective impact also predicted more self-reported avoidant learning behavior, both between-person and within-person. Comparison also influenced depression, test anxiety, and burnout at follow-up. The findings may have implications for designing well-being interventions during periods of performance-related pressure.

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.

Shahzad, M. F., Xu, S., & Zahid, H. (2025). **Exploring the impact of generative AI-based technologies on learning performance through self-efficacy, fairness & ethics, creativity, and trust in higher education.** *Education and Information Technologies*, 30(3), 3691-3716. <https://doi.org/10.1007/s10639-024-12949-9>

Artificial Intelligence (AI) technologies have rapidly transformed the education sector and affect student learning performance, particularly in China, a burgeoning educational landscape. The development of generative artificial intelligence (AI) based technologies, such as chatbots and large language models (LLMs) like ChatGPT, has completely changed the educational environment by providing individualized and engaging programs. This study brings forward a model and hypothesis based on social cognitive theory and appropriate research. This investigation centers on how generative AI-based technologies influence students' learning performance in higher education (HE) institutions and the function of self-efficacy, fairness & ethics, creativity, and trust in promoting these connections. Data is collected from 362 students at Chinese universities using purposive sampling. The proposed structural model was evaluated using partial least squares–structural equation modeling (PLS-SEM). The findings reveal that generative AI technologies such as LLM models exemplified by ChatGPT and chatbots significantly influence students' learning performance through self-efficacy, fairness & ethics, and creativity. Furthermore, trust significantly moderates the relationship between fairness & ethics, creativity, and learning performance but negatively moderates the relationship between self-efficacy and learning performance. This study supports the new explanatory potential of social cognitive theory in technological practices. Additionally, this research suggests using generative AI technologies to enhance students' digital learning and boost academic achievement.

Simoës-Perlant, A. (2024). **Stress, anxiété, burnout scolaire : comment vont les adolescents français ?** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115499ar>

Cette recherche a permis d'appréhender les symptômes de burnout scolaire, de stress scolaire et de refus scolaire anxieux dans une perspective développementale comparative de 493 adolescents français scolarisés. Un questionnaire en ligne a été élaboré et diffusé auprès de collégiens et de lycéens. Les résultats montrent un très fort pourcentage d'adolescents en souffrance. Les jeunes les plus impactés sont les lycéens, et plus particulièrement les élèves de terminale et de 2de avec près des trois quarts d'entre eux en burnout scolaire et/ou présentant un stress scolaire fort. Ces résultats alarmants corroborent malheureusement ceux de nombreuses recherches internationales.

Son, S., Jang, Y., & Yoon, M. (2025). **Developmental Trends in the Relationships Between Adolescent Career Maturity and Predictors in South Korea: A Meta-Analysis of Longitudinal Studies.** *Journal of Career Development*, 52(2), 256-273. <https://doi.org/10.1177/08948453241311887>

This study examines how self-esteem and social support (parental, teacher, and peer) influence the career maturity of Korean adolescents over time. By synthesizing findings from 18 longitudinal studies, a meta-analysis was conducted. Results reveal that while self-esteem initially shows a strong correlation with career maturity, this relationship

weakens significantly as adolescents age. In contrast, peer support maintains a relatively stable correlation with career maturity, even in late adolescence. Parental support also shows a gradual decline in its effect, but less sharply than self-esteem. Teacher support, though initially the weakest predictor, remains consistently correlated with career maturity throughout adolescence. These findings underscore the critical role of early self-esteem and social support in fostering career maturity and highlight the differing impacts of these factors over time.

Spilles, M., Nicolay, P., Hank, C., Plutz, R., & Huber, C. (2025). **Negative teacher feedback toward students decreases the probability of empathic classmates making a sociometric choice.** *Social Psychology of Education*, 28(1), 19. <https://doi.org/10.1007/s11218-024-09977-1>

Numerous studies in recent decades have shown that teacher feedback significantly influences the sociometric choices of students by their classmates. Most of these studies refer to social referencing theory, which suggests that the teacher's emotional communication expressing sympathy or antipathy toward the feedback-receiving student influences the perceptions of the feedback-observing classmates. Therefore, the classmates' emotional competencies could moderate the relationship between teacher feedback and sociometric choices. This study investigates the correlation between teacher feedback, affective empathy, and sociometric choices, taking specific student dyads into account. The research questions are: (1) Is a classmate's perception of teacher feedback related to their sociometric choice of the feedback-receiving student? (2) Is a classmate's affective empathy related to their sociometric choices? (3) Does a classmate's affective empathy moderate the relationship between their perception of teacher feedback and their sociometric choice of the feedback-receiving student? 826 primary school students from 41 classes (49% female, Mage = 9.15) participated in a cross-sectional study. Multilevel models indicate that a classmate's perception of positive and negative teacher feedback toward a feedback-receiving student and a classmate's affective empathy are both predictors of their sociometric choices. Furthermore, a classmate's affective empathy moderates the relationship between negative teacher feedback and their sociometric choices, but not between positive teacher feedback and their sociometric choices. The results suggest that empathic classmates generally seem to make more sociometric choices. However, if a student receives a lot of negative feedback, they are also less likely to get a sociometric choice by an empathic classmate.

Stevenson, B. J., Reed, C., Falcón, A., Hunt, T., Kathawalla, U.-K., Mueller, L., ... Blustein, D. (2025). **Purposeful Pathways: An Integrative Career Development Intervention for Vocational, Mental Health, and Substance Use Recovery.** *Journal of Career Development*, 52(2), 214-235. <https://doi.org/10.1177/08948453241313192>

Veterans who are unemployed and living with mental health or substance use conditions are in need of integrative interventions that support their career development, mental wellness, and sobriety. However, career development interventions are often developed and implemented separate from mental health services. This paper introduces a novel intervention that supports career development of veterans with mental health and substance use concerns: Purposeful Pathways. This paper presents the results from three phases of intervention development: (1) retreats with clinical and vocational psychology experts (n = 13) to develop the theoretical mechanisms of Purposeful Pathways, (2) focus groups with Veterans Health Affairs vocational counselors (n = 6) who provide

employment services to veterans with mental health conditions, and (3) an open trial in which veterans with mental health conditions (n = 10) received Purposeful Pathways and provided feedback. Descriptions of the iterative processes of developing the Purposeful Pathways intervention are presented as a model for developing vocational interventions.

Sutarmina, R., Costley, J., Gorbunova, A., & Lange, C. (2025). **Examining the relationship between self-regulated effort and maintained situational interest in an online learning environment.** *Education and Information Technologies*, 30(3), 3443-3462. <https://doi.org/10.1007/s10639-024-12920-8>

This study examines relationships among several variables within the context of online learning in higher education including self-regulated effort, maintained situational interest, gender differences, and age-related factors. Analyzing data from a diverse Open Cyber University of Korea student sample, the research highlights a positive correlation between self-regulated effort and maintained situational interest within university online learning environments, emphasizing the importance of sustained online engagement and curiosity in learning tasks. Gender differences reveal that female students exhibit higher levels of both self-regulated effort and maintained situational interest compared to males. While age shows a weak positive correlation with self-regulated effort, years of study demonstrate a similar weak positive correlation with maintained situational interest. The findings emphasize the necessity for tailored support strategies, particularly for male and younger students, to boost self-regulation skills and maintained situational interest in online learning. The study provides key insights for instructional design, emphasizing the relationship between self-regulated effort and sustained situational interest in distance education.

Taneja-Johansson, S. (2025). **Turning points in the educational pathways of young people with attention-deficit/hyperactivity disorder in Sweden.** *International Journal of Inclusive Education*, 29(1), 81-96. <https://doi.org/10.1080/13603116.2021.1965806>

There is considerable research evidence demonstrating the risk of adverse educational and other life outcomes for people with attention-deficit/hyperactivity disorder (ADHD), but little insight into the actual life encounters and experiences that shape their educational pathways. The paper examines critical turning points in the educational pathways of young people with an ADHD disability in Sweden and the factors influencing these turning points. It draws on the life-course perspective, using its concepts of turning point and trajectory. The included interview, observational and documentary data come from longitudinal ethnographic case studies of young women and men (between 18 and 31 years) with a diagnosis of ADHD. Four case examples are presented that typify the findings. They reveal the complex ways in which family and peer relationships, institutional environments, individual agency, and timing of life events have shaped the negative and positive turning points in the participants' educational trajectories. The present findings question the continuing dominant deficit and impairment focus in current research, which assumes homogeneity of experiences, opportunities and outcomes for young people with ADHD, while failing to acknowledge the very individualised nature of these pathways.

Tarantul, A., & Berkovich, I. (2025). **Self-determination theory and teachers' motivations to perform emotional labor and emotion work: qualitative study of narratives about coping with students' discipline problems.** *Social Psychology of Education*, 28(1), 39. <https://doi.org/10.1007/s11218-024-09997-x>

This qualitative study investigated teachers' motivation to perform emotion management (i.e., emotional labor and emotion work) in coping with students' discipline problems. Semi-structured interviews were conducted with 24 Israeli teachers. Findings indicate that teachers experienced emotional distress when confronted with discipline problems. The study also found that teachers mentioned motivation to perform emotional management related to emotional labor and emotion work to manage their negative emotions. Role modeling, professional standards, preservation of status and authority, and effectiveness were the main introjected and external motivations associated with emotional labor; moral compass and authentic emotional discourse were the main integrated and identified motivations associated with emotion work. Reference to emotional labor aspects was more frequently made by secondary school teachers than among primary school teachers. The theoretical and practical implications of the findings are discussed.

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.

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 reveal 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 Interactionist 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 interactionist perspective but show that the Marxist perspective may be applicable in explaining emotional labor amongst teachers with a weak sense of calling.

Tulagan, N. B., Soto-Lara, S., Puente, K., Carranza, P. R., Pantano, A., & Simpkins, S. D. (2025). **"If I can't help, I find someone who can": Lower-SES Latine parents' adaptive responses to math support challenges.** *Social Psychology of Education*, 28(1), 30.
<https://doi.org/10.1007/s11218-024-09986-0>

Latine parents from lower socioeconomic backgrounds in the United States (US) often face challenges when supporting their adolescents' education in subjects like math. Guided by strengths-based, culturally grounded frameworks, this study explored the challenges Latine parents faced when supporting adolescents' math learning and how they leveraged their community cultural wealth via specific strategies to address challenges. We conducted semi-structured qualitative interviews with 20 Latine-descent parents (19 mothers, one father; 12 with less than a high school education, five with a high school education, three with some college education) of adolescents (eight girls, 12 boys; eight 6th graders, seven 7th graders, and five 8th graders) attending four middle schools in southern California. Systematic coding and theming of the interview data were used to help identify challenges parents experienced at the individual level (e.g., gaps in content/curriculum knowledge, problems with technology, linguistic differences) and

at the contextual level (e.g., conflicting obligations, nonideal circumstances). Parents used their community cultural wealth by employing five strategies: (a) working closely with adolescents, (b) seeking help from their social networks, (c) providing learning spaces and organized activities to help, (d) using digital tools, and (e) hoping to build their knowledge and skills in the future. Finally, analyses revealed emergent linkages between specific math support challenges and adaptive strategies. The findings underscore the utility of leveraging parents' cultural funds of knowledge and community cultural wealth to understand not just the math-specific needs of Latine families but also how families already actively address challenges to math support.

Türen, Ş., & Bağçeli Kahraman, P. (2025). **The predictive relationships between children's digital game addiction tendencies and mothers' digital parenting awareness and digital literacy levels.** *Education and Information Technologies*, 30(3), 3115-3144. <https://doi.org/10.1007/s10639-024-12932-4>

The increasing prevalence of digital technologies has notably expanded children's accessibility to a diverse range of digital tools day by day. Consequently, this evolution has significantly influenced the gaming landscape, propelling the surge in popularity of digital games among children. This change has also led to the need for changes in the roles of parents. The awareness level of parents regarding digital technologies, coupled with their role as models in regulating preschool children's exposure to digital games, is believed to wield significant influence. Therefore, the present study aims to examine the predictive relationships between preschool children's digital game addiction tendencies and their mothers' digital literacy and digital parenting awareness. For this purpose, mothers of 400 children attending preschool education in Istanbul, Turkey's most populous city, were included in the study. To collect data for the study, mothers were asked to complete scales measuring their children's digital game addiction, determining their own digital parenting awareness, and assessing their digital literacy. The results show significant relationships between mothers' digital parenting awareness and children's digital game addiction tendencies and between mothers' digital literacy and digital parenting awareness. It was observed that gender, the time spent by the child and the mother with digital devices, and mothers' digital parenting awareness were significant predictors of children's digital game addiction tendencies. In addition, the study revealed that maternal age, educational attainment, the number of children, duration of engagement with digital tools, and proficiency in digital literacy serve as notable predictors across various sub-dimensions of mothers' digital parenting awareness.

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.

Uslukaya, A., Demirtaş, Z., Alanoglu, M., & Zincirli, M. (2025). **Exploring the Moderating Roles of Family-Work Conflict in the Relationship Between Work-Family Conflict and Teacher Well-Being.** *Psychology in the Schools*, 62(4), 1271-1282. <https://doi.org/10.1002/pits.23393>

Teachers well-being has a significant influence on their quality of life, as well as on students' emotions, behaviors, and cognitions. Although there is evidence of a negative relationship between teachers' experience of work-family conflict (WFC) and family-work conflict (FWC) with their well-being, we have no information on how the interaction of these two experiences relates to teacher well-being. Therefore, this study aims to examine the relationships between the interaction of WFC and FWC and teacher burnout and job engagement. The participants included 529 teachers from the Elazığ provincial center in Türkiye. According to the results of the structural equation modeling using Bayesian estimation, the positive relationship between WFC and burnout, as well as the negative relationship with work engagement, is stronger under high FWC conditions but significantly weakens under low FWC conditions. Therefore, we conclude that WFC and FWC interact to affect teacher well-being more negatively. The current study concludes with several theoretical and practical implications.

Uygun, E., & Cesur, K. (2025). **Teaching English for general purposes through a MOOC in higher education: A quasi-experimental study to explore its effects on learner achievement and satisfaction.** *Education and Information Technologies*, 30(3), 3389-3409. <https://doi.org/10.1007/s10639-024-12948-w>

The COVID-19 pandemic has notably increased the use of distance education, particularly in Türkiye's higher education English courses. Even after the normalisation process, compulsory English courses in Türkiye, the learners of which receive education in English for general purposes, are still being taught via distance education. Such a practice could well be implemented with a massive open online course (MOOC), called a language MOOC (LMOOC). To this end, the current study focused on the development, implementation, and evaluation of a General English Language MOOC (GELMOOC) designed according to the syllabi of Turkish universities. With 2957 participants enrolled, the course's effectiveness was assessed through a single group pretest-posttest design, employing a quasi-experimental study. Accordingly, learners' language achievement levels were assessed prior to and after the GELMOOC treatment. Then, a learner satisfaction survey was also administered post-course. Results showed significant improvements in English proficiency and high satisfaction with the course's content, design, and delivery. The findings highlight the potential of and areas for improvement in LMOOCs in the literature and the foreign language teaching context.

Walker, V. L., Carpenter, M. E., Kurth, J. A., Zagona, A., & Loman, S. (2025). **Special Education Teacher Preparation in PBIS for Students With Extensive Support Needs.** *Psychology in the Schools*, 62(4), 1048-1060. <https://doi.org/10.1002/pits.23371>

School-wide positive behavioral interventions and supports (PBIS) is a multi-tiered system of supports that promotes a safe and equitable school environment by supporting the social, emotional, and behavioral needs of all students, including those with extensive support needs (ESN). Research suggests not all students with ESN access and meaningfully participate in all aspects of PBIS, in part due to teachers' misconceptions and negative beliefs concerning the involvement of students with ESN in PBIS. In response to calls for research focused on teacher preparation in this area, we conducted an exploratory survey study of 34 course instructors in undergraduate and graduate teacher preparation programs that prepare special education teachers of students with ESN with a specific focus on universal, Tier 1 PBIS. Instructors at the undergraduate and graduate levels reported addressing a wide range of content focused largely on knowledge acquisition, with fewer reports of course activities involving skill development and practice-based applications. Overall, instructors viewed the inclusion of content focused on PBIS for students with ESN as important. We present detailed findings, implications for special education teacher preparation programs, and directions for future research extending this line of inquiry.

Wang, C., Li, X., & Zou, B. (2025). **Revisiting Integrated Model of Technology Acceptance Among the Generative AI-Powered Foreign Language Speaking Practice: Through the Lens of Positive Psychology and Intrinsic Motivation.** *European Journal of Education*, 60(1), e70054. <https://doi.org/10.1111/ejed.70054>

Research on the factors influencing the acceptance of GenAI in language learning has expanded widely; however, few studies have focused on the role of language learning emotions. To enhance the effectiveness of GenAI-powered English-speaking instruction and the learning experience, this study expands on the Integrated Model of Technology Acceptance (IMTA) by investigating the role of various emotions and willingness to communicate in different contexts as intrinsic motivators for the acceptance of GenAI-powered conversational chatbots. Using a questionnaire (n = 368) and pre- and post-tests, the study found that EFL learners with higher communicative confidence and greater foreign language learning boredom tend to perceive GenAI chatbots as less useful for developing speaking skills. While GenAI successfully aided them in improving their speaking skills through both theme-based and free dialogues, learners who are more willing to engage in face-to-face interactions with peers and teachers may not find chatbots as productive or engaging as human counterparts. The results suggest that EFL teachers should be aware of the limitations of GenAI and students' individual differences, integrating GenAI into their classrooms in a way that aligns with student's proficiency and preferences to create a harmonious and efficient GenAI-supported language learning environment. This also underscores the importance of developing teachers' AI competence in the GenAI era.

Wang, C.-H., Hong, F.-Y., & Hsu, T.-Y. (2025). **Examining the Relationship Between Daily Academic Hassles, Academic Buoyancy, Flourishing, and Mental and Physical Health Issues Among Taiwanese High School Students.** *Psychology in the Schools*, 62(4), 1283-1293. <https://doi.org/10.1002/pits.23395>

Previous studies have explored the relationship between students' school stress and resilience but have largely overlooked the relationship between students' daily academic hassles and buoyancy. Although the close relationship between academic buoyancy and achievement has been confirmed, using the academic buoyancy perspective to explain the relationship between flourishing and mental health problems

is lacking in current research. Therefore, this study analyzes the relationship between four variables: daily academic hassles, academic buoyancy, flourishing, and mental health problems among Taiwanese high school students. This study's major contributions are as follows: (1) this study found that daily academic hassles can negatively predict academic buoyancy; (2) academic buoyancy can positively predict flourishing; (3) daily academic hassles can negatively predict flourishing and positively predict physical and mental health problems; (4) academic buoyancy negatively predicted physical and mental health problems; (5) the negative correlation between flourishing and physical and mental health problems; (6) the relationship between daily academic hassles and physical and mental health problems is mediated by academic buoyancy and flourishing. Finally, the study discusses the results and proposes relevant recommendations for schools, teachers, students, and future research.

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.

Wang, M., Lin, Y., Xu, Q., Liu, H., Li, Y., & Duan, Q. (2025). **Chinese parents' education anxiety, parenting, and problem behaviors in preschool children: Child competence as moderator.** *Family Relations*, 74(2), 969-984. <https://doi.org/10.1111/fare.13135>

Objective This study investigated how parental education anxiety was associated with preschoolers' internalizing and externalizing problems, and whether these associations were mediated by parenting styles. Additionally, the moderating role of children's competence in learning was examined. Background Chinese parents are generally anxious about their children's education. However, the implications of parental education anxiety for children's adjustment and the underlying mechanisms are still

unclear. Method A total of 317 Chinese parents of preschool children aged 5 to 6 years from urban areas of China participated in this study and completed a set of questionnaires online. Results Parental education anxiety was positively associated with internalizing and externalizing problems in preschool children. Such associations were mediated by authoritarian parenting, whereas the mediating role of authoritative parenting was not significant. Children's competence in learning moderated the link between parental education anxiety and child internalizing problems across child gender, whereas its moderating role in the link between parental education anxiety and child externalizing problems was only evident in boys. In addition, the positive relation of parental education anxiety to authoritarian parenting was stronger in families with children who had low competence than in families with children who had high competence. Conclusion Parental education anxiety was a risk factor for children's psychological adjustment, and authoritarian parenting represented one of the underlying mechanisms. Moreover, children's competence in learning buffered the adverse effects of parental education anxiety. Implications Intervention programs need to develop strategies that can alleviate parents' education anxiety. The cultivation of children's overall competence is also needed.

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., & Sun, X. (2025). **Growth mindset in Chinese culture: A meta-analysis.** *Social Psychology of Education*, 28(1), 24. <https://doi.org/10.1007/s11218-024-09955-7>

Chinese culture emphasizes the role of diligence in learning, and thus such educational values are thought to promote a growth mindset—the belief that one's intellectual potential can be improved through investing efforts. Yet, some recent studies found mixed or even opposite trends that Chinese students hold a relatively fixed mindset of intelligence and their mindsets yield weak associations with academic outcomes. The current meta-analysis aimed to characterize intelligence mindset beliefs among Chinese individuals by mapping out their level of growth mindset endorsement and its relationship with psycho-educational outcomes. From 42 independent samples and 52,222 participants, Chinese individuals' mindset ratings were slightly higher than the scale

midpoint ($d = .33$), indicating a relative growth mindset. There was also a small but significant association between a growth mindset and a wide range of outcomes ($r = .22$). Yet, these associations were only with psychological and motivational outcomes (i.e., self-esteem), primarily probed with self-report measures. Associations with achievement or ability outcomes (probed with behavioral measures) were nearly zero. In sum, these results call for a more nuanced understanding of intelligence mindset and more culturally adaptive theoretical frameworks and strategies to enhance learning motivation and academic performance.

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.

Won, S., Wolters, C. A., Brady, A. C., & Hensley, L. C. (2025). **Grit and self-regulated learning: evaluating achievement goals as mediators.** *Social Psychology of Education*, 28(1), 57. <https://doi.org/10.1007/s11218-024-09993-1>

Although grit has gained attention as a trait-like indicator of an individual's perseverance and passion for long-term goals, core questions regarding its role in determining positive academic outcomes remain unresolved. We examined college students' ($N = 372$) grit and its relations to their adoption of achievement goals and engagement in self-regulated learning. In addition, achievement goals were evaluated as potential mediators linking grit to self-regulated learning. Results from structural equation modeling revealed that grit was negatively related to students' adoption of performance-avoidance goals even after taking growth mindset into account, and it was also linked to students' use of various self-regulatory strategies and low levels of procrastination. However, achievement goals did not serve as mediators. Instead, we found that grit was directly related to students' engagement in self-regulated learning. We discuss how findings contribute to the theoretical understanding of grit as well as the applications within academic contexts.

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.

Wu, R., Sun, X., Huang, B., Feng, H., Qi, Y., & Si, J. (2025). **Unleashing the power of family socioeconomic status and perceived parental expectations: predicting adolescents' career aspirations.** *Social Psychology of Education*, 28(1), 38. <https://doi.org/10.1007/s11218-024-09962-8>

Families play a crucial role in adolescents' future career development, yet few studies have explored the impact of both family structure and processes on adolescents' career aspirations. To address this research gap, this study, drawing on ecological systems theory and social cognitive career theory, investigated the associations between family socioeconomic status, perceived parental expectations, and career aspirations among Chinese adolescents. Using a longitudinal design, a total of 3045 high school students (51.07% girls, $M_{age} = 17.13$, $SD = 0.69$) participated in the study. The results show that family socioeconomic status did not directly affect adolescents' future career aspirations. A longitudinal mediating role of perceived parental expectations was found between family socioeconomic status and career aspirations. No gender differences were found in the model. These findings elucidate the mechanisms by which family socioeconomic status and perceived parental expectations influence adolescents' subsequent career aspirations, providing theoretical support for parents to guide their children in making reasonable career plans.

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.

Xie, Y., Xie, Z., Chen, S., Shen, L., & Duan, Z. (2025). **An analysis of predictive modeling and factors influencing CET-4 pass rate among Chinese university students: a machine learning-based approach.** *Education and Information Technologies*, 30(3), 3669-3690. <https://doi.org/10.1007/s10639-024-12964-w>

The National College English Test Band 4 (CET-4) is a key test to assess the English language ability of Chinese university students, and the success rate of the test is important to improve the quality of their English learning. Artificial intelligence technology can be used to predict and explore the factors influencing the success rate. This study employed machine learning techniques to analyse a dataset collected from undergraduate students at a full-time university in China who were not majoring in English. The aim of this study is to identify the most appropriate machine learning model for predicting CET-4 success and to understand the factors that most influence this success. These findings are expected to help educators improve their teaching strategies. The research found that LightGBM achieved the highest accuracy rate of 97.04% in predicting whether students could pass CET-4. Further interpretability analysis of LightGBM identified three primary factors that play a significant role in determining students' success in the CET-4 exam: their interest in English learning, GPA performance, and the experience of preparing for or participating in other types of English exams. These findings are closely related to students' learning motivations, choices, and optimization of learning strategies, as well as knowledge transfer and other psychological aspects of learning. Additionally, they are closely tied to the current educational environment in China.

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.

Yan, Z., Lin, W., & Wang, Z. (2025). **Kindergarten Principals' Ethical Leadership and Teachers' Work Engagement: The Chain-Mediating Role of Perceived Organizational Support and Voice Behavior.**

European Journal of Education, 60(1), e70011.

<https://doi.org/10.1111/ejed.70011>

Kindergarten principals' ethical leadership, preschool teachers' perceived organizational support, voice behavior, and work engagement are important components that promote high-quality development in kindergartens. In order to understand the relationship between the four variables, this study conducted an online survey of 819 preschool teachers. The results indicated that (1) ethical leadership was positively correlated with teachers' work engagement; (2) teachers' perceived organizational support and voice behavior play a simple mediating role between ethical leadership and work engagement; and (3) teachers' perceived organizational support and voice behavior also play a chain-mediating role between ethical leadership and work engagement.

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.

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.

Yasuda, Y., & Goegan, L. D. (2025). **The relation between mindset, social comparison, and academic engagement.** *Social Psychology of Education*, 28(1), 58. <https://doi.org/10.1007/s11218-025-10018-8>

One's belief about intelligence (e.g., whether intelligence is malleable or fixed) impacts academic outcomes such as academic engagement. To examine exactly how this could take place, it is worth addressing the features of the academic setting, such as many opportunities to compare oneself with other students. Indeed, social comparison may affect the relation between belief in intelligence and academic engagement. We hypothesized that the belief that intelligence is malleable (i.e., growth mindset) would be positively associated with students' academic engagement through social comparisons that are linked to comforting conclusions, while the belief that intelligence is fixed (i.e., fixed mindset) would be negatively associated with students' academic engagement through social comparisons that are linked to threatening conclusions. The results demonstrated that growth mindset was positively associated with upward identification, one type of comforting social comparison, which was in turn positively associated with academic engagement. On the other hand, fixed mindset was positively associated with threatening social comparison. Based on the results, the relation between intelligence beliefs, social comparison types, and academic engagement are discussed.

Ye, J.-H., Zhang, M., Nong, W., Wang, L., & Yang, X. (2025). **The relationship between inert thinking and ChatGPT dependence: An I-PACE model perspective.** *Education and Information Technologies*, 30(3), 3885-3909. <https://doi.org/10.1007/s10639-024-12966-8>

ChatGPT, as an example of generative artificial intelligence, possesses high-level conversational and problem-solving capabilities supported by powerful computational models and big data. However, the powerful performance of ChatGPT might enhance learner dependency. Although it has not yet been confirmed, many teachers and scholars are also concerned about this issue. Therefore, it is necessary to investigate this topic further. This study's objective is to explore the association between inert thinking, positive experiences with ChatGPT, avoidance learning motivation, and ChatGPT dependence, based on the Interaction of Person-Affect-Cognition-Execution (I-PACE) model. Employing a cross-sectional design, we conducted an online survey with 870 Taiwanese university students, who had an average age of 22.81 years. The study found that inert thinking was positively associated with both positive experiences with ChatGPT and ChatGPT dependence. Furthermore, a significant association was found between inert thinking and avoidance learning motivation. Positive experience with ChatGPT was also positively related to avoidance learning motivation and ChatGPT dependence. Due to the scarcity of empirical research on generative artificial intelligence, the issues that people worry about when discussing AI were confirmed in this study. Moreover, avoidance learning motivation was positively correlated with ChatGPT dependence. Based on these findings, this study calls for educators to help students overcome inert thinking and avoidance learning motivation to prevent dependency on emerging technologies.

Yeh, C., Reinholz, D. L., Lee, H. H., & Moschetti, M. (2025). **Beyond Verbal: A Methodological Approach to Highlighting Students' Embodied Participation in Mathematics Classroom.** *Educational Researcher*, 54(2), 103-110. <https://doi.org/10.3102/0013189X241310169>

Despite the growing availability of classroom measures, such measures rarely attended to the embodied nature of learning. This article describes the collaborative development

of a practical measure to capture embodied participation in mathematics classrooms with four elementary school teachers—working with students at the intersections of multiply marginalized identities: students of color, emergent bilinguals, and students with disabilities—who informed the measure design and ensured that the data were actionable in their contexts. This article contributes to existing research on classroom measures by highlighting the value of attending to embodied learning through multiple modalities and representations of student participation. We further highlight how such a measure provides practical insights into participation that extend beyond verbal only measures.

Zadok, A., Benoliel, P., & Schechter, C. (2025). **School middle leaders' personality traits and collective teachers' efficacy: the moderating role of resource support.** *Social Psychology of Education*, 28(1), 26. <https://doi.org/10.1007/s11218-024-09982-4>

Drawing upon trait-activation-theory, this study explores the moderating role of resource support in the relationship of middle-leaders' personality traits, namely extraversion, conscientiousness, and openness to collective teacher efficacy. The study used a two-source survey design with data from 609 participants: middle-leaders and teachers in 103 secondary schools in Israel. The findings reveal that resource support served as a moderator in the relationship of the personality traits of extraversion and openness to experience and collective teacher efficacy. Specifically, when resource support was low, negative correlations between middle-leaders' extraversion and openness to experience and collective teacher efficacy were found. However, no correlations were found when resource support was high. No significant influence of resource support was found on the relationship of conscientiousness to collective teacher efficacy. This study adds and deepens our understanding regarding the complex interplay among middle-leaders' personality traits, school resources support and collective teacher efficacy, emphasising the need for adequate resource support to maximise middle-leader traits' influences and to promote collective teacher efficacy. These findings have significant practical implications for teacher and teaching education, teacher development programmes and practices, resource allocation decisions, and professional development initiatives.

Zedda, M. L., Frenette, E., Thibodeau, S., & Forget, P. (2023). **Échelle de disposition à résister au changement (ÉDRAC) : adaptation transculturelle en contexte québécois de la «resistance to change scale (RTC)».** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 230-259. <https://doi.org/10.26443/mje/rsem.v58i3.10062>

This research presents the history of the Resistance To Change Scale (Oreg, 2003a) and its adaptation to the Quebec context. The four dimensional scale concerns the disposition to resist change, a trait reflecting a negative attitude towards change. Four studies were conducted. First, using the backward translation method, a preliminary version was produced and evaluated by experts and teachers. Then, two pretests were conducted with two samples of university students. Last, the final version of the ÉDRAC was submitted to 294 undergraduate students. The ÉDRAC presents various proofs of validity and offers a portrait of students' disposition to resist change. Its characteristics are discussed.

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.

Zhang, L., Zhou, J., & Wei, R. (2025). **Problem Behavior and Depression in Chinese Adolescents: A Moderated Multiple Mediation Model.** *Psychology in the Schools*, 62(4), 1133-1145. <https://doi.org/10.1002/pits.23381>

This study explores the complex relationships among emotional and behavioral problems, self-esteem, subjective well-being, school satisfaction, and depression in adolescents. We conducted a comprehensive survey of 958 students aged 9–15 using self-report questionnaires covering emotional and behavioral problems, self-esteem, subjective well-being, school satisfaction, and a depression symptom self-assessment scale. The results reveal significant positive correlations between self-esteem, subjective well-being, and school satisfaction, and significant negative correlations between these factors and both emotional and behavioral problems and depression. Further analysis identified self-esteem as both a parallel and sequential mediator between emotional and behavioral problems and depression, with the multiple mediation effect accounting for 28.23% of the total impact. Additionally, school satisfaction moderates the mediation process by influencing the relationship between self-esteem and subjective well-being, thereby mitigating the effect of subjective well-being on depression. These findings highlight the importance of enhancing self-esteem, fostering a positive school atmosphere, and improving adolescents' subjective well-being to reduce the risk of depression.

Zhang, Q. (2025). **Different efficiencies in foreign language learning for gamification and ludicization regarding learning outcome, readiness, engagement, and academic buoyancy.** *Education and Information Technologies*, 30(3), 3829-3860. <https://doi.org/10.1007/s10639-024-12968-6>

This study aims to investigate and compare the efficiencies of gamification and ludicization in foreign language learning regarding learning outcome, readiness, engagement, and academic buoyancy. Regarding the theoretical frameworks, gamification and ludicization, feasible in foreign language learning through interaction and problem-solving orientation, are conceptually different in transformation, elements, and reflexive space, eliciting the assumption about different effects of gamification and ludicization on foreign language learning from the perspectives of effect positivity and effect duration. Considering the method, this study employs a longitudinal between-subjects experiment including repeated measures of the involved variables, whose results are analyzed through the results of the Kruskal–Wallis H test and Wilcoxon signed ranks tests. According to the results, the facilitating instantly-after-intervention effects on the variables are overall stronger for gamification than ludicization, but the facilitating effects are overall more persistent for ludicization than gamification after an interval from the

interventions. The conclusion is that gamification and ludicization show different efficiencies in foreign language learning regarding their conceptual differences and distinct empirical effects. While gamification highlights instant and temporary stimuli-response influences on language learning, ludicization emphasizes progressive and persistent cultivations of spontaneity for language learning.

Zhao, M., Maat, S. M., Azman, N., & Zheng, E. (2025). **Stressors, Achievement Motivation, and Academic Performance Among University Faculty in China: The Moderating Effect of Self-Efficacy.** *Psychology in the Schools*, 62(4), 1182-1195. <https://doi.org/10.1002/pits.23388>

This research scrutinizes the link between academic stressors (both challenge and hindrance types) and the academic performance of university faculty, while also considering the mediating role of achievement motivation. Furthermore, the study evaluates the moderating influence of faculty self-efficacy on the relationship between these stressors and academic performance. The sample encompassed 7000 full-time teachers from universities across Sichuan Province, China, with approximately 55% female participants and an average teaching experience of 13 years. Faculty academic stressors (challenge and hindrance stressors), achievement motivation, self-efficacy, and academic performance were all assessed using self-report techniques. The application of structural equation modeling revealed significant relationships between academic stressors (both challenge and hindrance types) and academic performance. Achievement motivation was found to entirely mediate the effects of academic stressors (challenge and hindrance stressors) on academic performance. In addition, the study underscored the moderating impact of self-efficacy on the relationship between faculty academic stressors and academic performance. The significance of enhancing faculty academic performance through stress reduction, increased achievement motivation, and self-efficacy is discussed.

Zhao, X., Byun, S., & Jeon, L. (2025). **Professional commitment and satisfaction of teachers in head start within a systemically marginalized community: associations with perceived psychological distress and physical safety.** *Social Psychology of Education*, 28(1), 55. <https://doi.org/10.1007/s11218-025-10029-5>

The quality of early care and education (ECE) is related to early childhood teachers' positive work attitudes, as prior research suggests committed and satisfied educators provide effective support and instruction to children. It is important to understand the relationships between psychological and physical factors in relation to teachers' commitment and satisfaction, especially those working within systematically marginalized communities. Using a sample of 166 Head Start teachers, predominantly Black/African American with low salaries, the study examined how teacher-perceived psychological distress and physical safety relate to their professional commitment and satisfaction. These Head Start programs were in a systemically marginalized community in the United States. Additionally, the study examined the unique variance explained by teachers' perceptions of physical safety beyond psychological distress as a predictor of four distinct indicators of professional commitment and satisfaction. Three models using hierarchical linear regression were tested to explore the research questions. The results indicate that teachers' perceptions of psychological distress and physical safety were significantly associated with their job attitudes. Additionally, teachers' perceptions of physical safety demonstrated incremental validity above and beyond perceived psychological distress on professional commitment and satisfaction. The relationships

between teachers' psychological distress and distinct indicators of professional commitment and satisfaction were transformed after adding physical safety. This study suggests the importance of ECE teachers' psychological well-being and physical safety in improving their job attitudes, especially for female African American teachers working in systemically marginalized communities.

Zheng, Y., Xin, C., Tian, L., Shen, Y., & Liu, G. (2025). **Developing Theory of Mind in social domains: A cross-sequential study of Chinese rural preschoolers.** *Asian Journal of Social Psychology*, 28(1), e12656. <https://doi.org/10.1111/ajsp.12656>

Theory of Mind (ToM), the ability to understand others' thoughts and emotions, is crucial for social interaction. However, few longitudinal studies have explored ToM development within different social domains, particularly among rural populations. To address this gap, we conducted a study with 113 preschoolers aged 3–5 years from rural China. We assessed ToM development in different social domains using false belief tasks at three different time points with semester intervals, and we evaluated their performance on the Peabody Picture Vocabulary Test and inhibitory control (IC). Results showed that ToM development trajectories differ across domains, with moral and social-conventional domains developing earlier than the personal domain. Additionally, while general cognitive skills such as language and IC are associated with ToM development across these domains, they do not significantly predict it. This study enhances our understanding of ToM development by emphasizing the importance of including rural samples in developmental research.

Zhu, X., Tian, G., Liu, R., & Li, Y. (2025). **Emotional Leadership and Teachers' Psychological Well-Being: The Mediating Role of Emotional Labour and Moderating Roles of Cultural Values in JD-R Theory.** *European Journal of Education*, 60(1), e70006. <https://doi.org/10.1111/ejed.70006>

Using the job demands-resources (JD-R) theory, this study aimed to understand how and when emotional leadership affected teachers' psychological well-being. It explored the mediating effect of emotional labour and the moderating effects of collectivism and two Confucian cultural values (i.e., harmony and obedience to authority). The sample included 2361 Chinese teachers from primary and secondary schools. Findings showed that emotional leadership as a job resource from leaders promoted deep acting (DA) and expression of naturally felt emotions (ENFE), eventually enhancing psychological well-being. Moreover, emotional leadership caused more surface acting (SA) only when teachers had a lower level of harmony, which reduced psychological well-being; collectivism, harmony, and obedience to authority weakened the positive impacts of emotional leadership on psychological well-being. This study contributes to the JD-R theory by revealing that leader factors could act as both resources and demands to influence personal factors under the moderating effect of cultural values.

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

Abdelghaffar, A., & Eid, L. (2025). **A critical look at equity in international doctoral education at a distance: A duo's journey**. *British Journal of Educational Technology*, 56(2), 834-851. <https://doi.org/10.1111/bjet.13566>

This collaborative, reflective research paper delves into the doctoral socialization experiences of two international students navigating pre- and postrelocation realities amid COVID-19 complexities. The authors juxtapose our journeys in the Global South (pre-relocation) and the Global North (postrelocation), scrutinizing learning outcomes, access to resources and academic and professional opportunities. Through journaling and deep self-reflection, this research illuminates stark disparities in educational accessibility, mainly rooted in the undeniable global technological divide. In this collaborative, reflective paper, my colleague and I unveil the unique challenges of distance learning, highlighting the resulting academic isolation and inequitable doctoral socialization experiences. Furthermore, the study reflects on the disproportionate access to academic and professional growth opportunities accompanying geographical mobility, emphasizing educational success and capacity-building inequities. This collaborative, reflective research contributes to the ongoing debate on IHE's impact on equity, particularly regarding the potential exacerbation of global disparities through internationalization at a distance. In this collaborative research, the authors attempt to answer the question: 'How do experiences under internationalization at a distance compare to or diverge from the experiences of geographically mobile students?' By adopting counter-storytelling as the interpretive framework, this collaborative, reflective paper hopes to amplify and validate the stories of international students from the Global South and how they, the authors, experience internationalization at a distance in their doctoral education. The nuanced findings inform institutional policies promoting more equitable and inclusive practices in international higher education. Practitioner notes What is already known about this topic (internationalization at a distance [IaD]) IaD enables students from diverse geographical locations to access educational resources and opportunities without physical relocation, promoting inclusivity and global participation. IaD offers flexible learning options that cater to diverse schedules and personal circumstances, allowing learners to balance academic pursuits with other commitments. IaD can reduce costs associated with traditional education, such as travel, accommodation and living expenses, making higher education more accessible and affordable for students from economically disadvantaged backgrounds. What this paper adds Documents the structural challenges inherent in IaD, particularly through the lens of North African women international doctoral students, offering nuanced insights into their experiences amid and after the COVID-19 pandemic. Provides a detailed

exploration of the mental and emotional toll of remote learning on distant learners, highlighting specific challenges such as isolation and feelings of academic inadequacy, which are often overlooked in traditional narratives of educational equity. Offers actionable recommendations for policy and institutional change aimed at improving support systems and enhancing educational equity for international students based on the documented experiences and challenges highlighted in the study. Implications for practice and/or policy Advocate for investments in digital libraries and partnerships with global repositories to improve access to educational resources for international students, particularly those from the Global South. Promote development programmes to integrate diverse perspectives and culturally responsive pedagogies into curriculum design and teaching practices to enhance inclusivity and support diverse student populations. Encourage the implementation of policies that support mental health and well-being among international students, including virtual counselling services, mentorship programmes and flexible learning options tailored to diverse time zones and personal circumstances. These measures aim to mitigate the challenges exacerbated by IaD and promote equitable educational opportunities globally.

Abramitzky, R., Kowalski, J. K., Perez, S., & Price, J. (2024). **The G.I. Bill, Standardized Testing, and Socioeconomic Origins of the U.S. Educational Elite Over a Century** (NBER Working Paper N° 33164). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33164.htm>

We compile, transcribe, and standardize historical records for 2.5 million students at 65 elite (private and public) U.S. colleges. By combining these data with more recent survey and administrative data, we assemble the largest dataset on the socioeconomic backgrounds of students at American colleges spanning the last 100 years. We document the following: First, despite a large increase in the share of lower-income students in the overall college-going population, the representation of these students at elite private or public colleges has remained at similarly low levels throughout the last century. Second, the representation of upper-income students at elite colleges decreased after World War II, but this group has regained its high representation since the 1980s. Third, while there has been no increase in the economic diversity of elite private and public colleges, these colleges have become more racially and geographically diverse. Fourth, two major policy changes in the history of American higher education, namely the G.I. Bill after World War II and the introduction of standardized tests for admissions, had little success in increasing the representation of lower- and middle-income students at elite colleges.

Agnoux, P. (2025). **Des filles qui ne « bougent pas » ? Un attachement territorial sous influence scolaire.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13elf>

Dans un contexte où l'injonction à la mobilité géographique envers les jeunes ruraux est pointée par de nombreuses études et rapports, cet article propose d'analyser la socialisation spatiale de jeunes femmes ayant grandi dans un département rural, a priori particulièrement concernées par cette injonction. À partir d'une enquête ethnographique réalisée dans un territoire rural historiquement agricole et isolé des grandes agglomérations, il explore plus précisément l'influence de la formation en lycée professionnel et des attentes qui y sont véhiculées. Cette socialisation spatiale en contexte scolaire s'appuie en partie sur la socialisation dans des familles de classes populaires, dont les pratiques sont plus ou moins dépréciées par les enseignantes selon

les fractions de classes. Des formes d'assignation spatiale coexistent alors avec la promotion de certaines mobilités géographiques par les enseignantes, contribuant à une reproduction de l'ordre social.

Agnoux, P., & Benet Rivière, J. (2025). **Pour un enseignement de qualité, il faut aller en ville**. In M.-H. Lechien & B. Leroux (Éd.), *Idées reçues sur les mondes ruraux. Le rural : des vaches et des champs ?* Consulté à l'adresse <https://hal.science/hal-04576555>

Ce chapitre examine la perception répandue selon laquelle l'enseignement en milieu rural serait de moindre qualité par rapport au milieu urbain. Il remet en question cette idée reçue en s'appuyant sur des recherches menées depuis les années 1980. Contrairement aux idées reçues, les élèves ruraux obtiennent des résultats légèrement supérieurs à la moyenne nationale, particulièrement dans le primaire. Ce constat est d'autant plus remarquable que les élèves ruraux sont souvent issus de milieux plus modestes. Le chapitre souligne cependant l'hétérogénéité des situations rurales et les disparités entre établissements. De plus, malgré de bons résultats dans le primaire et au collège, les jeunes ruraux s'orientent davantage vers des filières courtes et professionnalisantes après la 3^{ème}. Les jeunes ruraux s'insèrent plus précocement sur le marché du travail, avec près de la moitié des 15-29 ans en emploi, en apprentissage ou en stage rémunéré. En conclusion, le chapitre démontre que la « fracture scolaire » territoriale est plus complexe qu'il n'y paraît, remettant en question l'idée qu'un enseignement de qualité ne serait possible qu'en ville.

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.

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.

Ali, J. A., Muse, A. H., Abdi, M. K., Ali, T. A., Muse, Y. H., & Cumar, M. A. (2025). **Machine learning-driven analysis of academic performance determinants: Geographic, socio-demographic, and subject-specific influences in Somaliland's 2022–2023 national primary examinations.** *International Journal of Educational Research Open*, 8, 100426. <https://doi.org/10.1016/j.ijedro.2024.100426>

This study examined factors influencing academic performance among primary school students in Somaliland. It utilizes data from 20,638 students who participated in the 2022–2023 national primary examination. The research employed a combination of machine learning algorithms and traditional regression methods to investigate subject-specific, socio-demographic, and geographic influences on achievement performance. The findings indicate that proficiency in mathematics and science are the strongest predictors of academic success. Performance exhibits significant variation by location, school type, and region. Urban students demonstrate superior performance compared to their rural counterparts, and private school students outperform those in public schools. Among the machine learning models evaluated, the Support Vector model proves the most effective for predicting outcomes, with an RMSE of 43.23 and MAE of 33.71. The regression model accounts for 77.9 % of the variance in performance, demonstrating the robustness of the predictors. This study highlights the inevitability for battered involvements to enhance STEM education and mitigate inequalities. It also underlines the potential of integrating machine learning with traditional analysis in resource-limited settings. These understandings can inform policymakers and educators in improving equity and quality in Somaliland's education system, thereby improving progress toward Sustainable Development Goal 4.1.

Altıntaş-Atay, Ö., & Çok, F. (2025). **Resilience in Turkish Adolescents From Low Socioeconomic Backgrounds: The Role of Courage, Self-Compassion, and Prosocial Behavior Tendencies.** *Psychology in the Schools*, 62(4), 1026-1038. <https://doi.org/10.1002/pits.23372>

This study examined the direct and indirect relationships among resilience, its individual-level protective factors (i.e., courage and self-compassion), and its positive outcomes (i.e., prosocial behavior tendencies) in a sample of adolescents from low socioeconomic backgrounds in Türkiye (Turkey). Quantitative data were collected through surveys from 1030 adolescents across seven Anatolian High Schools, which were selected using cluster sampling. A path analysis, which is a specific form of structural equation modeling, was used to test the proposed model and investigate the direct and indirect relationships. Results revealed positive associations between courage, self-compassion, and resilience. Resilience was positively linked with all subscales of prosocial behavior tendencies. Moreover, courage demonstrated both direct associations with self-compassion and indirect associations with prosocial behavior tendencies through self-compassion and

resilience. Unexpectedly, self-compassion was negatively linked to all subscales of prosocial behavior tendencies. These findings demonstrated that the interplay among resilience, its predictors, and outcomes is complex and not always straightforward.

Amsellem-Mainguy, Y. (2025). **Devenir une jeune femme respectable par le travail dans les espaces ruraux populaires.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13ele>

Ce texte s'interroge sur le rôle du travail pour trouver sa place s'agissant des jeunes femmes qui vivent dans les espaces ruraux français de l'hexagone. Dans un contexte où les emplois sur ces territoires sont en moyenne moins qualifiés qu'ailleurs (moins de cadres, plus d'ouvriers), moins sécurisants (moins de CDI, plus d'indépendants et d'agriculteurs) et les rémunérations élevées plus rares. Il s'agira d'éclairer comment s'organise le marché du travail local pour les jeunes femmes, en contexte d'interconnaissance forte et de relative pénurie des offres d'emploi disponibles. L'article montre à la fois l'importance d'être une bonne travailleuse pour être une femme respectable et les forces des solidarités locales dans un contexte de concurrence pour les bons postes.

Araki, S. (2025). **Assessing educational inequality in high participation systems: the role of educational expansion and skills diffusion in comparative perspective.** *Higher Education*, 89(2), 487-512. <https://doi.org/10.1007/s10734-024-01232-y>

A vast literature shows parental education significantly affects children's chance of attaining higher education even in high participation systems (HPS). Comparative studies further argue that the strength of this intergenerational transmission of education varies across countries. However, the mechanisms behind this cross-national heterogeneity remain elusive. Extending recent arguments on the "EE-SD model" and using the OECD data for over 32,000 individuals in 26 countries, this study examines how the degree of educational inequality varies depending on the levels of educational expansion and skills diffusion. Country-specific analyses initially confirm the substantial link between parental and children's educational attainment in all HPS. Nevertheless, multilevel regressions reveal that this unequal structure becomes weak in highly skilled societies net of quantity of higher education opportunities. Although further examination is necessary to establish causality, these results suggest that the accumulation of high skills in a society plays a role in mitigating intergenerational transmission of education. Potential mechanisms include (1) skills-based rewards allocation is fostered and (2) the comparative advantage of having educated parents in the human capital formation process diminishes due to the diffusion of high skills among the population across social strata. These findings also indicate that contradictory evidence on the persistence of educational inequality in relation to educational expansion may partially reflect the extent to which each study incorporates the skills dimension. Examining the roles of societal-level skills diffusion alongside higher education proliferation is essential to better understand social inequality and stratification mechanisms in HPS.

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.

Ataç Kavurmacı, E. (2025). **School-Based Residential Segregation in Ankara: A Divided Urban Pattern in Educational Lines.** *Education and Urban Society*, 57(3), 195-216. <https://doi.org/10.1177/00131245241282301>

Socio-spatial inequalities are on the rise in Turkey, resulting in increasing segregation between population groups with different socioeconomic and educational backgrounds. Therefore, the link between school-based and residential segregation has become crucial for understanding urban and social divisions, specifically in the large metropolitan areas. However, our knowledge about this relationship in the case of Turkey and many non-Western countries is limited. What we know from the related literature based on Western experiences is that school and residential segregation are highly interrelated, and analyzing this relation is the key to understanding socio-spatial inequalities in cities. This article, therefore, aims to investigate the socio-spatial relation between the academic performance of high-schools and the residential segregation in educational line in Ankara, Turkey. In this article, academic performance is represented by national university entrance examination results at school level and residential segregation is analyzed through population census at the neighborhood level. The methodology involves the classification of public and private high schools in terms of academic performance and cross-referencing with schools' educational environment. We find that in terms of the relationship between school's academic performance and residential patterns Ankara is, in fact, a divided city in educational lines.

Aung, Z. J. H., Barnes, M. M., Yip, S. Y., & Saito, E. (2025). **Creating equity for ethnically, linguistically, and religiously diverse students in school settings in the Myanmar public schools.** *Pedagogy, Culture & Society*, 33(2), 523-540. <https://doi.org/10.1080/14681366.2023.2246139>

In Myanmar, large diverse indigenous ethnicities exist, and, as a result, public schools consist of a multicultural and multilingual student population. Despite this, the education system proffers and embeds Myanmar's dominant ideologies relating to culture, language and religion within all aspects of schooling. Students from minority backgrounds often struggle to gain legitimacy and build capital in a system that does not acknowledge diversity. Drawing upon Bourdieu's concepts of social reproduction, field and capital, this study examines how multiculturalism and multilingualism are positioned within Myanmar's education policies and how Myanmar's school leaders and teachers reflect and respond to the needs of students from minority backgrounds within the complex political and educational setting. This qualitative case study captured the

perspectives of five participants: two school leaders and three teachers. The findings reveal that students from minority backgrounds experience religious-based inequalities, cultural exclusion, and indifference towards their language backgrounds in public school settings.

Bakchich, J., Carré, A., & Smeding, A. (2025). **Teacher interactional justice and sense of belonging to school: examining the role of students' socioeconomic status**. *Social Psychology of Education*, 28(1), 48. <https://doi.org/10.1007/s11218-024-09957-5>

Teacher justice plays an important role in students' learning and social outcomes and in the development of a high-quality teacher-student relationship. The present preregistered study aimed to contribute to the growing literature on teacher justice perceptions, with a focus on its interactional component. Teacher interactional justice was examined in association with students' socioeconomic status (SES) and their sense of belonging to school. We expected to observe a negative link between interactional justice and student SES, with the lower the students' SES, the higher their perception of interactional justice in the classroom. Moreover, we expected the association between teacher interactional justice and sense of belonging to school to be moderated by students' SES, with a stronger positive association for low than for high SES students. A total of 529 (264 females, Mage = 12.61, SDage = 1.01) sixth- to ninth-grade students nested in 26 classrooms of two middle schools participated. Linear mixed effect models revealed that teacher interactional justice was negatively associated with students' SES. However, the expected moderation effect by students' SES was not observed. In addition, exploring the link with an observational measure of classroom climate, supplementary analyses revealed that teacher interactional justice was associated with positive climate and teacher sensitivity dimensions, providing evidences of its relevance to be considered as a full dimension of teacher social support. Implications for educational psychology and SES, along with limitations, are discussed.

Baldelli, M., Mattera, M., & Renou-Wilson, F. (2025). **From Awareness to Action: A Study of Capacity-Building Engagement Techniques for Fostering Climate-Adaptive Behaviours in Citizens**. *European Journal of Education*, 60(1), e70056. <https://doi.org/10.1111/ejed.70056>

Rising threats from climate change have demanded the creation of effective adaptation strategies and frameworks to help prepare communities against adverse environmental impacts. While successful climate adaptation requires support and cooperation between governments and the public, many governments lack the capacity or support necessary to gain public trust and effectively enforce adaptation strategies. Capacity-building strategies can aid governments and the public in this regard. Through a thematic literature review and Delphi study, this research reports on the most effective capacity-building methods for citizen engagement to create behavioural change towards climate adaptation. Results show that effective citizen engagement can lead to increased climate adaptation support as well as behavioural change in citizens and that multiple capacity-building methods (i.e., education/training, youth empowerment, etc.) are needed for effective citizen engagement in climate adaptation. Hence, governments should focus on bottom-up communication and facilitation techniques when engaging with citizens and communities on climate adaptation.

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.

Baroraho, T., Heimsoth, E., Islam, F., Mohammed, R., & Szabo, G. (2024). **Rapport sur la situation des filles dans le monde 2024 - Des futurs fragiles : droits des filles, mariage d'enfants et fragilité : résumé.** Consulté à l'adresse https://resourcecentre.savethechildren.net/pdf/STC_Global_girlhood_report_2024-4th-pp.pdf/

Prenant appui sur de nouvelles données issues de l'analyse de Save the Children sur les régions les plus touchées par la fragilité et le mariage d'enfants, ce rapport centré sur les adolescentes met l'accent sur les liens entre fragilité, mariage et droits des filles, révélant comment les crises exacerbent les vulnérabilités existantes et partage des histoires de résilience.

Beasley, S. T., & Hernandez, A. J. (2025). **Black Men's Gendered Racial Equity Ethic: Examining Its Impact on Career Motivations, Interests, and Future Goals.** *Journal of Career Development*, 52(2), 173-194. <https://doi.org/10.1177/08948453241309020>

Black men are underrepresented as trainees and faculty within graduate-level helping professions (e.g., psychology and counseling). One strategy for reducing this underrepresentation is to understand the motivating factors that attract Black men to helping fields and integrate these motivating factors into recruitment and retention interventions targeting this group. However, limited career research has explicitly focused on the motivations of Black men pursuing graduate education in psychology. Integrating McGee and Bentley's Equity Ethic framework, the current study draws on 27 semi-structured interviews with Black men in counseling psychology doctoral programs to examine their motivations for pursuing a doctoral degree in a helping profession, their clinical and research interests, and their future career goals. Using reflexive thematic analysis, findings supported the presence of a Gendered Racial Equity Ethic that impacted all aspects of Black men's professional journeys. Implications for research and practice supporting Black men's career development in psychology fields are outlined.

Benmerah, M. (2024). **Mécanismes genrés dans les pratiques d'évaluation. Une étude de cas en Éducation Physique et sportive et mathématiques par une approche didactique.** (Phdthesis, Cergy Paris CY Université). Consulté à l'adresse <https://hal.science/tel-04844963>

À partir d'une double revue de littérature et d'une problématique de recherche didactique intégrant la question du genre en évaluation, cette thèse de doctorat propose une analyse des pratiques évaluatives enseignantes au regard du système de genre en mathématiques et Éducation Physique et Sportive à l'école primaire. La méthodologie qualitative convoquée repose à la fois sur des entretiens ante, l'observation des pratiques évaluatives effectives dans chaque discipline et des entretiens d'autoscopie discutée (Boutinet, 2001) post-séance. Ce dispositif a permis d'accéder à seize séances d'apprentissage (huit d'EPS et huit de mathématiques) dans les classes de quatre enseignant·es. Trois focales d'analyse sont mobilisées. La première située au niveau de la séance, permet d'identifier, à travers l'observation des épisodes évaluatifs (Sayac, 2017, 2019) et notamment leur adressage, le niveau de complexité de la tâche support, sa gestion et les actes de parole enseignants associés. Elle caractérise la pratique évaluative effective enseignant·e. La seconde focale, permet d'accéder, à travers le cadre didactique en évaluation utilisé par les enseignant·es, à la logique évaluative. La pratique évaluative est cartographiée par la pratique effective et la logique évaluative présentes dans la leçon. Enfin, la troisième focale cible six élèves sélectionnés par l'enseignant·e pour représenter l'hétérogénéité du groupe. Elle permet d'observer très finement les intentions évaluatives enseignantes exprimées à travers des portraits et pronostics de résultats d'élèves en amont des séances. Les résultats de cette étude mettent en évidence l'imprégnation des stéréotypes de genre dans les logiques évaluatives enseignantes associées à des traductions matérielles concrètes dans les pratiques in situ. Ces représentations stéréotypées, intégrées dans les pratiques professionnelles, façonnent les jugements enseignants de manière différenciée et contribuent, par conséquent, à la perpétuation d'un système où les élèves sont jugé·es et traité·es selon des attentes genrées.

Benneker, I. M. B., Lee, N. C., de Swart, F., & van Atteveldt, N. M. (2025). **Similarities in mindset between adolescents' friends and cooperation partners.** *Social Psychology of Education*, 28(1), 67. <https://doi.org/10.1007/s11218-025-10028-6>

Peers, in terms of both friends and cooperation partners, are a very important aspect of the social context of adolescents. They may affect adolescents' intelligence mindsets and therefore their school motivation and success. Being friends or cooperating with a peer with a similar mindset might either enhance (in case of a growth mindset) or hinder (in case of a fixed mindset) adolescents' motivation to learn. In this cross-sectional social network study, we first examined whether friendship networks and cooperation partners networks within school classes differ from each other. Second, we investigated whether adolescents' friends and cooperation partners have similarities in mindsets. We analysed peer nominations and intelligence mindsets within 26 Dutch classes of early and mid-adolescents (N=558) using the quadratic assignment procedure (QAP). Our data showed that three unique networks could be distinguished: a friendship only network, a combined friends and cooperation partners network and a cooperation only network. Multiple regression quadratic assignment procedures (MRQAP) indicated no evidence for similarity in mindset in all the three networks. However, we did find that adolescents with a growth mindset select more peers to cooperate with than adolescents with a fixed mindset. This latter finding shows that mindset influences social interactions in the context of cooperation between adolescents. It might be valuable to take the social context into consideration in the development of new mindset interventions.

Benson, T. A. (2020). **Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism, Revised Edition**. Consulté à l'adresse <https://hep.gse.harvard.edu/9781682535851/unconscious-bias-in-schools/>

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.

Bleemer, Z., & Mehta, A. (2024). **College Major Restrictions and Student Stratification** (CESifo Working Paper Series N° 11601). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11601.htm>

Underrepresented minority (URM) college students have been steadily earning degrees in relatively less-lucrative fields of study since the mid-1990s. A decomposition reveals that this widening gap is principally explained by rising stratification at public research universities, many of which increasingly enforce GPA restriction policies that prohibit students with poor introductory grades from declaring popular majors. We investigate these GPA restrictions by constructing a novel 50-year dataset covering four public research universities' student transcripts and employing a staggered difference-in-difference design around the implementation of 29 restrictions. Restricted majors' average URM enrollment share falls by 20 percent, which matches observational patterns and can be explained by URM students' poorer average precollege academic preparation. Using first-term course enrollments to identify students who intend to earn restricted majors, we find that major restrictions disproportionately lead URM students from their intended major toward less-lucrative fields, driving within-institution ethnic stratification and likely exacerbating labor market disparities.

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.

Bourguignon, A., Diter, K., Hargis, H., Lignier, W., Oehmichen, H., Pagis, J., & Vitores, J. (2025). **Voiture ou poupée ? Le rôle des frères et sœurs dans les jeux genrés des enfants.** *Population et Sociétés*, (630), 1-4. <https://doi.org/10.3917/popsoc.630.0001>

À l'âge de deux ans, filles et garçons ne jouent pas aux mêmes jeux. Les écarts sexués sont particulièrement importants pour les poupées et les petites voitures. Si ces différences selon le sexe sont semblables quel que soit le milieu social, elles sont moins fortes parmi les cadet·tes que parmi les aîné·es. Cela résulte d'un effet d'entraînement des jeunes enfants par leurs aîné·es de sexe opposé et montre le rôle clé des interactions entre enfants dans les pratiques de jeux et l'apprentissage précoce du genre.

Buchner, T., & Köpfer, A. (2025). **Mapping the field: spatial relations in research on inclusion and exclusion in education.** *International Journal of Inclusive Education*, 29(2), 129-136. <https://doi.org/10.1080/13603116.2022.2073058>

Buford, M. V., & Flores, L. Y. (2025). **Centering Race in Career Development: A Critical Review of Career Scholarship and Practice.** *Journal of Career Development*, 52(2), 195-213. <https://doi.org/10.1177/08948453241309017>

In response to calls for more attention to social justice in career development, many career professionals have undertaken equity-driven research and practice. Yet, direct attention to race and racism continues to represent a gap in the work of career vocational scholars and practitioners. This article reviews research on past and present links between race and work, along with the evolution of attention to racial equity. It highlights, in particular, the underrepresentation of Black, Indigenous, and Professionals of Color perspectives in the profession, and the ways in which career scholars and practitioners have evaded direct attention to systemic racism. The concepts of racial capitalism and representative bureaucracy, and their implications for the racial justice aims of the profession, are discussed. We provide recommendations for transforming career development professional associations into anti-racist organizations that can lead racial equity action in career development.

Bukodi, E., & Goldthorpe, J. H. (2025). **Variation in the social composition of the UK academic elite: The underlay of the two—or three—cultures?** *The British Journal of Sociology*, 76(2), 201-225. <https://doi.org/10.1111/1468-4446.13154>

In this paper, we complement a previous study of the UK natural science elite, as represented by Fellows of the Royal Society, with a comparable study of the humanities and social sciences elites, as represented by Fellows of the British Academy. We seek to establish how far similarities and differences exist in the social composition of these three academic elites and in the routes that their members have followed into elite positions. We are also concerned with the consequences of the humanities and social sciences elites being brought together in the British Academy, in contrast with the situation in most other countries where elite natural and social scientists are located in the same academy. We pursue these issues in the context of C. P. Snow's discussion of the social underlay of the cultural disjunction that he saw between the natural sciences and the humanities, while also considering how the social sciences fit in. We find that there is support for Snow's position at the time of his writing. However, a notable development in more recent years is that the growing social sciences elite is moving in its social

composition away from the humanities elite and closer to the natural science elite. This is primarily due to changes in the social origins and education of Fellows in those sections of the British Academy that are on the borderline between the social and the natural sciences. A widening difference thus arises with Fellows in the humanities sections most representative of Snow's 'traditional culture'.

Butzbach, É., & Ayed, C. B. (2024). **La mixité sociale : une politique publique non assumée.** *Administration & Éducation*, 184(4), 29-38. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-29>

Byrd, D. (2025). **Using Institutional Habitus to Position Colleges and Universities as Social Actors.** *Educational Theory*, 75(1), 51-80. <https://doi.org/10.1111/edth.12686>

In this article, derria byrd contends that more robust interrogation of the organizational contribution to inequity in higher education would be aided by understanding higher education organizations as social actors. Organizational social actor theory demonstrates that colleges and universities are more than inert contexts in which marginalized students' experiences and outcomes play out. They are entities that possess unique dispositional orientations, motives, and inclinations toward action. This conceptual article argues that engagement with institutional habitus, grounded in Pierre Bourdieu's theory of practice, situates colleges and universities as social actors whose structural positions generate interests, beliefs, and behaviors that tend to constrain opportunity for students. The concept shifts the empirical gaze from students to colleges and universities in examinations of education inequity and facilitates analysis of how colleges' social position and the organizational identity, opportunities, and limitations it engenders support and/or inhibit organizational practice, including transformation toward equity. byrd crafts this argument in five parts: (1) exploration of organizational social actorhood theory, (2) overview of Bourdieu's theoretical framework and key conceptual tools, (3) expansions on Bourdieu's foundational formula to demonstrate how institutional habitus supplements the theorist's framework, (4) purposeful engagement with critiques of how institutional habitus has been employed in educational research, and (5) guiding principles for empirical engagement with institutional habitus. Throughout, byrd employs a collective case study of three college campuses to ground the theoretical review in empirical realities and uncover the invisible influence of social power on organizational practice. Given Bourdieu's attention to higher education and broad concern for systemic inequities reproduced at this level, this article focuses on higher education but has implications for educational research more broadly.

Café pédagogique. (2025, mars 4). **Maths : l'écart fille-garçon s'établit en CP.** Consulté 7 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/04/maths-lecart-fille-garcon-setablit-en-cp/>
Les maths, une histoire de « mental » ? Une note de la Depp dresse un état des lieux des écarts de résultats entre les filles et les garçons en mathématiques.

Cao, Y., Xu, C., Lu, S., Li, Q., & Xiao, J. (2025). **Factor Structure and Measurement Invariances of the PHQ-9 in Chinese Students Across Gender and Age.** *Psychology in the Schools*, 62(4), 1260-1270. <https://doi.org/10.1002/pits.23391>

The patient health questionnaire-9 (PHQ-9) is widely utilized in assessing individuals' depression levels. Nevertheless, research regarding its factor structure and measurement invariance remains inadequate. The aim of this study was to delve into the factor

structure of the PHQ-9 and to further investigate its measurement invariance across gender and age as a prerequisite for its use in cross-group comparisons. A confirmatory factor analysis (CFA) was conducted on 7422 Chinese students to assess the best-fitting factor structure of the PHQ-9. Furthermore, a serial CFA was undertaken to investigate measurement invariance across genders and age groups. CFA confirmed the two-factor model with the three items "sleep disturbance," "fatigue," and "appetite change" loading on somatic factor, and the other items loading on cognitive/affective factor as the best-fit structure. Findings demonstrated that the PHQ-9 had measurement invariance across gender and age. CFA and measurement invariance results support the application of the PHQ-9 for assessing an individual's depression.

Çelik, O. T., Kahraman, Ü., Kaçmaz, C., & İçen, B. K. (2025). **The Happiness Experiences of Refugee Children at School: a Phenomenological Study**. *Child Indicators Research*, 18(2), 473-499. <https://doi.org/10.1007/s12187-024-10206-6>

This study utilized the phenomenological research approach to examine the school happiness experiences of refugee children who migrated to Türkiye. This research builds on Bronfenbrenner's ecological model. The research was conducted with 27 Syrian refugee middle school students studying in Malatya, and data were collected using a semi-structured interview form. The data were analyzed through content analysis. The findings revealed that friendship, language, and communication skills, activities suited to their interests and talents, and teacher support were of critical importance in the school happiness experiences of refugee students. While refugee students expressed great happiness in spending time with their friends, they also experienced negative situations such as bullying and social exclusion. Language and communication problems constituted a significant barrier in the school adaptation process of refugee students and led to their isolation. Additionally, activities suited to their interests and talents reinforced their sense of belonging to the school and contributed to their social acceptance. Consequently, strategies should be developed to positively enhance friendships, strengthen language and communication skills, encourage activities suited to their interests and talents, and increase teacher support to improve the school happiness of refugee students and support their social integration.

Chan, Y. Y., & Tang, H. H. (2025). **Student Voices About Educational Inequalities and Justice: Problematizing a Neoliberal Education System**. *Education and Urban Society*, 57(3), 299-322. <https://doi.org/10.1177/00131245251314135>

Rising educational inequality is considered as one pressing social problem in many national education systems. There is limited existing literature that examines how youth from different social backgrounds perceive and consider social inequalities and "justice." This study addresses this research gap by probing the perspectives of different young people who have experienced the competitive Hong Kong education system through qualitative interviews. The findings revealed that youth, despite facing challenges, adopted a relatively "positive" mindset by focusing on what they could change rather than being fatalistic about social reproduction. Both middle-class and working-class young people in the sample did not view differences in family capital as inequalities but believed in education's role in promoting social mobility within a meritocratic system. The study also suggests redefining "life successes" from traditional measures of status and wealth to the perspectives of students that value job and life satisfaction. Critical analyses that highlight the embedded neoliberalism were conducted on these problematic findings, and the implications for educational policies were 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.

Chiappori, P., Costa Dias, M., Meghir, C., & Zhang, H. (2025). **Changes in Marital Sorting: Theory and Evidence from the US** (NBER Working Paper N° 33354). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33354.htm>

Positive assortative matching refers to the tendency of individuals with similar characteristics to form partnerships. Measuring the extent to which assortative matching differs between two economies is challenging when the marginal distributions of the characteristic along which sorting takes place (e.g., education) change for either or both sexes. We show how the use of different measures can generate different conclusions. We provide axiomatic characterization for measures such as the odds ratio, normalized trace, and likelihood ratio, and provide a structural economic interpretation of the odds ratio. We then use our approach to consider how marital sorting by education changed between the 1950s and the 1970s cohort, for which both educational attainment and returns in the labor market changed substantially.

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.

Cin, F. M., Breines, M. R., Raghuram, P., & Gunter, A. (2025). **Exploring homeplace as a nexus of learning and socially reproductive labour: A feminist perspective on internationalisation at a distance.** *British Journal of Educational Technology*, 56(2), 799-814. <https://doi.org/10.1111/bjet.13553>

This paper explores the concept of homeplace, examining how it serves as a nexus for learning, reproductive labour, and internationalisation while problematising the gendered and depoliticised nature of international distance education. Drawing on 60 interviews with international distance students at a South African university, the research employs Black and critical feminist perspectives to critique how the blurred boundaries between private and public spheres shape learning experiences. It addresses a gap in the international distance education literature by highlighting the insufficient consideration of the social reproduction responsibilities played out in homeplaces. Our findings reveal that homeplace is neither a gender-neutral nor an idealised study environment. Instead, it leads to unequal participation in learning spaces and internationalisation efforts. Digital platforms, crucial for connectivity and collaboration in international education at a distance, also perpetuate gendered power dynamics that marginalise women's voices and contributions, but women, however, reach out and support each other in these online spaces. The research teases out the tensions between homeplace as a site for learning, living, and social reproduction, emphasising the need for international distance education institutions to address the gendered dynamics in their design and delivery that disproportionately burden those with responsibilities for social reproduction. Practitioner notes What is already known about this topic International distance education focuses on distance education provided internationally. Internationalisation at a Distance (IaD) activities aim to reach a broader audience beyond local students, leveraging online and blended learning models. IaD activities depend on the home as one of the main spaces of study while seeing online platforms as the main point of internationalisation. Thus far, the literature on IaD has not undertaken a critical feminist analysis or deployed Black feminist theories to explore power relations in such spaces. What this paper adds Examines how the politics of the "homeplace" can be used to understand the educational experiences of international distance education students. Argues that current debates often overlook how the homeplace as a gendered site influences students' international distance education journeys. Highlights the gendered nature of the homeplace and complexities of studying from home and online, particularly for women Provides a critical feminist analysis of IaD, situating and problematising the homeplace as the main site for IaD. Implications for practice and/or policy Emphasises the need for institutional policies that consider the homeplace as a significant site for internationalisation at a distance. Recommends the

development of support systems and resources to help students manage conflicting demands of home and study. Advocates for a more nuanced approach to distance education that addresses the diverse needs of students, including those balancing significant responsibilities like employment and family obligations.

Clark, S., & Sayers, E. (2025). **Skateparks as communities of care: the role of skateboarding in girls' and non-binary youth's mental health recovery during lockdown.** *Pedagogy, Culture & Society*, 33(2), 613-632. <https://doi.org/10.1080/14681366.2023.2258382>

This paper details findings from our research into girls' and non-binary young people's take-up of skateboarding during the COVID-19 pandemic. Our analysis contributes to wider discussions on gendered relations, young people's embodied capacities and leisure adaptations in response to ongoing changes such as the pandemic. Based on qualitative interviews with 18 young people at a London skatepark, we found that the physical culture enacted there facilitated recovery from mental unwellness developed during or preceding the Covid crisis. This recovery was generated within new patterns of embodied movement, through relationships engendered in the space, and within the collective community ethic that was fostered at the skatepark. The temporal pause from usual routines during the pandemic created a space for collective critical reflection, healing and renewal within what we describe as a feminist ethic of care. We argue that this ethic contrasted in particular with the growing expectations of schooling and 'intensified girlhoods' that have come to characterise gendered everyday lives and therefore represents an alternative pedagogy of hope and recovery for these young people.

Cuddy, M., Lewis, A. E., & Krysan, M. (2025). **Disempowering Marketplaces: How School Choice Enrollment Routines Legitimize Educational Inequality.** *American Educational Research Journal*, 62(2), 456-495. <https://doi.org/10.3102/00028312241308545>

As school choice increases, parents are expected to act like consumers choosing from a school marketplace. However, to what extent do parents understand and enact this new role? Drawing on organizational theory, we examine the mismatch between the ostensive (ideal) and performative aspects of the school choice enrollment routine. Analyzing interviews with 136 parents in Chicago, we found that only a small minority perform the enrollment routine as officially envisioned (i.e., researching and applying to multiple schools). Instead, most parents know little to nothing about the enrollment routine. Further, even "educated consumer" parents feel disempowered by the routine. We argue that in a context of deep structural educational inequality, the current enrollment routine works to deflect responsibility onto individual parents.

Dauriat, N., Tribonnière, X. de la, Moulis, L., Bentz, S., & Marchand, C. (2025). **Comparaison des effets de l'éducation, suite à des ateliers en présentiel et en distanciel, dans un programme sur la polypathologie.** *Éducation Thérapeutique du Patient / Therapeutic Patient Education*. Consulté à l'adresse <https://sorbonne-paris-nord.hal.science/hal-04987983>

Introduction : Le Covid-19 a bouleversé la pratique des programmes éducatifs en France. Le distanciel s'est développé comme un outil d'éducation thérapeutique de patient (ETP) en parallèle du présentiel. Objectif : Comparer les effets de l'ETP de patients porteurs de polypathologies selon qu'elle est réalisée en présentiel ou à distance. Méthode : Etude prospective et comparative sur 8 mois. Un questionnaire a été distribué aux patients ayant participé aux ateliers d'ETP polypathologie, portés par l'UTEP du CHU

de Montpellier. Une comparaison des modalités d'animation (présentiel et distanciel) a été effectuée en formant deux groupes distincts. Résultats : Sur les 76 patients ayant participé à des ateliers pendant la période de l'étude, 54 ont répondu aux questionnaires (26 en présentiel, 28 à distance). Aucune différence statistique n'a été retrouvée sur l'ensemble des données mesurées sur le taux de retour des questionnaires. La majorité des patients (21/26 et 24/28) ont atteint en grande partie leurs objectifs éducatifs. Des ressources ont été identifiées (24 en présentiel et 26 en distanciel), ainsi que des actions ont été entreprises par les patients (24 en présentiel et 24 en distanciel). La satisfaction moyenne était de 8,6 en présentiel et de 8,46 en distanciel. L'analyse des commentaires libres a permis d'identifier 2 thèmes principaux : les effets de l'ETP sur des aspects spécifiques, et ceux sur l'ETP en général. Discussion et conclusion : Les effets des ateliers d'éducation thérapeutique perçus par les patients se révèlent bénéfiques, quelle que soit la modalité d'animation, que ce soit en présentiel ou en distanciel. Toutefois, certains inconvénients relevés par les patients lors des ateliers distanciel offrent des pistes d'amélioration pour optimiser cette approche.

de Haan, M. (2025). **The 'every day' of polarisation in schools; understanding polarisation as (not)dialogue.** *Pedagogy, Culture & Society*, 33(2), 481-501. <https://doi.org/10.1080/14681366.2023.2237986>

This paper analyses how 'polarisations' in which social tensions between the religious, ethnic and socio-economic groups are believed to increase are experienced and understood by secondary school teachers in the Netherlands. Based on the idea that polarisation is present in everyday interactions, this study contributes to an everyday perspective on polarisation by unravelling the everyday contradictions, tensions, and incongruities that constitute and keep polarisation in place. Borrowing from critical discourse analyses and linguistic ethnography perspectives the analyses shows that the everyday reproduction of polarisation in schools consists not only of the local reproduction of existing minority and majority viewpoints, but also reproduces the interactive dynamics that make it hard to maintain dialogue in concrete situations of polarisation. Making use of Lyotard's idea that heterogeneous narratives produce different languages of justice, the paper explains polarisation not just as a clash between incommensurable world views, but between different rules of 'how to play the game'. Such a view also explains why it is complicated to use dialogue to overcome incommensurable worlds. The paper ends by providing conditions that can help overcome the reproduction of existing controversies in schools through dialogue.

DEPP. (2025). **Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, édition 2025** (p. 25). Consulté à l'adresse Ministère de l'Éducation nationale, Direction de l'évaluation, de la prospective et de la performance website: <https://www.education.gouv.fr/filles-et-garcons-sur-le-chemin-de-l-egalite-de-l-ecole-l-enseignement-superieur-edition-2025-416743>

À l'occasion du 8 mars, journée internationale des droits des femmes, la DEPP publie chaque année Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, une brochure qui réunit une série de données statistiques sur la réussite comparée des filles et des garçons depuis l'école jusqu'à l'entrée dans la vie active.

Deschenaux, F., Boudreau, A., & Bourdon, S. (2024). **Les rapports qu'entretiennent les cégépien-ne-s avec le parcours scolaire et professionnel de leurs parents: entre**

relativisme, continuité et rupture. *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115502ar>

Cet article vise à décrire le rapport qu'entretiennent des étudiant·e·s du cégep avec la scolarité et le parcours professionnel de leurs parents. L'analyse thématique de 148 entretiens a conduit à l'élaboration d'une typologie des rapports au parcours professionnel des parents : sept types ont été définis qui se classent en trois catégories (continuité, rupture et relativisme). Les résultats s'inscrivent dans la foulée des travaux de Pierre Bourdieu et de Bernard Lahire et montrent comment la famille exerce une influence sur diverses sphères de la vie, comme les aspirations scolaires et professionnelles, sans le faire de la même manière pour tous.

Després, J.-P., Julien-Gauthier, F., Bédard-Bruyère, F., & Mathieu, M.-C. (2024). **Le camp musical extra-ordinaire. Facteurs environnementaux et perceptions des parents, des jeunes et des facilitateurs.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115503ar>

À l'été 2020, 25 jeunes âgés de 8 à 17 ans vivant avec une déficience intellectuelle ou physique ont participé au « Camp musical extra-ordinaire ». Il s'agit d'un projet de recherche étudiant l'impact d'un programme basé sur une approche informelle d'apprentissage de la musique à distance. Une approche qualitative de type participative a été utilisée. Les résultats montrent que, selon le point de vue des participants, les activités du Camp musical extra-ordinaire ont favorisé l'accès des jeunes à des activités de loisir, malgré la présence de divers obstacles. Ce faisant, le Camp musical a permis aux jeunes de faire preuve d'initiative, de développer leur autodétermination, d'exprimer leur créativité et de vivre des réussites.

Dong, H., Li, Y., & Peng, X. (2024). **Football des jeunes, mobilité ascendante et stratégies parentales en Chine** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (97), 87-97. <https://doi.org/10.4000/139bw>

En Chine, l'expansion du système de formation des jeunes au football a établi un mécanisme de progression pour les apprentis footballeurs, tout en façonnant un nouveau paysage en matière de pratique du football, de choix d'école et de planification éducative à long terme. Cet article révèle qu'à l'évidence, l'initiative venue d'en haut est une entreprise politique et sociale aux bénéfices éducatifs complexes et avec des conséquences sociales sur les parents de différents milieux et leur progéniture. Le contexte éducatif chinois, marqué par une forte compétition, transforme la pratique du football des jeunes en monnaie d'échange pour les catégories sociales favorisées, désireuses de s'assurer des opportunités éducatives prestigieuses, et en bouée de secours pour les groupes marginalisés en quête de voies d'accès élémentaires à l'éducation dans les métropoles. La recherche d'un véritable équilibre entre les objectifs nationaux et les aspirations de la population demeure un problème de taille qui requiert davantage d'innovations systématiques en matière de gouvernance.

Durand, E. S., González, T., & Bertrand, M. (2025). **"We want to help our community": fostering youth civic agency in a third space.** *International Journal of Qualitative Studies in Education*, 38(3), 390-406. <https://doi.org/10.1080/09518398.2025.2454285>

This study explores the conditions that provide new opportunities for youth of color to develop civic agency, paving the way to enact change in their schools and communities. This article shares findings from a qualitative study of an after-school program designed and implemented by the authors, in which 15 middle school-aged

youth—including a majority of Latinx youth—participated in an after-school youth participatory action research (YPAR) program that included young adult literature alongside critical theories by authors and scholars of color. The authors used ethnographic methods to examine how three practices in the program—discussing YA literature and critical theories, conducting action research, and presenting findings and recommendations to peers and faculty—encouraged civic agency among youth participants. Drawing on the theory of third space, the authors argue that these practices fostered dynamic moments that opened new opportunities for civic agency that might lead to broader social justice-oriented change.

Duru-Bellat, M. (2025, mars 8). **L'école échappe-t-elle à la discrimination de genre?** Consulté 10 mars 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/lecole-echappe-t-a-discrimination-de-genre/00114288>

A l'occasion du 8 mars, la dénonciation des multiples formes de discrimination à l'encontre des femmes est légitimement à l'ordre du jour.

Ederoclite, M., Villano, P., & Castro, A. (2025). **"You're a man, so you're out of place": reflexive thematic analysis of focus group with Italian teachers and educators.** *Social Psychology of Education*, 28(1), 37. <https://doi.org/10.1007/s11218-025-10020-0>

The following paper aims to understand how masculinity is endorsed, performed or subverted in educational and school contexts through the narratives and discourses of an Italian sample of teachers and educators of multiple genders. To investigate these relevant educational issues, we conducted a Thematic Analysis of four focus groups. Findings portrayed a complex social scenario marked by profound ambivalence towards masculinities and rigid gender hierarchies in pre-primary and primary schools. While men are highly considered to be role models of agentivity and authority, they also embody positive expectations of dismantling gender stereotypes and different types of sexual stigma: the mere presence of a male teacher in primary schools might raise concerns regarding physical contact and sexual deviance. Furthermore, men in teaching institutions face both privileges from their gender, perceived as more competent, practical, and authoritarian, but also discrimination via subtle forms of sexist devaluation as they are not considered "naturally suited" for childcare. These relevant psychosocial processes have been recently put in the spotlight within broader conversations on sex/gender issues in educational settings, media narratives on masculinity, and diversity management practices. The following paper provides recent qualitative data from the Southern-European context to shed light on the social constructs of gendered scripts within the narratives of teachers and educators, analysing within this broader social framework how to uncover representations, stereotypes, and biases regarding the schools' roles in fostering fairness and equal opportunities, both for educators and students.

Education cannot wait. (s. d.). **Brief: State of Education for Crisis-Affected Children and Adolescents: Access and Learning Outcomes, Global Estimates 2025 Update.** Consulté à l'adresse <https://www.educationcannotwait.org/resource-library/brief-global-estimates-2025-update>

Education Cannot Wait's Global Estimates 2025 Update Advocacy Brief reveals that the number of school-aged children in crisis worldwide requiring urgent support to access quality education has reached 234 million—an estimated increase of 35 million over the

past three years. Refugees, internally displaced children, girls, and children with disabilities remain among the most affected.

Elacqua, G., Pérez-Nuñez, G., Cubillos, P. P., & Velasco, J. I. (2025). **Breaking Glass Ceilings in Colombia: Strategies and Outcomes in Efforts to Narrow the Gender Gap in Educational Leadership**. *IDB Publications*. <https://doi.org/10.18235/0013404>

In Colombia, women represent 65% of the teacher workforce but only 34% of school principals, reflecting a significant gender gap in leadership. This study examines two centralized principal selection processes implemented by Colombia's National Civil Service Commission: the 2016 nationwide process and the 2018 process targeting disadvantaged PDET regions (Development Programs with a Territorial Focus). Both processes evaluated candidates through standardized tests, minimum requirements, and assessments of education and experience, determining eligibility for leadership vacancies. Our descriptive analysis shows how selection criteria influence gender representation. In 2016, standardized testing dominated, resulting in 45% of applicants being women but only 20% qualifying, with an overall eligible-to-vacancy ratio of just 0.7%. In contrast, the 2018 PDET process prioritized context-specific competencies and practical experience, yielding 35% female eligibility despite women comprising only 38% of applicants (likely due to challenging conditions in PDET regions). Moreover, eligible candidates of both genders outnumbered vacancies by 4.5 times. These findings underscore the critical role of selection design in shaping gender representation in school leadership. However, structural barriers, such as inadequate childcare and rigid work schedules, persist as obstacles to women's participation.

Elkhaili, S., & Sempijja, N. (2025). **The role of education in reintegrating ex-child soldiers: the case of Sierra Leone**. *Cogent Education*, 12(1), 2466307. <https://doi.org/10.1080/2331186X.2025.2466307>

In the shadow of Sierra Leone's decade-long civil war, a poignant question emerges: How can education help fix the damage caused by war and bring former child soldiers back into society? This study delves into the heart of this question, exploring the effectiveness and gender-specific challenges of education programs designed for these young survivors, within the broader framework of Disarmament, Demobilisation, and Reintegration (DDR) processes. This qualitative study relies on key informant interviews and thematic analysis to explore the impacts of educational strategies on reintegration. Focussing on the underrepresented girls in DDR initiatives, the study uncovers educational disparities that persist in post-conflict settings. Through a gendered approach, the research also advocates for a more equitable approach to DDR in line with the aspirations of Paris Principles (2011), and strives to transform theoretical frameworks into tangible outcomes, crafting pathways that support healing and learning.

El-Sayed, M., El-Sayed, J., Burke, K., & Apple, D. (2025). **Holistic Education Framework for Individualised Anti-Stigma Quality Learning**. *European Journal of Education*, 60(1), e70001. <https://doi.org/10.1111/ejed.70001>

In any educational setting, stigmatisation and implicit biases can stifle growth and reduce the quality of the learning experience of students from low socio-economic status by creating invisible barriers to opportunity and achievement. Furthermore, due to the lack of monitoring and mentoring, these invisible barriers become harder to detect and overcome. Considering that human learning potential has no limits, there is a need for quality teaching and learning processes that provide fitting unstigmatized learning

experience to each individual learner. To achieve the fitting learning experience and desired outcomes, understanding teaching quality is essential for continuous improvement of educational objectives, curricular contents and instructional delivery. Considering that teaching and learning are two interconnected phases of any educational process, both teaching and learning have distinctive subphases leading to desired outcomes that are tied to the long reaching educational objectives. It is evident that, at the end of any successful education process, the learning outcomes demonstrated by the constructed learning of the learner are strongly linked to the quality of the instituted educational objective, curricular contents, and quality unstigmatized delivery of the teacher to each individual learner. In fact, studies of the quality of the learning experiences show that one of the main keys to maximising learners' success is the quality of course contents and instructional activities. To ensure quality of the learning experience to all the learners in the class, these instructional activities must provide the needed monitoring and mentoring to each individual learner. In this paper, a framework for individualised unstigmatized holistic education process teaching and learning phases is discussed from quality of education perspective. The framework addresses the full learner development, the corresponding holistic teaching, and the teacher learner interface. The essential elements, subphases and key characteristics are discussed through the development of the three educational framework domains. The development and deployment of the presented framework are illustrated in higher education context.

Enchikova, E., Neves, T., Toledo, C., & Nata, G. (2025). **A long road to educational equity: Tracking trends through PISA 2000–2018.** *International Journal of Educational Research Open*, 8, 100445. <https://doi.org/10.1016/j.ijedro.2025.100445>

The OECD's Programme for International Student Assessment (PISA) has reported on the levels of educational equity in participating countries since its inception in 2000. However, little attention has been paid to changes in equity levels over time. This study analyses data from the 2000 to 2018 PISA rounds, offering an overview of educational socioeconomic-related equity — specifically equality of opportunity (assessed through the relationship between R-squared and ESCS) — trends across 87 countries, comprising 37 OECD members and 50 partner countries. It provides insights into the dynamics of equity levels at the country level, the stability of these trends, and the consistency of the changes. By using all available PISA waves for each participating country, calculating an average R-squared between subjects (Reading, Math and Science), and combining the “absolute” position in the equity indicator with the change over time in that same indicator, this study presents the first comprehensive picture of the evolution of equality of opportunities (assessed through the R-squared indicator) in all PISA-participating countries. Results show that, on average, PISA-participating countries have only slightly improved their equality of opportunity. Additionally, there is an absence of clear patterns regarding the relationship between equity levels and equity change, highlighting the diversity of national pathways to equity and underscoring the importance of analysing specific contexts when assessing equity. Lastly, this study also helps to identify successful country cases that have demonstrated more solid and coherent positive trends in improving educational equity over the last two decades.

Erss, M. (2025). **Comparing student agency in an ethnically and culturally segregated society: How Estonian and Russian speaking adolescents achieve agency in school.**

Pedagogy, Culture & Society, 33(2), 439-461.
<https://doi.org/10.1080/14681366.2023.2225529>

In this paper, the experiences and views of 16-year-old high school students are explored regarding their perceived agency in school related contexts in an ethnically and culturally segregated post-soviet school system in Estonia. Eight focus group interviews were conducted in spring 2021 with 37 students in schools with Estonian and Russian as the language of instruction (henceforth EIL schools and RIL schools). The study suggests that students in schools with a different instructional language experience agency in different ways, which reflect differences in their cultural, relational and economic resources. The forms of agency identified in this study manifested through the following themes: choosing responsibly; developing assertiveness; emancipation from teachers and parents; courage to express a different opinion; resistance to perceived injustice and freedom to make mistakes. In some of the most restrictive environments of RIL schools, a resistance or subversion dimension of agency was developed by students.

Eryilmaz, N. (2025). **School leadership support and socioeconomic status inequalities in mathematics and science achievement: Evidence from TIMSS 2019**. *International Journal of Educational Research Open*, 8, 100427. <https://doi.org/10.1016/j.ijedro.2024.100427>

This study examines the role of school leadership support in moderating the relationship between student socioeconomic status (SES) and academic achievement in mathematics and science at the 8th-grade level. Using data from the 2019 Trends in International Mathematics and Science Study (TIMSS) across 46 countries, meta-analytic regression models were employed to analyze country-specific results. While SES was found to have a significant positive impact on achievement in both subjects, school leadership support exhibited a negative and significant relationship with mathematics achievement and a negative but non-significant relationship with science achievement. Contrary to expectations, no significant moderating effect of school leadership support on SES-related achievement gaps was observed at the country-specific level. These findings highlight the variability in the influence of leadership practices across diverse educational contexts and underscore the challenges of leveraging leadership support to reduce inequities in achievement. The study emphasizes the need for further research into the contextual factors shaping leadership effectiveness, advocating for tailored approaches that address the unique sociocultural and educational dynamics of individual countries.

Espinoza, G., & Mariano, J. E. (2025). **The Transition to In-Person Schooling Following the COVID-19 Pandemic: A Qualitative Study Among Latinx Adolescents**. *Youth & Society*, 57(3), 470-489. <https://doi.org/10.1177/0044118X241273335>

The aim of this study was to better understand Latinx adolescents' experiences in their transition to in-person schooling following the COVID-19 pandemic. The study focuses on the challenges and sources of support that Latinx adolescents faced as they pivoted to fully in-person learning. Participants were 40 Latinx high school students from Southern California (28 female, 12 male) who ranged in ages from 14 to 17 years old. Semi-structured interviews were conducted; a thematic analysis approach was utilized to identify key themes. Three themes emerged as the main barriers when transitioning to in-person learning: COVID-19 concerns, academics, and daily routine. The three main themes of support or facilitators were teacher support, friend interactions, and extracurriculars and events. These findings provide insights into Latinx adolescents' lived experiences navigating in-person schooling after the COVID-19 pandemic, both positive

and negative. The themes further highlight the importance of teachers and peers in adolescents' school experiences.

Farahmandpour, H., & Zrudlo, I. (2025). **Investigating young people's involvement in participatory budgeting.** *Education, Citizenship and Social Justice*, 20(1), 123-136. <https://doi.org/10.1177/17461979231206948>

It is widely believed that assisting young people to participate in community affairs is a potent way to contribute to both youth and community development. One way in which youth can become involved in their communities is through participatory budgeting (PB) processes. This study investigates young people's understanding of, and experience with, the PB process organized by Toronto Community Housing in Canada. The findings of our qualitative study suggest that some youth understand the primary purpose of PB to be the betterment of the community as a whole; that motivation to become involved can be enhanced through appropriate identity-formation and adult support; and that youth can serve as a litmus test for the fairness of the deliberative practices associated with PB.

Felde, A. K. (2025). **Opening the black box of student government in authoritarian contexts: institutional work and intra-organisational conflicts in the Students' Guild at Makerere University, Uganda.** *Higher Education*, 89(2), 423-439. <https://doi.org/10.1007/s10734-024-01229-7>

Student governments are important actors in higher education governance and also in more general political processes, particularly in Sub-Saharan Africa. Most of the research on student governments has thus far focused on the relations with higher education authorities and political parties, often without investigating their internal dynamics, thus risking of conceiving them as more homogeneous than they are likely to be. Analysing the internal dynamics of student governments is necessary to understand why student leaders, on behalf of their representative organisations, act and position themselves the way they do externally. This case study of the Students' Guild at Makerere University addresses this knowledge gap by uncovering and analysing internal conflicts of student governments, contributing with new empirical and theoretical insights on students' institutional behaviour and institutional ambiguity, in the context of authoritarian African states. While internal conflict is expected in any student government, this is anticipated to be even more the case in a conflictual context where there are strong links between students and national authorities. The approach is, in theoretical terms, based on the institutional work perspective and relies on extensive fieldwork at Makerere University. I find that the student government is far more conflictual and heterogenous than previous literature suggests. Rather than comprising representatives who act unitarily, it is characterised by intra-organisational conflicts due to competing institutional work, which reflects representatives' multiple, diverse and divergent interests and institutional goals.

Felouzis, G., & Savioz, M. (2025). **Construire l'École inclusive ? Une analyse de cas en Suisse par les outils de la sociologie de l'action publique.** *Canadian Journal of Educational Administration and Policy*, (205), 28-38. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77481>

This article examines an inclusive school policy in the canton of Geneva in Switzerland. It analyzes how the concept of inclusive school, developed at the international level, is translated, disseminated and transformed at a local level. Our hypothesis is that this translation process involves the mobilization of collective actors whose work consists of redefining the rules of the educational game by defending, disseminating and adapting

this new frame of reference. This work of mobilization and symbolic redefinition of what a fair school is can be observed in the debates generated by the very concept of inclusion and by the communication tools developed by interest groups defending inclusive schooling for students with disabilities. The analysis of these communication tools makes it possible to give content to this symbolic work and to analyze the way in which the reference frame of the inclusive school has been able to transform itself by spreading in the political and educational space of Geneva. However, it remains that the trajectory of a public policy, in education as in other sectors of society, cannot be limited to the social conditions of the emergence and diffusion of a new frame of reference (Revaz, 2020). In order for public action to be activated, it is necessary to build a political consensus around an object that is complex because it makes a radical break with previous models (Garnier et al., 2020). The second question will therefore be to understand how this consensus is achieved, and by what discursive and political tools. Our hypothesis is that the consensus around the notion of inclusion was achieved in Geneva through the use of a conceptual vagueness that made it possible for actors and institutions with divergent interests and contrasting conceptions of what a fair and equitable school is.

Fiore, F., Roland, E., Pirone, F., Santana Painaud, K., 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>

This article presents the results of a collective reflection between a Belgian and a French research team on a collaborative research approach concerning the impact of the Covid-19 pandemic on the school system, focusing on school-family relations. Although the pandemic contexts differed and the political response in terms of managing the health crisis on the organization of the Belgian and the French education systems was not the same, the aim of this article is to highlight the points of convergence in the effects of collaborative research involving researchers, teachers and families. Based on a cross-analysis of these two experiences, we seek to identify the effects of the health crisis on the dynamics of collaborative research conducted in a school context.

Fuller, S. C., Swiderski, T., Mikkelsen, C., & Bastian, K. C. (2025). **In School, Engaged, on Track? The Effect of the Pandemic on Student Attendance, Course Grades, and Grade Retention in North Carolina.** *Educational Researcher*, 54(2), 78-90. <https://doi.org/10.3102/0013189X241299397>

We examine effects of the pandemic on student attendance, course grades, and grade retention in North Carolina in 2020–2021 and 2021–2022 using descriptive and regression analyses. We find each outcome worsened on average in 2020–2021, with larger changes at the high end of the absence distribution, the low end of the grade distribution, and among historically marginalized student groups. In 2021–2022, grade and retention outcomes recovered, but attendance worsened. Furthermore, gaps between students narrowed, driven by greater recovery in grades for students who were initially most negatively impacted but worsening absenteeism among students who initially maintained high attendance. These findings highlight the substantial variation in impacts of the pandemic across students and differing patterns of impact and recovery across outcomes.

Gabriel, P., Roebroeck, E., & Labbé, S. (2023, août 22). **Training and Territorial Specificities: Making Results From the Construction of the Data Sample**. Présenté à ECER 2023. Consulté à l'adresse <https://hal.umontpellier.fr/hal-04948938>

The engineering of vocational training in rural areas presents significant challenges due to geographical isolation, limited infrastructure, and the evolving needs of professionals. This paper explores the impact of training engineering in such contexts through the ACSADOM project, which aims to enhance medico-technical training for healthcare professionals in sparsely populated areas. The research adopts a forward-looking and collaborative approach to analyzing training needs and developing tailored solutions. A key aspect of this study is the integration of digital tools to facilitate access to training and improve the flexibility of learning pathways. The findings highlight the necessity of a hybrid training model that balances digitalization with human interactions, addressing both the technological constraints and the socio-professional expectations of learners. The study further emphasizes the importance of regionalized and context-specific training frameworks that align with the realities of rural territories. Ultimately, this research contributes to the ongoing discussion on the adaptation of training systems to territorial specificities, advocating for innovative pedagogical approaches that enhance the professionalization of remote healthcare workers.

Geuring, E., & Masy, J. (2025, février 17). **Parcoursup, le mirage d'une égalité face à l'orientation ?** Consulté 19 février 2025, à l'adresse The Conversation website: <http://theconversation.com/parcoursup-le-mirage-dune-egalite-face-a-lorientation-245172>

Selon les établissements dont ils sont issus et selon leur origine sociale, les lycéens ne disposent pas des mêmes informations sur l'enseignement supérieur et sur les métiers. Parcoursup amplifie-t-il ces inégalités ?

Geven, S. (2025). **Tracking Procedures and Criteria and the SES Bias in Teacher Track Recommendations**. *American Educational Research Journal*, 62(2), 271-304. <https://doi.org/10.3102/00028312241288212>

The allocation of students to ability tracks is often based on teacher recommendations. These recommendations tend to be biased in favor of students from higher socioeconomic status (SES) backgrounds. While tracking procedures and criteria have been proposed to play a role herein, empirical research is lacking. Using a survey experiment and information from 221 teachers in 69 Dutch schools, I find that teachers in the same school vary in their interpretation of their school's procedure and (relatedly) their own tracking criteria. Teachers who perceive the school procedure to put more weight on students' home environment, and/or (relatedly) put more weight on this themselves, show a stronger SES bias in track recommendations in the survey experiment.

Giordano, G., Kathol, K., & Flanagan, D. T. (2023). **Shifting routines among families with school-age children with disabilities due to mandatory school closures during the COVID-19 pandemic in Québec, Canada**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 130-157. <https://doi.org/10.26443/mje/rsem.v58i3.10113>

This study explored the changes in routine and emotional themes experienced by families of children with learning differences or disabilities due to mandatory school closures during COVID-19 in Québec, Canada. A questionnaire was used to compare the family routines of 21 participants before and after the school closures. The study's findings highlight an overall concern regarding the social and emotional outcomes of long-term

school closures. Family routines after the school closures included increased technology usage, lack of socialization, cease or decline of extracurriculars and therapies, and an increase in symptoms of depression and anxiety among school-aged children with learning differences and disabilities. The authors suggest enhanced support services to mitigate negative outcomes among school-aged children with learning differences and disabilities.

Golden, G., & Tichavakunda, A. A. (2025). **Digital Black placemaking: supporting Black women's engagement in higher education.** *International Journal of Qualitative Studies in Education*, 38(4), 515-530. <https://doi.org/10.1080/09518398.2024.2416693>

Through an analysis of in-depth interviews, this project examines how Black women attending historically White institutions experienced their campus digitally and how they created and maintained Black places online. Using Black placemaking and Black feminist theory, this project explores how digital Black placemaking operates in a higher education setting. Additionally, this project examines ways Black women college students created and cultivated digital counter-space with one another through their involvement in digital engagement. This study has implications for Black women's experiences in digital spaces within the context of higher education. Further, we discuss implications for higher education leaders and administrators working to support Black women college students in an increasingly digital context.

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.

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.

Hautala, H., & Lehti, H. (2025). **Children's Perceived Economic Disadvantage and Social Relationships in School: Family Relationships as a Mediating Factor**. *Child Indicators Research*, 18(1), 295-318. <https://doi.org/10.1007/s12187-024-10192-9>

We investigate how perceived economic disadvantage is associated with social relationships in school among children aged 9–14 years and the mediating effect of family relationships in the association. We measure economic disadvantage through both perceived financial concerns and the child's estimate of the amount of money he or she has compared to friends. Social relationships are measured through the experience that teachers care and trust that other children will help if needed. Family relationships are measured through three variables measuring a child's experiences of communication with parents and having a good time with family. As data, we use the Finnish sub-survey from the third wave of the international survey Children's Worlds, The International Survey of Children's Well-being (ISCWeB) for 2018–2019 (N = 1684), which we analyze using linear probability regression models. Results show that both measured dimensions of perceived economic disadvantage are negatively associated with the experience that teachers care and the trust that other children help. Family relationships mediate the association of financial concerns with relationships with both teachers and other children in school. Having less money than friends is associated with relationships with both teachers and other children, regardless of family relationships. Attention should be paid to the socio-emotional well-being of economically disadvantaged children in school, especially children who are exposed to vulnerability in family relationships as well. It is important not only to promote economic equality but also to be aware of hierarchies built on economic grounds among children.

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.

Hernandez, J. L., Martinez, E., & Duran, O. (2025). **Streetwise Scholars: How Formerly Incarcerated Latino Men Utilize Their Lived Experience to Navigate Higher Education.** *Journal of Hispanic Higher Education*, 24(2), 139-156. <https://doi.org/10.1177/15381927241276509>

Despite the growing trend in research on Latino men, one aspect that is missing is the experience of formerly incarcerated individuals. Using the asset-based framework of Community Cultural Wealth, the authors explore how formerly incarcerated Latino men become Streetwise Scholars, going from incarceration into higher education. Findings demonstrate how Streetwise Scholars are able to apply the capitals gained from their lived experience to successfully navigate higher education institutions.

Hernández, M. M., Kornienko, O., Figueroa, J. M., Coker, M., Paredes, K., Toth, C., ... Ha, T. (2025). **Identifying Culturally Relevant School Support Profiles and Links to Academic Functioning in Adolescents.** *Journal of Youth and Adolescence*, 54(3), 785-806. <https://doi.org/10.1007/s10964-024-02098-0>

There is limited knowledge about patterns of adolescents' experiences of general teacher support and support for critical consciousness and cultural competence development in school settings, which are key experiences proposed to promote academic functioning. Furthermore, less is known about potential developmental and ethnic-racial differences in these patterns. Using a person-centered approach, this study examined culturally relevant school support profiles in a sample of sixth and ninth grade students (N = 717; 49.9% girls) from the U.S. Southwest. Participants were aged 10 to 18 years (M = 13.73; SD = 1.54) and were ethnoracially diverse (31.8% Hispanic/Latinx, 31.5% Multiethnic, 25.7% White, 7.3% Black or African American, 1.4% Asian American or Pacific Islander, 1.4% American Indian or Alaska Native, and 1% Arab, Middle Eastern, or North African). Four culturally relevant school support profiles were identified: (1) low general, devoid cultural & critical support; (2) moderate general, moderate cultural, & devoid critical support; (3) high general, moderate cultural & critical support; and (4) high general, cultural, & critical support. Youth in the high general, cultural, & critical support profile had higher concurrent emotional and behavioral engagement. No significant differences were found between early (6th grade) and middle adolescent (9th grade) youth, pointing to the relevance and associations of the identified profiles across development. One significant difference emerged when comparing White and ethnoracially minoritized youth; among White youth, those in the high general, cultural, & critical support and high general, moderate cultural & critical support profiles had higher academic expectations than those in the low general, devoid cultural & critical support profile. The discussion focuses on characterizing heterogeneous and culturally relevant school support profiles, the associations between these profiles and indicators of academic functioning for ethnoracially diverse youth to advance developmental theory and the importance of promoting culturally relevant school support practices to foster developmental competencies among youth.

Herrera-Franco, G., Peña-Villacreses, G., & Bravo-Montero, Lady. (2025). **Women's participation in the research development of a country.** *International Journal of Educational Research Open*, 8, 100413. <https://doi.org/10.1016/j.ijedro.2024.100413>

Women's participation in science has been growing throughout history. However, a gender gap in their equity in participation requires pragmatic strategies and public policies that motivate women's opportunities in research. This study aims to analyse the scientific contribution of female Ecuadorian researchers through a diagnosis of the metrics and co-author's criteria for scientific publications to establish strategies oriented toward women's inclusion in Ecuador's research development. The methodology includes downloading and processing data for scientific publications indexed in scientific databases. A systematic review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. Metrics examination of authors and Higher Education Institutions (HEIs) as intellectual structure and cluster analysis. A survey applied to female researchers, statistical analysis and the SWOT (Strengths, Weaknesses, Opportunities and Threats) method for proposing strategies. This study identified that 22 % of female Ecuadorian researchers participated in 18,604 documents (1973–2023) of the total scientific production in Ecuador from 1920 to 2023 (57,056 papers). The main research areas with women's participation are Covid-19, HEIs, health care, social networks, data science, statistics, e-learning, environment, and education. In the last five years, women's participation in scientific publications represents 67.81 % of the total and 7.8 % in STEM areas (Science, Technology, Engineering and Mathematics). According to the female researchers' criterion, a crucial strategy must be to put value on women's scientific work, which has been endorsed in the different fields of science. Women scientists consider it essential that the authorities give them opportunities with determined inclusion and equal conditions for women's empowerment in science.

Hou, B., Nazroo, J., Wright, J., Mon-Williams, M., & Pickett, K. E. (2025). **Immigrant Generation, Ethnicity, and Early-life Education Outcomes: Evidence from the Born in Bradford Family Cohort Study.** *Child Indicators Research*, 18(1), 273-294. <https://doi.org/10.1007/s12187-024-10190-x>

This paper examines the relationship between ethnicity and immigrant generation in relationship to early educational outcomes and their potential determinants. Using Born in Bradford, a large longitudinal birth cohort, and its linked education and health records, we investigated the associations between ethnicity, immigration generations and education measures (Early Years Foundation Stage Profile and National Curriculum Key Stage One). We looked at the children of both first- and second-generation immigrants and compared them with White British non-immigrant children. Logistic regressions were used to examine the explanatory factors of the differences. On the Early Years Foundation Stage Profile, children of first-generation Pakistani immigrants did less well than White British non-immigrant children. This was largely related to language barriers. There were no significant differences between the children of second-generation Pakistani families and children of White British non-immigrant families. In Key Stage One results, there were no differences in reading and maths between children of first-generation Pakistani immigrants and the White British children, however, children of first-generation Pakistani immigrants had better scores in Key Stage One writing. Children of second-generation Pakistani immigrants had better odds of achieving expected standards in most models for reading and writing (but not maths) than the White British children. This might be attributed to better socioeconomic circumstances. Immigrant generation is an independent predictor for early educational outcomes. There are different patterns associated with different immigrant generations. Early life policy interventions to help children of first-generation immigrant with their English language before school could improve these children's school readiness.

Hu, X., & Fernandez, F. (2025). **An ADVANCE for Whom? A National Study of Initiatives to Improve Faculty Gender Equity.** *Educational Evaluation and Policy Analysis*, 47(1), 3-28. <https://doi.org/10.3102/01623737231197683>

This study examines whether the National Science Foundation's ADVANCE-IT grant program identifies and funds institutions that improve faculty gender equity. By using matching procedures and a two-way fixed-effect event study, we find that when universities received ADVANCE-IT grants, their proportion and headcount of women faculty as full-time new-hire, overall faculty, and tenured and tenure-track faculty are not different from multiple comparison groups of universities—including universities that received other types of ADVANCE grants. Drawing on the concept of intersectionality, we further disaggregate women faculty into subracial/ethnic groups. We did not find consistent evidence supporting that ADVANCE-IT universities increase the proportion or headcount of women faculty in subracial/ethnic groups. We discuss implications for federal grantmaking and diversifying higher education faculty.

Huffaker, E., Novicoff, S., & Dee, T. S. (2025). **Ahead of the Game? Course-Taking Patterns Under a Math Pathways Reform.** *Educational Researcher*, 54(2), 91-102. <https://doi.org/10.3102/0013189X241309642>

A controversial, equity-focused mathematics reform in the San Francisco Unified School District (SFUSD) featured delaying Algebra I until ninth grade for all students. This study examines student-level longitudinal data on mathematics course-taking across successive cohorts of SFUSD students who spanned the reform's implementation. We observe large changes in ninth and 10th grades (e.g., delaying Algebra I and geometry). Participation in Advanced Placement (AP) math initially fell 15% (6 percentage points), driven by declines in AP calculus and among Asian/Pacific Islander students. However, growing participation in acceleration options attenuated these reductions. Large ethnoracial gaps in advanced math course-taking remained.

Idoux, C. M., & Corradini, V. (2024). **Overcoming Racial Gaps in School Preferences: The Effect of Peer Diversity on School Choice** (NBER Working Paper N° 33179). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33179.htm>

Differences in school choice by race contribute to school segregation and unequal access to effective schools. Conditional on test score and district of residence, Black and Hispanic families consistently choose schools with fewer white and Asian students, lower average achievement, and lower value-added. This paper combines unique survey data and administrative data from New York City to identify the determinants of racial disparities in school choice and shows that attending a more diverse middle school can mitigate racial choice gaps. Instrumental variable estimates show that middle school students exposed to more diverse peers apply to and enroll in high schools that are also more diverse. These effects particularly benefit Black and Hispanic students who, as a result, enroll in higher value-added high schools. A post-application survey of guardians of high school applicants suggests that most cross-race differences in choice stem from information gaps and homophily in preferences for school demographics. The survey results also reveal that exposure to diverse middle school peers reduces racial differences in choices by addressing these underlying determinants: it increases preferences for peer diversity and broadens the range of known school options.

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 ($Q = 112.350$; $p < 0.001$; $I^2 = 81.178$), 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.

James-Galloway, A. D. (2025). **Framing Black feminist pedagogy through the contours of Black feminist thought: Black feminist praxis in and beyond the traditional classroom.** *Pedagogy, Culture & Society*, 33(2), 747-764. <https://doi.org/10.1080/14681366.2024.2305724>

Marked by the tireless labour and contributions of Black women, the Black feminist tradition has significantly influenced the field and practice of education, broadly conceived, in which pedagogy plays a vital part. Little scholarship, however, has explored the relationship between Black feminist thought's knowledge validation process and Black feminist pedagogy. This conceptual paper addresses that gap, using the contours of Black feminist thought to structure Black feminist pedagogy. Two primary questions are explored: 1) In which ways are Black feminist thought and Black feminist pedagogy compatible? and 2) How can Black feminist thought's contours serve as a framework for analysing practices of Black feminist pedagogy? Illustrating how the contours of Black feminist thought help operationalise Black feminist pedagogy, the paper draws on diverse cultural examples from politics, religion, higher education, and public media to demonstrate that Black feminist thought and Black feminist pedagogy are deeply compatible and that their merger represents one form of Black feminist praxis. This paper contributes to scholarship seeking to uplift the work of Black women through critical appraisals of their labour and that which seeks to further Black feminist theories and practices in the interest of intersectional racial justice.

Jang, Y.-J., & Suh, Y.-M. (2025). **Qualitative Research on Early Childhood Education in North Korea: Literature and Interviews with Defector Educators.** *Child Indicators Research*, 18(2), 501-524. <https://doi.org/10.1007/s12187-024-10209-3>

This research delves into North Korean early childhood education through South Korean documents, North Korean publications, and interviews with three defected educators.

Post-Kim Jong-un's rise, the curriculum has evolved to focus on life themes and play, transitioning from nine subjects to five unified textbooks. Although overt political subjects about Kim Il-sung and Kim Jeong-il were discontinued, idolization of the Kim family remains, subtly integrated into the curriculum. Emphasizing science and mathematics, North Korea aims to develop its citizens into science and technology talents. Kindergarten teaching, requiring a three-year college education, is popular among women due to its lower stress and absence of after-school labor obligations. Idolization education is rigorously structured, requiring teachers to meticulously prepare standardized lessons on the Kim dynasty from early on. This method, however, presents a contradiction to the core principles of early childhood education by promoting fictional narratives, potentially infringing on children's rights within a suppressive societal framework. This study aims to call for a shift in perceptions regarding unification and North Korean education in South Korea, the establishment of a unification curriculum, the improvement of support systems for North Korean defectors, and global academic attention to North Korea's closed early childhood education and human rights issues.

Jia, X., Zhang, X., Rule, A., & Ma, Y. (2025). **A decomposition of the Han-minority achievement gap in rural China.** *Social Psychology of Education*, 28(1), 69. <https://doi.org/10.1007/s11218-025-10021-z>

Despite increased investment in rural education in recent years, the academic achievement of ethnic minority students in rural China continues to lag behind their Han Chinese peers. Few studies have used up-to-date data to measure the size of this achievement gap, and none have examined whether differential math attitudes and math anxiety play a role in perpetuating it. Using data from a survey of 16,747 students in 235 rural primary schools, we find a significant disparity in math performance between ethnic minority and Han students, with minority students scoring 0.25 standard deviations lower than their Han peers. Multivariate analysis reveals that differences in math affinity and math anxiety were significantly associated with math achievement among ethnic minority and Han students. Decomposition analysis further reveals that up to 37% of the achievement gap can be explained by variations in student, parent, and teacher characteristics. The difference in household asset was the largest explained contributor to the Han-minority achievement gap, followed by math affinity and math anxiety. This study underscores the importance of addressing students' math affinity and math anxiety in narrowing rural achievement gaps and promoting equitable educational outcomes in rural China and abroad.

Joanny, J. (2025). **Parcours de jeunes autochtones des territoires isolés de Guyane française : entre scolarisation « empêchée » et ancrage local.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13ej>

La situation des jeunes amérindiens ayant grandi dans les communes excentrées de Guyane française témoigne d'une réalité spécifique. Les parcours complexes de ces jeunes parfois empêchés ou contrariés s'expliquent par une scolarisation hors norme qui met en tension ancrage local et ambitions personnelles. D'autres facteurs tels que des conflits de cultures, des fractures administratives, un turnover des professionnels, voire une appréhension tardive de la citoyenneté influencent aussi les trajectoires de ces jeunes.

Johnson, R. M. (2024). **The Big Lie about Race in America's Schools** (1st ed). Consulté à l'adresse <https://hep.gse.harvard.edu/9781682539132/the-big-lie-about-race-in-americas-schools/>

Jørgensen, C. R., & Allan, J. (2025). **Our school: our space – inclusion and young people's experiences of space within an English secondary free school.** *International Journal of Inclusive Education*, 29(2), 154-174. <https://doi.org/10.1080/13603116.2022.2073059>

This paper reports on the findings from a study based in England, within a new school that opened its doors to students in August 2015. The school, established under relatively recent UK legislation as a 'Free School', set out to be inclusive, aiming to achieve this through its architecture and design, admissions policy, mixed attainment class organisation and inclusive teaching practices. The research project tracked the school's growth and examined the extent to which it developed as an inclusive school. One key strand of the research involved photovoice with young people. Photographs within the school, taken by the young people were used as the basis for interviews about their school and their space and to explore social relations and inclusion/exclusion at the school. Findings emphasise that children and young people's lived experiences of different school spaces may not always coincide with the ideas of the adults who initially conceived them, and furthermore illustrate the importance of acknowledging children and young people's diverse needs and preferences in order to construct the school as an inclusive space.

Kakos, M. (2025). **A third space for inclusion: multilingual teaching assistants reporting on the use of their marginal position, translation and translanguaging to construct inclusive environments.** *International Journal of Inclusive Education*, 29(2), 223-238. <https://doi.org/10.1080/13603116.2022.2073060>

The discussion in this paper is based on an analysis of interviews with eight Multilingual Teaching Assistants (MTAs) employed in English schools to support students with English as an Additional Language (EAL) to access the curriculum and pursue language learning. It focuses on descriptions of their roles and reflects on the pedagogies they apply and their interactions with students. The findings corroborate those from other studies, which demonstrate that MTAs assume multiple roles in schools while simultaneously maintaining a peripheral position. From this position, MTAs develop creative, individualised, and culturally relevant pedagogies (Ernst-Slavit and Wenger [2006]. "Teaching in the Margins: The Multifaceted Work and Struggles of Bilingual Paraeducators." *Anthropology and Education Quarterly* 37 (1): 62–82, 77). Using translanguaging in their communications with students, they describe how they develop positive personal interactions based on care, bridging home and school, and constructing pedagogical third spaces that challenge the power relations that force certain groups to marginalisation. The discussion concerns how such third spaces allow students to exercise a level of control and power, to collaborate with staff, and to co-construct hybrid cultures. The recognition and expansion of such places could be a project for inclusive education based on recognition and trust.

Kamanzi, P. C., & Trottier, C. (2025). **La démocratisation de l'enseignement postsecondaire au Québec à l'épreuve des effets-territoire.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13eld>

Malgré la régionalisation des collèges d'enseignement général et professionnel (cégep) et des universités au Québec, les étudiants résidant en régions rurales et semi-urbaines ont moins accès à l'enseignement postsecondaire en raison de l'éloignement des

établissements qu'ils pourraient éventuellement fréquenter. Cet effet se conjugue avec d'autres facteurs territoriaux relatifs à la composition socioéconomique de la population de la zone de résidence des parents (revenu familial médian et pourcentage de diplômés universitaires de la subdivision de recensement) et à la structure de l'offre de formation (des secteurs public et privé) au niveau secondaire.

Kaplan, E., Spenkuch, J., & Tuttle, C. (2025). **A Different World: Enduring Effects of School Desegregation on Ideology and Attitudes** (NBER Working Paper N° 33365). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33365.htm>

In 1975, a federal court ordered the desegregation of public schools in Jefferson County, KY. In order to approximately equalize the share of minorities across schools, students were assigned to a busing schedule that depended on the first letter of their last name. We use the resulting quasi-random variation to estimate the long-run impact of attending an inner-city school on political participation and preferences among whites. Drawing on administrative voter registration records and an original survey, we find that being bused to an inner-city school significantly increases support for the Democratic Party and its candidates more than forty years later. Consistent with the idea that exposure to an inner-city environment causes a permanent change in ideological outlook, we also find evidence that bused individuals are much less likely to believe in a « just world » (i.e., that success is earned rather than attributable to luck) and, more tentatively, that they become more supportive of some forms of redistribution. Taken together, our findings point to a poverty-centered version of the contact hypothesis, whereby witnessing economic deprivation durably sensitizes individuals to issues of inequality and fairness.

Karadağ, G., Bilgiç, D., Öztürk, N., & Özdemir, T. (2025). **Relationship Between Nutritional Literacy and Healthy Life Skills of University Students**. *European Journal of Education*, 60(1), e70019. <https://doi.org/10.1111/ejed.70019>

Health literacy is important for maintaining healthy diets and lifestyles. This study examined the relationship between nutrition literacy and healthy life skills of university students. This study was a descriptive and correlational design. The students' Food and Nutrition Literacy Scale knowledge sub-dimension mean score was found to be 10.30 ± 2.11 , at the limited knowledge level, the attitude sub-dimension mean score was 49.32 ± 7.26 , at the limited attitude level, and the behaviour sub-dimension mean score was 31.04 ± 5.71 , at the limited level. The mean Scale of Healthy Life Skills in University Students score of the university students was 62.96 ± 9.99 , at a moderate level. Multiple regression analysis showed that the mean scores obtained from the attitude and behaviour sub-dimensions, studying in the Faculty of Nursing, being 18 years old, and studying in the first or second year were the main variables influencing the healthy life skills of university students. The food and nutrition literacy of the students was limited and their healthy life skills were at a moderate level. As the food and nutrition literacy of the students increased, their healthy life skills became more positive.

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.

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.

Kenney, A. J. (2025). **Shaped by antiblackness: black undergraduates' experiences of antiblackness at a historically and predominantly white institution.** *International Journal of Qualitative Studies in Education*, 38(4), 588-603. <https://doi.org/10.1080/09518398.2024.2416701>

Black suffering at historically and predominantly white institutions cannot be analogized with other racially minoritized groups. By drawing upon insights from Black Critical Theory (BlackCrit), this study elucidates how antiblackness as a distinct form of racism manifests in Black undergraduates' lives. This study is guided by an instrumental case study approach which serves to contextualize Black students' experiences within a site of antiblackness. Participants indicated that antiblackness shaped their experiences through the following themes: (a) antiblackness as endemic, (b) antiblackness as objectification, and (c) antiblackness as inherently uneducable.

Kidder, J. L., Binder, A. J., & Cooper, Z. (2025). **Normalizing Disreputable Exchanges in the Academy: Libertarian Scholars and the Stigma of Ideologically-Based Funding.** *Qualitative Sociology*, 48(1), 51-72. <https://doi.org/10.1007/s11133-024-09586-6>

This paper examines how graduate students and professors talk about the funding they receive from libertarian-leaning organizations. Building from cultural economic sociologists' insights on relational work, we analyze the meaning of money—in this case, politically controversial donations and grants—from the perspective of scholars who are supported by these types of funds. We integrate concepts from the organizational management literature on stigmatized job tasks to examine the discursive strategies scholars use to “normalize” the “contestable currency” they receive. Our theoretical synthesis allows for a nuanced understanding of how ideologically-based funding in higher education precipitates complex negotiations about the meaning of quality scholarship in higher education today.

Kim, J., & Park, E. (2025). **Breathing democratic air: North Korean refugees' journey to sociocultural learning about democracy.** *International Journal of Qualitative Studies in Education*, 38(4), 496-514. <https://doi.org/10.1080/09518398.2024.2401330>

This study investigates the acquisition of normative knowledge and values about democracy by North Korean refugees in the United States through everyday experiences and academic concepts. Drawing on Vygotsky's sociocultural theory, which posits that knowledge is socially constructed and forms the basis of a society's culture, an analysis is conducted on the sociocultural learning experiences of democracy among North Korean refugees. Utilizing Clarke's situational analysis of interview transcripts, various scenes of sociocultural learning about democracy and the interpretation of these experiences by North Korean refugees compared to their past in North Korea are uncovered. A common space (e.g. ESL courses) for teaching refugees about democracy can serve as a valuable platform for non-traditional, adult refugee learners, regardless of their educational background, affordability or status. The study's findings underscore the significance of providing refugees with opportunities for democratic education in a new cultural context, with potential implications for democratic citizenship education.

Kloo, M. (2025). **Individual and classroom-level associations of within classroom friendships, friendship quality and a sense of peer community on bullying victimization.** *Social Psychology of Education*, 28(1), 42. <https://doi.org/10.1007/s11218-025-10027-7>

For most students, attending school entails daily intense social interactions with classmates in a classroom context. While many of these interactions are positive and lead to the development of friendships and a shared classroom community, some students instead suffer peer harassment and bullying. According to the social-ecological theory these disparate social phenomena may be linked. The aim of this study was to examine how number of friends, perceived friendship quality, and a sense of peer community were associated with bullying victimization at both the individual and classroom level. Additionally, to thoroughly investigate the nuances of different types of friendship qualities the concept was analyzed both as one unified construct and as five distinct dimensions (companionship, conflict, help, security, and closeness). Survey data from 587 Swedish upper elementary school students (56.22% girls; Mage = 11.72, SD = 0.96) across 54 classrooms was collected and analyzed using multilevel regression. Results showed that having at least one friend was negatively associated with victimization and that victimization was less prevalent in classrooms where students experienced a shared sense of community. Furthermore, while high-quality friendships were associated with less

victimization at both the individual and classroom level, when the five dimensions were considered, only conflictual and helpful friendships were significantly associated with victimization (on both levels of analysis for conflictual friendships and only on the individual level for helpful friendships). Together these results highlight the importance of schools helping students cultivate high-quality friendships, teaching constructive conflict management and promoting a more prosocial classroom community.

Knauf, R.-K., & Eschenbeck, H. (2025). **School bullying and cyberbullying – associations of student's roles with social-cognitive and affective reactions.** *Social Psychology of Education*, 28(1), 51. <https://doi.org/10.1007/s11218-024-09969-1>

Bullying is a widespread phenomenon at schools and in digital media. Many adolescents come into contact with bullying and must react to it. Social-cognitive and affective reactions to bullying incidents (SCARB) might determine which roles classmates adopt. The current study investigates school bullying and cyberbullying within the class community on the basis of peer nominations and associates pupils' roles with self-reported SCARB. Roles were assigned in a sample of 1506 pupils. It was hypothesized that defenders stand out in terms of high levels of empathy, feelings of responsibility and defending self-efficacy as well as low levels of moral disengagement and low apprehensions of negative outcomes of defending. Multilevel analyses controlling for gender and grade showed that defenders especially differed from bullies and reinforcer-bullies in terms of empathy, responsibility, defending self-efficacy and moral disengagement for both forms of bullying. Only moral disengagement differed between defenders and other bystander roles (outsiders, reinforcers) and only for cyberbullying. Regarding apprehensions, only victims of school bullying reported significantly higher levels than defenders. The results suggest that strengthening empathy, feelings of responsibility and defending self-efficacy might be pertinent for reducing bullying behavior and fostering defending behavior. Moreover, counteracting moral disengagement may be relevant to prevent undesirable bystander behaviors such as passivity and reinforcing.

Köpfer, A. (2025). **Reconstructing Students' Appropriation of Space in Inclusive Schools in Austria and Germany Using Bourdieu's Theory of Social Space.** *International Journal of Inclusive Education*, 29(2), 175-191. <https://doi.org/10.1080/13603116.2022.2073057>

In Germany and Austria, the UN-CRPD (2006) launched a series of legal developments towards inclusive education at different levels of the education system. This has required federal states to engage in a transformation of school systems and practices in order to foster all learners' participation in a comprehensive, inclusive school development process [Slee, Roger, and Gaby Weiner. 2011. "Education Reform and Reconstruction as a Challenge to Research Genres: Reconsidering School Effectiveness Research and Inclusive Schooling." *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice* 12 (1): 83–98; Florian, Lani, and Mhairi Beaton. 2018. "Inclusive Pedagogy in Action: Getting it Right for Every Child." *International Journal of Inclusive Education* 22 (8): 870–884]. While educational research on practices in inclusive schools mainly focuses on teachers and (para)professionals, students' (spatial) practices and perspectives often remain hidden. However, students are active producers of social (and spatial) practices within educational organisations. Therefore, this article endeavours to explore and understand students' appropriation of space in inclusive schools using reconstruction as a method of social research. It focuses on spatial practices by students in German and Austrian inclusive schools using data from the

qualitative research project 'Students' perspectives on Assistance' (ASP). The study was conducted in the federal states of Upper Austria (Austria) and Baden-Württemberg (Germany) and encompassed audio-voice tours, group discussions as well as interviews with students. The praxeological methodology of the documentary method of text interpretation was used to analyse students' spatial practices. The results show that – translating inclusive education spatially – flexibilised 'special spaces' are produced and appropriated by students within inclusive schools.

Küçükaydın, M. A., & Ayaz, E. (2025). **Modelling the relationship between parents' STEM awareness and elementary school children's STEM career interest and attitudes.** *Social Psychology of Education*, 28(1), 31. <https://doi.org/10.1007/s11218-024-10000-w>

Previous research has indicated that parents' awareness of science, technology, engineering, and mathematics (STEM) directly affects children's interests and attitudes. Based on this discovery, this study sought to dig deeper into the relationship between parents' awareness of STEM and how that plays a role in their children's thinking when considering a career. Elementary school students and their parents studying in the Southeastern Anatolian region of Turkey were included in the study. All in all, 541 elementary school students (Mage = 9.26) and their parents (n=341) elected to participate. Descriptive statistical analyses and structural equation modeling were applied to the data. The descriptive statistical analysis results showed that parents' STEM awareness, students' STEM attitudes, and STEM career interest scores were high. According to the results of the path analysis, parents' STEM awareness affects STEM career interest of their children primarily through attitudes. The results obtained from the study were discussed in the light of the literature, and implications were presented.

Kumar, A., Brar, V., Chaudhari, C., & Raibagkar, S. S. (2025). **Discrimination against private-school students under a special quota for the underprivileged: a case in India.** *Asia Pacific Education Review*, 26(1), 39-48. <https://doi.org/10.1007/s12564-022-09815-z>

The Indian government enacted the Right to Education Act (RTE) to provide free and compulsory elementary education to all economically underprivileged children between ages 6 and 14. All schools, including private schools, are required to reserve 25% of their enrollment slots for such students, with the government shouldering their fees. While student enrollment has increased, some challenges have emerged in the schooling of RTE students. We surveyed the parents of 400 RTE students and interviewed five private-school principals. Findings showed that private schools practice discrimination against RTE students, who are susceptible to various risks. Private schools argue that for the past several years, the government has not paid the fees for these students. Based on the social equity theory of education, we suggest that the fees of underprivileged students be charged to the majority of upper- and middle-class students.

Lachapelle, J., & Lemay, L. (2023). **La La qualité des interactions en service de garde en milieu familial : regards croisés sur l'approche normative et l'approche de faire sens.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 81-105. <https://doi.org/10.26443/mje/rsem.v58i3.10085>

This article aims to describe home-based childcare providers' conceptions of quality interactions. Based on a meaning-making approach, participants' conceptions were collected through semi-structured interviews and then analyzed through a cultural lens. The conceptions were also compared to the domains and dimensions of the Classroom Assessment Scoring System Toddler, a standardized instrument designed to measure the

quality of interactions as a normative concept in childcare centers. The results show that there are mainly differences in the conceptions regarding interactions as experienced in home-based childcare and in childcare centers. A diversity of languages is necessary to consider the distinct cultural context of home-based childcare.

Lasselle, L., & Smith, I. (2025). **Expectations of progression to university among pupils in rural communities: the role of social influences.** *Oxford Review of Education*, 51(1), 72-92. <https://doi.org/10.1080/03054985.2023.2293185>

This paper examines the social influences determining S5/Year 12 and S6/Year 13 (final year) pupils' expectations of progression to university in a Scottish rural context in which pupils are less likely to go to university. In particular, we investigate the extent to which perceived support from parents, peers, and school, taking into account pupils' own evaluation of their qualifications, is associated with their self-assessed likelihood of university entry. Our sample is drawn from a repeated questionnaire completed by pupils at three Scottish state secondary schools whose catchment areas are mainly rural. Our results are twofold. First, it is the perceived enthusiasm of their parents and peers, rather than their school, which is primarily correlated with pupils' expectations of progression to university all else equal. This is true whether pupils report low or high qualification barriers to university entry. Second, perceived parental support is stronger for those whose parents had themselves attended university, especially for pupils identifying low qualification barriers. Given that school support appears to lack significance in pupils' expectations of progression to university in this context, there is potentially scope for policymakers, universities and schools located in these rural communities to strengthen this influence.

Le Corre, A. M. (2025). **Des parcours scientifiques au féminin en Nouvelle-Aquitaine.** Consulté à l'adresse Réseau Régional de Recherche Humain Reconstitué et Reconstitué en Santé website: <https://hal.science/hal-04938494>

Equality between men and women is a recent issue in the French Republic. The principle was enshrined for the first time in 1946 in the preamble to the Constitution of the 4th French Republic. Since then, several texts have been adopted, including the Rixain law, which imposes a 40% quota for women among senior managers in large companies by 2030. Higher education is playing its part in this fight against inequality between men and women by enacting a series of reforms from 2012 onwards, including the Fioraso law aimed at professional equality. Despite these advances and the apparent fairness of entrance examinations in the academic field, perceived as more neutral, inequalities persist in 2025, particularly in the scientific disciplines. Back in the early 2000s, Catherine Marry and Irène Jonas pointed out that 'the academic world cannot escape the glass ceiling or the leaden sky' (1). Twenty years on, what can we say about the situation in New Aquitaine? The aim of this document is to highlight the careers of the network's women researchers in the light of inequalities between men and women in higher education, particularly in the New Aquitaine region. Firstly, it will provide an overview of the situation of female based on data from the HR2S network, but also from the region's universities. It then transcribes ten interviews with women researchers from different disciplines academic status. Finally, a conclusion summarises the main findings of this study and the context in which these researchers are working today.

Lerner, M. K., & Lissitsa, S. (2024). **“Black sheep”—physical, social, and behavioral diversity as a barrier to STEM educational choice.** *Social Psychology of Education*, 28(1), 17. <https://doi.org/10.1007/s11218-024-10012-6>

This study explores the active non-STEM (Science, Technology, Engineering, and Mathematics) educational choices made by young women who grew up in a STEM occupational habitus, yet deviated from the expected trajectory exemplified by their parents. Employing Bourdieu's concept of occupational habitus and the Microclass Mobility Model, the study investigates possible limitations these models and concepts may face or further nuances they may require in their application. This qualitative study is based on interviews conducted with parents from STEM occupational backgrounds, whose daughters chose a non-STEM academic path. The investigation encompasses narratives from 20 families, revealing two distinct themes. The first theme, “the black sheep”, reflects challenges pitting daughters' high STEM abilities against sibling comparisons, and diverse experiences such as ADHD, social difficulties, physical diversity, cultural transitions, diverse sexual orientations, and religious transformations. The second theme is characterized by a “passion for another field”, emphasizing positive, passion-driven non-STEM choices. The study underscores the significance of recognizing and supporting daughters who face diverse challenges. It advocates early diagnosis, continuous assistance, and addressing societal gaps that hinder diversity in STEM. The findings stress the pivotal role of societal investment in promoting female participation in STEM fields, which aligns with economic interests and the need to foster global competitiveness.

Li, H., leong, M. U., Wong, K. L. L., Zhu, J., & Chen, C.-C. (2025). **University students' concepts of nation in Mainland China, Hong Kong, and Macau: Patriotism or nationalism?** *Higher Education*, 89(2), 553-569. <https://doi.org/10.1007/s10734-024-01235-9>

This study investigated the concepts of nation among university students in Mainland China, Hong Kong, and Macau. The findings revealed a lack of consistent patterns among university students' perceptions of patriotism and nationalism across these regions. Ideological differences were observed, with students in Mainland China and Hong Kong representing the extremes of collectivism and individualism, respectively. Students in Hong Kong demonstrated a blended perspective of nationalism and patriotism rooted in localism, while students in Mainland China clearly distinguished between nationalism and patriotism within culture localism. Students in Macau exhibited perspectives that fit somewhere between those of their counterparts in Hong Kong and Mainland China. Hong Kong has encountered unique challenges in implementing patriotic education, while Mainland China and Macau have implemented it effectively. As a result, Macau has achieved better integration with Mainland China than Hong Kong in the postcolonial era. However, the key educational stakeholders in these societies must reassess their policies on preparing youths for the complex world and recognise their desire for authenticity and external recognition.

Li, Y. (2025). **Mothers' duty? Exploring interrelationships of class, gender and ethnicity in fathers' involvement in Japanese school PTAs.** *International Journal of Educational Research Open*, 8, 100435. <https://doi.org/10.1016/j.ijedro.2025.100435>

Existing studies focus on parental involvement in Japanese school PTAs as a mothers' duty, due to the quasi-compulsory nature of PTA membership and the prevalence of mothers' participation. While the diversification of family structures may challenge the assumption that PTA involvement is solely the responsibility of mothers, these studies lack

an understanding of the evolving role of fathers in PTA based on multiple social differences between parents within a family. Through in-depth interviews with twenty-two parents from sixteen middle-class Chinese-Japanese intermarried families living in Japan, this study explores how class, gender, and ethnic differences between parents within each family interrelate to shape the division of PTA duties. Specifically, it examines whether fathers take on PTA duties and how they perceive their (non)involvement depending on the family structure. The study concludes by arguing that the diversification of family structures, along with the interplay of class, gender, and ethnicity between parents, shapes fathers' PTA involvement and may serve as a potential source for the transformation of inequalities in educational processes.

Lindahi-Wise, M. (2025). **I just saved you – does it matter what I look like? Reading and discussing feminist fairy tales with a group of 12-year-old girls.** *Pedagogy, Culture & Society*, 33(2), 463-479. <https://doi.org/10.1080/14681366.2023.2236111>

Using a post-structural lens which situates gender as discursively produced, this study investigates how four 12-year-old girls read feminist fairy tales and what feminist issues and concerns they discern and relate to in these texts. The study used a dialogic approach in Action Research informed reading groups to stimulate their thinking and explore their experience of gender constraints. The article explores how the girls drew on discourses and discursive practices to position themselves in relation to the texts, often breaking the frame of the text and creating 'counter-fictionals' and using performativity to construct their versions of femininity. The author argues that the book group acted as a liminal space that allowed the girls a safe space for exploring and subverting gender constructs and constraints.

Liu, Q., Dong, Z., & Han, H. (2025). **The influence of peers' parental education on adolescent academic performance: the mediating role of educational aspirations.** *Social Psychology of Education*, 28(1), 36. <https://doi.org/10.1007/s11218-024-09995-z>

Peers' parents with a certain educational status generate spillover effects on adolescents' education outcomes through several extrinsic channels. However, evidence on the intrinsic mechanisms driving these spillover effects remains limited. Exploiting the data from China Education Panel Survey (CEPS) and a quasi-random class assignment design, we examine how exposure to peers with college-educated parents influences adolescents' academic performance. Our findings indicate that such exposure significantly enhances adolescents' academic performance, with a noted partial mediation effect through their own educational aspirations. In addition, heterogeneous analysis indicates that girls, adolescents with less-educated parents, and adolescents in non-key schools are particularly susceptible to peers' parental education through this mediating influence. The results advocate for educational policies to facilitate social interactions between students and college-educated adults, such as through guest lectures and mentoring programs, which could improve the educational aspirations and outcomes of adolescents.

Liu, X., Yang, K., Hong, J.-C., Xu, J., & Yang, D. (2025). **Peer support, teacher support, and activity value in a STEAM contest: the role of helicopter parenting in learning.** *Social Psychology of Education*, 28(1), 49. <https://doi.org/10.1007/s11218-024-09983-3>

Helicopter parenting has long influenced children's learning in various areas, but its impact on STEAM activities has been less studied. This research aimed to fill this gap by investigating whether helicopter parenting can predict participants' perceived activity

value in STEAM competitions. A total of 281 valid questionnaires were collected from students aged 11.19 ± 2.79 years participating in a creativity and innovation-focused STEAM competition organized by the Jiangsu Provincial Department of Education. Based on socio-psychological theory, six research hypotheses were proposed to examine the direct effects of helicopter parenting in learning on teacher support and peer support, as well as the direct effects of teacher support and peer support on perceived activity value. Additionally, the hypotheses considered the indirect effects of helicopter parenting in learning on activity value, mediated by teacher support and peer support. These hypotheses were tested using structural equation modeling. The results showed that helicopter parenting in learning positively predicted both teacher support and peer support. However, only peer support significantly predicted perceived activity value, while the effect of teacher support was not significant. It is recommended that parents focus on facilitating peer interaction opportunities in STEAM competitions to enhance the perceived activity value, as peer support showed a stronger impact compared to direct teacher support.

Loper, S., & Nyaronga, D. (2025). **Level of Education and Menstrual Challenges for Adolescent Girls in Rural Tanzania.** *Youth & Society*, 57(3), 396-415. <https://doi.org/10.1177/0044118X241261722>

The onset of menarche, marking the transition to womanhood for adolescent girls worldwide, holds particular social significance. In countries such as Tanzania in sub-Saharan Africa, the social context of girls' lives introduces significant challenges following menarche, especially related to their successful engagement in school during adolescence. To examine the intricate relationship between menstruation and schooling for adolescent girls in rural Tanzania, a cross-sectional study surveyed 508 participants. The study investigated the correlation between level of education and various factors, including menstrual anxiety, religiosity, social support, preparedness for menarche, preferred sanitary products, and access to such products. The results provide fresh insights into resources that could be strategically addressed within families, schools, and communities, considering the educational level of adolescent girls. The implications for policy are discussed, particularly concerning the ability of adolescent girls in rural Tanzania to sustain their education post-menarche.

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.

Maddi, A., Guaspere, C., & Dubois, M. (2025, mars 5). **Femmes et hommes scientifiques : l'effet inattendu du genre dans les rétractions d'articles**. Consulté 7 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/femmes-et-hommes-scientifiques-leffet-inattendu-du-genre-dans-les-retractions-darticles-250474>

De manière surprenante, les raisons des rétractions d'articles scientifiques divergent si la direction de l'équipe est assurée par une femme ou par un homme.

Mangset, M., & Orupabo, J. (2025). **Becoming and unbecoming academics: Classed resources and strategies for navigating risky careers**. *The British Journal of Sociology*, 76(2), 226-240. <https://doi.org/10.1111/1468-4446.13165>

Academics influence not only knowledge production but also selection to the labour market and policy development. They have power. Despite the sociological attention paid to class in higher education, few studies have examined the way in which class interferes with the careers of those navigating from being students to becoming scholars. Building on Bourdieu's theory of social reproduction, this study examines how class influences different groups' experiences of becoming academics. Based on 60 interviews with Norwegian scholars in their early to mid-careers, the analysis identifies the kind of classed resources that are in play in the unequal access to academic positions. Beyond more classical resources, such as financial, cultural, and psychological certainty, the interviewees point to the significance of an early familiarity with the rules of the game and strategic navigation of the academic system. We use these findings to discuss and nuance Pierre Bourdieu's perspectives on the role of incorporated, practical consciousness and disinterestedness in class reproduction in the academic world. This theoretical contribution facilitates the combined analysis of the implicit and the explicit ways that dominant classes preserve their position in the hierarchy, which the study demonstrates as key to social reproduction in academic careers.

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.

Marom, L., & Hardwick, J. (2025). **From access to inclusion: a call for a cultural shift in higher education.** *Higher Education*, 89(2), 513-534. <https://doi.org/10.1007/s10734-024-01233-x>

This study explores accessibility barriers in higher education (HE), by centering the voices of 50 disabled students. Drawing on the frameworks of critical disability studies (CDS) and in particular disability justice, we argue that access without belonging is not enough; disabled students need to be fully included in institutional life. Weaving these two frames allows us to simultaneously examine individual experiences and the impacts of systemic ableism within institutions and social structures. From the standpoint that all people have strengths, knowledges, challenges, and barriers and that accessibility and disability are constructed, we examine whose bodies and knowledges are included, whose bodies and knowledges are excluded, and whose bodies and knowledges are dependent on institutional approval and accommodations to be included. We see the participants as knowledge holders, whose experiences give them a perspective that might be hidden from those who design and run HE institutions. This is reflected in the structure of the paper in which, after each section that identifies barriers to access, the participants share their ideas and suggestions. We focus on four main issues of access to (1) receiving and (2) implementing accommodations, (3) physical accommodation, and (4) pedagogy and curricula. This study argues that it is not enough to grant disabled students access to HE by providing limited academic accommodation; rather, it is necessary to listen to disabled students to re-imagine all facets of HE with inclusion in mind.

Meneses, F., Ortega, L., Kuzmanic, D., & Valenzuela, J. P. (2025). **Analyzing the impact of COVID-19 on gender gaps in mathematics: The role of socioeconomic status in Chile.** *International Journal of Educational Development*, 113, 103221. <https://doi.org/10.1016/j.ijedudev.2025.103221>

In many countries, the COVID-19 pandemic widened pre-existing gaps in educational outcomes. This study estimates the differential effect of the pandemic on girls' and boys' mathematics achievement progress from Grades 6–10 in Chile, where extended school closures took place. To this end, we analyzed data from a national standardized test (N = 415,046 students) using multilevel models. The gender gap in mathematics achievement gains increased significantly to the detriment of girls during the pandemic. The widening of the gap was larger in high-SES schools. These findings underscore the gendered nuances of socioeconomic advantage within the Chilean school system.

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 mathematics 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.

Mojtar-Mendieta, L., Rascón-Gómez, T., & Calderón-Almendros, I. (2025). **Students as subjects. Resistance, youth agency, and inclusive education through participatory action research.** *International Journal of Qualitative Studies in Education*, 38(3), 338-355. <https://doi.org/10.1080/09518398.2025.2454281>

This article explores the importance of student voice in fostering equity and inclusion within schools. The study explores the efforts of 16 Spanish secondary school students who, through a year of online meetings, developed a guide for students to make their schools more inclusive. The group consisted of young individuals of diverse social classes, abilities, nationalities, ethnicities and genders, among others, who engaged in a Youth Participatory Action Research (YPAR) process to collectively analyse and reconstruct their realities, forming a resistance group. Four years on, they stand as a benchmark in activism for inclusive education, where, despite the ongoing oppressive reality, their positions have undergone significant changes. Research, as a tool for educational change, enables students to transition from being "objects" of an exclusionary school to subjects with agency.

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.

Morales-Verdejo, J. (2025). **Students' and teachers' social representations of the student-teacher relationships at disadvantaged secondary schools in Chile.** *International Journal of Educational Research Open*, 8, 100432. <https://doi.org/10.1016/j.ijedro.2024.100432>

There is robust evidence that the student-teacher relationship impacts students' cognitive, affective, and behavioural outcomes and contributes to the development of

individual and academic secondary students; however, research carried out at disadvantaged school contexts shows that stereotypes and myths about poverty mediate the student-teacher relationship hindering the development of strong student-teacher relationships. This research explores the students' and teachers' social representations of the student-teacher relationship within the classroom at disadvantaged secondary schools. I conducted exploratory-qualitative research in four disadvantaged secondary schools in Chile, where 46 students and 27 teachers participated. The methods used were interviews and focus groups. The data were coded and interpreted using thematic analysis. The findings show that the student-teacher relationship could be understood: (1) as a social role, (2) as ways of treating, (3) as something related to classroom climate or (4) as an ideal student-teacher relationship. In this article, I argue that using social representations theory allows us to identify and understand more deeply the stereotypes and myths that underlie student-teacher relationships, which reinforce educational inequalities and inequities in disadvantaged school contexts. Implications for initial teacher education, teaching practice and educational public policies are discussed.

Morin, G., & Audet, G. (2023). **Tisser des liens entre les familles immigrantes et les écoles en contexte de pandémie: défis rencontrés et stratégies mises en œuvre par des agent.e.s école-famille immigrante-communauté.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 158-178. <https://doi.org/10.26443/mje/rsem.v58i2.10079>

This article examines the practices of school-family-community liaison officers during the first wave of COVID-19 in Québec. The pandemic significantly impacted families facing multiple vulnerabilities, particularly recently immigrated families, and affected the ways ties were established between these families and schools. The findings of this article are based on a thematic analysis of 12 practice stories collected from these liaison officers. The analysis identified the challenges encountered and the strategies implemented to bridge the gap between immigrant families and schools. The results notably highlight a boundary between Québec schools and immigrant families.

Mukhopadhyay, S., Moswela, E., & Habulezi, J. (2025). **Experiences of learners with visual impairments in Botswana primary schools.** *International Journal of Inclusive Education*, 29(1), 63-80. <https://doi.org/10.1080/13603116.2021.1965802>

Despite the Government of Botswana's commitment to achieving education for all its citizens, a significant number of learners with disabilities remain out of the school system or have dropped out before completing primary school. Additionally, there is a lack of knowledge around the academic and social experiences of learners with disabilities in such schools; hence this study was initiated. In this paper we present the educational experiences of learners with visual impairments, using a multiple-case study design. Nineteen learners with visual impairments participated in this research. Data were collected using focus group discussions (FGDs), individual interviews, and some school and classroom observations. The results of this study are presented in two main themes centring around learner experiences: (a) social and (b) academic. Our findings suggest that even though learners with visual impairments had positive social experiences, they faced barriers both in curriculum and classroom participation. Implications of the findings are discussed which focus on the need to promote wider participation for learners with visual impairments in primary schools in Botswana.

Mulyaningsih, T., Miranti, R., Dong, S., & Suryandari, R. T. (2025). **Why are low-income eligible students reluctant to apply for financial aid? An empirical study from Central Java, Indonesia.** *Asia Pacific Education Review*, 26(1), 247-261. <https://doi.org/10.1007/s12564-024-09973-2>

Despite generous financial aid provided by the government for low-income students studying at universities, eligible students are still reluctant to apply for such aid. This study aimed to assess the effects of students' expectations; knowledge, attitudes, and actions toward higher education; financial aid; parental, school, and student characteristics; and intentions to apply for scholarships among low-income students in two districts of Central Java, Indonesia. Students from disadvantaged backgrounds were invited to participate in the survey, and logistic regression was employed to assess the determinants of students' intentions to apply for financial aid. This study revealed that more than 70% of low-income students have low expectations, which is mainly attributed to a lack of academic performance. Moreover, expectations play a significant role in increasing students' intention to apply for financial aid by 3.026. In addition, the level of knowledge, positive attitude toward higher education, and financial aid and action were demonstrated to be statistically significant in affecting students' intention to apply for aid.

Muyambi, G. C., & Ahiaku, P. K. A. (2025). **Inequalities and education in South Africa: A scoping review.** *International Journal of Educational Research Open*, 8, 100408. <https://doi.org/10.1016/j.ijedro.2024.100408>

The pervasive issue of global inequality has been exemplified in South Africa, where a unique historical trajectory has led to remarkable disparities. The origins of these inequalities can be traced to the historical development of South Africa, reflecting the lasting impacts of colonialism and apartheid. The entrenched colonialism and apartheid systems have left an indelible mark, resulting in a significant sociological, psychological, legal, educational, political, economic, and technological imbalance within South Africa. We conducted this scoping review to present the latest academic and scholarly discourse on inequality and education in South African secondary schools. By employing the PRISMA-ScR approach to implement inclusion and exclusion criteria, we have curated a selection of 21 peer-reviewed publications. These articles, written in English, analyse the inequality and education in South Africa from 2000 to 2023. Although few studies on inequality and education have been identified, the reviewed articles provide in-depth insights into the current issues in South African secondary schools. The reviewed studies show that educational inequalities are still persistent in SA secondary schools. They also reflect persistent and profound influence of apartheid, which is intricately interwoven with the evolving contours of inequality. This is manifested in the form of amplified disparities, unmet promises of reparations, and resistance to efforts aimed at rectification. These elements are shown collectively highlighting the complex and multifaceted nature of the challenges that lie ahead in addressing the legacy of apartheid.

Narayanan, M., & McCluskey, M. S. (2025). **#BlackatCMO: Challenging charter schools through youth Instagram counterstories.** *Education, Citizenship and Social Justice*, 20(1), 93-106. <https://doi.org/10.1177/17461979231206941>

As protests flared in 2020, Black students took to Instagram to voice their experiences at 'no-excuses' Charter Management Organizations (CMOs). Such schools have presented a discourse of high achievement and social justice. Yet, in the span of a few weeks, hundreds of posts on Instagram offered rarely heard counter-narratives of the experience

of being a student of Color at such schools. This paper analyzes how social media posts combine online discourse and youth culture to provide insight into the racialized experience of schooling. We show how these posts created distinct visual signatures, co-opted the well-crafted narratives of CMOs, and took advantage of features like comments and hashtags to foster solidarity and authenticity. We argue this social movement challenges the legitimacy of CMOs and their authority to teach children of Color.

Nguyen, C. V., & Vu, L. H. (2025). **Does Parental Absence Harm Children's Education? Evidence from Vietnam.** *Journal of Asian and African Studies*, 60(2), 692-716. <https://doi.org/10.1177/00219096231176739>

This study analyzes the impacts of parental absence due to migration, death, or divorce on children's school enrollment in Vietnam. We find children from two-parent families have a better chance of enrolling at all levels of education than those from single-parent families. Within single-family types, the negative effect on children of parental divorce is higher than that of parental death, while the effect of parental migration is the lowest. We find that children living with a single mother tend to have higher school enrollment than those living with a single father, indicating the critical role of mothers in children's education. JEL Classification: I1, I2, O1.

Nind, M., Köpfer, A., & Lemmer, K. (2025). **Children's spaces of belonging in schools: bringing theories and stakeholder perspectives into dialogue.** *International Journal of Inclusive Education*, 29(2), 210-222. <https://doi.org/10.1080/13603116.2022.2073061>

This paper discusses the question: What is the explanatory power of bringing into dialogue theories of space and place with participatory research approaches that focus on joint perspectives of pupils, teachers and researchers in understanding the dynamics of children's places of belonging in schools? It advances an argument that understanding children's spaces of belonging in schools is relatively limited, particularly from a theoretically sophisticated stance or from children's perspectives. The paper concludes that bringing together concepts of relational space as analytical tools with a participatory approach can create a third space that challenges binary positioning of 'in/out' with the potential to act as a safe haven for reflection and growth.

Niu, S. X., Wang, W., Zheng, G. Y., & Xiao, Y. (2025). **A sequential engagement theory for Chinese rural students: analysis based on longitudinal data from an elite Chinese university.** *Asia Pacific Education Review*, 26(1), 145-157. <https://doi.org/10.1007/s12564-024-10009-y>

Scholars explain low levels of social engagement of disadvantaged students as self-isolation because they are endowed with lower levels of cultural and social capital. It renders a hopeless class reproduction conclusion, and it also reflects an implicit assumption that students engage academically and socially in parallel. To contribute both empirically and theoretically to student engagement research, we focus on rural students—a major disadvantaged student group in China—and whether they hold a student leadership role—a highly consequential social engagement activity in the Chinese setting. Utilizing a longitudinal survey, administrative records, and in-depth interviews of the 2014 freshmen cohort at an elite Chinese university, we find that rural students who progressed academically seemed to employ a sequential engagement strategy, "academics-first, social-second," to catch up with urban students in holding a

leadership role and have successfully coped with the challenges at both academic and social realms.

Noreen, S., & Iqbal, Z. (2025). **Effectiveness of Social Practice Approach for Academic Achievement of Adult Learners in Basic Literacy: A Mixed-Methods Study**. *European Journal of Education*, 60(1), e70015. <https://doi.org/10.1111/ejed.70015>

This study explores the effectiveness of social practice approach by integrating social practices along with modern teaching strategies, and teacher training to address the challenge of low academic achievement among adult learners in basic literacy programs. For a 4-month experiment, two of a metropolitan city's fourteen adult literacy centres were chosen as intact groups. There were 35 adult learners in each group, which included a control group and an experimental group. A mixed-methods study design was employed to experimentally ascertain the impact of social practices along with modern teaching strategies, and teacher training on learners' academic attainment and explore the underlying elements influencing this effect. While the control group got conventional teaching utilising a literacy book and a chalkboard, the experimental group's literacy activities were incorporated into their daily tasks as adult learners. For quantitative data, a pre-test and post-test based on worksheets with items pertaining to the social setting and daily chores were used to gather data from both groups. For qualitative data, 10 learners from the experimental group were interviewed to obtain a better understanding of how the social practice approach had improved their academic achievement. Thematic analysis was used to examine the qualitative data, while independent-sample t tests were used to assess the quantitative data. According to the results, the experimental group outperformed the control group in terms of knowledge, comprehension, and application. The experimental group's learners credited their improved academic achievement to the regular practice of acquired skills in the classroom and in real-world scenarios, as well as to interactive, engaging, and everyday reading exercises. This study emphasises the need for socially inclusive and contextually relevant adult literacy programs in by integrating real-world issues and fostering collaboration among various stakeholders. It also highlights the importance of active community involvement in the design and implementation of literacy programs, as this approach can enhance educational opportunities, address disparities, and ensure that the programs are relevant to the needs of local populations.

Nuñez, A. J. (2025). **Multigenerational Punishment and Its Impact on Academics: Latinx/a/o College Students Protecting Undocumented Parents at All Costs**. *Journal of Hispanic Higher Education*, 24(2), 117-138. <https://doi.org/10.1177/15381927241308808>

This study explores the academic experiences of Latinx/a/o college students with undocumented parents. Nineteen qualitative interviews oriented by Latino/a Critical Theory and Habermas' Theory of Communicative Action were utilized. Findings suggest that Latinx/a/o college students with undocumented parents experience multigenerational punishment when it comes to their academics and feel as though they must protect their parents at all costs (emotional, physical, financial, aspirational, and time) throughout their K-12 and higher education journeys.

Observatoire des inégalités. (2025, février 27). **Enseignement supérieur : comment évolue la composition sociale des filières ?** Consulté 3 mars 2025, à l'adresse Observatoire des inégalités website: <https://inegalites.fr/Enseignement-superieur-comment-evolue-la-composition-sociale-des-filières>

Le processus de démocratisation de l'enseignement supérieur semble en panne si l'on en croit la composition sociale de ses différentes filières. La part des étudiants d'origine populaire stagne depuis quinze ans alors que celle des enfants de cadres continue à augmenter. Une analyse de Jérémie Martin-Kleinbauer et Louis Maurin de l'Observatoire des inégalités.

OECD. (2025a). **Côte d'Ivoire's 2015 legal and policy reform for gender equality in education** (p. 6). Consulté à l'adresse CD website: https://www.oecd.org/en/publications/gender-equality_cfc9cac7-en/cote-d-ivoire-s-2015-legal-and-policy-reform-for-gender-equality-in-education_bc8deb38-en.html

In 2014, enrolment rates in primary and secondary education in Côte d'Ivoire were alarmingly low, and the enrolment gap between girls and boys was particularly large. Following the passing of a landmark law in 2015 which made primary and lower secondary education compulsory, enrolment rates drastically improved in primary and secondary education. The country also closed the gender gap in primary education and managed to substantially reduce it at the secondary level.

OECD. (2025b). **Reducing Inequalities by Investing in Early Childhood Education and Care**. Consulté à l'adresse 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.

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.

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.

Oppong, C. A., & Essiaw, P. (2025). **Change and continuity: a study of approved history textbooks for primary schools in Ghana.** *Asia Pacific Education Review*, 26(1), 263-272. <https://doi.org/10.1007/s12564-024-09998-7>

Change and continuity are among the fundamental concepts of procedural knowledge. Its relevance in history and history education requires that the concepts are appropriately reflected in historical reconstruction, teaching history and curriculum documents. This study, therefore, seeks to examine how the concepts of change and continuity are reflected in selected History of Ghana 'approved' textbooks for primary schools. The mixed critical research design that blends qualitative and quantitative approaches was used to examine 12 selected history of Ghana 'approved' textbooks for primary schools. Two methods of documentary analysis—content analysis and visual semiotics—were used to analyze the data. The results show that change and continuity are reflected in the approved textbooks, albeit there are differences among the textbooks. The differences also existed in how change and continuity are reflected separately in the various textbooks. Therefore, any review of the textbooks should ensure a balance between the two concepts.

Ozturk, E., Cerda-Smith, J., Joy, A., Mathews, C. J., & Mulvey, K. L. (2025). **Pathways to Youth Activism Orientation in STEM: the Role of STEM Classroom Inclusivity and Motivational Beliefs.** *Journal of Youth and Adolescence*, 54(3), 590-606. <https://doi.org/10.1007/s10964-024-02089-1>

Activism around science, technology, engineering, and mathematics (STEM) is a critical task to promote social justice and to develop sustainable and effective solutions to global problems (e.g., climate change) in contemporary society. The present study examines relationships between adolescents' perceptions of gender and ethnic classroom inclusivity, outcome expectancies, utility values, and activism orientation in STEM, grounded in the situated expectancy-value theory. Participants were 699 adolescents (50.2% boys, 47.8% White; MT1age = 15.11 years, SD = 0.84) in the southeastern United States. A structural equation model with FIML estimation, multiple imputation with Bayesian analysis, and multigroup SEM analyses were utilized to test the hypothesized associations using two time points, controlling for sociodemographics and

STEM grades. The findings revealed that adolescents' perceptions of STEM classroom inclusivity appeared to play an important role in shaping STEM expectancies and perceived value of STEM. Multigroup SEM analysis showed that ethnicity significantly moderates the effect of perceived STEM classroom inclusivity on STEM expectancies, suggesting the effect of inclusivity on expectancies is stronger for racially/ethnically majoritized adolescents as compared to racially/ethnically minoritized adolescents. Associations from STEM motivational beliefs to activism orientation revealed that adolescents with higher STEM utility values are more likely to have a higher orientation toward STEM activism. Adolescents' perceptions of STEM classroom inclusivity had an indirect positive effect on STEM activism orientation through STEM utility values. These findings provide support for the conceptual premise that classroom inclusivity can foster motivational beliefs, and activism orientation in STEM.

Park, J. J., Kim, B. H., Wong, N., Zheng, J., Breen, S., Lo, P., ... Poon, O. A. (2025). **Inequality Beyond Standardized Tests: Trends in Extracurricular Activity Reporting in College Applications Across Race and Class.** *American Educational Research Journal*, 62(2), 336-377. <https://doi.org/10.3102/00028312241292309>

For years, discussions on inequality in college admissions have addressed standardized tests, but less is known about inequality in nonstandardized components of applications. We analyzed extracurricular activity descriptions in 6,054,104 applications submitted through the Common Application using natural language processing methods. Overall, White, Asian American, wealthier, and private-school students reported more activities, top-level leadership roles, and distinctive accomplishments (e.g., honors and awards). However, there was little to no difference in the percentage of activities with top-level leadership roles for different racial/ethnic groups. Disparities decrease when controlling for key variables, but salient differences related to race and class remain. Findings do not necessarily support a return to required standardized tests or ending consideration of activities in admissions. Implications are discussed.

Parkinson, T. (2025). **Syrian students in Turkish higher education: A systematic review and thematic synthesis.** *International Journal of Educational Research Open*, 8, 100416. <https://doi.org/10.1016/j.ijedro.2024.100416>

A large scholarly literature now exists concerning displaced Syrian students in the Turkish higher education system. This literature is multilingual, thematically diverse, and dispersed across several disciplines. No systematic review of this literature has been undertaken to date, and there is therefore a need for corpus-level work to summarise its characteristics and synthesise its key concerns and themes. Following a hybrid approach incorporating scoping review and thematic synthesis, this article summarises the state of this literature, before synthesising its key themes and debates, highlighting points of consensus and contradiction, and identifying limitations and gaps to inform further research in the field. The review reveals a broad range of rich, intersecting themes, but also identifies limitations including a lack of developed theory, a reliance on a limited range of qualitative methodologies, limited geographical coverage, and the absence of longitudinal and intervention-based studies. Addressing these limitations in future work will strengthen the interface between academic research and evidence-informed policy and practice to support refugee students.

Peach, L., & Haynes, J. (2025). **Intra-generational encounters with balloons and bread rolls: exploring reciprocity in post/age spaces.** *Pedagogy, Culture & Society*, 33(2), 397-416. <https://doi.org/10.1080/14681366.2023.2215792>

This writing originates from unease with assumptions that often shape intergenerational practices and everyday encounters in the UK, for instance, assumptions about generational 'gaps' or 'roles' and the pedagogy of 'interventions' to promote meetings 'between' ages. Such interventions are usually predicated on chrono-logical notions of infant, child, youth, old age, and life stages. Haynes and Murriss suggest dis-continuing age/stage-related categorisation by imagining post-age spaces and pedagogies and proposing intra-generational practice. Quinn and Blandon bring ageist ideas of the 'human' into question through their posthuman research on dementia and life-long learning. Thinking with such provocations, we re-visited accounts of our own intergenerational experiences, and inspired by Barad, diffractively re-turned them through a selection of readings. Responding to Mannion and Haynes and Murriss we work with the concept of reciprocity understood as flowing through adult/child and human/more-than-human bodies. This shifted attention onto the intra-active happenings and 'at-onceness' of generational or multi-age in/en-counters. We troubled ageist discourses of deficit implicit in the notion of 'gap-bridging' and generated the concepts of 'shouldness', describing the kind of 'forced play' of such bridging interventions; and 'nowing' defying the chronos of age-based categorisation, to (re)imagine qualities of intra-generational encounters.

Personnaz, E., & Sawadogo, A. F. W. (2025). **Les jeunes en quartier prioritaire à la fin des études : conditions d'accès à l'alternance et plus-value sur l'insertion.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13elh>

Alors que l'alternance connaît une ascension remarquable dans l'offre de formation en France, y accéder semble pour le moins difficile pour certaines catégories de la population. Cette recherche, s'appuyant sur l'enquête Génération 2017 du Céreq, propose ainsi de documenter les inégalités d'accès des jeunes à l'alternance au regard du lieu de résidence, ainsi que celle de sa plus-value pour celles et ceux résidant en quartier prioritaire de la ville (QPV) lors de leur sortie du système scolaire. Si les avantages des jeunes formés en alternance, d'une part, et les difficultés d'insertion des jeunes originaires de ces quartiers, d'autre part, sont largement étudiés, l'originalité de cette étude est de croiser les deux dimensions.

Pollard-Durodola, S. D., Şahin-Sak, İ. T., & Sak, R. (2025). **Perceptions of Black faculty encounters with racism through a collaborative autoethnographical lens: CRT and moral reasoning perspectives.** *International Journal of Qualitative Studies in Education*, 38(3), 463-478. <https://doi.org/10.1080/09518398.2024.2386240>

Foreign-born scholars as allies from non-advantaged minoritized groups have historically provided critical insights about the racism that is directed at Black people in a racially driven U.S. society. The current collaborative autoethnography is based on the intersecting paths of three university faculty, a Black female scholar and two international J-1 scholars, who documented through personal narratives the racism that is directed at Black faculty at PWIs, drawing from critical race and moral reasoning interpretative frameworks. Building on previous research, the narratives shed light on how anti-Black racism persists at PWIs in the form of micro-aggressions and race-based hostility and that humanizing reparation efforts are warranted but may not be sufficient to ensure comprehensive change. Future research must explore the potential impact of group

action initiatives among BIPOC and other minoritized faculty groups (national, international) to promote faculty protections in general while challenging anti-Black racism specifically.

Poteat, V. P., Calzo, J. P., Yoshikawa, H., Kellogg, D., Marx, R. A., Richburg, A., & Lipkin, A. (2025). **Youth experiences in gender–sexuality alliances predict academic engagement but not disaffection through social–emotional wellbeing.** *Child Development, 96*(2), 847-864. <https://doi.org/10.1111/cdev.14209>

Experiences in gender–sexuality alliances (GSAs) could predict youth's academic engagement through improved social–emotional wellbeing (indicated by school belonging, hope, and positive and negative affect). This study utilized three waves of data, each spaced 2–3 months apart, among 627 youth (87% LGBTQ+, 45% trans/nonbinary, 48% youth of color) ages 11–22 (Mage = 15.13) in 51 GSAs in the United States in 2021–2022. Greater peer responsiveness in the GSA predicted increased academic engagement through increased wellbeing overall and specifically through hope and decreased negative affect. Advisor responsiveness and GSA leadership correlated with wellbeing and academic engagement in bivariate analyses but were not predictive in the comprehensive model. GSA experiences were uncorrelated with academic disaffection. Findings suggest how GSAs promote youth's wellbeing and academic engagement.

Quinn, D. M. (2025). **Framing Effects and the Public's Attitudes Toward Racial Equity in Education Policy.** *Educational Evaluation and Policy Analysis, 47*(1), 89-107. <https://doi.org/10.3102/01623737231200202>

Frames shape public opinion on policy issues, with implications for policy adoption and agenda-setting. What impact do common issue frames for racial equity in education have on voters' support for racially equitable education policy? Across survey experiments with two independent representative polls of California voters, framing effects were moderated by voters' prior policy preferences. Among respondents concerned with tax policy, a frame emphasizing the economic benefits of equity elicited higher priority for racial equity in education. Among respondents concerned with social justice, an "equal opportunity" frame elicited higher priority ratings. However, exploratory analyses showed frames only mattered when respondents held mixed policy preferences. Among respondents who (a) valued both tax policy and social justice issues, or who (b) valued neither, both frames were equally impactful.

Rapplee, J., Komatsu, H., & Nishiyama, S. (2025). **School food, sustainability, and interdependence: learning from Japan's Shokuiku?** *Oxford Review of Education, 51*(1), 129-147. <https://doi.org/10.1080/03054985.2023.2296097>

As the sustainability imperative looms, mainstream educational research in the English-speaking world continues a long tradition of failing to see food as integral to education. Japan's tradition of Shokuiku (food education) stands in stark contrast, providing an external reference point to direct critical attention on Anglo-American school food philosophies, policy, and practice. This article analyses Shokuiku, tracing the genealogy of Japan's 2005 Basic Law on Shokuiku, a landmark education policy that shifted the 1954 School Lunch Act away from the scientific and nutritional discourses of the mid-20th century and back to Japan's school food cultural traditions. While still teaching nutrition, Japan's Shokuiku emerges as distinctive in its broader goals of interdependence, gratitude towards nature, emphasis on culture, and awareness of relations between

production, consumption, and sustainability. From a pragmatic perspective, Shokuiku may offer new ways to combat rising obesity worldwide, lessen meat consumption, and reduce humanity's unsustainable ecological footprint.

Revaz, S., & Fouquet-Chauprade, B. (2025). **Réduire les inégalités ou améliorer la performance ? Discours de légitimation de deux réformes de l'enseignement secondaire à Genève.** *Canadian Journal of Educational Administration and Policy*, (205), 19-27. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77550>

À Genève, deux types d'organisation du secondaire I sont depuis longtemps débattus. L'un favorise le regroupement des élèves niveau scolaire, l'autre privilégie l'hétérogénéité « académique » au sein des classes. Ces modèles, qui reposent sur des conceptions et valeurs différentes relatives à la justice et à l'hétérogénéité à l'école, ont donné lieu à une véritable « guerre scolaire ». Bien ce que soit l'organisation par filières qui est en vigueur depuis plusieurs décennies, des tentatives de changement ont été entreprises lors d'une réforme en 2011 et d'un projet de loi en 2022 ravivant les querelles idéologiques sur la gestion des inégalités à l'école. Cet article met en perspective les débats tenus dans le cadre de ces deux projets de réformes. L'analyse du discours des acteurs impliqués (élus parlementaires, responsables gouvernementaux, enseignants, chefs d'établissement et membres de syndicats) montre qu'une ambivalence persiste autour du rôle de l'école dans la gestion des inégalités. Elle montre aussi, et surtout, que les inégalités sont rarement pensées en termes de construction systémique face à l'injonction de performance à laquelle les systèmes éducatifs sont de plus en plus soumis.

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.

Rogers, C. J., Knowland, V. C. P., Vitikainen, A., Gondwe, P., & Thomas, M. S. C. (2025). **The application of a mind, brain and education approach to the Literacy for Women in Africa programme and recommendations for practitioners.** *International Review of Education*, 71(1), 35-53. <https://doi.org/10.1007/s11159-024-10095-5>

A mind, brain and education (MBE) approach applies the best evidence regarding how people learn to real classroom settings. Much of the work in the field to date has involved child learners, but MBE is increasingly turning to the study of adult education, supported by a growing understanding of how adults and children differ in their learning styles. MBE's systematic, evidence-driven interdisciplinary approach has much to offer the field of adult literacy. The Literacy for Women in Africa (LWA) programme in Malawi seeks to improve and develop its provision for adult learners using MBE's interdisciplinary, evidence-based approach. This article reports on that programme, showing how its design and future development have benefited from the MBE framework. The authors suggest that the field of adult literacy could gain from the development of a strong, shared, scientific evidence base which allows all programme practitioners to benefit from the best knowledge available. The authors offer their experience with the LWA programme as a small contribution towards that goal. It is their hope that this article will be of use to those involved in the development, design and implementation of adult literacy programmes, particularly in the Global South.

Romer, P., Samaniego, R., Jedwab, R., & Islam, A. M. (2025). **Scars of pandemics from lost schooling and experience: aggregate implications and gender differences through the lens of COVID-19.** *Journal of Economic Growth*, 30(1), 1-47. <https://doi.org/10.1007/s10887-024-09246-y>

Pandemic shocks disrupt human capital accumulation through schooling and work experience. This study quantifies the range of the long-term economic impact of these disruptions in the case of the COVID-19 pandemic, focusing on countries at different levels of development and using returns to education and experience by college status that are globally estimated using 1084 household surveys across 145 countries. We find that: (1) Both lost schooling and experience can contribute to significant losses in global learning and output; and (2) Developed countries incur greater losses than developing countries, because they have more schooling to start with and higher returns to experience. In addition, the returns to education and experience are separately estimated for men and women, to explore the differential effects by gender of the COVID-19 pandemic. While we uncover gender differences in returns to education and experience, gender differences in the impact of COVID-19 through human capital accumulation are small. The methodology employed in this study is easily implementable for future pandemics.

Saoke, V. O., Ndwiga, Z. N., Githaiga, P. W., Gitonga, C. M., Kubai, K. I., Nzomo, C. M., ... Ngicho, D. O. (2025). **The Relationship Between Teachers' Planning and Content Delivery Using the Five-Stage Lesson Plan Structure: An Analysis of Age, Gender, Experience and Academic Qualifications in Kenya.** *European Journal of Education*, 60(1), e70021. <https://doi.org/10.1111/ejed.70021>

Effective instruction is vital for quality education in Kenya, with learners' success mainly dependent on structured methods like the five-stage lesson plan (5-SLP). Nonetheless,

the effectiveness of instruction may differ depending on the demographic and professional attributes of the teachers. Although the value of planning for content delivery is well acknowledged, there is limited information on how teachers' characteristics (age, gender, experience and academic qualification) influence their planning and content delivery. Thus, this study examined the relationship between teachers' planning and content delivery through the 5SLP, focusing on their characteristics. A sample of 226 CRE teachers was analysed using an observation checklist and a semi-structured questionnaire. The impact of gender, age, experience and academic qualification on teachers' planning and content delivery was investigated in the study using multivariate analysis of variance (MANOVA) and tests of between-subjects effects. Results indicated that age significantly affects both planning and content delivery ($p = 0.003$, $p = 0.002$, $p = 0.000$), while gender, experience and educational qualifications did not show a substantial impact. Nevertheless, significant combined effects were observed between age and gender ($p = 0.010$), gender and experience ($p = 0.045$), age and experience ($p = 0.004$) and age and academic qualification ($p = 0.016$). Furthermore, tests of between-subjects effects indicated significant interactions among age, academic qualifications and experience ($p = 0.039$, $p = 0.016$, $p = 0.004$) affecting content delivery. The study findings recommended a policy on the need for customised training programmes that consider these complex interactions to enhance instructional effectiveness. Generally, the study contributes to understanding how demographics influence educational practices, offering valuable insights for improving teacher preparation and professional development.

Sarkar, T. (2025). **Dhyaan se: care-ful translations and traveling with theories.** *International Journal of Qualitative Studies in Education*, 38(4), 546-558. <https://doi.org/10.1080/09518398.2024.2416698>

This paper examines translation in qualitative research as an ethic of care. I conceptualize care-ful translation in conversation with teachers in India who enact care as a complex entanglement of establishing normativity, carrying out responsibility, and being responsive. I focus my examination on *dhyaan*, a Hindi term used by teachers when describing their practices of care and inclusive education. I demonstrate how efforts at translations are also an act of care, require care, and call on us to be care-ful. I engage with Tronto's ethics of care to consider care-ful translations, to handle with care, stories across the borderlands of traveling with theories. As a researcher located in the United States and conducting research in India, I examine tensions around identity and knowledge in translating between the global North and the South. I describe translation through a variety of ways: language, knowledge, policy, theory; examining how these processes are entangled.

Schafer, M., Paudel, K. P., & Upadhyaya, K. (2025). **Family strategies: Labor migration, multigenerational households, and children's schooling in Nepal.** *The American Journal of Economics and Sociology*, 84(1), 135-152. <https://doi.org/10.1111/ajes.12597>

Temporary migration to international destinations has many implications for the family members left behind. This paper discusses family economic theoretical perspectives and the family strategies that are adopted in Chitwan, Nepal. The family strategies include single united, split-single generation, multigenerational, and split-multigenerational households that are linked to the presence or absence of fathers and grandfathers. We examined how family strategies impact school outcomes, that is, school investment and school progress. We obtained three critical findings about family migration and structure

strategies and school investment. First, multigenerational family strategies mitigated the negative association between siblings on educational investments. Second, split-household strategies mitigated the negative associations between age and private school and between remittance dependency and top school fees. Third, family strategies shaped how ethnicity and caste influence educational investments as split-household, multigenerational (and both) mitigated negative connection between the least powerful castes and ethnicities and school investment. Our findings did not show significant associations between family strategies and children's educational progress in Chitwan. Families in rural Nepal are responding to macrostructural changes, and there is a need for more research to better understand shifting family migration and household structure strategies, in all their complexities, and their implications for children in rural Nepal or other rural locations with a high temporary migration rate.

Schueler, B. E., & Larned, K. E. (2025). **Interscholastic Policy Debate Promotes Critical Thinking and College-Going: Evidence From Boston Public Schools.** *Educational Evaluation and Policy Analysis*, 47(1), 108-134.
<https://doi.org/10.3102/01623737231200234>

Few interventions reduce inequality in reading achievement, let alone higher-order thinking skills, among adolescents. We study policy debate—an extracurricular activity focused on improving middle and high schoolers' critical thinking, argumentation, and policy analysis skills—in Boston schools serving large concentrations of economically disadvantaged students of color. Student fixed effects estimates show debate had positive impacts on English Language Arts (ELA) test scores of 0.13 SD, equivalent to 68% of a full year of average ninth-grade learning. Gains were concentrated on analytical more than rote subskills. We find no harm to math, attendance, or disciplinary records, and evidence of positive effects on high school graduation and postsecondary enrollment. Impacts were largest among students who were lowest achieving prior to joining debate.

Şeren, N., Çetinkaya, F. Ç., & Yıldırım, K. (2025). **Promoting Gender Equality in Preservice Teachers Through Creative Drama Activities Integrated With Children's Picture Books: A Mixed-Methods Research.** *European Journal of Education*, 60(1), e70039.
<https://doi.org/10.1111/ejed.70039>

The current research investigated the effect of creative drama activities combined with children's picture books on preservice teachers' attitudes towards gender equality. The study employed an explanatory sequential mixed methods research design. While the quantitative stage used a quasiexperimental pretest–posttest control group research design, the qualitative stage involved a focus group interview. The quantitative data were analysed using analysis of covariance (ANCOVA) and the participants' pretest scores were assigned as the covariate variable. The qualitative data were analysed using content analysis. The quantitative data showed that the treatment group had significantly higher estimated marginal mean posttest gender role attitudes (GRAS) scores compared to the control group. The qualitative data indicated that the intervention made the participants more active and helped them identify and resolve problems associated with traditional gender role stereotypes. The intervention allowed the participants to develop positive attitudes towards eliminating inequalities caused by gender role stereotypes.

Siccard, A. (2025). **La « fabrique » de l'orientation dans les collèges ruraux.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13eli>
Les collégiens des espaces ruraux choisissent, davantage que les jeunes urbains, une voie professionnelle. Si la plupart des recherches imputent cette situation à des facteurs sociaux ou géographiques, la part des personnels des collèges, dont c'est pourtant l'une des missions, est peu explorée. Si l'importance des résultats scolaires et la composante sociale des demandes d'orientation sont confirmées par cette recherche, les résultats montrent aussi que les personnels des collèges accentuent ces biais sociaux par leurs pratiques d'évaluation et, à travers le parcours Avenir, d'éducation à l'orientation, qui pourraient être liées à des représentations dépréciatives sur les jeunes issus des milieux ruraux.

Son, S., Jang, Y., & Yoon, M. (2025). **Developmental Trends in the Relationships Between Adolescent Career Maturity and Predictors in South Korea: A Meta-Analysis of Longitudinal Studies.** *Journal of Career Development*, 52(2), 256-273. <https://doi.org/10.1177/08948453241311887>

This study examines how self-esteem and social support (parental, teacher, and peer) influence the career maturity of Korean adolescents over time. By synthesizing findings from 18 longitudinal studies, a meta-analysis was conducted. Results reveal that while self-esteem initially shows a strong correlation with career maturity, this relationship weakens significantly as adolescents age. In contrast, peer support maintains a relatively stable correlation with career maturity, even in late adolescence. Parental support also shows a gradual decline in its effect, but less sharply than self-esteem. Teacher support, though initially the weakest predictor, remains consistently correlated with career maturity throughout adolescence. These findings underscore the critical role of early self-esteem and social support in fostering career maturity and highlight the differing impacts of these factors over time.

Sorkos, G., Hajisoteriou, C., & Angelides, P. (2025). **Students' agency for critical interculturalism: from intercultural responsibility to informal leadership.** *Oxford Review of Education*, 51(1), 109-128. <https://doi.org/10.1080/03054985.2023.2296091>

Students' agency in decision-making processes has aroused the interest of scholars in the field. However, little attention has been paid to how students themselves critically reflect on their roles when interacting in intercultural school environments. This study uses qualitative data from secondary school students in Greece to describe the ways in which they critically challenge structural and institutional inequalities and move away from practices akin to functional interculturalism. Our findings offer new evidence suggesting that the more mature students' intercultural thinking is, the more intercultural responsibility they develop. However, as they become more interculturally responsible, they commence informal leadership roles that make them demand a world free from injustices while focusing on how to combat them.

Stancea, A., Corbu, N., & Buzoianu, C. (2025). **Regional Disparities in Literacy and Numeracy Skills Among Romanian Adults: Evidence From e-PASS 2023.** *European Journal of Education*, 60(1), e70032. <https://doi.org/10.1111/ejed.70032>

This article investigates regional disparities in Romanian adults' numeracy and literacy skills. We analyse a novel data set that combines the assessment of numeracy and literacy competencies of the adult population in Romania with information about regional economic conditions and educational administrative data. Using a background

questionnaire and a cognitive test following e-PASS methodology and tools (everyday-life Practices and Skills Survey), the study is one of the first to assess the key skills of the Romanian adult population. The e-PASS survey is based on the Literacy Assessment and Monitoring Programme (LAMP), developed by the UNESCO Institute for Statistics (UIS), and corresponds to PIAAC levels 1 and below 1. The findings indicate that individuals performing better at literacy and numeracy assessments have higher levels of education, are part of younger generations, and live in urban areas and economically developed Romania's regions. The results of this study provide a detailed picture of the current situation and can serve as a benchmark against which to compare current results in the region or future longitudinal findings.

Šťastný, V. (2025). **'If the School Does Not Provide What I Expect, I Have to Supply It From Other Sources': Czech Parents' Dissatisfaction as a Driver of Shadow Education.** *European Journal of Education*, 60(1), e70029. <https://doi.org/10.1111/ejed.70029>

Shadow education (various forms or types of private supplementary tutoring) and its implications and determinants have been explored by the scholarly literature, yet gaps remain in the understanding of its complex relationships with mainstream schooling in various national settings. This study reduces one of these gaps by scrutinising the role of parental dissatisfaction, exploring which aspects of schooling make dissatisfied parents consider procuring private supplementary tutoring for their children. Data for the qualitative study were gathered through individual, semistructured, in-depth interviews with 65 Czech parents. A maximum-variation sampling strategy was employed to gain insights from parents with different backgrounds and life situations. Parents who sought private tutoring because of their dissatisfaction with schooling listed a large array of school-related causes that triggered their decision. These were related to classroom instruction (e.g., inappropriate curriculum, grade inflation in student assessment), classroom organisation (e.g., unfavourable disciplinary climate and classroom composition), school communication (e.g., late teacher feedback on students' performance) and general school culture (e.g., unfavourable student-teacher relationships). The study has implications for teachers, schools and relatedly also policymakers by showing how their (in)actions and ignorance towards the quality of the service they offer may nurture the demand for private tutoring, which in turn may undermine their efforts to mitigate educational inequalities.

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.

Sutarmina, R., Costley, J., Gorbunova, A., & Lange, C. (2025). **Examining the relationship between self-regulated effort and maintained situational interest in an online learning environment.** *Education and Information Technologies*, 30(3), 3443-3462. <https://doi.org/10.1007/s10639-024-12920-8>

This study examines relationships among several variables within the context of online learning in higher education including self-regulated effort, maintained situational interest, gender differences, and age-related factors. Analyzing data from a diverse Open Cyber University of Korea student sample, the research highlights a positive correlation between self-regulated effort and maintained situational interest within university online learning environments, emphasizing the importance of sustained online engagement and curiosity in learning tasks. Gender differences reveal that female students exhibit higher levels of both self-regulated effort and maintained situational interest compared to males. While age shows a weak positive correlation with self-regulated effort, years of study demonstrate a similar weak positive correlation with maintained situational interest. The findings emphasize the necessity for tailored support strategies, particularly for male and younger students, to boost self-regulation skills and maintained situational interest in online learning. The study provides key insights for instructional design, emphasizing the relationship between self-regulated effort and sustained situational interest in distance education.

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.

Thornton, J. (2025). **Classmates or Colleagues? How Elite Students Learn to Manage One Another.** *Qualitative Sociology*, 48(1), 121-149. <https://doi.org/10.1007/s11133-024-09585-7>

Using 122 interviews, this study examines how students at one elite U.S. university conceptualized the impacts of extracurricular participation during college. Scholars have argued that activities can yield valuable forms of capital for students at the primary, secondary, and college levels, yet these processes remain undertheorized. Applying Bourdieusian field theory, I found that respondents perceived three structural parallels between their student organizations and actual workplace contexts. Through clubs, students socialized one another to adopt new relational orientations that anticipated future careers navigating institutional hierarchies. Despite their university's supposedly endless resources for activities, students paradoxically restricted one another's access to clubs through elaborate recruitment practices that mirrored job hiring. Within clubs, respondents described learning to manage one another and relate in a detached manner as colleagues, rather than friends. While past research has explored how extracurricular activities shape individual outcomes, this study reveals how students themselves perceived the impacts of club involvement, specifically in an elite institutional context. Respondents' experiences suggest that extracurricular activities may represent a key site of "status degradation ceremonies" that ultimately enhance elite institutions' consecrating function.

Tian, J., & Zhang, Q. (2025). **"Elder siblings assist younger ones in going to college": the moral mission and choice of first-generation college students in rural China.** *Higher Education*, 89(2), 407-422. <https://doi.org/10.1007/s10734-024-01228-8>

Unlike the independent path of first-generation college students in the West, first-generation college students in China tend to integrate personal development with family responsibility. Using a sample of 16 first-generation college students who serve as elder siblings and the first in their family to go to college, this qualitative inquiry analyzes educational assistance among siblings in rural China. The results show that these first-generation college students emphasize family responsibility, and they provide educational assistance guided by a moral commitment to "helping each other as a family" and the expectation of "another college student in the family." This approach aims to expand their younger siblings' educational opportunities while compensating for their parents' lack of cultural capital. However, they encounter various challenges

throughout this journey, which are coupled with substantial psychological pressure. This study highlights a rational perspective on first-generation college students' educational assistance to facilitate the bond within the family better and ultimately establish a pathway for individual growth, family education enhancement, and social equity.

Touloupis, T., Andreou, E., & Chasapis, D. (2025). **Relations among perceived school context-related factors, cyberbullying, and school adjustment: An examination between native and immigrant students in elementary and secondary education.** *Social Psychology of Education*, 28(1), 44. <https://doi.org/10.1007/s11218-024-09998-w>

The present study investigated cross-sectionally, through a mediation model, the role of perceived school context-related factors (school connectedness, peer acceptance) and cyberbullying involvement (as victim/bully) in school adjustment of native and immigrant students in elementary and secondary education. Overall, 819 elementary (50.2% immigrants) and 750 secondary school students (49.1% immigrants) from randomly selected schools completed self-reported scales regarding the variables involved. The results showed that both male and female immigrant students reported lower school adjustment than their native peers in elementary and secondary education. Among immigrant students school adjustment was lower in elementary than in secondary schools. Perceived school connectedness and peer acceptance contributed directly and positively to different dimensions of native and immigrant students' school adjustment. For all participants, and primarily for native secondary school students, cyberbullying involvement (as victims/bullies) negatively mediated between the perceived school context-related factors and school adjustment. Differentiated underlying psychological mechanisms could be considered within prevention actions to strengthen students' school adjustment, based on students' native/immigrant cultural background and level of education.

Tseer, T., Ngmenkpieo, F., & Damwah, A. K. (2025). **Normalised heteropatriarchy and performance disparity among male and female students in Senior High Schools.** *International Journal of Educational Research Open*, 8, 100425. <https://doi.org/10.1016/j.ijedro.2024.100425>

In the field of educational science, scholars have often alluded to the issues of gender disparity in enrolment, transition and completion as well as general academic performance. Yet, the extent to which deeply entrenched heteropatriarchal practices and ideologies intersect to prompt varied academic outcomes for male and female students in mathematics is often overlooked. Investigating this phenomenon amongst a least studied population of senior high school students and within a highly heteropatriarchal society like the Upper West region provided new insights that not just contributes to existing literature but also informs policy formulation. A qualitative approach was employed where 70 participants were recruited for the study using a maximum variation and expert purposive sampling techniques. Primary data were gathered through interviews and focus group discussions and these were complemented by secondary data from school reports as well as reports from the West African Examination Council. The analysis of the collected data revealed that normalised heteropatriarchal ideologies, reinforced through gender role differentiation, male dominance, sexual harassment, religious teachings on marriage, social stereotypes, and parental preferences for male children, contribute to gender disparities in mathematics performance. The study contributes new knowledge to literature by connecting normalised gender discriminatory practices to performance parity between male and

female students in mathematics arguing that male students are poised to outperform their female counterparts for as long as culturally entrenched gender discriminatory practices and ideologies continue to favour them.

Tulagan, N. B., Soto-Lara, S., Puente, K., Carranza, P. R., Pantano, A., & Simpkins, S. D. (2025). **"If I can't help, I find someone who can": Lower-SES Latine parents' adaptive responses to math support challenges.** *Social Psychology of Education*, 28(1), 30. <https://doi.org/10.1007/s11218-024-09986-0>

Latine parents from lower socioeconomic backgrounds in the United States (US) often face challenges when supporting their adolescents' education in subjects like math. Guided by strengths-based, culturally grounded frameworks, this study explored the challenges Latine parents faced when supporting adolescents' math learning and how they leveraged their community cultural wealth via specific strategies to address challenges. We conducted semi-structured qualitative interviews with 20 Latine-descent parents (19 mothers, one father; 12 with less than a high school education, five with a high school education, three with some college education) of adolescents (eight girls, 12 boys; eight 6th graders, seven 7th graders, and five 8th graders) attending four middle schools in southern California. Systematic coding and theming of the interview data were used to help identify challenges parents experienced at the individual level (e.g., gaps in content/curriculum knowledge, problems with technology, linguistic differences) and at the contextual level (e.g., conflicting obligations, nonideal circumstances). Parents used their community cultural wealth by employing five strategies: (a) working closely with adolescents, (b) seeking help from their social networks, (c) providing learning spaces and organized activities to help, (d) using digital tools, and (e) hoping to build their knowledge and skills in the future. Finally, analyses revealed emergent linkages between specific math support challenges and adaptive strategies. The findings underscore the utility of leveraging parents' cultural funds of knowledge and community cultural wealth to understand not just the math-specific needs of Latine families but also how families already actively address challenges to math support.

van Lamoen, P. M., Meeuwisse, M., Hiemstra, A. M. F., Arends, L. R., Severiens, S. E., & Brouwer, J. (2025). **The role of student background characteristics and sense of belonging in the development of peer networks at the transition to higher education.** *Social Psychology of Education*, 28(1), 21. <https://doi.org/10.1007/s11218-024-10014-4>

At the transition to higher education, students from diverse backgrounds develop peer networks that support learning in higher education. However, few studies have investigated how students' background characteristics play a role in social selection mechanisms such as friendship and help-seeking and what drives the formation of diverse peer networks, including the role of students' sense of belonging in higher education. We studied how students' migration background and generation in higher education-status affect peer network development at the transition to higher education and how sense of belonging plays a role in the development of diverse peer networks. In total, 247 first-year higher education students filled out surveys at three times during the first semester at the transition to higher education. Longitudinal complete social network data on students' friendship and help-seeking relationships in the course programme were analysed using stochastic actor-oriented modelling. At the start of the academic year, continuing-generation in higher education students and students with a strong sense of belonging were more active with building relationships. Students were more likely to connect to others with a similar migration background. At later stages of the

transition to HE, students who scored high on sense of belonging were more likely to seek help from each other. Our findings underscore the importance of students' background characteristics in the development of friendship and help-seeking networks. Furthermore, we provide first evidence that sense of belonging plays an important role in the formation of peer networks.

von Hirschhausen, B., & de Verdalle, L. (2025). **Mobilités, travail et sociabilités rurales sur l'ancienne frontière interallemande. Des rapports encore asymétriques au territoire.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13elq>

Cet article interroge les expériences quotidiennes et les rapports au territoire d'acteurs et actrices ordinaires, résidant de part et d'autre de l'ancienne frontière interallemande et partageant les mêmes bassins d'emplois. À partir d'une enquête ethnographique en terrains ruraux, nous examinons la manière dont s'articulent, une génération après la réunification, l'espace des mobilités quotidiennes et celui des liens familiaux et amicaux. Alors qu'à l'Ouest, la géographie des liens sociaux se conforme, de manière attendue, à celle des lieux d'emploi, de formation et de loisir, elle se resserre à l'Est à une échelle étonnamment locale. En nous appuyant sur l'analyse approfondie des parcours de deux jeunes femmes thurgeoises, nées après la réunification, nous montrons ensuite que cette déconnexion entre l'espace des mobilités pendulaires et celui des réseaux de sociabilités peut aussi donner lieu à des perceptions et à des projections territoriales différentes.

Wang, C.-C., & Tai, T.-H. (2025). **Cultural capital, standardised testing and East Asian education: The transposition of disposition of Taiwanese elite students.** *The Sociological Review*, 73(2), 411-430. <https://doi.org/10.1177/00380261241272317>

Cultural capital has been an essential concept for educational stratification research. While several studies suggest that in East Asian educational contexts, cultural capital may exhibit less emphasis on aesthetics, there remains a need for in-depth exploration of such orientation. To fill this gap, this article examines non-aesthetic subspecies of cultural capital by exploring how standardised testing, a predominant educational institution in East Asia, shapes a distinct embodied cultural capital – a pragmatic learning disposition. We examine two cases where Taiwanese academically elite high school students adapt their standardised testing-driven dispositions to distinct contexts: a different activity domain and an alternative educational field. The first explores how elite students transpose the disposition shaped by standardised testing to their participation in rock music activities. Our research reveals that their academic learning experiences fostered a disposition for honing precise exam skills, which influenced the trajectory of their musical taste development, along with the accumulation of technical capital. The second case involves elite students experienced in open-ended mathematics competitions, who later enrol in French preparatory classes for admission to French grandes écoles. These students have difficulty shedding their pragmatic disposition, which is deeply rooted in standardised testing, but hardly suits the French preparatory class. Disposition transposition and its hysteresis effect across contexts can serve as a useful methodological tool for cultural capital studies, enabling an exploration of emerging technical subspecies of cultural capital and the associated pragmatic dispositions, thereby shedding light on the diverse relationships among students' subspecies of embodied cultural capital.

Wang, I. Y., Cheung, R. Y. M., Jiang, D., & Yum, Y. N. (2025). **The association between implicit culture beliefs and intercultural sensitivity: anticipated intergroup exclusion and stigma as underlying processes.** *Social Psychology of Education*, 28(1), 61. <https://doi.org/10.1007/s11218-025-10030-y>

South Asians and Chinese mainlanders are two distinct cultural minority groups in the Hong Kong context. Grounded in theories and findings on implicit beliefs, this study examined the mediating roles of anticipated intergroup exclusion and stigma toward these cultural minority groups in the link between implicit culture beliefs and intercultural sensitivity. A total of 192 university students aged between 18 and 26 years old ($M = 21.18$; $SD = 1.82$) residing in Hong Kong participated in this study. Participants completed self-report questionnaires that assessed fixed versus malleable beliefs about cultural attributes, anticipated intergroup exclusion towards South Asians and Chinese mainlanders, stigma towards South Asians and Chinese mainlanders, and intercultural sensitivity. Path analysis and bootstrapping were applied to test the mediation model. Results showed that fixed implicit beliefs about cultural attributes were related to anticipated intergroup exclusion, greater stigma towards cultural minority groups, and lower intercultural sensitivity. However, only greater stigma towards South Asians, but not towards Chinese mainlanders, was then significantly associated with lower intercultural sensitivity. Taken together, the present study revealed the partial mediating roles of anticipated intergroup exclusion and stigma towards cultural minorities (i.e., South Asians and Chinese mainlanders) between implicit culture beliefs and intercultural sensitivity in the context of Hong Kong. In addition, the strengths of associations among anticipated intergroup exclusion, stigma, and intercultural sensitivity differed as a function of cultural groups.

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.

Wu, R., Sun, X., Huang, B., Feng, H., Qi, Y., & Si, J. (2025). **Unleashing the power of family socioeconomic status and perceived parental expectations: predicting adolescents'**

career aspirations. *Social Psychology of Education*, 28(1), 38.
<https://doi.org/10.1007/s11218-024-09962-8>

Families play a crucial role in adolescents' future career development, yet few studies have explored the impact of both family structure and processes on adolescents' career aspirations. To address this research gap, this study, drawing on ecological systems theory and social cognitive career theory, investigated the associations between family socioeconomic status, perceived parental expectations, and career aspirations among Chinese adolescents. Using a longitudinal design, a total of 3045 high school students (51.07% girls, $M_{age} = 17.13$, $SD = 0.69$) participated in the study. The results show that family socioeconomic status did not directly affect adolescents' future career aspirations. A longitudinal mediating role of perceived parental expectations was found between family socioeconomic status and career aspirations. No gender differences were found in the model. These findings elucidate the mechanisms by which family socioeconomic status and perceived parental expectations influence adolescents' subsequent career aspirations, providing theoretical support for parents to guide their children in making reasonable career plans.

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.

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.

Yin, P. (2025). **Scaling and the formation of borderland subjectivities: A study of identity construction among Chinese international students in the United States.** *Asia Pacific Education Review*, 26(1), 91-102. <https://doi.org/10.1007/s12564-023-09893-7>

Based on two representative cases drawn from a larger multi-sited ethnographic project, this study examines the process of identity construction among Chinese international students in the U.S.A., focusing on how the students (re)negotiate their subject positions vis-à-vis their home and host societies. Building on a conceptualization of the students as borderland subjects, the study brings to the fore a critical and creative state of in-betweenness characterizing the positioning of the students, putting into question the paradigm of adjustment and adaptation that has long dominated research on international student migration (ISM). To unveil the subtleties behind the students' formation of borderland subjectivities, the study draws on the notion of scale. By examining the scaling practices of the students, the study provides a nuanced account of how the students discursively index and connect multiple spatial-temporal contexts to guide their journey toward becoming borderland subjects. By combining the notion of scale with the borderland trope, the study sheds light on an emerging avenue of research that aims to uncover the transformative and fluid underpinnings of ISM.

Yzaguirre, M. M. (2025). **From Roots to Practice: Ongoing Professional Development Experiences of Family Therapists Following Ethnic-Racial Socialization Discussions with Latino Families.** *Journal of Hispanic Higher Education*, 24(2), 98-116. <https://doi.org/10.1177/15381927241301469>

This qualitative study explored couple/marriage and family therapists' experiences following ethnic-racial socialization conversations with Latino families in therapy. Semi-structured interviews with therapists (n=20) were conducted. A rigorous thematic analysis revealed how multifaceted contextual influences shaped participants' ongoing professional development, emphasizing growth from experiences and advocacy for justice. The results provide recommendations for enhancing inclusive practices among therapists working with Latino families, leveraging awareness of exposures and interactions across contexts.

Zafeer, H. M. I., Maqbool, S., Rong, Y., & Maqbool, S. (2025). **Beyond the Classroom: How Socioeconomic Status, Parental Involvement and Home Environment Impact on Students' Science Academic Performance at Secondary Schools.** *European Journal of Education*, 60(1), e70023. <https://doi.org/10.1111/ejed.70023>

Science education is crucial for students as it fosters critical thinking, problem-solving skills and a deeper understanding of the natural world. The present study explored factors beyond the classroom that impact students' science academic performance (SSAP) at secondary schools. Based on research questions and literature, three hypotheses were formulated using factors beyond the classroom such as socioeconomic status (SES), parents' involvement (PI) and home environment (HE) that impact SSAP at secondary schools. A quantitative survey approach was employed. Data were collected from 430 participants who were science teachers and currently teaching science courses at secondary schools in Lahore, Punjab, Pakistan. The data collection process included using a survey questionnaire to collect data on SES, PI, HE and SSAP. In order to analyse the given data, two statistical software were used, namely SPSS and AMOS 24. Several

statistical methods were used to analyse the collected data, such as exploratory factor analysis (EFA) to uncover the underlying structure of a relatively large set of variables and confirmatory factor analysis (CFA) to test whether the data fit a hypothesised measurement model. Moreover, correlation analysis was conducted to discover the relationship among variables, while regression analysis was conducted to determine the impact of independent variables on the dependent variable. The findings revealed factors beyond the classroom (SES, PI and HE) statistically positive impact SSAP. Based on the results, the study recommends that schools organise workshops and training sessions for parents to support their children's science learning, offer flexible parental involvement opportunities and provide educational resources like books and kits to help the academic environment at home. Policymakers and other stakeholders should ensure equitable resource distribution across schools, mainly targeting low-SES areas and providing additional funding for science programmes and extracurricular activities.

Zettelmeier, W. (2024). **Le difficile chemin vers l'égalité des chances dans le choix des études en Allemagne.** *Revue internationale d'éducation de Sèvres*, (97), 143-153. <https://doi.org/10.4000/139c1>

Cet article aborde un aspect essentiel de l'égalité des chances dans l'accès à l'éducation en Allemagne, à savoir le choix du parcours dans un enseignement secondaire différencié et hiérarchisé entre plusieurs filières de durée et à contenus pédagogiques différents. Ce choix fortement déterminé par le milieu social de l'élève est fait à la sortie de l'école élémentaire de quatre ans. Les pouvoirs publics ouest-allemands ont mis progressivement en place depuis les années 1970 un dispositif de conseil en orientation dont l'enseignant conseiller, présent dans chaque établissement scolaire, est le maître d'œuvre. L'article analyse en deuxième partie les missions de ces enseignants sous forme d'une étude de cas du Land de Bavière.

Zhang, F., & Huang, S. (2025). **Associations among social mobility beliefs, academic coping strategies and academic persistence in adolescents with lower family socioeconomic status.** *Social Psychology of Education*, 28(1), 20. <https://doi.org/10.1007/s11218-025-10019-7>

Exploring the factors that benefit academic persistence may facilitate adolescents' positive outcomes to increase the likelihood of future success, especially for adolescents with low family socioeconomic status (SES). Previous research has highlighted the merits of both motivational beliefs (e.g., self-efficacy and interests) and learning strategies within the self-regulated learning model. Recent evidence has shown that sociocultural-dependent motivators (e.g., social mobility beliefs) could also contribute to learning behaviours. Answers to how social mobility beliefs and coping strategies are associated with academic persistence among lower-SES adolescents should be provided. The cross-sectional data were obtained through adolescent and parental reports. The sample consisted of 738 sixth- to ninth-grade adolescents (Mage = 13.26 years, SD = 0.95) who were recruited from economically disadvantaged counties in China. Social mobility beliefs, academic coping strategies and academic persistence were reported by the adolescents. Information on family SES was collected through parental reports. This study revealed that (1) both social mobility beliefs and academic coping strategies were positively related to academic persistence, (2) social mobility beliefs were indirectly correlated with academic persistence through academic coping strategies, and (3) social mobility beliefs interacted with academic coping strategies to relate to academic persistence. These findings suggest that for adolescents who are exposed to greater

economic risk, promoting both social mobility beliefs and academic coping strategies could be conducive for them to be perseverant in the face of academic challenges.

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.

Zhao, S., Du, H., King, R. B., Lin, D., & Chi, P. (2025). **Growth mindset of socioeconomic status boosts academic-related outcomes.** *Social Psychology of Education*, 28(1), 66. <https://doi.org/10.1007/s11218-024-09972-6>

Much of the research on mindsets has focused on implicit theories of intelligence. However, there are other types of mindsets that might have important implications for learning and achievement. Among those that have received less attention is mindset of socioeconomic status (SES), which pertains to the belief that SES is changeable (i.e., growth mindset of SES) or not (i.e., fixed mindset of SES). We conducted three studies to investigate the role of a growth (vs. fixed) mindset of SES in Chinese college students' academic-related outcomes. Study 1 (a cross-sectional study, n = 342) and Study 2 (a longitudinal study, n = 299) examined whether mindset of SES is associated with academic achievement and whether school engagement explains the association between mindset of SES and academic achievement. The results consistently showed that students with a growth mindset of SES had higher school engagement, which, in turn, was related to higher academic achievement. Study 3 adopted an experimental approach to investigate the causal effect of mindset of SES on school engagement and educational aspiration (n = 174). The results indicated that experimentally inducing a growth mindset of SES increased students' perceived school engagement, which was linked to better educational aspirations. Together, these three studies highlight the role of growth mindset of SES in shaping academic-related outcomes among college students.

Zieleńska, M., & Wnuk, M. (2025). **Benchmarking and the Technicization of Academic Discourse: The Case of the EU at-Risk of Poverty or Social Exclusion Composite Indicator.** *Minerva*, 63(1), 23-43. <https://doi.org/10.1007/s11024-024-09537-z>

Drawing on the critical discourse analysis of journals and working papers from 2011-2020 referring to the at-risk of poverty or social exclusion composite indicator (AROPE), we shed light on how benchmarks technicize academic discourse, particularly in its part

contributed by economists. First developed to measure progress towards the poverty target set in the EU's Europe 2020 strategy, AROPE has easily permeated academic debate. Its anchoring in statistical procedures and expertise has allowed it to function in this debate as a neutral and purely technical measurement tool, obscuring the interests and normative choices underlying its design and implementation. As a result, the discursive practices associated with the benchmark have led to the reproduction and legitimization of the anti-poverty policy objectives of the Europe 2020 strategy. Simultaneously, AROPE has provided a « cognitive infrastructure » that enabled an economic view of the world geared towards raising competitiveness. It has made it possible to assess which Member State is doing well and which is doing poorly, and making recommendations on how the laggards should improve. Our analysis shows that benchmarks such as AROPE support the process of shaping Europe as a supranational entity, creating a picture of common European problems with uniform definitions, on the basis of which it is possible to divide Member States into better and worse performers and even promote common solutions through good practices. We conclude by highlighting that the academic discourse around AROPE, generated mainly by economists, reflects the growing interdependence of the academic and political spheres and the pressure for research to have social and political impact.

Climat de l'école

Allen, C. (2025). **Everyday experiences of Islamophobia in university spaces: A qualitative study in the United Kingdom.** *Education, Citizenship and Social Justice*, 20(1), 168-180. <https://doi.org/10.1177/17461979231210996>

Two recent reports suggest that Muslim students are experiencing increased levels of Islamophobia while studying at universities in the United Kingdom (UK). While so, the issue has attracted little scholarly investigation. Responding to this gap in the literature, this article sets out new and previously unpublished findings drawn from qualitative research undertaken with more than 70 Muslim students enrolled at four UK universities. Having set out the methodological approaches, this article begins by contextualising the research within the broader scholarly study of contemporary Islamophobia. Having framed the findings within the context of critical Islamophobia theory, the findings are set out using a threefold thematic structure. This structure affords an insight into the everyday experience of Islamophobia in university spaces and includes: hate incidents on campus; Othering in the learning and teaching spaces; and, microaggressions in university accommodation. In doing so, this article generates new knowledge about the everyday nature of Islamophobia as experienced by Muslim students within university spaces in the UK today.

Ansari, A., Buckley, M. N., Woods, S. C., & Gottfried, M. (2025). **The cumulative, timing-specific, and enduring associations between student-teacher relationships and early elementary outcomes.** *Child Development*, 96(2), 475-491. <https://doi.org/10.1111/cdev.14177>

Using data from the Early Childhood Longitudinal Study—Kindergarten Class of 2011 (n = 14,370; 51% Male; 51% White; 14% Black; 25% Hispanic; 4% Asian; and 6% Other), this study examined the cumulative, timing-specific, and enduring associations between student-teacher relationships in the United States and a broad range of student outcomes. Student-teacher conflict and closeness were consistently associated with outcomes between kindergarten and third grade, both contemporaneously and over time. The

main exception was for student absenteeism, where there were less consistent associations with student-teacher conflict. Cumulative models underscore the significance of the overall experiences of high-quality relationships over time. Despite little evidence of variability, girls fared less well socially due to more conflictual and less close relationships with their teachers than boys.

Bussu, A., Pulina, M., Ashton, S.-A., & Mangiarulo, M. (2025). **Cyberbullying and cyberstalking in higher education: policies and practices for supporting students and university staff.** *Social Psychology of Education*, 28(1), 34. <https://doi.org/10.1007/s11218-024-09989-x>

This paper explores cyberbullying and cyberstalking victimisation in a Higher Education community and potential strategies for better supporting victims. It analyses qualitative responses from a convenience sample of students and staff who experienced these adverse behaviours. The data were collected from 34 self-selected respondents from a university in the United Kingdom. All qualitative responses were analysed using thematic analysis through ATLAS.ti 7.5. The interpretation of the data adopted a constructivist epistemological lens. Two-thirds of the sample reported cyber-victimisation formally to the police and/or their employers, but they encountered diverse responses, ranging from strong support to feeling judged or misunderstood. The study highlights that several victims adopted personal strategies to counteract cyberbullying and cyberstalking. Support from family and friends emerged as the primary protective factor for students and university staff. The findings contribute to the development of best practices and policies, as well as the mitigation of risk factors, ultimately fostering cyber user resilience.

Café pédagogique. (2025, mars 6). **Eric Debarbieux : « Il y a longtemps que l'on sait que la violence est une crise de sens! ».** Consulté 7 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/06/eric-debarbieux-il-y-a-longtemps-que-lon-sait-que-la-violence-est-une-crise-de-sens/>

Y-a-t-il vraiment plus de violence dans les cours d'école ? A l'occasion de la sortie du livre Zéro pointé ? Une histoire politique de la violence scolaire, Eric Debarbieux revient sur

Caribbean, U. I.-I. institute for higher education in L. A. and the, Galan-Muros, V., Hsiung, N., Bouckaert, M., & UNESCO IESALC - International institute for higher education in Latin America and the Caribbean. (2025). **Do countries aim to enhance student wellbeing in higher education?** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000392713?posInSet=13&queryId=N-724e77c3-d6c3-4419-b634-973303aebac2>

S'appuyant sur les données de l'Observatoire des politiques de l'enseignement supérieur, ce document révèle que seulement 20 % des pays dotés d'un plan national pour l'enseignement supérieur dans le monde inscrivent le bien-être des étudiants comme un objectif clé. L'Europe centrale et orientale est en tête avec 36 % des pays, suivie de l'Amérique du Nord et de l'Europe occidentale (31 %) et de l'Amérique latine et des Caraïbes (30 %). En revanche, seuls 5% des pays d'Afrique subsaharienne accorde la priorité à cette question. Les pays à revenu élevé sont plus susceptibles de viser l'amélioration du bien-être des étudiants, 26 % l'incluant dans leurs plans, alors qu'aucun pays à faible revenu ne le fait. Ces tendances suggèrent que les ressources économiques et les priorités régionales jouent un rôle important dans l'élaboration des objectifs de bien-être.

Castillo-Rosales, M., Araya-Piñones, A., Brito, I., Brunherotti, M. A. de A., Alfaro-Navarro, V., & Van Niekerk Bakit, N. (2025). **Perceptions of Educational Community Members: Deployment of a University Health Promotion Policy.** *European Journal of Education*, 60(1), e70044. <https://doi.org/10.1111/ejed.70044>

Universities have been the focus of numerous studies on health promotion initiatives, mainly centred on results that determine outcomes and impacts. This study explores the perceptions of various community members regarding implementing the university health promotion policy. We employed qualitative methods (case study); semi-structured in-depth interviews were conducted at a Chilean university to gather data based on both inductive and deductive analyses. A comprehensive schema of students', professors' and administrative/technical staff's perceptions was established. We found a generally positive assessment of the policy and its promotion of healthy lifestyle environments. However, participation within the university community was uneven, with each group identifying different barriers to increased involvement: high academic workloads (students), research and administrative responsibilities (professors), and limited availability of health and wellness-promoting activities (administrative/technical staff). The findings suggest that future educational health initiatives should incorporate health indicators into management practices, enhance wellness literacy and empower community members to foster greater engagement. From a methodology perspective, study design enables the replication of health policy or program deployment in educational community health settings.

Charles, M., Athieno, M., Kaweesi, M., Taddeo, K. Y., & Mugagga, A. M. (2025). **Contribution of Infrastructural Availability for School Growth and Sustainable Improvement in Academic Performance in Selected Secondary Schools in Tororo District.** *European Journal of Education*, 60(1), e12905. <https://doi.org/10.1111/ejed.12905>

The study sought to establish the contribution of infrastructural availability to school growth and sustainable improvement of academic performance in selected secondary schools in Tororo District. The study employed a qualitative approach, and data were collected from school administrators, the management team and teachers using open-ended questions based on interviews. Results were analysed thematically and presented verbatim. Findings showed that teaching aids, such as lesson plans, blackboard rulers, chalkboards, and textbooks are available and help improve academic performance, but overcrowded classrooms, poor ventilation and small space compared with the number of learners for a particular class are linked to lower levels of student engagement and learning. Noise levels have a significant impact on both teacher and student performance, and proper levels of natural illumination increase test results and teacher and student moods. Lack of commitment leads to skipping school and failing to complete assessment tasks. It was concluded that the Ugandan government supports the building of classrooms, libraries and laboratories in schools; teaching aids, such as textbooks lesson plans, blackboard rulers and chalkboards, raise teachers' morale to hold classes consistently, which helps schools expand and sustain improvements in academic performance. However, classrooms have poor ventilation and are overcrowded because of large enrolments. It is recommended that the government should improve the school infrastructure by renovating the classrooms, providing desks for children, making supplementary funding available to low-performing schools and providing teachers with accommodations at schools to check the late coming, early departure and regular absenteeism of teachers on duty.

Chen, S., Wang, X., Liu, Y., Teng, Z., & Luo, Y. (2025). **How Does Trait Anger Associate With Aggression Among Chinese College Students? The Role of Anger Rumination and Locus of Control.** *Psychology in the Schools*, 62(4), 1217-1227. <https://doi.org/10.1002/pits.23386>
Aggression is a prevalent problem and negatively affects the mental health among Chinese college students. Trait anger has been found to be a risk factor for aggression, but little is known about the factors that may explain or influence this association. The current study aimed to explore the relationship between college students' trait anger and aggression, as well as the mediating role of anger rumination and the moderating role of internal and external locus of control. In this study, the Trait Anger Scale, Anger Rumination Scale, Internal–External Locus of Control Scale, and Aggression Questionnaire were administered to 1018 college students. The results showed that the trait positively predicted anger rumination and aggression. The mediating effect of anger rumination between trait anger and aggression was significant. Also, Internal and external locus of control plays a moderating role in the second half of the mediating model, and as the level of an individual's internal and external locus of control increases, the predictive effect of anger rumination on aggression gradually weakens. These results suggest that the effect of trait anger was mediated by anger rumination and moderated by internal and external locus of control.

Chen, X., & Xiao, Z. (2025). **The Role of Self-Esteem and Class Climate in Boarding Adolescents' Bullying Victimization and Suicidal Ideation in Rural China.** *Psychology in the Schools*, 62(4), 1061-1070. <https://doi.org/10.1002/pits.23376>

Suicidal ideation is a high risk factor for suicidal behavior in disadvantaged adolescents. This study aimed to reveal the potential mechanism underlying the influence of bullying victimization on suicidal ideation among boarding adolescents. A total of 2317 boarding adolescents from rural schools in Southwest China completed four questionnaires, namely, bullying victimization, self-esteem, class climate and suicidal ideation. The results showed that (1) the prevalence of suicidal ideation was relatively high among rural boarders (29.4%), and there were significant gender and grade differences (mostly girls and eighth-grade students were the most prevalent groups, $p < 0.05$); (2) bullying victimization was significantly correlated with boarding adolescents' suicidal ideation and positively predicted their suicidal ideation ($r = 0.26$, $p < 0.001$; $\beta = 0.25$, $p < 0.001$); (3) self-esteem played a crucial mediating role between boarding adolescents' bullying victimization and suicide ideation in rural schools ($\beta = 0.04$, 95% confidence interval did not include 0); and (4) class climate moderated the mediating effect of self-esteem. A positive class climate was found to be conducive to preventing suicidal ideation in bullied boarding adolescents, while a negative class climate was found to be more likely to stimulate suicidal ideation ($\beta = -0.06$, $p < 0.05$). Intervention activities based on self-esteem and class climate are key to preventing the psychological crisis of boarding adolescents in rural China.

Ciavaldini-Cartaut, S. (2025a). **La qualité du “vivre et travailler ensemble” comme prédicteur du bien-être et de la satisfaction scolaire des élèves et des enseignants dans une école de la confiance.** Consulté à l'adresse <https://hal.science/hal-04963557>

Le bien-être à l'école est désormais au programme des politiques éducatives et fait l'actualité de grands événements scientifiques, mais le projet de refondation de l'École française et la loi d'une école de la confiance de 2019 n'ont été qu'une tentative de réponse aux constats accumulés depuis 2015 sur l'école de la défiance. La promotion

d'une école bienveillante et attentive au bien-être de chacun correspond de fait à un changement de paradigme orienté désormais vers des enjeux de qualité, d'exigence et de santé dans le rapport à l'activité de travail. Considérer le travail en termes d'activité revient également à mettre en avant sa dimension psychologique et à reconnaître que, dans le milieu scolaire, « on vit et on travaille ensemble », que l'on soit élève, enseignant, personnel d'éducation ou de direction et qu'un épanouissement réciproque et collectif n'est possible qu'à certaines conditions au-delà des intentions. L'adoption de ce point de vue, en sciences de l'éducation et en psychologie, invite à mobiliser des modèles multidimensionnels, à associer des visées compréhensives et explicatives et à se doter d'indicateurs objectifs et subjectifs adaptés aux différents groupes sociaux et au contexte des établissements scolaires dans lesquels les projets « expérimentaux » qui aspirent au bien-être à l'école sont déployés et évalués. Nous illustrerons notre propos en rapportant une recherche que nous coordonnons depuis 2021-2022 et qui porte sur le « bien-être pour bien apprendre ». Cette recherche (SA3P puis SA3Pnudges) est menée dans un lieu d'éducation associé à l'Institut Français d'Education de Lyon (Ifé) qui promeut les rapprochements entre recherche/enseignement/formation. Elle s'inscrit également depuis 2023 dans le périmètre du PIA3 AMPIRIC. (p.68 référence au projet « bien-être pour bien apprendre », Florin, A., Tricot, A., Chesné, J. F., Piedfer-Quênay, L., & Simonin-Kunerth, M. (2024). Dossier de synthèse. Le bien-être à l'école. Rapport du CNESCO) <https://ife.ens-lyon.fr/lea/le-reseau/les-differents-lea/reseau-ecoles-college-a-st-laurent-du-var06> <https://ampiric.fr/recherche/sa3pnudges>

Ciavaldini-Cartaut, S. (2025b, janvier). **Innovations pédagogiques et bienveillance éducative pour le bien-être à l'école et l'entrée dans les apprentissages (SA3Pnudges). Point d'étape d'une recherche collaborative en éducation.** Consulté à l'adresse <https://hal.science/hal-04963504>

Depuis quelques années, le bien être scolaire et la qualité de vie en milieu scolaire s'inscrivent à l'agenda des politiques éducatives à partir de raisonnements simples : un élève bien à l'école apprend mieux, est plus performant et sera ainsi capable, à plus long terme, de s'intégrer socialement et professionnellement en société (Konu & Rimpelä, 2002 ; Rousseau & Espinosa, 2018). Certaines méta-analyses (Durlak & al., 2011) mettent en évidence le fait que les activités visant le renforcement des compétences émotionnelles et le bien-être subjectif sont associées à de meilleurs résultats scolaires (Seligman et le modèle PERMA sur l'épanouissement prospectif et le bonheur, 2011 ; Goodman, Disabato, Kashdan & al., 2017). D'autres études mettent en évidence la nécessité d'une approche systémique et longitudinale du bien-être scolaire en tenant compte de la perception de différents groupes sociaux qui vivent et travaillent ensemble à l'école (élèves, enseignants, équipe éducative et de direction). Dans cette perspective c'est le modèle multidimensionnel de Konu et Rimpelä (2002) qui est recommandé (School Well-being Model traduit en français par l'équipe du CNESCO, (Florin & Guimard, 2017). D'une manière générale, ces activités contribuent à plus d'attention, de motivation, d'engagement et moins d'angoisse scolaire lors des phases d'évaluation ou de travail. En pédagogie, l'autorégulation qui est contributive de l'autonomie et de la responsabilisation des élèves face aux tâches scolaires peut être soutenue par des nudges éducatifs (incitations comportementales douces) qui visent le renforcement de la confiance en soi, du sentiment d'efficacité personnel, de l'attention et des compétences émotionnelles : in fine le bien-être perçu pour bien apprendre. D'autres médiations comme certains rituels scolaires peuvent aussi y contribuer par l'intermédiaire d'une communication positive et de relations interpersonnelles

bienveillantes. Ces innovations dites sociales (au sens de Cros, 2019) aspirent toutes à une forme scolaire moins coercitive, organisée par des artefacts communs et une réflexion sur la flexibilité des espaces d'apprentissage et un mobilier adapté pour tendre vers l'exigence fondée sur la confiance entre enseignants et élèves. Comment ces innovations sociales s'inscrivent-elles dans le modèle de la bienveillance éducative et du bien-être scolaire ? Quels en sont les effets sur les élèves et les personnels éducatifs ? Le projet SA3Pnudges, une recherche quasi-expérimentale de trois ans, initiée en 2021-2022 dans le cadre de l'INSPE de l'académie de Nice et du PIA3 AMPIRIC, explore ces questions à travers une démarche d'evidence-based practices. Ce projet s'appuie sur un LéA (Lieu d'Éducation Associé), qui met en avant la bienveillance comme condition essentielle à l'amélioration des apprentissages.

Cornell, D. G., Kerere, J., Konold, T., Maeng, J., Afolabi, K., Huang, F., & Cowley, D. (2025). **Referral Rates for School Threat Assessment.** *Psychology in the Schools*, 62(4), 1294-1305. <https://doi.org/10.1002/pits.23399>

Although behavioral threat assessment and management (often shortened to "threat assessment") has become widely used in US schools, no studies have systematically examined how frequently schools conduct threat assessments and how threat assessment rates vary as a function of student and school demographics. Of particular concern is that students with disabilities receive threat assessments at disproportionately high rates. This study examined the 1-year frequency of threat assessments in a statewide sample of 611 elementary, 341 middle, and 269 high schools reporting 15,301 threat assessments, of which 41% concerned students with disabilities. We identified threat assessment rate differences associated with student grade, gender, race/ethnicity, and disability status. We further examined the association between threat assessment rates and school-level demographic characteristics including racial/ethnic composition, prevalence of economically disadvantaged students, and proportion of students with a disability. To place these results in context, we compared findings for threat assessment with out-of-school suspension rates. We discuss reasons why students with disabilities might be referred for BTAM at a high rate and recommend practices for assuring their educational rights and needs are safeguarded. Evolving school threat assessment policies should recognize the practice demands placed on school staff to evaluate a substantial number of students.

Donaldson, C., Morgan, K., Ouerghi, S., Lewis, J. J., & Moore, G. (2025). **Associations of Perceived School and Year Group Climate with Mental Health Among Children Aged 7-to-11 Years.** *Child Indicators Research*, 18(2), 885-904. <https://doi.org/10.1007/s12187-024-10213-7>

Schools are an important setting for interventions to improve mental health. There is growing evidence that school climate – sometimes expressed as the perceptions that children have about the relationships, safety, values, and beliefs within their school – can impact child mental health. Poor child mental health is associated with feelings of distress as well as deficits in functioning. However, while most studies have focused on school climate, climate at lower levels of nesting, including year group, may be important. Cross-sectional data on emotional and behavioural difficulties from 32,606 children in primary schools in Wales (ages 7–11, year groups 3–6) were collected via a school survey, delivered online and within the classroom environment to all children who consented, and analysed using multilevel modelling. Models were then extended to consider how aggregated measures of year group and school climate are associated with mental

health outcomes. The unadjusted variance partition coefficients (VPCs) indicated that 2.8% of the variance in emotional difficulties and 3.2% in behavioural difficulties were attributable to differences in the year group, while school-level differences represented 2.4% and 3.5%, respectively. More positive year group and school climate were associated with more positive mental health outcomes. School and year group climate are independently associated with primary school children's mental health. Interventions to support mental health should aim to optimise the whole school climate, as well as climate within year group clusters.

Evgin, D., Kılıç, K. M., & Sümen, A. (2025). **Social Media Use Disorder in High School Students: A Cross-Sectional Study Examining the Relationship Between Cyber Human Values, Cyberbullying, and Cybervictimization.** *Psychology in the Schools*, 62(4), 1228-1241. <https://doi.org/10.1002/pits.23389>

The aim of this study is to examine the prevalence of social media use disorder among adolescents and to investigate the relationship between social media use, level of cyber human values, cyberbullying, or cybervictimization. This study employed a cross-sectional design, with 1571 adolescents enrolled in high school participating in the investigation. Data collection was conducted utilizing the "Social Media Disorder Scale," "Cyber Bullying Scale," "Cyber Victimization Scale," and "Cyber Human Values Scale." Upon examination of the results of the study, it was observed that there was an increase in the prevalence of cyberbullying with age, social media use disorder, and cyber human values being more common in girls ($p < 0.05$). A negative correlation was observed between adolescents' scores on the cyberbullying scale and their scores on the cyber human values and cybervictimization scales. In our study, negative correlations were observed between social media use disorder scores and cybervictimization scores, while positive correlations were found between cyberbullying scores ($p < 0.001$). The results demonstrated that social media use disorder was positively correlated with cyberbullying and negatively correlated with cybervictimization ($p < 0.001$). It is imperative that social media use disorder, cyberbullying, and cybervictimization are given due consideration among adolescents.

Fish, M. C., Wamba, N., Matuza, T., & Cooperstone, J. (2025). **An Exploration of Collaboration Between School Psychologists and School Administrators.** *Psychology in the Schools*, 62(4), 1158-1170. <https://doi.org/10.1002/pits.23384>

Prior research has highlighted strong benefits from having a collaborative environment within schools. However, there has been limited research regarding factors that can promote a collaborative relationship between two key professionals within the school environment: school administrators and school psychologists. The first purpose of this study was to examine the nature of collaboration between school psychologists and school administrators. The second purpose was to explore ways to facilitate and improve this interprofessional collaboration within the school to promote safe, equitable, and supportive school climates and positive student outcomes. Using a qualitative research method, we collected and analyzed data from three focus groups: school psychologists, school administrators, and a combined group of school psychologists and school administrators, all working in New York City and nearby suburban, public culturally and linguistically diverse school settings. We developed an interview guide disseminated to the participants before the focus group meetings which were held via conference call and recorded. Discussions were transcribed and analyzed using content analysis. Four raters coded the data and reached consensus on major themes. The findings suggest

that quality collaboration between school psychologists and school administrators is infrequent and often haphazard and it should instead be intentional and purposeful. The study uncovered prerequisites for and challenges to effective collaboration, leading to recommendations for intervention in school practice and in preparation programs with a goal of enhancing school climate and student outcomes.

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.

Jang, J., Yoo, H., & Rubadeau, K. (2025). **Profiles of instructional practices and associations with teachers' self-efficacy, classroom autonomy, teacher collaboration, and school climate in Korea.** *Asia Pacific Education Review*, 26(1), 75-90. <https://doi.org/10.1007/s12564-023-09892-8>

The dearth of large-scale profile studies in the context of the Republic of Korea (hereafter Korea) has limited the understanding of classroom praxis and factors that predict instructional practices. To fill this gap, we employed the data from the 2018 Teaching and learning international survey to identify instructional profiles of Korean schoolteachers in relation to cognitive activation, the clarity of instruction, classroom management, and the use of enhanced activities. We then examined how teachers' perceived self-efficacy, satisfaction with classroom autonomy, engagement in teacher collaboration, and school climate differed across each profile. A latent profile analysis revealed four distinct profiles: Laissez-faire, Controlling, Typical, and Versatile, primarily distinguished by the use of classroom management practices. First, Laissez-faire and Controlling teachers reported strong levels of self-efficacy in classroom management. Second, as satisfaction with classroom autonomy increased, the likelihood of belonging to the Controlling and Versatile profiles increased. Third, collaboration was the key to Versatile profile membership. Fourth, innovative instructional practices and a positive school climate were related. Finally, controlling membership was associated with a negative school climate and a low sense of efficacy in engaging students. These findings have important implications for professional development programs and policies in the Korean educational system.

Jones, D. L., Heinze, J., & Stoddard, S. (2025). **Examining the Role of School and Neighborhood Disorder in Early Adolescents' Future Orientation Development.** *Youth & Society*, 57(3), 438-469. <https://doi.org/10.1177/0044118X241261397>

Developmental theories and previous research suggest that individuals do not develop separately from their environments. Yet, limited information is known about how ecological influences specifically shape early adolescents' development. To address this, the current study examined environmental influences on early adolescents' future orientation development. Leveraging a linear regression analysis, the current study investigated how 3,570 fifth-grade students' exposure to school and neighborhood disorder shapes their future orientations. This study hypothesized that students' exposure to school and neighborhood disorder would detrimentally influence their future orientations; however, the results demonstrated mixed findings. While students' exposure to school disorder positively influenced their future orientations, their exposure to neighborhood disorder had the inverse effect. In addition, early adolescents' future orientations were not influenced by the interaction between neighborhood and school disorder. The findings suggest that scholars should further explore mechanisms or moderators to understand the discrepancy between previous work and theory.

Kloo, M. (2025). **Individual and classroom-level associations of within classroom friendships, friendship quality and a sense of peer community on bullying victimization.**

Social Psychology of Education, 28(1), 42. <https://doi.org/10.1007/s11218-025-10027-7>

For most students, attending school entails daily intense social interactions with classmates in a classroom context. While many of these interactions are positive and lead to the development of friendships and a shared classroom community, some students instead suffer peer harassment and bullying. According to the social-ecological theory these disparate social phenomena may be linked. The aim of this study was to examine how number of friends, perceived friendship quality, and a sense of peer community were associated with bullying victimization at both the individual and classroom level. Additionally, to thoroughly investigate the nuances of different types of friendship qualities the concept was analyzed both as one unified construct and as five distinct dimensions (companionship, conflict, help, security, and closeness). Survey data from 587 Swedish upper elementary school students (56.22% girls; Mage = 11.72, SD = 0.96) across 54 classrooms was collected and analyzed using multilevel regression. Results showed that having at least one friend was negatively associated with victimization and that victimization was less prevalent in classrooms where students experienced a shared sense of community. Furthermore, while high-quality friendships were associated with less victimization at both the individual and classroom level, when the five dimensions were considered, only conflictual and helpful friendships were significantly associated with victimization (on both levels of analysis for conflictual friendships and only on the individual level for helpful friendships). Together these results highlights the importance of schools helping students cultivate high-quality friendships, teaching constructive conflict management and promoting a more prosocial classroom community.

Knauf, R.-K., & Eschenbeck, H. (2025). **School bullying and cyberbullying – associations of student's roles with social-cognitive and affective reactions.** *Social Psychology of Education*, 28(1), 51. <https://doi.org/10.1007/s11218-024-09969-1>

Bullying is a widespread phenomenon at schools and in digital media. Many adolescents come into contact with bullying and must react to it. Social-cognitive and affective reactions to bullying incidents (SCARB) might determine which roles classmates adopt. The current study investigates school bullying and cyberbullying within the class community on the basis of peer nominations and associates pupils' roles with self-reported SCARB. Roles were assigned in a sample of 1506 pupils. It was hypothesized that

defenders stand out in terms of high levels of empathy, feelings of responsibility and defending self-efficacy as well as low levels of moral disengagement and low apprehensions of negative outcomes of defending. Multilevel analyses controlling for gender and grade showed that defenders especially differed from bullies and reinforcer-bullies in terms of empathy, responsibility, defending self-efficacy and moral disengagement for both forms of bullying. Only moral disengagement differed between defenders and other bystander roles (outsiders, reinforcers) and only for cyberbullying. Regarding apprehensions, only victims of school bullying reported significantly higher levels than defenders. The results suggest that strengthening empathy, feelings of responsibility and defending self-efficacy might be pertinent for reducing bullying behavior and fostering defending behavior. Moreover, counteracting moral disengagement may be relevant to prevent undesirable bystander behaviors such as passivity and reinforcing.

Micollet, P. (2025, mars 4). **Insultes entre élèves : lutter contre le sexisme dès l'école primaire**. Consulté 7 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/insultes-entre-eleves-lutter-contre-le-sexisme-des-lecole-primaire-249301>

Le sexisme peut se manifester dès l'école primaire à travers des insultes dont les enfants mesurent plus ou moins la portée. Lutter contre ces violences fait partie de l'éducation à la vie affective.

Moignard, B. (2024). **Jeunesse et cyberviolences : une lecture médiatique inflationniste déraisonnable**. *Administration & Éducation*, 184(4), 93-98. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-93>

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.

Paljakka, A. (2024). **Teachers' responses to a case of relational bullying: a typology based on teachers' strategies and reasoning**. *Social Psychology of Education*, 28(1), 15. <https://doi.org/10.1007/s11218-024-09980-6>

Although there is a growing body of research on teachers' responses to bullying, the question of how teachers decide to respond is still under-researched. The present paper

investigates participants' intended responses to a case of relational bullying, the structure of the proposed intervention, the implicit aims of that intervention and the teachers' reasoning. The study is based on a qualitative vignette study with open-ended questions. The sample comprised 38 secondary school teachers (58% female, 42% male). Qualitative content analysis and type formation were used to analyse the data. Ten different (sub)types of teachers' responses were constructed based on patterns in the way teachers responded regarding things they would do, things they would avoid, and their reasoning: the relaxed, the cautious, the investigator, the impartial, the enlightened, the situation-oriented, the principle-oriented, the responsible, the experienced and the personally-affected type. The findings are interpreted in the light of previous research, and practical implications as well as implications for teacher education are discussed.

Prairat, E. (2025, mars 10). **Châtiments corporels à l'école : depuis quand sont-ils interdits ?** Consulté 11 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/chatiments-corporels-a-lecole-depuis-quand-sont-ils-interdits-251292>

Malgré leur interdiction au début du XIX^e siècle dans les salles de classe, les châtimens corporels ont perduré jusqu'au milieu du XX^e siècle.

Rakotobe, M. (2025). **Les signalements d'incidents graves envers les personnels des écoles publiques et des collèges et lycées publics et privés sous contrat en 2022-2023.** *Note d'Information*, (25.08), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/les-signalements-d-incidents-graves-envers-les-personnels-des-ecoles-publiques-et-des-colleges-et-416570>

Au cours de l'année scolaire 2022-2023, aucun incident grave envers les personnels n'est déclaré pour plus de huit écoles sur dix et dans un établissement du second degré sur deux.

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.

Roman, S. (2025). **Teaching about political violence in Canada: the everyday diplomatic challenges and strategies of secondary teachers.** *Pedagogy, Culture & Society*, 33(2), 765-783. <https://doi.org/10.1080/14681366.2024.2317853>

Utilising data from 10 semi-structured interviews (n = 5), this article explores the diplomatic challenges and concerns Canadian secondary teachers faced when teaching about political violence and the strategies they employed while navigating these. Drawing insight from the notion of 'everyday diplomacy', the article frames teaching as a kind of diplomatic practice, where teachers employ a variety of strategies, ranging from avoidance to forthright resistance, in response to interested actors' challenges and concerns. The findings also suggest the nature of these strategies depend on the teachers' teaching contexts and relations to interested actors, the perceived and/or real power of these interested actors' pressures, and the teachers' own professional maturity, and thus confidence in advocating for this type of professional work. My contribution is to offer insight into teachers' diplomatic knowledge, skills, and practices, and in doing so, highlight their importance as part of teachers' day to day professional work.

Touloupis, T., Andreou, E., & Chasapis, D. (2025). **Relations among perceived school context-related factors, cyberbullying, and school adjustment: An examination between native and immigrant students in elementary and secondary education.** *Social Psychology of Education*, 28(1), 44. <https://doi.org/10.1007/s11218-024-09998-w>

The present study investigated cross-sectionally, through a mediation model, the role of perceived school context-related factors (school connectedness, peer acceptance) and cyberbullying involvement (as victim/bully) in school adjustment of native and immigrant students in elementary and secondary education. Overall, 819 elementary (50.2% immigrants) and 750 secondary school students (49.1% immigrants) from randomly selected schools completed self-reported scales regarding the variables involved. The results showed that both male and female immigrant students reported lower school adjustment than their native peers in elementary and secondary education. Among immigrant students school adjustment was lower in elementary than in secondary schools. Perceived school connectedness and peer acceptance contributed directly and positively to different dimensions of native and immigrant students' school adjustment. For all participants, and primarily for native secondary school students, cyberbullying involvement (as victims/bullies) negatively mediated between the perceived school context-related factors and school adjustment. Differentiated underlying psychological mechanisms could be considered within prevention actions to strengthen students' school adjustment, based on students' native/immigrant cultural background and level of education.

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.

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.

Évaluation des dispositifs d'éducation-formation

Assude, T., Brière-Guenoun, F., & Guille-Biel Winder, C. (2024). **Étude d'un dispositif de formation continue dans l'enseignement primaire: le cas des constellations en mathématiques.** In G.-B. W. Claire & T. Frédérick (Éd.), *Séminaire de didactique de l'ARDM 2024-2025*. Consulté à l'adresse <https://hal.science/hal-04960288>

The "constellations" system recently introduced in France (Villani et al., 2018) marks a major change in the training model for primary school teachers. The aim is to get teachers more involved, based on their needs as they relate to student learning in mathematics and French. The purpose of our research is to identify how trainers deal with this system, by crossing several scales of analysis relating to the steering and conduct of training and its impact on classroom teaching practices. Taking a comparative approach to didactics, our intervention focuses on the joint action of the trainer and the

teachers in a mathematics “constellation”, in relation to the teaching and professional knowledge mobilized and the methods of co-analysis of actual classroom practices. The main results point to the adjustments to the system prescribed by the trainers in terms of structuring the constellation stages, the process of negotiating work objects and the participation of the actors in the design/analysis of the situations experimented. Beyond that, these results highlight the tensions involved in this innovation with regard to international policies for the continuing professional development of teachers.

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.

Bessette, M., & Poirier, N. (2024). **Les effets de la méthode Résous! en contexte de classe spécialisée au secondaire pour les élèves ayant un trouble du spectre de l'autisme**. *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115507ar>

Cette étude s'intéresse à l'appréciation de la méthode Résous! et à ses effets sur les habiletés en résolution de problèmes mathématiques d'adolescent·e·s ayant un trouble du spectre de l'autisme (TSA) en contexte de classe spécialisée en école ordinaire. Les résultats indiquent que l'utilisation des stratégies n'a pas été maintenue, mais que les connaissances des stratégies ont augmenté significativement. L'appréciation de l'approche s'est révélée variable entre les élèves. Les données obtenues soulèvent l'importance de la différenciation et de l'individualisation de l'enseignement, de même que l'importance des facteurs influençant la motivation scolaire en contexte de classe spécialisée au secondaire.

Bouchard, C., Parent, A.-S., Leboeuf, M., Couttet, J., & McKinnon-Côté, É. (2023). **L'éducation par la nature : Un rempart de la qualité des interactions en centre de la petite enfance en temps de pandémie**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 106-129. <https://doi.org/10.26443/mje/rsem.v58i3.10314>

This research aims to describe the quality of interactions in six groups of children (aged three to five) experimenting with nature-based education in early childhood centers (ECE), before (T1) and during (T2) the COVID-19 pandemic, and to study its influence on the latter. No significant decline in the quality of interactions in the natural environment was observed between T1 and T2. The interviews with the educators reveal that wearing personal protective equipment (e.g., surgical mask) was nevertheless a hindrance to the

quality of the interactions, while the continuity of the experiences in the natural environment favored it. Nature-based education seems to be an innovative solution to challenges in ECE centers within a pandemic context, as well as other contexts.

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 entraîner 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.

Clément, P. (2024). **Réformer l'école par la concertation ? Heurs et malheurs de trois expériences récentes.** *Administration & Éducation*, 184(4), 77-83. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-77>

Collet, O. (2024). **Proposition et évaluation d'impact d'un programme pédagogique inclusif basé sur l'activité physique et le jeu sportif, visant à favoriser l'inclusion sociale des enfants présentant un Trouble du Spectre de l'Autisme** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-04990087>

Cette thèse Cifre a pour objectif de concevoir et d'évaluer les effets d'un programme pédagogique visant à promouvoir l'inclusion sociale des enfants avec un TSA par le biais de l'activité physique et du jeu sportif. Cet objectif résulte de l'analyse de la littérature consacrée à l'activité physique proposée pour ces enfants et notamment ceux présentant une sévérité élevée du trouble. Il s'agit dans un premier temps d'effectuer un diagnostic des pratiques proposées dans l'accompagnement par les professionnel.le.s travaillant avec ce public (étude 1). Il s'agit ensuite de co-créeer un programme pédagogique inclusif visant à améliorer les compétences sociales des enfants avec un TSA tout en répondant aux besoins des parties prenantes (étude 2), et d'en évaluer ses effets à différents niveaux (étude 3). Les résultats de l'étude 1 montrent que l'activité physique est pratiquée dans l'accompagnement des enfants avec un TSA, mais rarement en inclusion avec des enfants neurotypiques. L'étude 2 détaille le processus de co-création du programme pédagogique et les résultats obtenus. L'étude 3 révèle une amélioration de certaines compétences sociales chez les enfants avec un TSA et une meilleure sensibilisation des enfants neurotypiques au TSA, favorisant ainsi l'inclusion sociale.

Dernat, S., Grillot, M., Guerrier, F., Martel, G., Salliou, N., & Terrier-Gesbert, M. (2025). **Introduction. Jeu sérieux : comment évaluer aujourd'hui cet outil après presque un demi-siècle de pratiques en France ?** *Natures Sciences Sociétés*. <https://doi.org/10.1051/nss/2025006>

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.

Hidayat, R., & Saad, M. R. M. (2025). **A Meta-analysis of the effect of peer tutoring in Science, Technology, Engineering and Mathematics (STEM) subjects.** *International Journal of Educational Research Open*, 8, 100446. <https://doi.org/10.1016/j.ijedro.2025.100446>

Currently, researchers have started to become interested in studying the impact of peer tutoring on academic achievement. Based on cognitive constructivism ideas, peer tutoring, founded on focuses on the significance of social interactions in learning and how they influence children's cognitive development. As such, this meta-analysis aims to look into the overall effect of peer tutoring, emphasising on STEM disciplines. The researchers utilised the PRISMA procedure to conduct a literature search across resources such as Web of Science, Scopus, and Google Scholar. The process yielded 24 works with 3311 participants. The researchers calculated the effect size with standardized mean differences (SMD) and 95 % confidence interval using the R software packages. The results indicated that peer tutoring has a significant effect on academic achievement (effect size [ES] = 1.23, 95 % confidence interval [CI] [0.75, 1.70], $p < 0.001$) and other learning outcomes (effect size [ES] = 0.40, 95 % CI [0.20, 0.59], $p < 0.001$). The subgroup analysis showed revealed substantial changes in effect sizes between subjects; however, no significant differences by the type of peer tutoring were found. Thus, this suggests that studying this effect has the potential to significantly improve academic performance, specifically in STEM fields.

Meston, T., Ballangarry, J., Van Issum, H., Klieve, H., Smith, C., & Riley, T. (2025). **Capturing the protective value of culture: The 'Deadly Gaming' pilot.** *Pedagogy, Culture & Society*, 33(2), 417-437. <https://doi.org/10.1080/14681366.2023.2223218>

This paper details the 'Deadly Gaming' pilot (DG). DG centred research has been designed to exploit the protective value of Indigenous culture, to nurture translational literacies (e.g., cultural capital, academic confidence, teamwork, problem solving, critical thinking, and 21st century skills) necessary for academic success in an urban Australian school. Underpinning this pilot was the research question, 'how does the use of curriculum aligned digital gaming impact on Indigenous engagement and performance in a non-conventional school-based learning space'? DG operated across three phases:(1) development of a culturally responsive digital gaming curriculum, (2) implementation of this curriculum across a mixed age (e.g., P-Year 6) Indigenous only cohort, and (3) evaluation of the efficacy of digital gaming as a culturally responsive learning tool. In phase three, the research team aligned case study methodology with aspects of action research and in-class portfolio assessment to appraise student and teacher attitudes across the implementation phase. The evaluation revealed the significance of culturally responsive digital gaming as a motivation and engagement tool

for learners across our cohort. Our findings highlight the broader role 21st century technologies (i.e., digital gaming), and culturally responsive pedagogy can play in addressing the embedded sociocultural challenges that Indigenous learners continue to face in school. Future educational design might explore methods to integrate digital gaming as a tool to build translational literacies for learners who struggle in mainstream learning contexts.

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. <https://doi.org/10.7202/1116125ar>

Notre recherche porte sur la place donnée à l'évaluation de l'oral dans le dispositif d'enseignement SEMO au cycle 3 (élèves âgés de 9 à 11 ans). Nous interrogeons la possibilité de répondre à la double contrainte à laquelle sont soumis les enseignants lorsqu'ils évaluent : tenir compte des compétences des prescrits et aussi des progrès d'apprentissage des élèves. Après avoir présenté le dispositif qui articule programmes et apprentissages des élèves, nous rendrons compte de son opérationnalité et de la place de l'évaluation pour soutenir l'enseignement de l'oral et les apprentissages des élèves à partir d'entretiens avec cinq enseignants qui ont mis en oeuvre ces séquences.

Formation continue

Assude, T., Brière-Guenoun, F., & Guille-Biel Winder, C. (2024). **Étude d'un dispositif de formation continue dans l'enseignement primaire: le cas des constellations en mathématiques.** In G.-B. W. Claire & T. Frédérick (Éd.), *Séminaire de didactique de l'ARDM 2024-2025*. Consulté à l'adresse <https://hal.science/hal-04960288>

The "constellations" system recently introduced in France (Villani et al., 2018) marks a major change in the training model for primary school teachers. The aim is to get teachers more involved, based on their needs as they relate to student learning in mathematics and French. The purpose of our research is to identify how trainers deal with this system, by crossing several scales of analysis relating to the steering and conduct of training and its impact on classroom teaching practices. Taking a comparative approach to didactics, our intervention focuses on the joint action of the trainer and the teachers in a mathematics "constellation", in relation to the teaching and professional knowledge mobilized and the methods of co-analysis of actual classroom practices. The main results point to the adjustments to the system prescribed by the trainers in terms of structuring the constellation stages, the process of negotiating work objects and the participation of the actors in the design/analysis of the situations experimented. Beyond that, these results highlight the tensions involved in this innovation with regard to international policies for the continuing professional development of teachers.

Delbreil, M. (2024). **Co-construire des dispositifs de formation en situation de travail : vers une pédagogie de l'opportunité. Mise en oeuvre d'une recherche-intervention avec les sapeurs-pompiers du département de la Haute-Garonne.** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04957495>

Cette thèse, inscrite dans une CIFRE au Service Départemental d'Incendie et de Secours de la Haute-Garonne (SDIS 31), explore la formation en situation de travail des Sapeurs-Pompiers (SP), confrontés quotidiennement à des situations d'urgence, imprévisibles, dynamiques et évolutives. Face à la mouvance des pratiques professionnelles en proie

aux évolutions socio-environnementales et à une exigence croissante d'efficacité opérationnelle, cette démarche vise à tisser davantage de liens entre travail et formation. La recherche-intervention (RI), comme cadre privilégié pour accompagner le changement, menée avec les SP, a permis de co-construire trois Dispositifs Expérimentaux de Formation En Situation de Travail (DEFEST) et de contribuer à théoriser une pédagogie de l'opportunité. En effet, les sphères de la recherche et de l'intervention se construisent simultanément et sont réciproquement liées à travers le tiers-espace socio-scientifique. Six casernes ont participé à l'expérimentation des DEFEST, à travers trois groupes de travail, chacun portant sur un dispositif : « Immersions et Parcours », « Sous-Officier de Garde » et « Formation continue focus conduite ». La méthodologie adoptée, inspirée de l'ingénierie de formation, comprend les étapes d'analyse, de conception, de mise en œuvre et d'évaluation. La co-analyse, s'appuyant sur une approche socio-ethnographique et des méthodes qualitatives (comme les entretiens semi-directifs et les focus groups), met en relation trois focales contextuelles du travail des SP (la situation opérationnelle, la situation hors opérationnelle et la mise en situation professionnelle) avec les dimensions théoriques du travail articulées autour du triptyque statut, activité et expérience. Les étapes suivantes, co-construites au sein du tiers-espace socio-scientifique et documentées dans un carnet de bord, ont révélé des éléments fondamentaux pour une pédagogie de l'opportunité. Les descripteurs de la pédagogie s'appuient sur quatre pôles (axiologique, praxéologique, épistémique et environnemental) et trois temporalités (« avant », « pendant » et « après » la saisie d'une opportunité). Cette thèse révèle une pédagogie centrée sur l'exploitation d'occasions imprévues pour favoriser l'apprentissage, en lien avec l'idée d'une éducation problématisante de Freire. L'approche pédagogique proposée suit un cycle itératif de perception, d'analyse et d'exploitation, de l'occasion potentielle en opportunité effective, et intègre trois temporalités : Chronos, Kairos et Aïôn. Cette thèse met en lumière que la formation en situation de travail, en vue d'une reconnaissance institutionnelle et pédagogique de l'AFEST, peut à la fois intégrer les spécificités socio-temporelles et relever les défis associés à l'évaluation des compétences, tout en répondant aux exigences opérationnelles des SP (qu'ils soient volontaires ou professionnels). Finalement, les apports de cette RI sont : heuristiques, en contribuant à une théorisation d'une pédagogie de l'opportunité ; praxéologiques, en proposant des modèles opérationnels pour la formation des SP ; critiques, en participant à l'émancipation des acteurs à travers la réflexivité ; méthodologiques, en développant des outils qualitatifs et participatifs ; et épistémologiques, en positionnant la pédagogie comme l'objet d'une RI en Sciences de l'Éducation et de la Formation.

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.

Gabriel, P., Elodie, R., Labbé, S., & Nelly, D. (2024, août 27). **Exploring the Digital Training Landscape: A Case Study of Medico-Technical Professionals in Occitania**. Présenté à ECER 2024. Consulté à l'adresse <https://hal.umontpellier.fr/hal-04948797>

Huseyin, M. Y., Dershewi, A., Marais, D., & Albuhtori, M. (2025). **Evaluating the effectiveness of a health and environmental education training program for Syrian teachers in Northern Syria**. *International Journal of Educational Research Open*, 8, 100448. <https://doi.org/10.1016/j.ijedro.2025.100448>

In alignment with UNESCO's directives for ongoing teacher development in environmental awareness to achieve sustainable development goals, this study developed and evaluated a 14-week training curriculum aimed at enhancing Environmental and Health Education awareness among Syrian teachers. Fifty educators of both genders were selected to partake in a program tailored to their needs. The study employed a sequential explanatory mixed methods approach, which included pre- and post-testing; an online satisfaction survey as well as focus group discussions to explore the impact of the training. The findings revealed a statistically significant improvement in knowledge post-training, with average scores doubling from 31% to 65. The program received a high satisfaction rating of Very good-Excellent. Five themes emerged, namely acquired knowledge and skills, values instilled, personal and professional development and emerging topics. Participants overwhelmingly affirmed the training's value and impact, noting significant knowledge and value integration in Environmental and Health Education.

Lang, S. (2025). **Adults' participation in non-formal literacy programmes in Cambodia: A mixed-methods study of motivational factors and barriers**. *International Review of Education*, 71(1), 55-79. <https://doi.org/10.1007/s11159-024-10093-7>

Despite significant progress, literacy programme implementation in Cambodia continues to face challenges concerning inactive learning participation, irregular attendance and dropout. Learners' motivation to engage in learning literacy, and the barriers that prevent them from doing so, are not adequately researched. This mixed-methods study aims to investigate learners' perceptions of what motivates them to participate in literacy learning and the barriers they face. The author conducted a survey with 256 adult literacy learners and interviewed 12 literacy teachers and 15 learners. The results show that learners' major motivations are to obtain literacy skills, help their children learn, become the family's role model, and develop themselves to gain a better standing in their community. Although male and female learners were motivated by similar factors, there was variation between those learning in factories and those learning in the community, and between urban and provincial learners. This indicates that, although learners had similar reasons for learning, certain reasons stood out as the most important. Barriers to learning included lack of time, family burdens, and negative views about learning. This study implies that understanding adults' contexts and learning motivation, organising flexible learning schedules and responsive learning content, and expanding literacy

programmes to the workplace may contribute to reducing learning barriers, increasing participation, and bridging the gap between learning supply and demand.

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.

Ng, P. T. (2025). **Learning in an era of uncertainty in Singapore: diversity, lifelong learning, inspiration and paradigm shift.** *Educational Research for Policy and Practice*, 24(1), 121-127. <https://doi.org/10.1007/s10671-023-09348-1>

This is an era of uncertainty, during which adaptability is a key capability to survival and future success. What has Singapore done to develop an education system that facilitates its young to learn in such an era? Firstly, Singapore enhances the adaptive capacity of its education system by increasing its diversity. In particular, it is developing more educational pathways, areas of learning and types of schools. Secondly, Singapore emphasizes lifelong learning. In particular, Singapore will be focusing on providing more learning opportunities for working adults and enhancing support for mid-career reskilling. In these educational changes, Singapore has been addressing both hardware (changing policies) and software (addressing culture), in order to develop an education system that can facilitate learners to learn in an era of uncertainty. What will help Singapore in further developing such a system? This paper suggests two software "upgrades", namely "inspiration by design" and "readiness for paradigm shift". Firstly, instead of a paradigm of competence, Singapore adopts a paradigm of inspiration. In this paradigm, the aim is for students to find their inspiration to learn, and such inspiration is provided through a systemic approach. This is "inspiration by design". Secondly, Singapore nurtures the spirit of readiness for paradigm shifts in education. An example of a paradigm shift is to be ready for the advent of artificial intelligence in education. Such readiness is about reflecting on fundamentals so that the use of artificial intelligence enhances the development of real human intelligence.

Noreen, S., & Iqbal, Z. (2025). **Effectiveness of Social Practice Approach for Academic Achievement of Adult Learners in Basic Literacy: A Mixed-Methods Study.** *European Journal of Education*, 60(1), e70015. <https://doi.org/10.1111/ejed.70015>

This study explores the effectiveness of social practice approach by integrating social practices along with modern teaching strategies, and teacher training to address the challenge of low academic achievement among adult learners in basic literacy programs. For a 4-month experiment, two of a metropolitan city's fourteen adult literacy centres were chosen as intact groups. There were 35 adult learners in each group, which included a control group and an experimental group. A mixed-methods study design was employed to experimentally ascertain the impact of social practices along with modern teaching strategies, and teacher training on learners' academic attainment and explore the underlying elements influencing this effect. While the control group got conventional teaching utilising a literacy book and a chalkboard, the experimental group's literacy activities were incorporated into their daily tasks as adult learners. For quantitative data, a pre-test and post-test based on worksheets with items pertaining to the social setting and daily chores were used to gather data from both groups. For qualitative data, 10 learners from the experimental group were interviewed to obtain a better understanding of how the social practice approach had improved their academic achievement. Thematic analysis was used to examine the qualitative data, while independent-sample t tests were used to assess the quantitative data. According to the results, the experimental group outperformed the control group in terms of knowledge, comprehension, and application. The experimental group's learners credited their improved academic achievement to the regular practice of acquired skills in the classroom and in real-world scenarios, as well as to interactive, engaging, and everyday reading exercises. This study emphasises the need for socially inclusive and contextually relevant adult literacy programs in by integrating real-world issues and fostering collaboration among various stakeholders. It also highlights the importance of active community involvement in the design and implementation of literacy programs, as this approach can enhance educational opportunities, address disparities, and ensure that the programs are relevant to the needs of local populations.

Picard, P., & Guyon, R. (2024). **La formation continue des enseignants, un impensé des politiques publiques d'éducation en France**. *Administration & Éducation*, 184(4), 117-122. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-117>

Rance, E., & Penaud, M. (2025). **L'avenir de l'Agence nationale du développement professionnel continu** (p. 202). Consulté à l'adresse Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/297655-lavenir-de-lagence-nationale-du-developpement-professionnel-continu>

| Dans son rapport, l'Inspection générale des affaires sociales (Igas) expertise plusieurs scénarios de transformation profonde de l'Agence nationale du développement professionnel continu, qui pilote le maintien des connaissances et l'amélioration des compétences pour l'ensemble des professionnels de santé. Depuis 2009, 1,9 million de professionnels de santé sont soumis à une obligation commune de maintien des connaissances et d'amélioration des compétences professionnelles à travers le développement professionnel continu (DPC). Cette obligation, non assortie de sanction, est pilotée par l'Agence nationale du développement professionnel Continu (ANDPC), groupement d'intérêt public constitué de l'État et de l'Assurance maladie. Un précédent rapport de l'Igas a évalué la mise en œuvre du COP de cette agence ainsi que le déploiement du DPC. Si cette agence est en charge de la définition du DPC, de la fixation de ses orientations et du suivi de l'obligation pour tous les professionnels de santé,

elle a également pour mission spécifique de financer seulement les professionnels libéraux et les salariés des centres de santé, soit 453 800 personnes. L'ANDPC n'a cependant pas su accompagner la généralisation du DPC : au cours de la période 2020-2022, seuls 5 % des professionnels soumis à cette obligation l'ont respectée. Par ailleurs, l'ordonnance du 21 juillet 2021 a mis en place une nouvelle obligation, la certification périodique (CP), qui concerne uniquement les professions à ordre, représentant néanmoins plus de la moitié des professionnels de santé (1,125 million de personnes). Son champ couvre les obligations du DPC, mais ajoute deux autres axes : les relations avec les patients et la santé du professionnel de santé. Le manquement à cette obligation peut donner lieu à sanction ordinaire. Elle a cependant été mise en œuvre sans être prête à compter de janvier 2023, laissant en suspens des points majeurs. Pour améliorer la lisibilité et la rationalité de ce paysage morcelé, la mission considère nécessaire de supprimer, pour les professions à ordre, l'obligation de DPC, qui, sous réserve d'aménagements, pourrait être maintenue pour tout ou partie des professions sans ordre. En outre, pour assurer la soutenabilité financière de la certification périodique, il est nécessaire de créer un droit de tirage pour chaque professionnel afin de suivre les montants engagés pour le financement des actions. Enfin, dans l'objectif de garantir une cohérence entre les missions déjà exercées par la Haute autorité de la santé (HAS) [en matière d'évaluation, de certification des établissements de santé et d'accréditation des professions à risque] et les objectifs du DPC et de la CP, la mission propose de supprimer l'ANDPC et d'en transférer les moyens à la HAS. Cette suppression pourra contribuer à l'atteinte de l'objectif des pouvoirs publics de rationalisation du nombre des opérateurs de l'Etat. Cela suppose des mesures de nature législative et un report de la date initiale du début de l'obligation de certification périodique, qui court depuis le 1er janvier 2023, à une date ultérieure.

Rathod, P., & Kämppi, P. (2025). **Improving Online and E-Learning Education Through Train-the-Trainer Model: A Case Study of European Innovation Project ECOLHE**. *European Journal of Education*, 60(1), e12900. <https://doi.org/10.1111/ejed.12900>

The quality of online and e-learning is crucial for ensuring that students in European higher education have access to high-quality education and are prepared for the future workforce. The Train-the-Trainer (TTT) model and implementation approach can play a crucial role in improving the quality of online and e-learning by providing educators with the skills and knowledge they need to design, deliver and evaluate practical online and e-learning courses. This paper is part of the EU innovation project Empower Competencies for Online Learning in Higher Education (ECOLHE) and utilised a mixed-methods case study. The project has designed, developed and implemented a TTT approach and executed a TTT programme for online learning as pedagogical development practices. The pilot study, conducted as part of the ECOLHE project, evaluated the impact of the TTT and presented the findings. The research demonstrates the effectiveness of TTT in improving educators' competencies and the overall quality of online education for students' development. The paper argues that these findings can be developed into best practices for the TTT programme. The TTT approach can potentially create a larger pool of highly skilled educators across the European Higher Education Area (EHEA) and increase the education offering capacity. This can lead to significant improvements in online and e-learning experiences, ultimately empowering students for success. The paper emphasises the importance of ongoing professional development for educators in online learning practices. The TTT approach empowers educators to create online learning environments that facilitate student development

and progress by fostering these competencies within a real-world context. The ECOLHE project focused on online learning only, in future, similar studies exploring TTT programmes in other educational formats could yield valuable insights for educators and policy makers across the board. The wider implementation of 'Train-the-Trainer' approach can improve online education and digital transformation across the EHEA.

Ress, S., Njobati, F., & Scheunpflug, A. (2025). **Change of perspective in transformation processes: A case study of online teaching targeting underserved adult students.** *International Review of Education*, 71(1), 137-158. <https://doi.org/10.1007/s11159-024-10097-3>

This article draws on a case study of an international master's degree programme in educational quality and leadership for senior professionals in sub-Saharan Africa. It reflects the experience of adapting a blended learning approach to a purely online format in response to pandemic-induced lockdowns and travel bans in 2020–2021. Based on this case study, the authors propose a model for a change of perspective in transformation processes targeting underserved adult students which combines insights from complex problem-solving with culturally responsive teaching (CRT). The article highlights the vitality of intentional changes of perspective reified through systematic communication with relevant stakeholders, networks and (new) partners. The authors demonstrate that managing change has instructional, operational and emotional components. Their article contributes to the scholarship on lifelong learning by offering in-depth reflection on a rapid transformation process addressing reflexivity, resources and ethics of care as key dimensions.

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.

Marché du travail

Addo, E., Segbenya, M., & Ampofo, S. Y. (2025). **Industrial Strikes in Higher Education: Ascertaining Causes and the Levels of Effect From Developing Economy Perspectives.** *European Journal of Education*, 60(1), e70026. <https://doi.org/10.1111/ejed.70026>

This study examined industrial strikes in higher education: Ascertaining causes and the levels of effect from a developing economy perspective. The study adopted the positivist philosophical position and a quantitative approach to collect data from 523 staff members of 30 Colleges of Education in a developing economy situated in Africa. Data analysis was performed using partial least squares structural equation modelling (PLS-SEM). The study found that strikes among higher education staff in developing economies were influenced by both economic and non-economic factors. These factors subsequently affected productivity at Colleges of Education and subsequently affected students, teachers and the country as a whole. Based on the findings of the study, it was recommended that the management of Colleges of Education that also doubles as the representatives of the employer or government should improve the condition of service for employees at the college by enhancing their salary, other allowances and fringe benefits.

Ahmad, B., & Bilal, S. (2025). **Knowledge of AI as a Future Work Skill for Career Sustainability.** *Journal of Career Development*, 52(2), 134-152. <https://doi.org/10.1177/08948453241307384>

In response to the pervasive influence of AI across various professional domains, we investigate how the acquisition of AI knowledge as a future work skill can foster career sustainability. Our exploration delves into the role of this knowledge in aligning individual skills with job demands, enhancing what we term as person-job fit. Moreover, we present a moderated-mediation model to examine the interactive influence of career confidence between person-job fit and career sustainability. Data were collected in three waves from part-time students pursuing professional courses, concurrently employed in diverse industrial sectors of Pakistan. Hypotheses were tested using covariance-based structural equation modeling (CB-SEM) on a final dataset (n = 318). Our findings reveal that AI knowledge as a future work skill significantly contributes to workers' career sustainability, both directly and through person-job fit. Additionally, higher career confidence significantly strengthens the interplay between person-job fit and career sustainability. Theoretical contributions and practical implications of the study are discussed, along with potential avenues for future research in this domain.

Amsellem-Mainguy, Y. (2025). **Devenir une jeune femme respectable par le travail dans les espaces ruraux populaires.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13ele>

Ce texte s'interroge sur le rôle du travail pour trouver sa place s'agissant des jeunes femmes qui vivent dans les espaces ruraux français de l'hexagone. Dans un contexte où les emplois sur ces territoires sont en moyenne moins qualifiés qu'ailleurs (moins de cadres, plus d'ouvriers), moins sécurisants (moins de CDI, plus d'indépendants et d'agriculteurs) et les rémunérations élevées plus rares. Il s'agira d'éclairer comment s'organise le marché du travail local pour les jeunes femmes, en contexte d'interconnaissance forte et de relative pénurie des offres d'emploi disponibles. L'article montre à la fois l'importance d'être une bonne travailleuse pour être une femme respectable et les forces des solidarités locales dans un contexte de concurrence pour les bons postes.

Buford, M. V., & Flores, L. Y. (2025). **Centering Race in Career Development: A Critical Review of Career Scholarship and Practice.** *Journal of Career Development*, 52(2), 195-213. <https://doi.org/10.1177/08948453241309017>

In response to calls for more attention to social justice in career development, many career professionals have undertaken equity-driven research and practice. Yet, direct attention to race and racism continues to represent a gap in the work of career vocational scholars and practitioners. This article reviews research on past and present links between race and work, along with the evolution of attention to racial equity. It highlights, in particular, the underrepresentation of Black, Indigenous, and Professionals of Color perspectives in the profession, and the ways in which career scholars and practitioners have evaded direct attention to systemic racism. The concepts of racial capitalism and representative bureaucracy, and their implications for the racial justice aims of the profession, are discussed. We provide recommendations for transforming career development professional associations into anti-racist organizations that can lead racial equity action in career development.

Couppié, T., Gasquet, C., & Lercari, L. (s. d.). **La plupart des métiers en tension attirent les jeunes mais certains peinent à les fidéliser.** In *INSEE références. Formations et emploi* (p. 37-44). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/8305562?sommaire=8306008>

Deux jeunes sur trois ayant terminé leurs études en 2017 et occupé au moins un emploi durant les trois années suivantes ont exercé au moins un métier en tension, c'est-à-dire un métier exposé à des difficultés de recrutement. Ils sont en moyenne plus diplômés que les autres jeunes en emploi. Ils ont également de meilleures conditions d'emploi : 41 % sont embauchés en CDI, contre 22 % des embauches dans les métiers sans tension. Ces meilleures conditions d'emploi expliquent en partie le fait que les jeunes s'inscrivent durablement dans ces métiers en tension. Cependant, les métiers en tension ne constituent pas un tout homogène. Cinq profils types de métiers en tension peuvent être identifiés : deux d'entre eux se caractérisent par un passage transitoire, ils concernent davantage des peu diplômés, à l'instar des métiers d'employés de l'hôtellerie-restauration ou d'ouvriers agricoles. Les trois autres, à l'ancrage plus durable et nécessitant généralement des compétences particulières, sont plus souvent occupés par des jeunes diplômés. Il s'agit par exemple de métiers d'infirmier, d'ingénieur en informatique ou de professionnels du droit.

ETF : European training foundation. (2024). **Bridging the skills gap: embracing digital transformation: key findings from the European skills and jobs survey in the Western Balkans and Israel.** Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2025-01/P236060-01 ETF ESJS v2.pdf>

La prolifération des technologies numériques a un impact considérable sur l'économie et la dynamique du travail. S'appuyant sur la deuxième enquête européenne sur les compétences et l'emploi, ce rapport examine comment la numérisation et l'automatisation influencent les tâches professionnelles, les besoins en compétences et les stratégies des travailleurs en matière de développement des compétences dans six pays partenaires de l'ETF (Albanie, Bosnie-Herzégovine, Kosovo, Macédoine du Nord, Serbie, Israël). En examinant ces changements, le rapport fournit des informations sur les besoins actuels et futurs de main-d'œuvre, qui sont essentielles pour les décideurs politiques et les praticiens qui visent à favoriser une main-d'œuvre résiliente et adaptable dans un monde de plus en plus numérique.

Hall, K. A., & Aguilar-Smith, S. (2025). **Living in a liminal space: possibilities for pre-tenure faculty to refuse loveless neoliberalism.** *International Journal of Qualitative Studies in Education*, 38(4), 604-621. <https://doi.org/10.1080/09518398.2024.2416702>

Neoliberalism occupies the walls of academia, seeping into the pulse and pace of faculty work and engendering precarity into academic life and the promotion and tenure process, particularly for Women of Color (WoC) scholars. Building on research on early-career faculty and Faculty of Color and informed by the theoretical concept of liminality, we use scholarly personal narratives to document ways neoliberalism has shaped our experiences as pre-tenure WoC scholars at research-intensive universities. Ultimately, recognizing our and other pre-tenure faculty members' liminality within the loveless neoliberal academy, we offer possibilities for subversion and refusal toward forging a more equitable and just future.

Koekemoer, E., & Olckers, C. (2025). **Work–Family Interface and Subjective Career Success: The Role(s) of Job Crafting as a Personal Resource.** *Journal of Career Development*, 52(2), 236-255. <https://doi.org/10.1177/08948453241309018>

Research shows that work–family experiences, including work–family conflict (WFC) and work–family enrichment (WFE), impact career outcomes. Our study examined the role(s) of job crafting as a personal resource in the relationship between work–family interface and subjective career success (SCS) from the perspective of the JD-R framework. We compared two structural models: a process model (where WFC and WFE were regressed on job crafting and job crafting on SCS) and an antecedent model (where WFE and WFC were directly related to SCS). Results from a sample of 265 South African employees revealed that WFE, WFC, and job crafting related to SCS. Job crafting also indirectly affected the relationships between WFE, WFC, and SCS, emphasizing its role in enhancing career success through a motivational process rather than having a buffering effect. Consequently, employees can be guided to utilize job crafting to empower themselves, align their work–family needs, and achieve their career aspirations.

Makridis, C. A. (2025). **The labor market returns of being an artist: evidence from the United States, 2006–2021.** *Journal of Cultural Economics*, 49(1), 1-21. <https://doi.org/10.1007/s10824-023-09490-x>

Using individual-level data from the Census Bureau's American Community Survey (ACS) between 2006 and 2021, I study the labor market experiences of artists. First, I find a decline in the relative earnings of artists to non-artists from zero to a 15% disadvantage. After controlling for demographic differences, the decline is sharper, declining from a 15% earnings disadvantage to 30%. That the inclusion of demographic controls raises the earnings gap suggests there is positive selection into the arts. Second, these differences decline in magnitude to 4.4%, but remain statistically significant, after exploiting variation among artists and non-artists in the same industry-year and major occupation. Third, when restricting the set of individuals to those with at least a college degree, those with a fine arts degree also incur an earnings and employment penalty even if they work in the arts. These results highlight the increasing financial precariousness of artists over the past decade.

Nästesjö, J. (2025). **Between Delivery and Luck: Projectification of Academic Careers and Conflicting Notions of Worth at the Postdoc Level.** *Minerva*, 63(1), 69-92. <https://doi.org/10.1007/s11024-024-09541-3>

This paper investigates how early career academics interpret and respond to institutional demands structured by projectification. Developing a 'frame analytic' approach, it explores projectification as a process constituted at the level of meaning-making. Building on 35 in-depth interviews with fixed-term scholars in political science and history, the findings show that respondents jointly referred to competition and delivery in order to make sense of their current situation. Forming what I call the project frame, these interpretive orientations were legitimized by various organizational routines within the studied departments, feeding into a dominant regime of valuation and accumulation. However, while the content of the project frame is well-defined, attempts to align with it vary, indicating the importance of disciplines and academic age when navigating project-based careers. Furthermore, this way of framing academic work and careers provokes tensions and conflicts that junior scholars try to manage. To curb their competitive relationship and enable cooperation, respondents emphasized the outcome of project funding as 'being lucky.' They also drew on imagined futures to envision alternative scripts of success and worth. Both empirically and conceptually, the article contributes to an understanding of academic career-making as a kind of pragmatic problem-solving, centered on navigating multiple career pressures and individual aspirations.

O'Brien, K. E., & Woody, B. A. (2025). **Maybe They're Born With It? Maybe It's Mentoring. A Test of the Rising Star Hypothesis.** *Journal of Career Development*, 52(2), 115-133. <https://doi.org/10.1177/08948453241313193>

The rising star hypothesis proposes that characteristics of "rising star" protégés already set them up for success, such that mentoring is a byproduct of their ambition. Alternatively, the influential mentor hypothesis states that protégés experience success due to the positive influence of mentoring. Herein, we test whether rising star characteristics (need for achievement and career initiative behaviors) precede or follow informal mentorship. Using data from a sample of 94 protégés (recruited from a hospital) over two time points (six-week lag), we found best evidence for a mix of the rising star and influential mentor hypotheses, in which career initiative behaviors predict the number of informal mentors, and in turn, need for achievement. Cross-lagged effects were probed and provide evidence that the benefits of informal mentoring does not seem to extend to formal mentoring. Practical implications are highlighted, including the benefits of multiple mentors and alternatives to traditional mentoring.

Observatoire des inégalités. (2025a, février 25). **À travail égal, salaire égal ?** Consulté 3 mars 2025, à l'adresse Observatoire des inégalités website: <https://inegalites.fr/femmes-hommes-salaires-inegalites>

Dans le secteur privé, les femmes gagnent 23,5 % de moins que les hommes en moyenne. Elles travaillent plus souvent à temps partiel et dans des métiers moins bien payés que les hommes. À temps de travail et poste équivalents, l'écart de salaire est de 4 %.

Observatoire des inégalités. (2025b, février 25). **L'évolution des inégalités de salaires entre hommes et femmes.** Consulté 3 mars 2025, à l'adresse Observatoire des inégalités website: <https://inegalites.fr/L-evolution-des-inegalites-de-salaires-entre-hommes-et-femmes>

Les écarts de salaires entre les femmes et les hommes se réduisent. Mais l'égalité salariale entre femmes et hommes est encore loin. Au rythme actuel, il faudrait encore 30 ans pour annuler l'écart.

OECD. (2025). **Fostering excellence in higher education and VET**. Consulté à l'adresse https://www.oecd.org/en/publications/fostering-excellence-in-higher-education-and-vet_e6862056-en.html

This Education Policy Perspective serves as Part B in a two-part series of policy papers on "Promoting Quality and Excellence in Higher Education and VET". This paper (Part B) examines a wide range of quality-focused policies, other than quality assurance, used by governments to promote pedagogical innovation and enhancement in higher education and vocational education and training (VET) in ten European jurisdictions: Austria, Croatia, Denmark, Estonia, Finland, Ireland, Lithuania, the Netherlands, Norway and Scotland (United Kingdom). This report was prepared by the OECD as part of the Project "Strengthening the system of evaluation and quality assurance in higher education and vocational education and training in Lithuania", funded by the European Union's Technical Support Instrument, and produced at the request of, and in close collaboration with, the Lithuanian Ministry of Education, Science and Sports (ŠMSM), and the European Commission.

Oliveira, T., Nada, C., & Magalhães, A. (2025). **Navigating an Academic Career in Marketized Universities: Mapping the International Literature**. *Review of Educational Research*, 95(2), 255-292. <https://doi.org/10.3102/00346543231226336>

Over the past two decades, debates surrounding the marketization of higher education worldwide have intensified. The impact it is having specifically on academics and their careers is less well documented, but enough literature has emerged to certainly warrant a review. To investigate the topic, a systematic literature review was conducted to examine the implications of the increased marketization of higher education on academic careers. This secondary research reviewed 54 documents that included both theoretical contributions and empirical findings from 21 different national contexts. Our findings indicate that academic careers are affected on at least two levels: first, on a material level, career structures have undergone a progressive precarization, marked by an increase in temporary contracts and part-time jobs; and second, on an ideological level, in which fatalistic narratives such as "there is no other way out of the neoliberal game" appear to be prevalent. Our findings suggest that key collective and political aspects of academics' careers may have become depoliticized through the individualistic "careerist strategies" they are encouraged to embrace to survive in an academic career.

Peter, A., & Muehlfeld, K. (2025). **Job Choice Under Crisis Conditions: Differences in Motivational Systems and Job-Attribute Preferences of Young Adults**. *Journal of Career Development*, 52(2), 153-172. <https://doi.org/10.1177/08948453251313800>

The COVID-19 pandemic delivered a fundamental shock that significantly impacted individual working conditions and increased job insecurity across numerous occupations and industries. Against this background, this study analyzes how two basic motivational systems, the behavioral activation system (BAS) and behavioral inhibition system (BIS), which shape human responses to (perceived) threats, influence the formation of job-attribute preferences. BIS and BAS have been shown to impact human decision-making and behavior in many different domains pervasively. However, despite their fundamental nature, they have remained understudied as possible deep-level influences on the formation of occupational preferences of young people about to choose a job to embark on. We address this research gap by applying an adaptive choice-based

conjoint experiment based on a sample of 1,005 young adults. Results show that the perceived relative importance of significant job attributes in a crisis-ridden environment is related to the sensitivity of specific BIS and BAS subscales.

Son, S., Jang, Y., & Yoon, M. (2025). **Developmental Trends in the Relationships Between Adolescent Career Maturity and Predictors in South Korea: A Meta-Analysis of Longitudinal Studies.** *Journal of Career Development*, 52(2), 256-273. <https://doi.org/10.1177/08948453241311887>

This study examines how self-esteem and social support (parental, teacher, and peer) influence the career maturity of Korean adolescents over time. By synthesizing findings from 18 longitudinal studies, a meta-analysis was conducted. Results reveal that while self-esteem initially shows a strong correlation with career maturity, this relationship weakens significantly as adolescents age. In contrast, peer support maintains a relatively stable correlation with career maturity, even in late adolescence. Parental support also shows a gradual decline in its effect, but less sharply than self-esteem. Teacher support, though initially the weakest predictor, remains consistently correlated with career maturity throughout adolescence. These findings underscore the critical role of early self-esteem and social support in fostering career maturity and highlight the differing impacts of these factors over time.

Stevenson, B. J., Reed, C., Falcón, A., Hunt, T., Kathawalla, U.-K., Mueller, L., ... Blustein, D. (2025). **Purposeful Pathways: An Integrative Career Development Intervention for Vocational, Mental Health, and Substance Use Recovery.** *Journal of Career Development*, 52(2), 214-235. <https://doi.org/10.1177/08948453241313192>

Veterans who are unemployed and living with mental health or substance use conditions are in need of integrative interventions that support their career development, mental wellness, and sobriety. However, career development interventions are often developed and implemented separate from mental health services. This paper introduces a novel intervention that supports career development of veterans with mental health and substance use concerns: Purposeful Pathways. This paper presents the results from three phases of intervention development: (1) retreats with clinical and vocational psychology experts (n = 13) to develop the theoretical mechanisms of Purposeful Pathways, (2) focus groups with Veterans Health Affairs vocational counselors (n = 6) who provide employment services to veterans with mental health conditions, and (3) an open trial in which veterans with mental health conditions (n = 10) received Purposeful Pathways and provided feedback. Descriptions of the iterative processes of developing the Purposeful Pathways intervention are presented as a model for developing vocational interventions.

von Hirschhausen, B., & de Verdalle, L. (2025). **Mobilités, travail et sociabilités rurales sur l'ancienne frontière interallemande. Des rapports encore asymétriques au territoire.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13elq>

Cet article interroge les expériences quotidiennes et les rapports au territoire d'acteurs et actrices ordinaires, résidant de part et d'autre de l'ancienne frontière interallemande et partageant les mêmes bassins d'emplois. À partir d'une enquête ethnographique en terrains ruraux, nous examinons la manière dont s'articulent, une génération après la réunification, l'espace des mobilités quotidiennes et celui des liens familiaux et amicaux. Alors qu'à l'Ouest, la géographie des liens sociaux se conforme, de manière attendue, à celle des lieux d'emploi, de formation et de loisir, elle se resserre à l'Est à une échelle

étonnamment locale. En nous appuyant sur l'analyse approfondie des parcours de deux jeunes femmes thurgeoises, nées après la réunification, nous montrons ensuite que cette déconnexion entre l'espace des mobilités pendulaires et celui des réseaux de sociabilités peut aussi donner lieu à des perceptions et à des projections territoriales différentes.

Métiers de l'éducation

Addo, E., Segbenya, M., & Ampofo, S. Y. (2025). **Industrial Strikes in Higher Education: Ascertaining Causes and the Levels of Effect From Developing Economy Perspectives.** *European Journal of Education*, 60(1), e70026. <https://doi.org/10.1111/ejed.70026>

This study examined industrial strikes in higher education: Ascertaining causes and the levels of effect from a developing economy perspective. The study adopted the positivist philosophical position and a quantitative approach to collect data from 523 staff members of 30 Colleges of Education in a developing economy situated in Africa. Data analysis was performed using partial least squares structural equation modelling (PLS-SEM). The study found that strikes among higher education staff in developing economies were influenced by both economic and non-economic factors. These factors subsequently affected productivity at Colleges of Education and subsequently affected students, teachers and the country as a whole. Based on the findings of the study, it was recommended that the management of Colleges of Education that also doubles as the representatives of the employer or government should improve the condition of service for employees at the college by enhancing their salary, other allowances and fringe benefits.

Arnold, B., Rahimi, M., & Darling-Hammond, L. (2024). **Rapport mondial 2024 sur la condition du personnel enseignant.** Consulté à l'adresse file:///C:/Users/Btesse.AD/Downloads/2025_EIResearch_StatusOfTeachers_FRE_annexe.pdf

Assorti de recommandations, le Rapport mondial sur la condition du personnel enseignant propose une analyse mondiale et régionale des conditions et du statut de la profession enseignante et représente les points de vue des syndicats enseignants. Les pénuries d'enseignant·e·s sont considérées comme un défi mondial important, en particulier dans l'enseignement secondaire, dans l'enseignement spécialisé et dans des matières spécifiques. Les enseignant·e·s sont aux prises avec de nombreux obstacles juridiques et pratiques, parmi lesquels une liberté d'expression restreinte et les limitations imposées à leur syndicalisation. Les enseignant·e·s sont sous-évalué·e·s par rapport à d'autres professions. Globalement, les enseignant·e·s font état de charges de travail excessives, de grandes classes, d'un manque de respect et de problèmes de santé mentale. Il existe des écarts considérables dans l'exercice du droit à l'éducation, en particulier en termes de répartition des ressources et d'engagement politique.

Assude, T., Brière-Guenoun, F., & Guille-Biel Winder, C. (2024). **Étude d'un dispositif de formation continue dans l'enseignement primaire: le cas des constellations en mathématiques.** In G.-B. W. Claire & T. Frédérick (Éd.), *Séminaire de didactique de l'ARDM 2024-2025*. Consulté à l'adresse <https://hal.science/hal-04960288>

The "constellations" system recently introduced in France (Villani et al., 2018) marks a major change in the training model for primary school teachers. The aim is to get

teachers more involved, based on their needs as they relate to student learning in mathematics and French. The purpose of our research is to identify how trainers deal with this system, by crossing several scales of analysis relating to the steering and conduct of training and its impact on classroom teaching practices. Taking a comparative approach to didactics, our intervention focuses on the joint action of the trainer and the teachers in a mathematics "constellation", in relation to the teaching and professional knowledge mobilized and the methods of co-analysis of actual classroom practices. The main results point to the adjustments to the system prescribed by the trainers in terms of structuring the constellation stages, the process of negotiating work objects and the participation of the actors in the design/analysis of the situations experimented. Beyond that, these results highlight the tensions involved in this innovation with regard to international policies for the continuing professional development of teachers.

Bedasso, B., & Mendez Acosta, A. (2025). **The teachers who leave: Teacher attrition in Burkina Faso**. *International Journal of Educational Development*, 113, 103228. <https://doi.org/10.1016/j.ijedudev.2025.103228>

High teacher attrition affects education systems through direct costs in replacing teachers who left the service, and indirect costs in classroom disruption and loss in experience. Efforts to address teacher shortage must be informed by which teachers leave and why. Using administrative data from Burkina Faso, we aimed to analyze the demographic and geographic correlates of teacher turnover. We find that early career teachers, female teachers, and teachers with tertiary education, are more likely to attrite. Teachers who hold higher positions—such as school principals—have better retention rates. In terms of school-level attrition, rural and remote schools tend to lose teachers to other schools whereas schools in urban or more developed regions are more likely to lose teachers to options outside of the teacher workforce. Finally, we discuss policy options in improving teacher retention given these findings.

Da'as, R., Qadach, M., & Schechter, C. (2025). **Crisis leadership: Principals' metaphors during COVID-19**. *Educational Management Administration & Leadership*, 53(2), 357-379. <https://doi.org/10.1177/17411432231170580>

The roles of school principals changed during the Covid-19 pandemic, alongside all changes in the school system and society. Exploring the metaphors they used, the current qualitative research is an exploration of 42 Israeli Arab and Jewish middle-school principals' interpretations of their leadership role in the time of crisis. Analysis of semistructured interviews yielded three themes: the organizational role, the professional role, and the emotional role. The metaphors expressed the principals' perceptions of what was required from them during the pandemic. Metaphors can simplify complexities and break down that which is abstract and incomprehensible into understandable images, thus illuminating school principals' reflection on their role during the pandemic crisis. This study expands the currently limited knowledge on how principals interpret their role during crisis times and provides implications and further research avenues.

da Ronch, M., Gandit, M., & Mili, I. (2025). **Modélisation des situations de recherche pour la formation professionnelle des enseignants**. Consulté à l'adresse <https://hal.science/hal-04975494>

Ce texte décline les Situations de Recherche en Classe pour la formation des enseignants. Il met en avant leur rôle dans l'acquisition de savoirs mathématiques, didactiques ou à visée professionnalisante issus de deux systèmes enchâssés : celui de

l'école et celui de la formation. La modélisation de ces systèmes met en évidence une double boucle de dévolution-institutionnalisation visant l'acquisition de ces différents types de savoirs, et par la suite, l'évolution des croyances des étudiants sur les mathématiques et leur enseignement.

d'Astros, C. D., Gaudy, C., & Strauch, M. (2025, février 19). **Recherche : pour être de bons scientifiques, faut-il réhabiliter les émotions ?** Consulté 26 février 2025, à l'adresse The Conversation website: <http://theconversation.com/recherche-pour-etre-de-bons-scientifiques-faut-il-rehabiliter-les-emotions-234053>

Mieux reconnaître la place des émotions dans la production de connaissances scientifiques ne permettrait-il pas d'avoir une vision plus réaliste du travail des chercheurs, tout en l'enrichissant ?

Dehne, M., Roorda, D. L., Koomen, H. M. Y., & Zee, M. (2025). **Under pressure? Exploring the moderating and mediating role of principal-teacher relationships in primary and secondary school teachers' burnout symptoms.** *Social Psychology of Education, 28*(1), 64. <https://doi.org/10.1007/s11218-025-10023-x>

Identifying protective factors against increased work pressure is crucial to prevent teachers from experiencing burnout complaints. Two studies with 363 primary (Study 1; 95.0% female) and 419 secondary school teachers (Study 2; 80.4% female) tested whether dyad-level principal-teacher relationships (closeness, conflict) moderated or mediated the associations between work pressure and burnout symptoms. In both studies, closeness and conflict partially mediated the association of work pressure with emotional exhaustion and depersonalization. Closeness fully (Study 1) or partially (Study 2) mediated the association with personal accomplishment. However, no evidence for a moderating role was found. To conclude, principal-teacher relationships seem to be a potential mechanism underlying the association between work pressure and burnout.

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.

Detoni, M., Allan, A., Connelly, S., Summerfield, T., Townsend, S., & Shephard, K. (2025). **University teachers' perspectives on student attendance: a challenge to the identity of**

university teachers before, during and after Covid-19. *Educational Research for Policy and Practice*, 24(1), 41-59. <https://doi.org/10.1007/s10671-024-09375-6>

This article addresses university teachers' perspectives, gathered via interviews, on issues involved in their students' decreasing attendance in formal taught-events, before and during the pandemic, and the implications of this for university teaching in the future. The research was part of a broad enquiry into learning and teaching during the Covid-19 pandemic, conducted in one research-led university in New Zealand by a research team of 19 university academics from multiple departments in this institution. We undertook 11 semi-structured interviews with eight professors, one lecturer and two teaching fellows, anonymous to all but the interviewer. A sub-group (authors of this article) used a general inductive approach to seek an underlying structure of experiences evident in participants' interviews, in the form of emergent and reoccurring themes in the data. Self-determination theory was used as a theoretical framework for analysis. Themes suggest that university teachers may be stressed about attendance, increasingly uncertain about the links between how they teach and what and how students learn, and feel personally rather than collectively responsible as they address matters that they perceive to be only partially under their control. Researchers concluded that interviewed teachers may be collectively experiencing some form of crisis of confidence relating to their roles, responsibilities and identity as university teachers. Although perceptions of limited autonomy, relatedness and competence all suggest solutions at the institutional level, their combination and link to generic academic identity suggests that Covid-19 may have exposed broader limitations in university teaching as a collegiate, rather than professional, activity.

Dupeyron, J.-F. (2025, février 13). **Zoom... La vie scolaire et le métier de conseiller principal d'éducation : une discrète présence/absence dans la revue Recherches en éducation.** Consulté 19 février 2025, à l'adresse <https://ree.hypotheses.org/>

Dupriez, V. (2025). **Les enseignants face aux nouveaux modes de gouvernance : que deviennent leur autonomie et leur jugement professionnels ?** *Canadian Journal of Educational Administration and Policy*, (205), 7-18. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77492>

Cet article s'intéresse à l'autonomie professionnelle des enseignants au sein de systèmes éducatifs de plus en plus caractérisés par de nouveaux modes de gouvernance. En s'appuyant sur la littérature scientifique internationale, ce texte défend une thèse : le recours au marché, à la reddition de comptes et aux données probantes affecte considérablement le groupe professionnel enseignant en produisant un déplacement des bases de la confiance, une division verticale du travail accrue et, potentiellement, une menace envers le jugement professionnel enseignant.

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 (Working Papers) N° 13950). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/13950.htm>

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.

Elliot, A. J., Alzaidi, A., Weissman, D. L., & Kobeisy, A. N. M. (2025). **Principals' achievement motives and implicit theories predict principals' desired achievement goals for their students.** *Educational Management Administration & Leadership*, 53(2), 438-455. <https://doi.org/10.1177/17411432231175743>

The present research investigated principals' achievement motives and implicit theories of intelligence as predictors of their desired achievement goals for their students. The research was highly powered and conducted in the understudied cultural context of Saudi Arabia. Data were collected from 326 principals (175 female and 151 male) in single-sex elementary, middle, and high schools in the study. Results indicated that the need for achievement positively predicted all four achievement goals, whereas fear of failure positively predicted the two avoidance goals, mastery-avoidance, and performance avoidance. Incremental theory positively predicted the two approach goals, mastery-approach and performance-approach, as did entity theory; decremental theory negatively predicted mastery-approach goals. The findings were robust across principal and school characteristics. This research is novel regarding the study of principal achievement motivation and desired achievement goals for others and extends and enriches our understanding of achievement motivation.

Fenwick, L. T. (2022). **Jim Crow's Pink Slip: The Untold Story of Black Principal and Teacher Leadership.** Consulté à l'adresse <https://hep.gse.harvard.edu/9781682537190/jim-crows-pink-slip/>

García Cano, M., Gil-Ruiz, P., & Martínez-Vérez, V. (2025). **Visual arts museums as learning environments in the undergraduate and postgraduate programmes of the Faculty of Education at the Complutense University of Madrid.** *International Review of Education*, 71(1), 109-134. <https://doi.org/10.1007/s11159-024-10100-x>

This article addresses the need to bring the museum environment closer to the students of the Faculty of Education at the Complutense University of Madrid (UCM). The motivation for this stems from an observed lack of artistic education among these students, specifically evidenced by a lack of familiarity with the resources and learning opportunities offered by museums. To address this issue, a mixed quantitative-qualitative methodological design was chosen, with a focus on the factors that define artistic education. The research was conducted with a population cohort of UCM students (N = 476) including future teachers, pedagogy professionals and social education professionals. The results confirm the initial hypothesis, as 82.2% of the students reported having limited knowledge of museums and their resources. Additionally, 48.3% of the participants considered their artistic education during compulsory education to have been inadequate, and of these, 78.6% stated that their teaching staff lacked the necessary knowledge. In UCM's Laboratorio Pantono innovation project (PID), 88.6% of

the students of the Faculty of Education considered museum educational resources to be relevant to their education and recognised their usefulness at all educational stages. This is because these resources facilitate the acquisition of learning related to didactics and curriculum (63.3%), recreation (92.99%), expression (63.30%), and cross-cutting issues (90.3%). Based on these findings, this study underscores the need to integrate museum resources in teacher training programmes.

Gilbride, N., James, C., & Carr, S. (2025). **The ways school headteachers/principals in England at different stages of adult ego development work with organisational complexity.** *Educational Management Administration & Leadership*, 53(2), 398-418. <https://doi.org/10.1177/17411432231170581>

In this article, we analyse the ways school headteachers/principals (HT/Ps) at different stages of adult ego development (AED) make sense of and respond to the organisational complexity of their schools. The AED stage of 20 HT/Ps in England was assessed using the Washington University Sentence Completion Test. HT/Ps in the self-aware, conscientious and individualist AED stage were identified. The research used a critical incident technique to analyse how principals made sense of and responded to the complexity of their organisations. Those HT/Ps in the self-aware, conscientious and individualist stages differed in the way they acknowledged complexity, their capacity to recognise and accept ambiguity and unpredictability; and the way they acknowledged emergence in resolving wicked problems. Importantly, the way these differences were different in individuals in the self-aware, conscientious and individualist stages showed a clear development trend with an increasing acknowledgement of complexity; a growing tolerance of ambiguity and unpredictability; and an increasing acknowledgement of emergence in complex contexts. The findings have implications for the way the role of HT/P is viewed and developed in actual and potential HT/Ps. One important implication is that the stage of HT/Ps' AED is likely to impact on their overall effectiveness in their role.

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.

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.

Gülhan, F. (2025). **Meta-Synthesis of Professional Development Researches for In-Service Science Teachers.** *European Journal of Education*, 60(1), e70047.
<https://doi.org/10.1111/ejed.70047>

Since science education is a field that is open to current developments due to its nature, science educators need to be in a professional development process that frequently updates themselves. In this study, a metasynthesis of studies focusing on in-service professional development for science teachers was made. Content analysis, one of the qualitative research methods, was used in the examination of 37 articles that met the criteria. It had been observed that descriptive studies the current situations are mostly on "general evaluation of in-service professional development programs". It has been found that negative thoughts are at the forefront in the results of research findings in this aim. It has been determined that the most frequently studied themes involving experimental procedure researches on professional development practices for teachers are "in-service training practice and evaluation" and "collaborative practices" and positive results have been obtained from these studies. The theme of "collaboration" for science teachers' professional development has come to the fore in both descriptive and involving experimental procedure research. In the light of the results of the research, suggestions were made with the idea that there should be more studies that examine "the teacher as a part of a social structure" rather than "individual professional development" prepared by considering the teacher as an individual separate from the student and the school.

Hall, K. A., & Aguilar-Smith, S. (2025). **Living in a liminal space: possibilities for pre-tenure faculty to refuse loveless neoliberalism.** *International Journal of Qualitative Studies in Education*, 38(4), 604-621. <https://doi.org/10.1080/09518398.2024.2416702>

Neoliberalism occupies the walls of academia, seeping into the pulse and pace of faculty work and engendering precarity into academic life and the promotion and tenure process, particularly for Women of Color (WoC) scholars. Building on research on early-career faculty and Faculty of Color and informed by the theoretical concept of liminality, we use scholarly personal narratives to document ways neoliberalism has shaped our experiences as pre-tenure WoC scholars at research-intensive universities. Ultimately, recognizing our and other pre-tenure faculty members' liminality within the loveless neoliberal academy, we offer possibilities for subversion and refusal toward forging a more equitable and just future.

Hammad, W., Sawalhi, R., Salim Al-Harathi, A., Alamri, F., & Morad, H. (2025). **Perceptions of teacher leadership in the Arab region: A comparative analysis of three countries.** *Educational Management Administration & Leadership*, 53(2), 258-278. <https://doi.org/10.1177/17411432231166888>

This study compares teachers' perceptions of teacher leadership in three Arab countries: Qatar, Oman and Egypt. Using the Teacher Leadership Inventory tool, the study examined the factors and demographic variables associated with teacher leadership in the selected countries. Specifically, the study explored the four factors identified by the TLI: Sharing Expertise (SE), Sharing Leadership (SL), Supra-Practitioner (SP), and Principal Selection (PS) and investigated if teachers' perceptions of these factors would differ based on their country, gender and school type. Three sets of data were collected from the selected countries, and the respondents were teachers working in primary and middle public schools. Means, standard deviations, t-test and one-way ANOVA were used to analyze the data. The results showed the overall level of teacher leadership to be moderate, with Sharing Expertise being the highest ranked factor, followed by Sharing Leadership, Supra-Practitioner and Principal Selection. The study also found both similarities and differences between the three countries. For example, the Qatari sample provided the highest scores on all TLI factors, followed by Egypt and Oman. Differences were also noted based on school type and gender. Implications emerging from the results are discussed and suggestions for improvement are provided.

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.

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.

Huseyin, M. Y., Dershewi, A., Marais, D., & Albuhtori, M. (2025). **Evaluating the effectiveness of a health and environmental education training program for Syrian teachers in Northern Syria.** *International Journal of Educational Research Open*, 8, 100448. <https://doi.org/10.1016/j.ijedro.2025.100448>

In alignment with UNESCO's directives for ongoing teacher development in environmental awareness to achieve sustainable development goals, this study developed and evaluated a 14-week training curriculum aimed at enhancing Environmental and Health Education awareness among Syrian teachers. Fifty educators of both genders were selected to partake in a program tailored to their needs. The study employed a sequential explanatory mixed methods approach, which included pre- and post-testing; an online satisfaction survey as well as focus group discussions to explore the impact of the training. The findings revealed a statistically significant improvement in knowledge post-training, with average scores doubling from 31% to 65. The program received a high satisfaction rating of Very good-Excellent. Five themes emerged, namely acquired knowledge and skills, values instilled, personal and professional development and emerging topics. Participants overwhelmingly affirmed the training's value and impact, noting significant knowledge and value integration in Environmental and Health Education.

International Task Force on Teachers for Education 2030. (2025). **Teacher wellbeing and the shaping of teacher shortages in crisis-affected contexts.** Consulté à l'adresse <https://teachertaskforce.org/knowledge-hub/teacher-wellbeing-and-shaping-teacher-shortages-crisis-affected-contexts>

This paper explores the link between teacher wellbeing, attrition, and shortages in crisis-affected contexts, where conflict, refugee influxes, and under-resourced environments exacerbate challenges. Despite growing awareness, a global understanding remains limited due to fragmented data and a lack of standardized wellbeing indicators. Drawing on SDG 4c data and case studies from Colombia, Kenya, Myanmar, and Palestine, the analysis highlights two key insights: national data can obscure local teacher shortages and wellbeing concerns, and teaching itself can be both a protective and risk factor. The findings underscore the need for greater attention and funding for teacher wellbeing research, policy, and practice. This background paper was developed to support the development of the 2024 Global Report on Teachers, titled « Addressing teacher shortages and transforming the profession ».

Işıkğöz, 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 ($Q = 112.350$; $p < 0.001$; $I^2 = 81.178$), 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.

Jenni, G., Wettstein, A., Schneider, I., Kühne, F., grosse Holtforth, M., & La Marca, R. (2025). **Social overload and fear of negative evaluation mediate the effect of neuroticism on classroom disruptions that predicts occupational problems in teachers over two years.** *Social Psychology of Education*, 28(1), 60. <https://doi.org/10.1007/s11218-025-10024-w>

Research on teacher stress has identified classroom disruptions as a major risk factor. However, teachers perceive classroom disruptions "through the lens" of their own personalities. This observational study involving 42 teachers (28 female, $M_{age} = 39.66$, $SD = 11.99$) aimed to compare teacher-perceived and observed classroom disruptions and examine how neuroticism, fear of negative evaluation, and social overload influence teachers' perception of classroom disruptions. Moreover, longitudinal associations between perceived and observed classroom disruptions and occupational problems were investigated over two years. Results show that neuroticism, fear of negative evaluation, and social overload are positively associated with more perceived classroom disruptions. In this context, neuroticism does not directly lead to more perceived classroom disruptions, but the relationship is mediated by fear of negative evaluation and social overload. Moreover, perceived classroom disruptions were associated with an increase of occupational problems over two years. Examining self-reports in combination with behavioral observation is crucial for better understanding teachers' perception of classroom disruptions and identifying the personality traits and social stressors influencing perception for preventing teachers' health problems. Teacher education must support teachers in dealing with fear of negative evaluation and social overload and recognize the longitudinal cumulative effects of biased perception on teacher stress. This can prevent teachers from leaving the profession early and keep burnout rates and costs low.

Khan, F. (2025). **Transformational leadership and teacher work performance: Mediating effect of job autonomy and trust in school principal – insights from senior secondary school data in India.** *Educational Management Administration & Leadership*, 53(2), 318-338. <https://doi.org/10.1177/17411432231172359>

Deriving from the social exchange theory, this study proposes a parallel mediation model where job autonomy and trust in school principal were underlying mechanisms through which transformational leadership affects teacher work performance. I propose that the leader provides job autonomy and builds trust among the teachers, that in turn influences teacher work performance. I tested the hypothesized model by using cross-sectional data (N = 755) based on four themes – transformational leadership, trust, job autonomy and work performance. The data was collected through an online survey from senior secondary school teachers in New Delhi, India. After establishing the reliability and validity of measures, the parallel mediation model was tested using AMOS 4.0. The result of regression analyses using the Bootstrap confidence interval method indicates significant results showing that trust in school principal and teacher job autonomy mediate the relationship between transformational leadership and teacher work performance. Limitations, implications and future research directions are discussed at the end.

Lafon, L. **Protéger l'école de la République et les personnels qui y travaillent.** , Pub. L. No. 234 (2024-2025) (2025).

Proposition de loi visant à protéger l'école de la République et les personnels qui y travaillent

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.

Levante, A., Petrocchi, S., Bianco, F., Castelli, I., & Lecciso, F. (2025). **Emotional exhaustion faced by Italian female teaching staff during COVID-19 pandemic: A sequential mediation model applying coping strategies, self-efficacy for online teaching, and technostress.** *International Journal of Educational Research Open*, 8, 100403. <https://doi.org/10.1016/j.ijedro.2024.100403>

The study examines coping, tech attitudes, and burnout in 388 Italian female teachers during COVID-19. Results show coping predicts lower burnout via higher online teaching self-efficacy and lower technostress. Primary teachers report higher emotional exhaustion; older teachers experience more technostress. Findings emphasise the importance of coping strategies in reducing burnout, highlighting the need to enhance online teaching self-efficacy and address technostress. Training focusing on these aspects could effectively support teachers amid the pandemic and regular job stressors.

Maddi, A., Guaspare, C., & Dubois, M. (2025, mars 5). **Femmes et hommes scientifiques : l'effet inattendu du genre dans les rétractions d'articles.** Consulté 7 mars 2025, à l'adresse

The Conversation website: <http://theconversation.com/femmes-et-hommes-scientifiques-leffet-inattendu-du-genre-dans-les-retractions-darticles-250474>

De manière surprenante, les raisons des rétractations d'articles scientifiques divergent si la direction de l'équipe est assurée par une femme ou par un homme.

Mangset, M., & Orupabo, J. (2025). **Becoming and unbecoming academics: Classed resources and strategies for navigating risky careers.** *The British Journal of Sociology*, 76(2), 226-240. <https://doi.org/10.1111/1468-4446.13165>

Academics influence not only knowledge production but also selection to the labour market and policy development. They have power. Despite the sociological attention paid to class in higher education, few studies have examined the way in which class interferes with the careers of those navigating from being students to becoming scholars. Building on Bourdieu's theory of social reproduction, this study examines how class influences different groups' experiences of becoming academics. Based on 60 interviews with Norwegian scholars in their early to mid-careers, the analysis identifies the kind of classed resources that are in play in the unequal access to academic positions. Beyond more classical resources, such as financial, cultural, and psychological certainty, the interviewees point to the significance of an early familiarity with the rules of the game and strategic navigation of the academic system. We use these findings to discuss and nuance Pierre Bourdieu's perspectives on the role of incorporated, practical consciousness and disinterestedness in class reproduction in the academic world. This theoretical contribution facilitates the combined analysis of the implicit and the explicit ways that dominant classes preserve their position in the hierarchy, which the study demonstrates as key to social reproduction in academic careers.

Mather, M. F., & Bam, N. E. (2025). **Factors Influencing Academic Staff Satisfaction and Retention in Higher Education: A Literature Review.** *European Journal of Education*, 60(1), e70025. <https://doi.org/10.1111/ejed.70025>

This review of the literature aims to synthesise and analyse previous studies to provide important information on factors that affect academic staff retention and staff satisfaction in higher education institutions (HEI). The review included 21 studies published between 2014 and 2024, conducted in 13 different countries. Thematic analysis of the 21 included papers revealed four major themes, each with three sub-themes. These themes highlight the relevance of development programmes within HEIs to meet individual needs, stimulate professional progress, and improve overall academic performance. Furthermore, the review emphasises the importance of creating a supportive work environment, encouraging work-life balance, and providing equitable salary and recognition to academic personnel. Addressing these characteristics can help HEIs increase staff satisfaction, lower turnover rates, and ultimately contribute to the institution's performance and reputation.

Menon, M. E. (2025). **Transformational school leadership and the COVID-19 pandemic: Perceptions of teachers in Cyprus.** *Educational Management Administration & Leadership*, 53(2), 339-356. <https://doi.org/10.1177/17411432231166515>

The role of contextual factors has been highlighted in the school leadership literature. This points to the importance of examining the extent to which leadership models apply to, or are useful in, specific contexts. The paper investigates the extent to which school leaders adopted transformational leadership behaviours and practices during the pandemic crisis based on the perceptions of teachers. Qualitative research was

conducted with 30 primary school teachers in Cyprus. The findings of the research show that overall, school leaders used behaviours and practices associated with transformational leadership to a great extent. Of the five transformational leadership dimensions proposed by Bass and Avolio, teachers were more likely to report weaknesses in the area of individualised consideration. Moreover, the perceptions of teachers suggest that the behaviours and practices of school leaders during the pandemic crisis can be linked to different leadership conceptualisations and/or models. The paper provides implications regarding educational policy and practice.

Mitani, H. (2025). **Performance-Based Compensation Systems and Principal Job Performance.** *American Educational Research Journal*, 62(2), 414-455. <https://doi.org/10.3102/00028312241303760>

The inequitable distribution of principal effectiveness raises concern among policymakers. Principal sorting likely contributes to wider achievement and opportunity gaps between low- and high-need schools. As a possible policy tool, policymakers proposed performance-based compensation systems (PBCS). Tennessee was one of the states that supported the implementation of PBCS. This study examined the relationship between PBCS and principal job performance in the state, using longitudinal administrative data, principal evaluation data, and unique PBCS data from 2012 to 2019. The study did not find consistently significant, positive relationships between PBCS and principal job performance. However, the relationships were generally more pronounced among high-need schools. The study concludes with detailed discussions about the results, the assumptions behind PBCS, limitations, and implications.

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.

Moser, K. M., Wei, T., Crenshaw, A. G., & Anthony, K. V. (2025). **Mid-career world language teachers in the U.S. South: Professional satisfaction, burnout, and resilience.** *Social Psychology of Education*, 28(1), 23. <https://doi.org/10.1007/s11218-024-09985-1>

World Language (WL) education is facing a teacher supply crisis affecting the quality and stability of programs in K-12 schools. The extant literature on teacher attrition draws

attention to the challenges of early career teachers with implications for how teacher preparation and induction programs might increase retention in schools. This survey study explores the professional lives of mid-career WL teachers in the U.S. South to uncover contextual factors that might influence workplace satisfaction and burnout. The data revealed that rurality adversely affected WL teachers' professional well-being; however, educators overcame obstacles and were able to thrive in their schools when supported through peer relationships and motivated by positive learner outcomes. Additionally, our findings emphasize the role of intrinsic motivation and positive rather than negative affective experiences as reliable predictors of resilience. Implications to enhance teacher resilience in preservice training and in-service professional development are provided.

Nassir, M., & Benoliel, P. (2025). **Promoting school effectiveness: Examining the mediating role of teachers' organisational commitment and the moderating role of school cultural attributes.** *Educational Management Administration & Leadership*, 53(2), 456-478. <https://doi.org/10.1177/17411432231167715>

The study suggests a moderator–mediation model: teacher organisational commitment mediates the relationship between the interaction of participative decision-making (PDM) and paternalistic leadership (PL) and a school's cultural attributes to school effectiveness (student academic achievement, teachers' organisational citizenship behaviour, and teachers' perceived strain). The data were collected through a questionnaire returned by a two-stage clusters random sampling of 245 teachers in Israeli elementary schools characterised by different cultural attributes. Data were collected from two sources, self-reports and test grades measures to minimise measure error. The structural equation modelling and bootstrap results highlight the intervening role of a school's cultural attributes on the relationship between PL and school effectiveness, implying that the implications of PL are context dependant. The findings also showed positive implications of PDM on school effectiveness regardless of a school's cultural attributes. Implications for theory and practise are discussed.

Nästesjö, J. (2025). **Between Delivery and Luck: Projectification of Academic Careers and Conflicting Notions of Worth at the Postdoc Level.** *Minerva*, 63(1), 69-92. <https://doi.org/10.1007/s11024-024-09541-3>

This paper investigates how early career academics interpret and respond to institutional demands structured by projectification. Developing a 'frame analytic' approach, it explores projectification as a process constituted at the level of meaning-making. Building on 35 in-depth interviews with fixed-term scholars in political science and history, the findings show that respondents jointly referred to competition and delivery in order to make sense of their current situation. Forming what I call the project frame, these interpretive orientations were legitimized by various organizational routines within the studied departments, feeding into a dominant regime of valuation and accumulation. However, while the content of the project frame is well-defined, attempts to align with it vary, indicating the importance of disciplines and academic age when navigating project-based careers. Furthermore, this way of framing academic work and careers provokes tensions and conflicts that junior scholars try to manage. To curb their competitive relationship and enable cooperation, respondents emphasized the outcome of project funding as 'being lucky.' They also drew on imagined futures to envision alternative scripts of success and worth. Both empirically and conceptually, the article contributes to an understanding of academic career-making as a kind of

pragmatic problem-solving, centered on navigating multiple career pressures and individual aspirations.

Oliveira, T., Nada, C., & Magalhães, A. (2025). **Navigating an Academic Career in Marketized Universities: Mapping the International Literature.** *Review of Educational Research*, 95(2), 255-292. <https://doi.org/10.3102/00346543231226336>

Over the past two decades, debates surrounding the marketization of higher education worldwide have intensified. The impact it is having specifically on academics and their careers is less well documented, but enough literature has emerged to certainly warrant a review. To investigate the topic, a systematic literature review was conducted to examine the implications of the increased marketization of higher education on academic careers. This secondary research reviewed 54 documents that included both theoretical contributions and empirical findings from 21 different national contexts. Our findings indicate that academic careers are affected on at least two levels: first, on a material level, career structures have undergone a progressive precarization, marked by an increase in temporary contracts and part-time jobs; and second, on an ideological level, in which fatalistic narratives such as “there is no other way out of the neoliberal game” appear to be prevalent. Our findings suggest that key collective and political aspects of academics’ careers may have become depoliticized through the individualistic “careerist strategies” they are encouraged to embrace to survive in an academic career.

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.

Picard, P., & Guyon, R. (2024). **La formation continue des enseignants, un impensé des politiques publiques d'éducation en France.** *Administration & Éducation*, 184(4), 117-122. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-117>

Pollock, K., Nielsen, R., & Wang, F. (2025). **School principals' emotionally draining situations and student discipline issues in the context of work intensification.** *Educational Management Administration & Leadership*, 53(2), 419-437. <https://doi.org/10.1177/17411432231165691>

Over the past decade, research into principals' work intensification has revealed that principals spend significant work hours on student discipline and attendance issues, and that they report high levels of emotionally draining situations. In the current study, we examined the relationship between student discipline issues and principals' emotionally

draining situations to determine if variables related to student discipline issues affected principals' experiences of emotionally draining situations. Using a correlational research design with hierarchical regression, we analysed data from a digital survey of school principals in Ontario, Canada. A total of 1434 surveys were included in the final analysis, with respondents from elementary, high-school and combined schools. Results showed a correlation between student discipline and attendance issues and principals' experiences of emotionally draining situations, while also showing that student discipline and student and parent mental health were strong predictors of principals' experiences of emotionally draining situations. These findings have important implications in supporting principals: These insights can inform principal preparation programmes by showing the need for increased training on identifying and treating emotionally draining situations. Insights may also encourage policymakers to review student discipline and student/parent mental health policies in light of the revelation of their impact on principals' work.

Provencher, A. (2024). **Défis d'insertion professionnelle spécifiques à l'acculturation d'enseignant·e·s immigrant·e·s au Québec.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115498ar>

Les enseignant·e·s immigrant·e·s sont une richesse pour les sociétés d'accueil en raison de leur biculturalité (Niyubahwe et coll., 2019). Pourtant, ces membres de la profession enseignante rencontrent nombre d'obstacles qui peuvent compromettre leur projet migratoire (Duchesne, 2017). L'article porte sur les difficultés d'acculturation en période d'insertion professionnelle au Québec. L'analyse est soutenue par les concepts de parcours migratoire (Legault et Fronteau, 2008), d'acculturation (Berry, 2005) et d'insertion professionnelle en enseignement (Mukamurera et coll., 2013). La discussion mène à une adaptation du modèle d'insertion professionnelle tenant compte de la phase postmigratoire et à des pistes de réflexion liées aux besoins des enseignant·e·s immigrant·e·s.

Qian, H., Walker, A., & Zheng, Y. (2025). **Boundary-spanning practices of system leaders in China: Enabling conditions and inherent tensions.** *Educational Management Administration & Leadership*, 53(2), 238-257. <https://doi.org/10.1177/17411432231174690>

There is currently considerable interest in system leadership and how it can support school change at scale. System leadership aims to move learning beyond school boundaries through leveraging experience and expertise. The success of system leadership depends on how key educational players can move effectively between and across traditional educational boundaries. China's education system has long-established system infrastructure to support boundary spanning. This paper presents three selected different types of system leaders who span across boundaries to build relationships, interconnections and interdependencies to enhance collective teacher capacity across their systems. The paper argues that working in a centralised, top-down system creates enabling conditions which facilitate boundary practices. It further suggests that such conditions form tensions which risk reproducing static systems when leadership is enacted hierarchically. Enabling conditions include established routines, roles and values which empower boundary spanners to leverage their expertise. System tensions can arise between the centre and periphery, between responsibility and professional power and between diversity and homogeneity.

Ranta, S., Heiskanen, H., & Kahila, S. (2025). **Team leadership profiles in Finnish early childhood education centres – Teachers' experiences of team leadership.** *Educational Management Administration & Leadership*, 53(2), 298-317. <https://doi.org/10.1177/17411432231168234>

Expectations regarding team leadership in early childhood education (ECE) have grown in recent decades, both in Finland and elsewhere in the world. This change can be seen through the increased research knowledge regarding the importance of pedagogical leadership as a key factor in the quality of ECE and the emphasis on pedagogy in basic ECE tasks. In Finland, teachers are responsible for pedagogical work among teams and ensuring that ECE goals are achievable. For this reason, teachers are expected to lead their teams. For this reason, we wanted to ask the following research questions: (1) To what extent do ECE teachers feel that team leadership is realised in their work? (2) What different types of leadership profiles can be identified and what underlying elements define them? (3) To what extent do ECE teachers' experiences of teamwork leadership differ? In our research, we utilised the Team Leadership Questionnaire to ask how teachers in ECE centres experience team leadership implemented when they work in ECE teams. Our survey was completed by 1221 teachers in ECE centres from 66 Finnish municipalities. We identified four team leader profiles through which team leadership is implemented differently: experienced experts, experienced organisers, discussion-oriented novices and learning novices. According to this study, teachers have different levels of knowledge and competence regarding team leading, which is especially influenced by work experience and divides teachers into different team leadership profiles.

Redding, C., & Nguyen, T. D. (2025). **The Effects of Race to the Top on Teacher Qualifications, Work Environments, and Job Attitudes.** *Educational Evaluation and Policy Analysis*, 47(1), 237-262. <https://doi.org/10.3102/01623737231210291>

We estimate the effects of Race to the Top (RTTT) on teacher qualifications, work environments, and job attitudes. Drawing on the Schools and Staffing Survey and the National Teacher and Principal Survey, we create a nationally representative data set of public school teachers from 1988 to 2018. We adopt an event study difference-in-differences research design to estimate the dynamic effect of RTTT on several teacher outcomes. We find evidence that, following RTTT, teachers were more worried about job security relative to prereform years. We find smaller and less consistent evidence of a relationship between RTTT and decreased teacher certification levels and increased levels of cooperation with colleagues.

Sahlin, S. (2025). **Professional development of school principals – how do experienced school leaders make sense of their professional learning?** *Educational Management Administration & Leadership*, 53(2), 380-397. <https://doi.org/10.1177/17411432231168235>

A growing body of research has emphasised the importance of school leadership for quality improvement in schools, which reinforces the importance of school leaders' continuous professional development in working life. However, less is known about the professional development of experienced principals. Against this background, the purpose of this study is to examine experienced school leaders' sense-making of their professional learning in relation to their professional development. Drawing on sense-making theory, a qualitative case study design was adopted, and data consisted of semi-structured interviews, and course evaluations. Qualitative content analysis was performed using the Atlas 6.2 software tool. The findings showed that important sense-

making for the principals related to the value of continuous professional learning and interactions with professional peers, and professional learning implications. This qualitative Swedish study can be seen as a contribution to experienced principals' professional learning, as the professional development of experienced principals is under-researched.

Saoke, V. O., Ndwiga, Z. N., Githaiga, P. W., Gitonga, C. M., Kubai, K. I., Nzomo, C. M., ... Ngichio, D. O. (2025). **The Relationship Between Teachers' Planning and Content Delivery Using the Five-Stage Lesson Plan Structure: An Analysis of Age, Gender, Experience and Academic Qualifications in Kenya.** *European Journal of Education*, 60(1), e70021. <https://doi.org/10.1111/ejed.70021>

Effective instruction is vital for quality education in Kenya, with learners' success mainly dependent on structured methods like the five-stage lesson plan (5-SLP). Nonetheless, the effectiveness of instruction may differ depending on the demographic and professional attributes of the teachers. Although the value of planning for content delivery is well acknowledged, there is limited information on how teachers' characteristics (age, gender, experience and academic qualification) influence their planning and content delivery. Thus, this study examined the relationship between teachers' planning and content delivery through the 5SLP, focusing on their characteristics. A sample of 226 CRE teachers was analysed using an observation checklist and a semi-structured questionnaire. The impact of gender, age, experience and academic qualification on teachers' planning and content delivery was investigated in the study using multivariate analysis of variance (MANOVA) and tests of between-subjects effects. Results indicated that age significantly affects both planning and content delivery ($p = 0.003$, $p = 0.002$, $p = 0.000$), while gender, experience and educational qualifications did not show a substantial impact. Nevertheless, significant combined effects were observed between age and gender ($p = 0.010$), gender and experience ($p = 0.045$), age and experience ($p = 0.004$) and age and academic qualification ($p = 0.016$). Furthermore, tests of between-subjects effects indicated significant interactions among age, academic qualifications and experience ($p = 0.039$, $p = 0.016$, $p = 0.004$) affecting content delivery. The study findings recommended a policy on the need for customised training programmes that consider these complex interactions to enhance instructional effectiveness. Generally, the study contributes to understanding how demographics influence educational practices, offering valuable insights for improving teacher preparation and professional development.

Sarmurzin, Y., Baktybayev, Z., Kenzhebayeva, K., Amanova, A., & Tulepbergenova, A. (2025). **"Teachers are not Imams": The impact of social media on the status of teachers in Kazakhstan.** *International Journal of Educational Development*, 113, 103220. <https://doi.org/10.1016/j.ijedudev.2025.103220>

This research explores the potential impact of social media on the professional status of teachers in Kazakhstan, examining its role in facilitating professional development and its potential to trigger reputational risks. Social media is experiencing growth in Kazakhstan, which presents challenges for teachers. This study investigates how social media influences the professional identity and perceived status of teachers in society. A combination of quantitative survey data and qualitative interviews with teachers and school leaders was conducted. It has been demonstrated that although social media may enhance a teacher's reputation by facilitating the sharing of educational material and professional achievements, it also brings potential concerns, such as cyberbullying,

privacy violations, and challenges in preserving personal and professional boundaries. These results emphasize the need for explicit guidelines on the ethical use of social media in educational settings and instructional approaches.

Shaked, H. (2025). **How instructional leaders promote social justice.** *Educational Management Administration & Leadership*, 53(2), 279-297.
<https://doi.org/10.1177/17411432231168227>

Instructional leadership is a school leadership approach with a strong focus on the development of teaching and learning. This study explores how instructional leaders act to promote social justice and eliminate school inequities. The participants in this qualitative study were 24 Israeli elementary school principals. Data collection was based on semi-structured interviews, and data analysis was theory-driven. The findings revealed that instructional leaders incorporated a social justice perspective into the three key dimensions of instructional leadership—defining the school mission, managing the instructional program, and developing a positive school learning climate—to address three main areas of inequity in the school: outcomes, belongingness, and discipline. This study suggests that as an instructional leader, the principal has to take specific actions supported by particular intentions to ensure fairness and equity.

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.

Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Goodrich, J., ... Anders, J. (2025). **Effective Teacher Professional Development: New Theory and a Meta-Analytic Test.** *Review of Educational Research*, 95(2), 213-254.
<https://doi.org/10.3102/00346543231217480>

Multiple meta-analyses have now documented small positive effects of teacher professional development (PD) on pupil test scores. However, the field lacks any validated explanatory account of what differentiates more from less effective in-service training. As a result, researchers have little in the way of advice for those tasked with designing or commissioning better PD. We set out to remedy this by developing a new theory of effective PD based on combinations of causally active components targeted at developing teachers' insights, motivating change, developing teaching techniques, and then embedding these changes in teachers' practice. We test two important

implications of the theory using data identified through a systematic review and meta-analysis of 104 randomized controlled trials, finding qualified empirical support for the theory. The main contribution of the article is to provide a testable theory of what makes PD more effective, which can be used to guide future empirical research on this topic.

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.

Soulé, B. (2025, février 16). **Derrière la promesse de l'open access, la marchandisation renouvelée de l'édition scientifique.** Consulté 26 février 2025, à l'adresse AOC media - Analyse Opinion Critique website: <https://aoc.media/analyse/2025/02/16/derriere-la-promesse-de-lopen-access-la-marchandisation-renouvelee-de-ledition-scientifique/>

Depuis le début du siècle, de nouveaux modèles de diffusion de la recherche scientifique sont apparus. Marchandisant à leur profit l'injonction à l'open access, ils piègent les chercheurs mal informés ou souhaitant répondre plus facilement aux demandes de leurs institutions. Pour éviter la dégradation de la qualité scientifique provoquée par ces mégarevues, il est urgent de repenser les modalités d'expertise et d'évaluation de la recherche.

Tobin, J. (2025). **An argument for method in qualitative research.** *International Journal of Qualitative Studies in Education*, 38(4), 559-570. <https://doi.org/10.1080/09518398.2024.2416699>

Post qualitative inquiry has called for method-less research and warned against the incommensurability of the use of systematic research methods with poststructural and new materialist theories. This essay offers a counterpoint to the incommensurability argument by presenting four examples of studies informed by poststructural and new materialist theories that employ interviews, ethnography, coding, and discourse analysis. What if we were to think of combining poststructural theories with systematic methods

not as taboo, but rather as an encounter of differences, with unpredictable outcomes? Theory-based, method-free research can be productive, but as the examples presented in this paper demonstrate, so, too, can research that combines systematic methods with engagement with poststructural theories.

Uslukaya, A., Demirtaş, Z., Alanoglu, M., & Zincirli, M. (2025). **Exploring the Moderating Roles of Family-Work Conflict in the Relationship Between Work-Family Conflict and Teacher Well-Being.** *Psychology in the Schools*, 62(4), 1271-1282. <https://doi.org/10.1002/pits.23393>

Teachers well-being has a significant influence on their quality of life, as well as on students' emotions, behaviors, and cognitions. Although there is evidence of a negative relationship between teachers' experience of work-family conflict (WFC) and family-work conflict (FWC) with their well-being, we have no information on how the interaction of these two experiences relates to teacher well-being. Therefore, this study aims to examine the relationships between the interaction of WFC and FWC and teacher burnout and job engagement. The participants included 529 teachers from the Elazığ provincial center in Türkiye. According to the results of the structural equation modeling using Bayesian estimation, the positive relationship between WFC and burnout, as well as the negative relationship with work engagement, is stronger under high FWC conditions but significantly weakens under low FWC conditions. Therefore, we conclude that WFC and FWC interact to affect teacher well-being more negatively. The current study concludes with several theoretical and practical implications.

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.

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.

Zhu, X., Tian, G., Liu, R., & Li, Y. (2025). **Emotional Leadership and Teachers' Psychological Well-Being: The Mediating Role of Emotional Labour and Moderating Roles of Cultural Values in JD-R Theory.** *European Journal of Education*, 60(1), e70006. <https://doi.org/10.1111/ejed.70006>

Using the job demands-resources (JD-R) theory, this study aimed to understand how and when emotional leadership affected teachers' psychological well-being. It explored the mediating effect of emotional labour and the moderating effects of collectivism and two Confucian cultural values (i.e., harmony and obedience to authority). The sample included 2361 Chinese teachers from primary and secondary schools. Findings showed that emotional leadership as a job resource from leaders promoted deep acting (DA) and expression of naturally felt emotions (ENFE), eventually enhancing psychological well-being. Moreover, emotional leadership caused more surface acting (SA) only when teachers had a lower level of harmony, which reduced psychological well-being; collectivism, harmony, and obedience to authority weakened the positive impacts of emotional leadership on psychological well-being. This study contributes to the JD-R theory by revealing that leader factors could act as both resources and demands to influence personal factors under the moderating effect of cultural values.

Numérique et éducation

Abd El-Sattar, H. K. H. (2025). **Future metaverse-based education to promote daily living activities in learners with autism using immersive technologies.** *Education and Information Technologies*, 30(3), 3145-3182. <https://doi.org/10.1007/s10639-024-12844-3>

Daily living activities (DLAs) are crucial for people with autism spectrum disorder (ASD). Immersive learning technologies (ILTs), such as virtual reality (VR), augmented reality (AR), serious games (SGs), and the metaverse, are emerging and expanding globally as a result of the COVID-19 pandemic. In the virtual world, metaverse technology is developing and becoming a new global trend. Because every child has different abilities and needs that change over time, it can be difficult for designers to include children with

ASD in the technology design process. A literature review indicates that no research has specifically examined the use of ILTs in special-needs education to promote DLAs in learners with autism. This study is one of the few that examines this topic, taking into account autism's sensory issues. Through a series of participatory sessions and a design thinking process, a new participatory research framework is proposed that views education as a cooperative process with aims that go beyond knowledge creation to practical and future innovative visions of special-needs education applications. The framework was employed in case-based learning research to promote DLAs for people with autism through the use of three modules represented as serious games. These modules investigate the viability of establishing a virtual presence in the metaverse with cooperative VR and AR technologies. Future applications of the metaverse to help autistic people promote their DLAs were one of four research questions that were examined. The data was analyzed using mixed-methods research. A variety of usability metrics, including the technology acceptance model (TAM), were used to assess effectiveness, efficiency, and satisfaction aspects. Our results demonstrate that using ILTs undoubtedly creates a fun, effective, and promising learning environment that encourages lifelong learning for people with autism.

Abdelghaffar, A., & Eid, L. (2025). **A critical look at equity in international doctoral education at a distance: A duo's journey**. *British Journal of Educational Technology*, 56(2), 834-851. <https://doi.org/10.1111/bjet.13566>

This collaborative, reflective research paper delves into the doctoral socialization experiences of two international students navigating pre- and postrelocation realities amid COVID-19 complexities. The authors juxtapose our journeys in the Global South (pre-relocation) and the Global North (postrelocation), scrutinizing learning outcomes, access to resources and academic and professional opportunities. Through journaling and deep self-reflection, this research illuminates stark disparities in educational accessibility, mainly rooted in the undeniable global technological divide. In this collaborative, reflective paper, my colleague and I unveil the unique challenges of distance learning, highlighting the resulting academic isolation and inequitable doctoral socialization experiences. Furthermore, the study reflects on the disproportionate access to academic and professional growth opportunities accompanying geographical mobility, emphasizing educational success and capacity-building inequities. This collaborative, reflective research contributes to the ongoing debate on IHE's impact on equity, particularly regarding the potential exacerbation of global disparities through internationalization at a distance. In this collaborative research, the authors attempt to answer the question: 'How do experiences under internationalization at a distance compare to or diverge from the experiences of geographically mobile students?' By adopting counter-storytelling as the interpretive framework, this collaborative, reflective paper hopes to amplify and validate the stories of international students from the Global South and how they, the authors, experience internationalization at a distance in their doctoral education. The nuanced findings inform institutional policies promoting more equitable and inclusive practices in international higher education. Practitioner notes What is already known about this topic (internationalization at a distance [IaD]) IaD enables students from diverse geographical locations to access educational resources and opportunities without physical relocation, promoting inclusivity and global participation. IaD offers flexible learning options that cater to diverse schedules and personal circumstances, allowing learners to balance academic pursuits with other commitments. IaD can reduce costs associated with traditional education, such as travel,

accommodation and living expenses, making higher education more accessible and affordable for students from economically disadvantaged backgrounds. What this paper adds Documents the structural challenges inherent in IaD, particularly through the lens of North African women international doctoral students, offering nuanced insights into their experiences amid and after the COVID-19 pandemic. Provides a detailed exploration of the mental and emotional toll of remote learning on distant learners, highlighting specific challenges such as isolation and feelings of academic inadequacy, which are often overlooked in traditional narratives of educational equity. Offers actionable recommendations for policy and institutional change aimed at improving support systems and enhancing educational equity for international students based on the documented experiences and challenges highlighted in the study. Implications for practice and/or policy Advocate for investments in digital libraries and partnerships with global repositories to improve access to educational resources for international students, particularly those from the Global South. Promote development programmes to integrate diverse perspectives and culturally responsive pedagogies into curriculum design and teaching practices to enhance inclusivity and support diverse student populations. Encourage the implementation of policies that support mental health and well-being among international students, including virtual counselling services, mentorship programmes and flexible learning options tailored to diverse time zones and personal circumstances. These measures aim to mitigate the challenges exacerbated by IaD and promote equitable educational opportunities globally.

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.

Addae, D., Abakah, E., & Amuzu, D. (2025). **Adults who learn online: Exploring the online learning readiness of nontraditional undergraduate students in a Ghanaian university.** *International Journal of Educational Research Open*, 8, 100407. <https://doi.org/10.1016/j.ijedro.2024.100407>

Despite the growing population of non-traditional (mature) students in online learning programmes in universities across the world, less is known about the online learning readiness of this unique category of students. Drawing on qualitative online survey with 128 non-traditional students enrolled in distance education programmes at the University

of Ghana, this paper investigates their online learning readiness and solicits their perspectives on ways of improvement. The findings reveal that while mature students exhibit lower levels of online learning self-efficacy, they demonstrate a strong sense of self-directedness in their studies. Furthermore, poor internet infrastructure and network connectivity, a lack of social engagement in the online learning environment, and limited knowledge on digital tools impacted on students' online learning readiness. In response, students recommended enhanced technical support and training, improved peer and tutor interactions, increased student support services, and better management of work-life balance. The study recommends for universities to address these specific needs to optimize the online learning experience and outcomes for mature students.

Ade-Ibijola, A., Sukhari, A., & Oyelere, S. S. (2025). **Teaching accounting principles using augmented reality and artificial intelligence-generated IsiZulu language translations.** *International Journal of Educational Research Open*, 8, 100447. <https://doi.org/10.1016/j.ijedro.2025.100447>

One of the sustainable development goals identified by the United Nations (UN) aims to ensure inclusive, equitable, quality education and promote lifelong learning opportunities for all. The report issued by the UN in 2022 highlighted that the global education crisis for vulnerable groups has worsened due to the COVID-19 pandemic, war, lack of infrastructure, and little or no psychosocial support. The prevalence of English as the medium of instruction in higher education, is a challenge for students who speak English as a second language. In South Africa, and Africa as a whole, the majority of the population speak in their mother tongue as a first language, which is problematic for students enrolled at English medium universities. This study focuses on accounting education from a South African perspective. Earlier research found that the number of African chartered accountants in South Africa are inadequately represented and cited one of the reasons as being a language barrier. We propose that the translation of accounting concepts into indigenous African languages can improve the understanding of accounting principles which will allow for inclusive, equitable, and quality education for all. In doing so, we develop a prototype application, which encompasses augmented reality and artificial intelligence-generated language translation functionalities to teach accounting principles in an indigenous African language, namely, IsiZulu. The application, named Zulu Augmented Reality Translation (ZART), aids the learning process of accounting principles, by providing an engaging and interactive learning experience in IsiZulu. The paper commences with a literature review on the teaching pedagogy and challenges in accounting education. Thereafter, the design science research applied in the development of ZART is discussed. Using questionnaires, an experiment is conducted to evaluate the usability of ZART, students' perceptions and pedagogical experiences of using ZART. The results of the evaluation show that ZART was easy to install and use; students were captivated with the avatars in ZART; and the language translation functionality was useful for learning the basics of accounting. ZART is of importance to policy makers and standard setters in the accounting profession, accounting academics, and accounting students. This study provides a platform for the translation of the accounting curriculum into numerous indigenous African languages.

Ahmad, B., & Bilal, S. (2025). **Knowledge of AI as a Future Work Skill for Career Sustainability.** *Journal of Career Development*, 52(2), 134-152. <https://doi.org/10.1177/08948453241307384>

In response to the pervasive influence of AI across various professional domains, we investigate how the acquisition of AI knowledge as a future work skill can foster career sustainability. Our exploration delves into the role of this knowledge in aligning individual skills with job demands, enhancing what we term as person-job fit. Moreover, we present a moderated-mediation model to examine the interactive influence of career confidence between person-job fit and career sustainability. Data were collected in three waves from part-time students pursuing professional courses, concurrently employed in diverse industrial sectors of Pakistan. Hypotheses were tested using covariance-based structural equation modeling (CB-SEM) on a final dataset ($n = 318$). Our findings reveal that AI knowledge as a future work skill significantly contributes to workers' career sustainability, both directly and through person-job fit. Additionally, higher career confidence significantly strengthens the interplay between person-job fit and career sustainability. Theoretical contributions and practical implications of the study are discussed, along with potential avenues for future research in this domain.

Alalawi, K., Athauda, R., Chiong, R., & Renner, I. (2025). **Evaluating the student performance prediction and action framework through a learning analytics intervention study.** *Education and Information Technologies*, 30(3), 2887-2916. <https://doi.org/10.1007/s10639-024-12923-5>

Learning analytics intervention (LAI) studies aim to identify at-risk students early during an academic term using predictive models and facilitate educators to provide effective interventions to improve educational outcomes. A major impediment to the uptake of LAI is the lack of access to LAI infrastructure by educators to pilot LAI, which typically requires substantial institution-wide efforts and investment to collect related data sets and develop accurate predictive models that identify at-risk students and also provide tools to facilitate interventions. This paper presents a novel LAI framework, termed Student Performance Prediction and Action (SPPA), that facilitates educators to seamlessly provide LAIs in their courses avoiding the need for large-scale institution-wide efforts and investments. Educators develop course-specific predictive models using historical course assessment data. In learning analytics, providing effective interventions is a challenge. SPPA utilises pedagogy principles in course design and interventions to facilitate effective interventions by providing insights into students' risk levels, gaps in students' knowledge, and personalised study/revision plans addressing knowledge gaps. SPPA was evaluated in a large undergraduate course on its ability to predict at-risk students and facilitate effective interventions as well as its ease of use by academics. The results are encouraging with high performance of predictive models, facilitating effective interventions leading to significant improved educational outcomes with positive feedback and uptake by academics. With its advantages, SPPA has the potential to catalyse and influence wide-scale adoption in LAIs.

Al-Rousan, A. H., Ayasrah, M. N., Salih Yahya, S. M., & Khasawneh, M. A. S. (2025). **Design and Psychometric Evaluation of the Artificial Intelligence Acceptance and Usage in Research Creativity Scale Among Faculty Members: Insights From the Network Analysis Perspective.** *European Journal of Education*, 60(1), e12927. <https://doi.org/10.1111/ejed.12927>

The acceptance of artificial intelligence (AI) in academic settings, particularly in the context of research creativity, is a growing area of interest. This study aimed to design and validate the AI Acceptance and Research Creativity Scale (AIA&RCS) among faculty members. This exploratory mixed-method was conducted among 720 faculty

members. A literature review and participant interviews were conducted in the qualitative phase to generate and develop items. In the quantitative phase, face validity, content validity, construct validity, convergent validity and reliability (internal consistency and stability) were used. Exploratory factor analysis (EFA) indicated a 4-factor model of the scale with 'perceived usefulness and effectiveness of AI in research creativity', 'ethical issues in research', 'trusted in AI capabilities' and 'willingness to use AI' accounting for 51.6% of the variance. This arrangement was verified by confirmatory factor analysis (CFA), with fit indices that were at suitable levels. Then, the network analysis took into account the four-factor structure of AIA&RCS further. Similarly, the exploratory graph analysis (EGA) indicated the four-factor configuration of the AIA&RCS. The 25-item scale is well-suited for measuring AI acceptance and research innovation among faculty because of its psychometrics.

Alwaqdani, M. (2025). **Investigating teachers' perceptions of artificial intelligence tools in education: potential and difficulties.** *Education and Information Technologies*, 30(3), 2737-2755. <https://doi.org/10.1007/s10639-024-12903-9>

This paper investigated teachers' perceptions towards the integration of Artificial Intelligence educational tools (AIED) into their educational practices. Indeed, AI rapidly advances across various fields, including education, and it is essential to understand teachers' perceptions to effectively harness its potential. The study used a quantitative methodology, employing a questionnaire to collect perspectives from 1101 Saudi teachers across different levels and backgrounds. The research attempted to address two research questions focused on (1) The potential of AI as a tool to enhance teaching practice, and (2) the Difficulties encountered by teachers when utilizing AIED tools. The findings showed many teachers acknowledge AIED's potential to save time, assist in designing enriching activities, and personalize learning experiences, however, concerns exist regarding the effort required for training, potential job displacement, a lack of creativity and critical thinking, unintended consequences, and trust in AI's error-free performance. Although teachers have explicit optimism about AIED's benefits, a cautious stance emerges due to concerns about its impact on educational quality, human touch, and potential risks. These results emphasize the need for targeted professional development, collaborative efforts between educators and policymakers, and ethical considerations to ensure responsible and effective integration of AIED. Understanding teachers' perspectives is crucial for informed decision-making and fostering a balanced approach that optimizes AIED's contributions while upholding the principles of effective and inclusive education in the rapidly evolving Saudi educational landscape.

Arafat, E., Sharfuddin, N., Sarkar, J. P. S., & Chowdhury, T. F. (2025). **University students' lived experiences of blogging as a tool for writing: A hermeneutic phenomenological exploration in the Bangladeshi context.** *International Journal of Educational Research Open*, 8, 100431. <https://doi.org/10.1016/j.ijedro.2024.100431>

This hermeneutic phenomenological study explored the lived experiences of Bangladeshi university students using blogging as a writing tool. Semi-structured interviews were conducted with 20 students from public and private universities who were actively engaged in blogging as part of their English Composition coursework. Participants had varying levels of prior experience with blogging, ranging from beginners to those with up to three years of experience. This study employed the Social Cognitive Theory as its theoretical framework and data analysis was guided by the hermeneutic circle,

investigator triangulation, and thematic analysis. Four key themes emerged: (1) Discovering the Joy of Writing, capturing the emotional fulfillment and creative exploration that blogging enables; (2) Skill Development and Confidence, referring to the gradual improvement in writing skills and self-assurance; (3) Autonomy and Ownership in Writing, emphasizing the control, creativity, and personal responsibility writers experience in shaping their work; and (4) Navigating Challenges and Fostering Community, exploring how overcoming obstacles can contribute to building a supportive writing community. The findings suggest that blogging holds significant pedagogical potential by fostering interactive learning, self-reflection, and writing experimentation. However, its successful integration into writing curricula requires addressing socio-cultural and infrastructural challenges specific to the Bangladeshi context. The findings also highlight the potential for Bangladesh to serve as a valuable reference point for other developing nations exploring the integration of blogging into writing instruction.

Ayuso-del-Puerto, D., Gutiérrez-Esteban, P., & Albuquerque-Costa, F. (2025). **Evaluation of Open Educational Resources: A narrative literature review.** *International Review of Education*, 71(1), 159-182. <https://doi.org/10.1007/s11159-024-10099-1>

Internationally, there are more and more initiatives that promote Open Educational Resources (OER) and the creation of repositories that facilitate access and reusability of these materials by any member of the educational community. The objective of this study was to review the analysis tools used to evaluate Open Educational Resources. To achieve this, the authors carried out a narrative review of relevant literature published in the last decade (2012–2022). The analysis began with an initial sample of 207 articles. After applying the exclusion criteria, this sample was reduced to eight articles directly related to the subject of study. The authors' four research questions explored OER evaluation instruments, dimensions of analysis, the presence of indicators oriented to equal access, and the use and appropriation of OER contents. Their findings account for a lack of diversity in OER analysis instruments and a lack of balance between interest in the theory of this topic and its implementation. They conclude that a reform of OER policies and standards is needed to incorporate elements that genuinely contribute to educational inclusion and favour the development of digital literacy among all students.

Bambi, P. D. R., & Pea-Assounga, J. B. B. (2025). **Unraveling the interplay of research investment, educational attainment, human capital development, and economic advancement in technological innovation: A panel VAR approach.** *Education and Information Technologies*, 30(3), 3309-3341. <https://doi.org/10.1007/s10639-024-12938-y>

This research delves into the intricate dynamics between research and development (R&D) expenditure, educational attainment, human capital development, and economic progress in the realm of technological innovation, utilizing panel data analysis from 1996 to 2022. Nine nations Spain, Sweden, Finland, Denmark, Norway, Netherlands, United Kingdom, France, and South Korea were meticulously chosen based on their renowned public education systems. Through a rigorous application of pairwise Granger causality tests and panel vector autoregression (VAR) analysis, this study validates the hypotheses outlined in existing literature, revealing robust positive associations among R&D expenditure, educational attainment, human capital development, and technological innovation. Notably, the research underscores the pivotal roles of educational achievement and human capital enhancement in fostering innovation capacity, with heightened education levels correlating with increased innovation

outcomes. Furthermore, the findings unveil that technological innovation catalyzes economic growth, instigating transformative shifts and societal advancements across the studied nations. These insights emphasize the critical need for targeted policy interventions aimed at bolstering R&D investment, expanding educational access, and cultivating human capital to cultivate innovation-friendly environments conducive to sustainable development and economic prosperity. By leveraging these findings, policymakers can craft strategies to unlock the full potential of technological innovation for fostering inclusive growth and propelling economic development in the analyzed countries' economies.

Baron, N. S. (2024, octobre 7). **Comment ChatGPT sape la motivation à écrire et penser par soi-même.** Consulté 26 février 2025, à l'adresse The Conversation website: <http://theconversation.com/comment-chatgpt-sape-la-motivation-a-ecrire-et-penser-par-soi-meme-240096>

Les étudiants qui ont recours à l'IA ne risquent-ils pas de perdre certaines habitudes d'écriture précieuses pour leur créativité ? Il leur arrive en tout cas de se sentir dépossédés de leurs écrits.

Barus, O. P., Hidayanto, A. N., Handri, E. Y., Sensuse, D. I., & Yaiprasert, C. (2025). **Shaping generative AI governance in higher education: Insights from student perception.** *International Journal of Educational Research Open*, 8, 100452. <https://doi.org/10.1016/j.ijedro.2025.100452>

This study explores student perspectives on generative AI governance in higher education to ensure responsible and ethical AI integration. Employing a mixed-methods approach with an explanatory sequential design, the study gathered data from 111 undergraduate students at Universitas Pelita Harapan through an online survey and semi-structured interviews with 53 students. The study covered key aspects of AI governance, such as ethics, curriculum integration, misuse detection, and academic sanctions, which are crucial for ensuring responsible AI implementation. The findings reveal that students are highly aware of the potential benefits of Generative AI and support its integration into the curriculum. However, they also emphasize the need for clear guidelines, ethics training, and plagiarism detection mechanisms to prevent misuse and uphold academic integrity. These findings provide valuable insights for higher education institutions to develop a comprehensive AI governance framework that balances the potential of Generative AI with the ethical considerations of its use.

Basu, A. K., Chau, N. H., & Wang, Y. (2025). **On Grade Option Choice and Grade Performance Expectation When Instruction Goes Virtual – The Role of Peers at a Distance** (IZA Discussion Paper N° 17599). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17599.htm>

Campus closures due to COVID19 created uneven student-level exposures to the challenges of home-based virtual learning. Using university administrative data, and exogenous class-level differences in pre-pandemic on-campus housing assignments for parallel trend validation, this paper unpacks student-by-course variations in grade expectations using within-semester switches in grade option choice as a lens. We find causal evidence that distance from campus and internet access affected grade option choices in select student groups (female, non-URM, non-STEM). By tracking access to friends at the student-course level using administrative records, we find that within-class peer support can offset learning challenges even in virtual environments.

Battal, B. (2025). **Exploring Emergency Distance Education in Higher Education: A Systematic Review.** *European Journal of Education*, 60(1), e70004. <https://doi.org/10.1111/ejed.70004>

The aim of this article is to explore the advantages and disadvantages experienced in higher education institutions during the period of emergency distance education, based on the qualitative findings of qualitative and mixed-methods research conducted. In pursuit of this objective, a compilation of mixed-methods and qualitative research conducted on higher education institutions during the COVID-19 period from 2020 to 2023 has been gathered from the English language and Web of Science database. Thematic analysis of the classified data reveals that emergency distance education leads to significant disadvantages in countries with low economic indicators. Considering the potential use of emergency distance education in future crises, the importance of preparatory measures becomes evident. Focusing on the disparity among various geographical and economic regions during the period of emergency distance education is a distinguishing feature of this research. Based on the results obtained, recommendations have been provided to international organisations, regulatory bodies in higher education, and higher education institutions.

Beik, A. (2025). **A comparison study on self-regulation and sense of presence in online learning: a meta-analytic review.** *Asia Pacific Education Review*, 26(1), 211-225. <https://doi.org/10.1007/s12564-024-09937-6>

This study aims to compare the influence of learners' self-regulation and sense of presence on online learning. Due to the increasing influence of online learning, self-regulation has received considerable attention. However, it is also claimed that an increased sense of presence can enhance online learning effects. For comparison, a meta-analysis was conducted on correlation studies. A total of 47 studies from 2000 to 2022 that investigated self-regulation or sense of presence in the context of online learning were analyzed. Average effect sizes were used to compare the influence of self-regulation and sense of presence on the levels of satisfaction with online learning. The moderating effects of self-regulation and sense of presence were also analyzed and compared. The results indicate that the average effect sizes of self-regulation and sense of presence were significant. Regarding the relationship between sense of presence and satisfaction with online learning, the type of sense of presence had no moderating effect. In addition, the average effect size of sense of presence was slightly greater than that of self-regulation. Based on these results, we conclude that sense of presence had a stronger influence on satisfaction with online learning. The importance of sense of presence and various ways to increase it in the context of online learning are also discussed.

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.

Bussu, A., Pulina, M., Ashton, S.-A., & Mangiarulo, M. (2025). **Cyberbullying and cyberstalking in higher education: policies and practices for supporting students and university staff**. *Social Psychology of Education*, 28(1), 34. <https://doi.org/10.1007/s11218-024-09989-x>

This paper explores cyberbullying and cyberstalking victimisation in a Higher Education community and potential strategies for better supporting victims. It analyses qualitative responses from a convenience sample of students and staff who experienced these adverse behaviours. The data were collected from 34 self-selected respondents from a university in the United Kingdom. All qualitative responses were analysed using thematic analysis through ATLAS.ti 7.5. The interpretation of the data adopted a constructivist epistemological lens. Two-thirds of the sample reported cyber-victimisation formally to the police and/or their employers, but they encountered diverse responses, ranging from strong support to feeling judged or misunderstood. The study highlights that several victims adopted personal strategies to counteract cyberbullying and cyberstalking. Support from family and friends emerged as the primary protective factor for students and university staff. The findings contribute to the development of best practices and policies, as well as the mitigation of risk factors, ultimately fostering cyber user resilience.

Butterfuss, R., & Doran, H. (2025). **An Application of Text Embeddings to Support Alignment of Educational Content Standards**. *Educational Measurement: Issues and Practice*, 44(1), 73-83. <https://doi.org/10.1111/emip.12641>

Large language models are increasingly used in educational and psychological measurement activities. Their rapidly evolving sophistication and ability to detect language semantics make them viable tools to supplement subject matter experts and their reviews of large amounts of text statements, such as educational content standards. This paper presents an application of text embeddings to find relationships between different sets of educational content standards in a content mapping process. Content mapping is routinely used by state education agencies and is often a requirement of the United States Department of Education peer review process. We discuss the educational measurement problem, propose a formal methodology, demonstrate an application of our proposed approach, and provide measures of its accuracy and potential to support real-world activities.

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.

Çelikkbilek, Y. (2025). **Comparison of the Distance Learning Modalities Regarding Teaching Capacities and Performances on the Learners**. *European Journal of Education*, 60(1), e70017. <https://doi.org/10.1111/ejed.70017>

Especially after the COVID-19 pandemic, people have distances among each other, and this situation has affected everything. Education, which has been the most important thing for humanity since the beginning of history, has also been affected. To continue and survive the system, people started using and adapting different distance learning with the help of electronic devices, internet and technology. However, the impact of these new distance learning modalities does not have the same teaching capacity and performance on the learners. Besides, evaluation of the learners, fairness, interaction, feedback, etc. are the other important problems of the new distance learning modalities. Nevertheless, to discover the effect of the distance learning modalities regarding teaching capacities and performances on the learners, they are compared in this study with an integrated fuzzy multi criteria decision making model. The proposed model consists of two parts; fuzzy analytic hierarchy process and ELECTRE methods. In the first part, weights and the decision matrix are calculated by using a fuzzy analytic hierarchy process. Then, in the second part, distance learning modalities are evaluated with the application of the ELECTRE method through the decision matrix according to weights.

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, W., Lin, L., & Pang, W. (2025). **Learning via video: The effects of summarizing strategies and self-explanation prompts.** *Education and Information Technologies*, 30(3), 3541-3572. <https://doi.org/10.1007/s10639-024-12915-5>

A video lesson with generative learning activities has the potential to improve learning by engaging learners. However, existing literature regarding designing and implementing an interactive video lesson is insufficient. In the present study, we aimed to investigate: a) whether the use of the summarizing strategy would benefit learning via video with regard to learning outcome, cognitive load, intrinsic motivation, and metacognition; and b) which self-explanation prompts would further engage learners. A total of 149 university students were randomly assigned to one of six conditions formed by a 2 X 3 design with self-explanation prompts (structured prompts vs. open-ended prompts) and summarizing (constructed summarizing vs. provided summarizing vs. no summarizing) as the between-subjects factors. Analysis of covariance indicated that: a) the structured prompts reduced extraneous cognitive load and fostered metacognition, b) the positive effect of the structured prompts on retention was dependent upon no summarizing, and c) the provided summarizing strategy resulted in higher perceived competence when compared to the constructed summarizing strategy. These findings are discussed within the contemporary engagement theory and cognitive load theory.

Chen, X., Xie, H., Qin, S. J., Wang, F. L., & Hou, Y. (2025). **Artificial Intelligence-Supported Student Engagement Research: Text Mining and Systematic Analysis.** *European Journal of Education*, 60(1), e70008. <https://doi.org/10.1111/ejed.70008>

Artificial intelligence (AI) is increasingly exploited to promote student engagement. This study combined topic modelling, keyword analysis, trend test and systematic analysis methodologies to analyse AI-supported student engagement (AIsE) studies regarding research keywords and topics, AI roles, AI systems and algorithms, methods and domains, samples and outcomes. Findings included the following: (1) frequent-used and emerging keywords comprised 'machine learning', 'artificial intelligence chatbot' and 'collaborative knowledge building'. (2) Frequently studied topics included 'AI for MOOCs and self-regulated learning' and 'affective computing and emotional engagement'. (3) Most studies adopted intelligent tutoring systems, traditional machine learning methods and natural language processing. (4) Emotional engagement regarding affective or psychological states among college students received the most attention. (5) Most studies adopted quantitative approaches and concerned computer science and language education. Accordingly, we highlighted AI's roles as tutors, advisors, partners, tutees and regulators for behavioural, cognitive and emotional engagement to inspire AI's effective integration into education.

Chiron, T. (2022). **Apprendre la forêt par l'utilisation d'un Environnement Virtuel Éducatif : analyse des raisonnements d'apprenants forestiers dans des situations de diagnostic de parcelles forestières** (Phdthesis, Université de Bourgogne ; Agrosup Dijon). Consulté à l'adresse <https://hal.science/tel-04952502>

Notre recherche s'inscrit dans le cadre du projet e-FRAN Silva Numerica qui consiste en la conception d'un Environnement Virtuel Éducatif simulant un environnement forestier destiné notamment à l'enseignement et à la formation professionnelle de la filière forêt-bois. Nous cherchons à analyser le potentiel didactique d'un premier prototype en analysant la conduite d'une activité emblématique, le diagnostic sylvicole, mené par des apprenants en formation de BP RCF, de Bac Pro Forêt et de BTS GF. Le diagnostic sylvicole constitue une démarche d'analyse d'un peuplement forestier pour déterminer son état, son potentiel et ses facteurs contraignants, en lien avec la station forestière, en vue de conseiller des interventions sylvicoles. L'apprentissage d'un tel diagnostic est complexe, il demande pour les futurs forestiers d'apprendre à poser leur regard sur les différentes composantes constituant l'écosystème forestier, d'inférer des phénomènes parfois non-visibles à l'œil nu, de poursuivre des buts pouvant relever de la multifonctionnalité des forêts (économique, écologique et sociale) en partie pour répondre à des prescriptions orientant vers une gestion durable des forêts. Il demande de raisonner et d'anticiper, sur le long terme, l'évolution de l'état des peuplements, de mettre en relation les conséquences des actions de sylviculture sur l'écosystème et de prendre en compte les risques potentiels causés par le changement climatique. La complexité de cette situation de travail avec le vivant peut aussi apparaître comme un obstacle à l'apprentissage, elle demande de développer une capacité de déchiffrer les informations pertinentes en vue d'élaborer une représentation menant à des décisions adaptées. Apprendre à conduire un diagnostic sylvicole représente donc un défi pour la formation des professionnels de la forêt pour former à raisonner la forêt dans une filière forêt-bois en pleine évolution. Nous analysons la conduite du diagnostic sylvicole et les décisions prises par des apprenants de trois niveaux de formations, confrontés à trois situations différentes de diagnostic d'une parcelle forestière : une simulation avec un premier prototype de Silva Numerica, un déplacement en forêt et l'utilisation de photos et de vidéos d'un peuplement forestier. Plus précisément, nous étudions les transformations que suscite l'utilisation de chaque ressource dans l'élaboration et la conduite de raisonnements permettant d'aboutir à des diagnostics sylvicoles cohérents et pertinents. Selon une approche de didactique professionnelle, nous nous appuyons sur les composantes des schèmes décrites par Vergnaud (1996) dans la lignée des travaux de Piaget pour mettre en évidence chez les apprenants, les différentes représentations fonctionnelles de la forêt suscitées par chaque ressource. Nous relevons les principales variables et les principaux indicateurs repérés, les invariants opératoires mobilisés dans la prise d'informations qui organisent les prises de décisions, les raisonnements embarqués et la pertinence des décisions d'interventions proposées à l'issue des diagnostics élaborés. In fine, nous montrons les avantages et les limites de chaque ressource pour l'apprentissage du diagnostic forestier et nous formalisons des propositions d'amélioration de l'EVE et quelques préconisations d'usage didactique des trois ressources pour des situations d'enseignement et d'apprentissage de l'activité de diagnostic d'une parcelle forestière.

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.

Cohn, C., Snyder, C., Fonteles, J. H., T. S., A., Montenegro, J., & Biswas, G. (2025). **A multimodal approach to support teacher, researcher and AI collaboration in STEM+C learning environments.** *British Journal of Educational Technology*, 56(2), 595-620. <https://doi.org/10.1111/bjet.13518>

Recent advances in generative artificial intelligence (AI) and multimodal learning analytics (MMLA) have allowed for new and creative ways of leveraging AI to support K12 students' collaborative learning in STEM+C domains. To date, there is little evidence of AI methods supporting students' collaboration in complex, open-ended environments. AI systems are known to underperform humans in (1) interpreting students' emotions in learning contexts, (2) grasping the nuances of social interactions and (3) understanding domain-specific information that was not well-represented in the training data. As such, combined human and AI (ie, hybrid) approaches are needed to overcome the current limitations of AI systems. In this paper, we take a first step towards investigating how a human-AI collaboration between teachers and researchers using an AI-generated multimodal timeline can guide and support teachers' feedback while addressing students' STEM+C difficulties as they work collaboratively to build computational models and solve problems. In doing so, we present a framework characterizing the human component of our human-AI partnership as a collaboration between teachers and researchers. To evaluate our approach, we present our timeline to a high school teacher and discuss the key insights gleaned from our discussions. Our case study analysis reveals the effectiveness of an iterative approach to using human-AI collaboration to address students' STEM+C challenges: the teacher can use the AI-generated timeline to guide formative feedback for students, and the researchers can leverage the teacher's feedback to help improve the multimodal timeline. Additionally, we characterize our findings with respect to two events of interest to the teacher: (1) when the students cross a difficulty threshold, and (2) the point of intervention, that is, when the teacher (or system) should intervene to provide effective feedback. It is important to note that the teacher explained that there should be a lag between (1) and (2) to give students a chance to resolve their own difficulties. Typically, such a lag is not implemented in computer-based learning environments that provide feedback. Practitioner notes What is already known about this topic Collaborative, open-ended learning environments enhance students' STEM+C conceptual understanding and practice, but they introduce additional complexities when students learn concepts spanning multiple domains.

Recent advances in generative AI and MMLA allow for integrating multiple datastreams to derive holistic views of students' states, which can support more informed feedback mechanisms to address students' difficulties in complex STEM+C environments. Hybrid human-AI approaches can help address collaborating students' STEM+C difficulties by combining the domain knowledge, emotional intelligence and social awareness of human experts with the general knowledge and efficiency of AI. What this paper adds We extend a previous human-AI collaboration framework using a hybrid intelligence approach to characterize the human component of the partnership as a researcher-teacher partnership and present our approach as a teacher-researcher-AI collaboration. We adapt an AI-generated multimodal timeline to actualize our human-AI collaboration by pairing the timeline with videos of students encountering difficulties, engaging in active discussions with a high school teacher while watching the videos to discern the timeline's utility in the classroom. From our discussions with the teacher, we define two types of inflection points to address students' STEM+C difficulties—the difficulty threshold and the intervention point—and discuss how the feedback latency interval separating them can inform educator interventions. We discuss two ways in which our teacher-researcher-AI collaboration can help teachers support students encountering STEM+C difficulties: (1) teachers using the multimodal timeline to guide feedback for students, and (2) researchers using teachers' input to iteratively refine the multimodal timeline. Implications for practice and/or policy Our case study suggests that timeline gaps (ie, disengaged behaviour identified by off-screen students, pauses in discourse and lulls in environment actions) are particularly important for identifying inflection points and formulating formative feedback. Human-AI collaboration exists on a dynamic spectrum and requires varying degrees of human control and AI automation depending on the context of the learning task and students' work in the environment. Our analysis of this human-AI collaboration using a multimodal timeline can be extended in the future to support students and teachers in additional ways, for example, designing pedagogical agents that interact directly with students, developing intervention and reflection tools for teachers, helping teachers craft daily lesson plans and aiding teachers and administrators in designing curricula.

Cosentino, G., Anton, J., Sharma, K., Gelsomini, M., Giannakos, M., & Abrahamson, D. (2025). **Hybrid teaching intelligence: Lessons learned from an embodied mathematics learning experience.** *British Journal of Educational Technology*, 56(2), 621-649. <https://doi.org/10.1111/bjet.13525>

As AI increasingly enters classrooms, educational designers have begun investigating students' learning processes vis-à-vis simultaneous feedback from active sources—AI and the teacher. Nevertheless, there is a need to delve into a more comprehensive understanding of the orchestration of interactions between teachers and AI systems in educational settings. The research objective of this paper is to identify the challenges and opportunities when AI intertwines with instruction and examine how this hybrid teaching intelligence is being perceived by the students. The insights of this paper are extracted by analysing a case study that utilizes an AI-driven system (MOVES-NL) in the context of learning integer arithmetic. MOVES-NL is an advanced interactive tool that deploys whole-body movement and immediate formative feedback in a room-scale environment designed to enhance students' learning of integer arithmetic. In this paper, we present an in-situ study where 29 students in grades 6–8 interacted individually with MOVES-NL for approximately 1 hour each with the support of a facilitator/instructor. Mixed-methods analyses of multimodal data sources enabled a systematic multifaceted

account of students' cognitive–affective experiences as they engaged with MOVES-NL while receiving human support (eg, by asking students to elaborate on their digital actions/decisions). Finally, we propose design insights for instructional and technology design in support of student hybrid learning. The findings of this research contribute to the ongoing discourse on the role of hybrid intelligence in supporting education by offering practical insights and recommendations for educators and designers seeking to optimize the integration of technology in classrooms. Practitioner notes What is already known about this topic Students and teachers develop different relations with and through AI, beyond just interacting with it. AI can support and augment the teachers' capabilities. Hybrid intelligence (HI) has already demonstrated promising potential to advance current educational theories and practices. What this paper adds This research identifies the important learning opportunities and adversities emerging when AI intertwines with instruction and examines how learners perceive those moments. The results show that the system and the facilitator's feedback were complementary to the success of the learning experience. AI-enabled students to reflect upon and test their previous knowledge and guided teachers to work with students to consolidate challenging topics. Findings provide insights into how the teacher–AI collaboration could engage and motivate students to reflect conceptually upon mathematical rules. Implications for practice and/or policy This study encourages practitioners and scholars to consider hybrid teaching intelligence when designing student-centred AI learning tools, focusing on supporting the development of effective teacher–AI collaborative technologies.

Cukurova, M. (2025). **The interplay of learning, analytics and artificial intelligence in education: A vision for hybrid intelligence**. *British Journal of Educational Technology*, 56(2), 469-488. <https://doi.org/10.1111/bjet.13514>

This paper presents a multidimensional view of AI's role in education, emphasising the intricate interplay among AI, analytics and human learning processes. Here, I challenge the prevalent narrow conceptualisation of AI as tools in Education, exemplified in generative AI tools, and argue for the importance of alternative conceptualisations of AI for achieving human–AI hybrid intelligence. I highlight the differences between human intelligence and artificial information processing, the importance of hybrid human–AI systems to extend human cognition and posit that AI can also serve as an instrument for understanding human learning. Early learning sciences and AI in Education Research (AIED), which saw AI as an analogy for human intelligence, have diverged from this perspective, prompting a need to rekindle this connection. The paper presents three unique conceptualisations of AI: the externalisation of human cognition, the internalisation of AI models to influence human mental models and the extension of human cognition via tightly coupled human–AI hybrid intelligence systems. Examples from current research and practice are examined as instances of the three conceptualisations in education, highlighting the potential value and limitations of each conceptualisation for human competence development, as well as the perils of overemphasis on approaches that replace human learning opportunities with AI tools. The paper concludes with advocacy for a broader approach to AIED that goes beyond considerations on the design and development of AI and includes educating people about AI and innovating educational systems to remain relevant in an AI ubiquitous world.

Daniel, K., Msambwa, M. M., & Wen, Z. (2025). **Can Generative AI Revolutionise Academic Skills Development in Higher Education? A Systematic Literature Review.** *European Journal of Education*, 60(1), e70036. <https://doi.org/10.1111/ejed.70036>

This systematic review investigates the impact of generative artificial intelligence (GenAI) tools on developing academic skills in higher education. Analysing 158 studies published between 2021 and 2024, it focuses on the impact of GenAI tools on the development of cognitive, technical and interpersonal skills. The results reveal that 94% of the sampled studies reported significant improvements in cognitive skills, like critical thinking, problem-solving, analytical and metacognitive abilities, facilitated by personalised learning and feedback. Indeed, the development of technical skills was reported in research (24%), writing (26%), data analysis (33%) and technical literacy (18%). Additionally, GenAI tools were found to promote interpersonal skills by fostering interactive and engaging learning environments, with notable skills development in communication (24%), organisation (26%), empathy (5%) and teamwork (45%). Hence, this review underscores the importance of ethical and responsible use of GenAI tools, ongoing monitoring and active stakeholder engagement to maximise their benefits in developing cognitive, technical and interpersonal skills in higher education. They offer a promising avenue for academic advancement by fostering critical thinking, enhancing technical proficiency and promoting effective communication and teamwork. Therefore, GenAI tools significantly enhance academic skills; however, their integration requires a robust ethical framework and sustained examination of their long-term impacts.

Darmawansah, D., Rachman, D., Febiyani, F., & Hwang, G.-J. (2025). **ChatGPT-supported collaborative argumentation: Integrating collaboration script and argument mapping to enhance EFL students' argumentation skills.** *Education and Information Technologies*, 30(3), 3803-3827. <https://doi.org/10.1007/s10639-024-12986-4>

Argumentation is a complex skill essential for English as a Foreign Language (EFL) students to effectively use their English language and reasoning abilities in writing and speaking. Constructing arguments without proper collaborative scaffolding and technological support can be cognitively demanding. Generative artificial intelligence (Gen AI) in learning shows potential to meet students' individual needs. In this quasi-experimental study, we proposed using ChatGPT, a large language model, to guide students through three stages of collaboration script: preparation, interaction, and reflection stages. It ensures active participation and contribute to the collaborative task, while facilitating the knowledge construction in argument mapping to organize and represent the structure of arguments such as clarifying claim. A total of 67 freshmen university students participated, with 34 of them using ChatGPT-supported collaborative argumentation (ChatGPT-CA) and 33 using conventional-based collaborative argumentation (C-CA) which relied on a conventional pedagogical method without Gen AI support. The findings showed that the ChatGPT-CA approach significantly enhanced EFL students' argumentative speaking performance, critical thinking awareness, and collaboration tendency compared to the C-CA approach with large effect sizes ($\eta^2 = 0.33; 0.29; 0.33$). Furthermore, using ChatGPT to learn argumentation improved the quality of arguments for students at different English proficiency levels. However, limitations such as the influence of prompt quality on ChatGPT's effectiveness were noted. Therefore, ensuring high-quality prompts is crucial for educators. This study provides valuable insights for developing EFL students' argumentation skills based on their proficiency levels and highlights the potential of integrating ChatGPT with proven pedagogical strategies to enhance argumentation skills in EFL contexts.

Davidoff, Y., & Jayusi, W. (2025). **Effective online teaching and learning strategies: interdisciplinary research of student perceptions in higher education.** *Education and Information Technologies*, 30(3), 3717-3742. <https://doi.org/10.1007/s10639-024-12958-8>

Higher Education has serious challenges regarding academic online teaching-learning-evaluation methods and tools. This study examined 980 students from diverse disciplines about their social-emotional-psychological (SEP) perceptions. We also examined the presence and desirability of 14 TLE (teaching-learning-evaluation) tools in the online learning environment. Findings indicate that current academic online learning does not meet students' social-emotional needs and reveals a significant demand for practical and engaging methods like simulations and interactive platforms. Diverse disciplines expose different needs (e.g., business and engineering students reported a greater lack of empowerment and lowered acquisition of skills than students from disciplines characterized by higher engaging online learning, such as education and social sciences). Diversified teaching methods, interactive platforms, group support and assessment are needed to address diverse needs. This study extends the international understanding of SEP and TLE theoretical and methodological concepts and suggests practical solutions for effective online teaching-learning and evaluation for diverse disciplines.

Derakhshan, A., & Gao, X. (Andy). (2025). **"I Am Excessively Pressed by Classroom Tasks": A Cross-Cultural Study on the Sources and Solutions of Chinese and Iranian EFL Students' Academic Disengagement in Online Classes.** *Psychology in the Schools*, 62(4), 996-1012. <https://doi.org/10.1002/pits.23374>

Online education may induce different negative emotions and emotional reactions in language learners. One such reaction emerging from emotional experiences in online contexts is academic disengagement, which has been limitedly examined in L2 research. To fill this lacuna, this study has been done to probe into the sources and solutions of student disengagement in online L2 classes from the perspective of Chinese and Iranian students. To accomplish this, through maximum-variation sampling, a sample of Chinese (n = 164) and Iranian (n = 150) students was selected to take part in this inquiry. Then, an open-ended questionnaire was virtually distributed among participants. Participants' answers to the open-ended questions were thematically analyzed using MAXQDA software. The findings of the thematic analysis reveal that both Chinese and Iranian L2 learners had a similar view of the sources of academic disengagement considering the outcome of different online-related, teacher-related, learner-related, and course/task-related issues. The findings also show that the majority of Chinese and Iranian L2 learners attribute student academic disengagement to online-related issues, including limited face-to-face interactions, technological breakdowns, and a boring learning atmosphere. To address the issue of student disengagement, the participants of both contexts report three broad categories, namely teacher-related, student-related, and administrator-related solutions. The solutions offered by the participants imply that both Chinese and Iranian L2 learners hold students, teachers, and educational administrators responsible for student disengagement in online classes. The findings may help L2 instructors and educational managers respond to student disengagement in online language classes effectively.

Dieng, D., Gudoniene, D., Staneviciene, E., Huet, I., Dickel, J., Degroote, J., ... Casanova, D. (2025). **Hybrid Teaching and Learning in Higher Education: A Systematic Literature Review**. *Sustainability*, 17(2), 756. <https://doi.org/10.3390/su17020756>

Hybrid teaching, which integrates traditional in-person learning based on students' perspectives where online learning offers a flexible approach to education, combines the benefits of technology with face-to-face interactions. Moreover, teaching and learning in a hybrid way met several challenges for both teachers and learners, including technological problems, time management, communication difficulties, and assessment complexities. This systematic review investigates six main research questions: (1) What pedagogical frameworks are used in hybrid teaching and learning? (2) How can we enhance students' engagement in hybrid teaching and learning? (3) What is the impact of technological integration on hybrid learning scenarios, both for students and teachers? (4) How do training and support measures influence the willingness and ability of university teachers to implement hybrid teaching formats? (5) How do formative assessment and feedback methods in hybrid learning environments enable teachers to effectively monitor student progress and provide tailored support? (6) How does the implementation of hybrid learning affect student learning outcomes? This study identifies the following key themes: technological integration, pedagogical innovation, faculty support, student engagement, assessment practices, and learning outcomes. Our contribution of this literature review is related to teaching and learning by showing teachers the most appropriate way to avoid the challenges encountered when teaching in a hybrid way. These include strong technology integration, innovative pedagogical strategies, strong academic development and support, active student engagement, effective assessment practices, and positive learning outcomes.

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.

Edwards, J., Nguyen, A., Lämsä, J., Sobocinski, M., Whitehead, R., Dang, B., ... Järvelä, S. (2025). **Human-AI collaboration: Designing artificial agents to facilitate socially shared regulation among learners.** *British Journal of Educational Technology*, 56(2), 712-733. <https://doi.org/10.1111/bjet.13534>

Socially shared regulation of learning (SSRL) is a crucial process for groups of learners to successfully collaborate. Detecting and supporting SSRL is a challenge, especially in real time, but hybrid intelligence approaches such as Artificial Intelligence (AI) agents may make this possible. Leveraging the concept of trigger events which invite SSRL, we present a design of an AI agent, MAI, which can detect SSRL and prompt students to raise their group-level metacognitive awareness with the aim of facilitating SSRL. We present the methodology we used to design MAI, drawing on the Echeloned DSR (eDSR) Methodological Framework and making use of the Wizard of Oz prototyping paradigm. We likewise present empirical results evaluating our initial prototype of MAI, using lexical alignment between speakers as a quantitative measure of the effect of MAI's prompts on facilitating SSRL, the Partner Model Questionnaire as a quantitative measure of perceptions of MAI, and interviews as qualitative context for these perceptions. We found that the first prototype of MAI did not facilitate SSRL as hoped, possibly owing to mixed perceptions of MAI's reliability and lack of clarity about MAI's role in the collaborative learning task. From these findings, we offer revised prompts for the next iteration of prototyping this agent and a refined set of design requirements for future development of metacognitive AI agents for supporting SSRL.

Practitioner notes

What is already known about this topic

Socially Shared Regulation of Learning (SSRL) is recognized as a critical component for the success of collaborative learning, emphasizing the importance of group-level regulatory processes in achieving shared goals, enacting strategies and monitoring learning progress. Supporting SSRL in face-to-face collaborative learning environments presents challenges, including the complexity of coordinating and synchronizing individual contributions and regulatory actions within a group context.

What this paper adds

This paper introduces the design of Metacognitive Artificial Intelligence (MAI), a novel AI system aimed at enhancing Human-AI collaboration for supporting and augmenting SSRL processes. Through empirical research, the study offers lessons learned and design considerations for developing artificial agents on facilitating and enhancing SSRL among learners, demonstrating how AI can play a pivotal role in collaborative learning environments. The findings highlight the critical importance of multidisciplinary knowledge in the design of multi-agent interfaces (MAI) that provide real-time, adaptive support for group metacognitive processes and decision-making.

Implications for practice and/or policy

Educational technologists can utilize the proposed design principles in the development and integration of MAI tools to enhance SSRL. Educators can incorporate the principles of MAI and our relevant findings into their teaching strategies to actively foster and support socially shared regulation of learning among students. Policymakers should consider revising educational frameworks to include the use of AI technologies that support SSRL strategies in collaborative learning.

EğİN, 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.

El-Soussi, A. (2025). **Teacher identity continuum: A framework for teacher identity shifts online.** *International Journal of Educational Research Open*, 8, 100411. <https://doi.org/10.1016/j.ijedro.2024.100411>

In March 2020, due to COVID-19, English faculty in higher education institutions (HEI) in the United Arab Emirates (UAE) had to migrate to and administer online courses despite limited familiarity and training in online delivery. Moving online, teachers had to negotiate their long-held beliefs, teaching practices and roles as they navigated a new educational context, thus further reinterpreting their professional identities. In the face of change, teachers may experience a sense of insecurity that influences their identity development, and research is still early in understanding teacher identity formation, factors impacting identity changes, and the role of identities in teachers' motivation and learning (Schutz et al., 2018). Therefore, this research draws on identity theory to examine how 14 English faculty members in HEIs in the UAE negotiated their beliefs, roles, and practices as they shifted online due to the pandemic. Through a qualitative exploratory multimethod approach, including mind maps and semi-structured interviews, and thematic analysis, my findings led to the development of a new framework instrumental in understanding the reshaping of teacher identities through the forced transition from FTF to online teaching. My research positioned teachers' online identities on a Teacher Identity Continuum (TIC) with Digital Adapters, Digital Resisters, and Digital Ambivalents, including a spectrum of related beliefs, roles and practices. This framework has several practical implications for teachers, teacher education, and institutional leadership as they manage transitions and times of change.

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.

Escande-Gauquié, P. (2025, mars 2). **Ces images qui informent ou désinforment : sur les réseaux numériques, cultiver l'esprit critique**. Consulté 3 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/ces-images-qui-informent-ou-desinforment-sur-les-reseaux-numeriques-cultiver-lesprit-critique-248718>

Comment aider les jeunes à vivre dans un monde d'images, à l'heure où la vitesse des réseaux et l'IA peuvent faciliter les manipulations ? Retour sur les enjeux d'une éducation aux médias.

Esposito, C. (2025). **Reimagining place in internationalization at a distance: An exploration of students' experiences in virtual exchange**. *British Journal of Educational Technology*, 56(2), 762-778. <https://doi.org/10.1111/bjet.13545>

Internationalization at a Distance (IaD) challenges the place-based nature of traditional mobility-centered internationalization initiatives. As technology increasingly drives forth new possibilities for internationalization, there is a growing need to reconceptualize place within digital programs. By reconsidering place through a poststructuralist lens that breaks from binary oppositions like online/in-person and at home/abroad, this paper aims to explore how students experience place within one category of IaD, virtual exchange (VE). In this study, a total of 43 virtual exchange students from 21 countries were interviewed in focus groups. A combination of deductive and inductive coding methods was employed to identify key themes across the groups. Findings underline the complexity of digital place as a hybrid environment with fluid boundaries that allows students to navigate and engage in multiple places simultaneously while also negotiating identities within these interconnected contexts. This study also highlights the role of technology, including internet access and the availability and quality of information and technology infrastructure, in shaping students' online experience and their ability to engage in the digital environment while also revealing the potential inequities that may arise at both the regional and individual levels. By challenging traditional understandings of place as fixed, geographic locations, this research contributes to a deeper understanding of the complexities surrounding IaD and offers new possibilities for understanding place as fluid and hybrid within online programs. Practitioner notes What is already known about this topic Place is inherently connected to internationalization, although little research has explored how place is perceived and experienced within IaD programs such as VE. In internationalization discourse, place is often understood in binary terms, drawing a distinction between home and abroad and emphasizing the significance of geographical location. IaD challenges this binary and presents new ways of understanding place. What this paper adds This paper employs a poststructuralist lens to challenge and deconstruct the binary conceptions of place in internationalization. This paper focuses on VE as one form of IaD and explores student perceptions of place within such programs. Findings suggest that students experience place within their VE as hybrid, presenting opportunities for identity negotiation. However, challenges, including access to a stable internet connection, may limit how students experience these hybrid places. Implications for practice and/or policy Designers and instructors should be mindful of the potential for technology to shape place-based experiences in IaD programs, and they should proactively leverage this potential to create equitable, inclusive and transformative hybrid learning environments that recognize the multidimensionality and diversity of student places. There is a need to recognize and address potential hierarchies of place that may emerge within digital environments and their ability to exacerbate existing inequalities or create new ones. When designing VE programs, stakeholders should prioritize equity and accessibility to ensure that all students

are able to experience and engage in digital place. This may include designing a combination of synchronous and asynchronous places with low-bandwidth options for engagement and interaction.

ETF : European training foundation. (2024). **Bridging the skills gap: embracing digital transformation: key findings from the European skills and jobs survey in the Western Balkans and Israel.** Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2025-01/P236060-01 ETF ESJS v2.pdf>

La prolifération des technologies numériques a un impact considérable sur l'économie et la dynamique du travail. S'appuyant sur la deuxième enquête européenne sur les compétences et l'emploi, ce rapport examine comment la numérisation et l'automatisation influencent les tâches professionnelles, les besoins en compétences et les stratégies des travailleurs en matière de développement des compétences dans six pays partenaires de l'ETF (Albanie, Bosnie-Herzégovine, Kosovo, Macédoine du Nord, Serbie, Israël). En examinant ces changements, le rapport fournit des informations sur les besoins actuels et futurs de main-d'œuvre, qui sont essentielles pour les décideurs politiques et les praticiens qui visent à favoriser une main-d'œuvre résiliente et adaptable dans un monde de plus en plus numérique.

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.

Gabriel, P., Elodie, R., Labbé, S., & Nelly, D. (2024, août 27). **Exploring the Digital Training Landscape: A Case Study of Medico-Technical Professionals in Occitania.** Présenté à ECER 2024. Consulté à l'adresse <https://hal.umontpellier.fr/hal-04948797>

Gabriel, P., & Roebroek, E. (2025). **Ingénierie de formation dans les milieux ruraux : Analyse des besoins, adaptation aux publics et aux territoires isolés, et intégration des outils numériques pour les formations médico-techniques.** Consulté à l'adresse <https://hal.umontpellier.fr/hal-04948774>

L'ingénierie de formation en milieu rural constitue un enjeu crucial pour répondre aux défis de l'isolement géographique, du manque d'infrastructures et de l'évolution des besoins des professionnels. Cette contribution examine une approche prospective et

concertée pour analyser ces besoins et concevoir des dispositifs de formation adaptés. À travers le projet ACSADOM, nous explorons l'apport du numérique dans le développement de formations médico-techniques destinées aux professionnels de santé exerçant dans des zones à faible densité de population. L'étude met en évidence la nécessité d'une ingénierie de formation souple et contextualisée, combinant innovations pédagogiques et solutions numériques tout en prenant en compte les spécificités des territoires et des publics concernés. Les résultats révèlent des attentes fortes en matière de formation hybride et d'interactions humaines, soulignant l'importance de combiner digitalisation et accompagnement pédagogique afin d'assurer l'efficacité des dispositifs de formation.

Gabriel, P., Roebroek, E., & Nelly, D. (2023, juin 5). **Formation et spécificités territoriales, une modélisation proposée dans le cadre d'ACSADOM**. Présenté à Faire résultat(s) dans les recherches en éducation. Consulté à l'adresse <https://hal.umontpellier.fr/hal-04949015>

L'ingénierie de formation adaptée aux spécificités territoriales constitue un enjeu clé pour assurer l'accessibilité et la pertinence des dispositifs éducatifs, notamment dans les zones rurales. Cette communication s'inscrit dans le cadre du projet ACSADOM, qui vise à améliorer les formations médico-techniques pour les professionnels de santé opérant en milieu rural. L'étude repose sur une analyse des besoins et une modélisation territoriale permettant de catégoriser les contextes d'apprentissage et d'adapter les formations en conséquence. L'intégration des outils numériques et des plateformes de e-formation apparaît comme une réponse efficace aux défis liés à l'isolement géographique et aux contraintes logistiques. Les résultats mettent en évidence une diversité des territoires et soulignent la nécessité de stratégies différenciées selon les contextes locaux. Cette recherche contribue ainsi à la réflexion sur l'adaptation des dispositifs de formation aux réalités des territoires isolés, tout en proposant des solutions innovantes pour améliorer l'accès et la qualité de la formation en milieu rural.

Galindo, L., & Pierrot, L. (2024). **Que peut l'intelligence artificielle dans une collaboration humain-machine en éducation ?** *Revue internationale d'éducation de Sèvres*, (97), 24-28. <https://doi.org/10.4000/139bq>

Le 11 mai 1997, en moins de vingt mouvements, Garry Kasparov, le champion du monde d'échecs de l'époque, était battu pour la première fois par un système d'intelligence artificielle (IA). Même si l'histoire du rôle des systèmes d'IA dans la société remonte aux dessins de Jean-Marc Côté, à la fin du xix^e siècle, dans lesquels il essayait d'imaginer le monde dans les années 2000 et, plus concrètement ensuite dans le domaine de l'éducation, à la machine à enseigner de Pressey, dans les années 19...

Gammoh, L. A. (2025). **ChatGPT risks in academia: Examining university educators' challenges in Jordan**. *Education and Information Technologies*, 30(3), 3645-3667. <https://doi.org/10.1007/s10639-024-13009-y>

This qualitative study examines the risks educators in Jordan face with the integration of ChatGPT, an emerging AI technology, into academic settings. While considerable attention has been given to risks affecting university students, there remains a gap in understanding the specific challenges encountered by educators themselves. Through semi-structured interviews with 27 academics from various Jordanian universities, key concerns emerged, including assessing assignment authenticity, managing increased workload for plagiarism detection, and navigating potential risks of job displacement.

Theoretical implications underscore the need to fill existing literature gaps regarding the risks associated with AI integration in education, thereby enriching current frameworks on technological integration in academia. Practical recommendations advocate for enhancing plagiarism detection software, promoting ethical practices, and revising assessment strategies to foster critical thinking and reduce reliance on AI-generated content. Moreover, educators are encouraged to emphasize the unique human aspects of teaching, such as emotional engagement and personalized instruction, to mitigate risks associated with AI potentially replacing traditional teaching roles. Implementation of these strategies aims to create a supportive environment in Jordanian universities that not only addresses ChatGPT-related challenges but also leverages its potential to enhance educational outcomes. Acknowledging study limitations, including specific contexts and methodologies used, underscores the necessity for future research to explore diverse educational settings and methodologies. As AI technologies like ChatGPT evolve, further research remains essential for informed decision-making in Jordanian higher education to effectively manage risks.

García de Blanes Sebastián, M., Sarmiento Guede, J. R., Azuara Grande, A., & Filipe, A. F. (2025). **UTAUT-2 predictors and satisfaction: implications for mobile-learning adoption among university students.** *Education and Information Technologies*, 30(3), 3201-3237. <https://doi.org/10.1007/s10639-024-12927-1>

During Covid-19 pandemic, Mobile learning (M-learning) was implemented in many universities to continue teaching. Consequently, its use has increased drastically, facing new challenges and benefits. The main aim of this research is to adopt the Unified Theory of Acceptance and Use of Extended Technology (UTAUT-2) to determine the intention of using M-learning among Spanish university students after the pandemic. Model was extended with additional variables, such as ubiquity, satisfaction, system quality, information quality and design quality. Data was obtained from a survey with 378 response units. For data analysis and the hypothesis testing of this study, Structural Equation Modelling (SEM) were used. Results show that social influence, hedonic motivation, price-value, habit, and satisfaction are significantly influencing intention to use M-learning. On the contrary, performance expectation, effort expectation, facilitating conditions, and ubiquity do not influence the intention to use M-learning. The strongest predictor was habit. It is confirmed that system quality, information quality, and design quality are factors that contribute to the satisfaction of using M-learning. The results establish a model predictive power of 76.5%. This study provides a background to the analysis for the intention and usage of M-learning in university students. Universities, as well as developers of educational platforms, can benefit from the results of this study implementing gamification tools, improving the quality of the platform's interface design, providing quality and updated teaching materials, and, finally, developing updated and accessible platforms.

García-López, I. M., González González, C. S., Ramírez-Montoya, M.-S., & Molina-Espinosa, J.-M. (2025). **Challenges of implementing ChatGPT on education: Systematic literature review.** *International Journal of Educational Research Open*, 8, 100401. <https://doi.org/10.1016/j.ijedro.2024.100401>

Since its launch in 2022, ChatGPT has sparked considerable interest in higher education, raising debates about its benefits, challenges, and ethical implications. This systematic literature review, spanning January 2019 to January 2024, analyzes 42 articles from Web of Science and Scopus to identify key opportunities and challenges in its academic

integration. Four core issues emerge: (a) technological integration and obsolescence, emphasizing the need for scalable, modular infrastructures; (b) personalization and equity, focusing on the balance between individualized learning and avoiding algorithmic bias; (c) data quality and security, highlighting the importance of transparent data management and robust encryption to protect sensitive information; and (d) ethics and human-AI collaboration, stressing the importance of institutional policies and continuous teacher intervention to ensure responsible and effective use. This study advances the discourse by recommending sustainable strategies for AI adoption, including professional development and fairness audits, while underscoring the critical role of human oversight in maximizing ChatGPT's educational impact. Ultimately, it offers actionable insights for institutions to align AI use with ethical principles and long-term educational goals.

Gardelle, L., Liu, J. C.-E., & Fabri, K. (2025). **Taiwanese Universities at the Crossroads: Engineering Education for Sustainability Transitions and Industrial Demands.** *Higher Education Research and Development, Special Issue on Educating for Societal Transition*. Consulté à l'adresse <https://ensta-bretagne.hal.science/hal-04984053>

This paper examines the interplay between sustainability transitions and industrial demands within Taiwanese engineering education. Taiwan, a newly industrialized economy, faces unique challenges in integrating sustainability into its engineering programs while maintaining economic growth. Based on 34 interviews with professors, deans, and university administrators across five prominent Taiwanese universities, this study explores how higher education stakeholders perceive and address these challenges. The findings reveal a strong emphasis on technical proficiency and alignment with industry needs, often at the expense of broader educational goals and sustainability. A significant gap exists between engineering and social sciences, with social sciences often being marginalized despite their critical role in fostering a more holistic educational approach. Despite the socio-economic pressures and the dominant technological focus, some educators are pioneering efforts to incorporate sustainability into the curriculum through course projects and University Social Responsibility (USR) initiatives. The study underscores the need for a paradigm shift towards more holistic and interdisciplinary approaches in engineering education to support sustainability transitions. By highlighting the specific context of Taiwan, this research contributes to a broader understanding of the complexities faced by newly industrialized countries in aligning educational practices with global sustainable development goals.

Gatrell, D., Mark, K., Au-Yeung, C., & Leung, K. Y. (2025). **Using expansive learning to design and implement video-annotated peer feedback in an undergraduate general education module.** *Education and Information Technologies*, 30(3), 2999-3033. <https://doi.org/10.1007/s10639-024-12934-2>

Existing studies have measured the effect of video-based feedback on student performance or satisfaction. Other issues are underacknowledged or merit further investigation. These include sociocultural aspects which may shape the design and implementation of video-based feedback, the ways students use technology to engage in feedback, and the processes through technology may transform learning. This study investigates the design and implementation of a video-annotated peer feedback activity to develop students' presentation skills and knowledge of climate science. It explores how their use of a video annotation tool re-mediated established feedback practices and how the systematic analysis of contradictions in emerging practices

informed the subsequent redesign and reimplementation of the approach. Employing a formative intervention design, the researchers intervened in the activity system of a first-year undergraduate education module to facilitate two cycles of expansive learning with an instructor and two groups of Hong Kong Chinese students ($n = 97$, $n = 94$) across two semesters. Instructor interviews, student surveys, and video annotation and system data were analysed using Activity Theory-derived criteria to highlight contradictions in each system and suggest how these could be overcome. The findings highlight the critical importance of active instructor facilitation; building student motivation by embedding social-affective support and positioning peer feedback as an integrated, formative process; and supporting students' use of appropriate cognitive scaffolding to encourage their interactive, efficient use of the annotation tool. Conclusions: In a field dominated by experimental and quasi-experimental studies, this study reveals how an Activity Theory-derived research design and framework can be used to systemically analyse cycles of design and implementation of video-annotated peer feedback. It also suggests how the new activity system might be consolidated and generalised.

Geng, Y., Alshahrani, R., & Mujlid, H. M. (2025). **Enhancing Foreign Language Learning Through Social Media Applications: A Fuzzy Analytic Hierarchy Process Approach.** *European Journal of Education*, 60(1), e70057. <https://doi.org/10.1111/ejed.70057>

The Fuzzy Analytic Hierarchy Process (FAHP) was employed to evaluate and rank language-learning applications based on criteria such as engagement, interactivity, feedback, content quality and usability. A pairwise comparison matrix was constructed, fuzzy logic was applied to convert qualitative judgements into numerical values, and these values were normalised to calculate crisp weights for each criterion. These weights assessed and ranked five popular language-learning apps: Duolingo, Busuu, Babbel, Memrise and Tandem. The results show Duolingo ranking highest with an aggregate score of 20.912, demonstrating superior performance across all criteria. Busuu and Babbel followed with scores of 18.541 and 18.485, respectively, while Memrise and Tandem scored 17.260 and 17.024. The FAHP methodology effectively addresses uncertainty in the evaluation process, offering a structured and reliable framework for users and educators to select the most suitable language-learning tool.

Godsk, M., & Møller, K. L. (2025). **Engaging students in higher education with educational technology.** *Education and Information Technologies*, 30(3), 2941-2976. <https://doi.org/10.1007/s10639-024-12901-x>

There is a widespread agenda of improving teaching and learning in higher education by engaging students with educational technology. Based on a large-scale literature review, the article presents 61 specific, research-based recommendations for realising the engagement potential of eight types of educational technologies in higher education. These recommendations can be used, for example, by educators to incorporate specific, available educational technologies into their teaching or as an educational development method to enhance particular forms of student engagement. Based on the evidence, the article points out that some educational technologies have a more documented and sometimes also broader potential to engage the students behaviourally, affectively, and/or cognitively than others and that this likely is related to the extent the technology supports structure, active learning, communication, interaction, and activities on the higher levels on the learning taxonomies.

Golden, G., & Tichavakunda, A. A. (2025). **Digital Black placemaking: supporting Black women's engagement in higher education.** *International Journal of Qualitative Studies in Education*, 38(4), 515-530. <https://doi.org/10.1080/09518398.2024.2416693>

Through an analysis of in-depth interviews, this project examines how Black women attending historically White institutions experienced their campus digitally and how they created and maintained Black places online. Using Black placemaking and Black feminist theory, this project explores how digital Black placemaking operates in a higher education setting. Additionally, this project examines ways Black women college students created and cultivated digital counter-space with one another through their involvement in digital engagement. This study has implications for Black women's experiences in digital spaces within the context of higher education. Further, we discuss implications for higher education leaders and administrators working to support Black women college students in an increasingly digital context.

Gravett, K., Ajjawi, R., & O Shea, S. (2025). **Topologies of belonging in the digital university.** *Pedagogy, Culture & Society*, 33(2), 597-611. <https://doi.org/10.1080/14681366.2023.2256342>

Belonging is a complex relational concept. It has been shown to be processual, emergent, and dynamic. And yet this relationality, and complexity, sits in tension with increasingly voluble calls to measure, manage and maintain students' sense of belonging to an ostensibly fixed space of higher education. This article reports on research that invited students to not only define how they experience belonging, but also to surface belonging's relationality: how it is entangled with material spaces and artefacts and enacted through evolving behaviours and communities. Our data depict modulations of belonging which disrupt dominant discourses of simplicity, stability and uniformity. Engaging the generative concept of social topologies, we offer a rethinking of both space and belonging as material and relational. These findings enable us to consider more nuanced perspectives about how belonging is both understood and also enacted, surfacing the complex tapestries of belonging and non-belonging experiences within education, as well as the increasing departure from a coherent delineated conception of 'the university'. Given the diversity of both learners and the spaces in which they learn, interrogating the nature of belonging is urgently needed if we are to understand students' diverse experiences of education in more meaningful ways.

Güldal, H., & Dinçer, E. O. (2025). **Can rule-based educational chatbots be an acceptable alternative for students in higher education?** *Education and Information Technologies*, 30(3), 3979-4012. <https://doi.org/10.1007/s10639-024-12977-5>

The purpose of this study was to investigate student perceptions and acceptance of a rule-based educational chatbot in higher education, employing the TAM (Technology Acceptance Model) framework. The researchers developed a rule-based chatbot for this purpose and examined the students' technology acceptance using qualitative research methods. Therefore, the study was design-based research using qualitative research methods. The participants of the study comprised 22 students studying in the Science Teaching program of Trakya University Faculty of Education and enrolled in the Modern Physics Course in the 2021–2022 fall semester. The research revealed that students' technology acceptance towards rule-based chatbots was high, even though these chatbots had technological limitations when compared to machine learning or deep learning-based ones. The students found rule-based chatbots to be useful, especially in terms of response quality, information quality, and access. Additionally,

some technical details and open-source codes were also presented in the study, which can be a guide for rule-based chatbots to be designed for other areas of education.

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.

Hare, R., Ferguson, S., & Tang, Y. (2025). **Enhancing student experience and learning with iterative design in an intelligent educational game**. *British Journal of Educational Technology*, 56(2), 551-568. <https://doi.org/10.1111/bjet.13526>

With increasing interest in computer-assisted education, AI-integrated systems become highly applicable with their ability to adapt based on user interactions. In this context, this paper focuses on understanding and analysing first-year undergraduate student responses to an intelligent educational system that applies multi-agent reinforcement learning as an AI tutor. With human-computer interaction at the centre, we discuss principles of interface design and educational gamification in the context of multiple years of student observations, student feedback surveys and focus group interviews. We show positive feedback from the design methodology we discuss as well as the overall process of providing automated tutoring in a gamified virtual environment. We also discuss students' thinking in the context of gamified educational systems, as well as unexpected issues that may arise when implementing such systems. Ultimately, our design iterations and analysis both offer new insights for practical implementation of computer-assisted educational systems, focusing on how AI can augment, rather than replace, human intelligence in the classroom. Practitioner notes What is already known about this topic AI-integrated systems show promise for personalizing learning and improving student education. Existing research has shown the value of personalized learner feedback. Engaged students learn more effectively. What this paper adds Student opinions of and responses to an HCI-based personalized educational system. New insights for practical implementation of AI-integrated educational systems informed by years of student observations and system improvements. Qualitative insights into system design to improve human-computer interaction in educational systems. Implications for practice and/or policy Actionable design principles for computer-

assisted tutoring systems derived from first-hand student feedback and observations. Encourage new directions for human–computer interaction in educational systems.

Hasan, F. M. M., Wahsheh, M. A., & Hassan, Z. M. (2025). **Undergraduate students' satisfaction with flexible learning in humanities and health during COVID-19: An application of self-determination theory.** *International Review of Education*, 71(1), 81-107. <https://doi.org/10.1007/s11159-024-10091-9>

The COVID-19 pandemic has led to the widespread adoption of flexible learning, which allows students to access educational materials and participate in classes remotely. Self-determination theory, a focus of this article, promotes self-motivation in the digital world of flexible learning. This study aimed to determine the link between undergraduate students' satisfaction with flexible learning and the following variables: (a) student–instructor connection; (b) the technological competency of students and instructors; and (c) the association between students' satisfaction and health and humanities courses. A descriptive correlational research design and binary logistic regression model were used to analyse data from 610 undergraduate students (53% female, 47% male) enrolled in at least one flexible learning course at a university in Jordan in 2020/2021, during the COVID-19 pandemic. The study found that 63.4% of participants were enrolled in three or more flexible learning courses, while 27.2% were enrolled in two or more. However, 52.8% expressed dissatisfaction with these courses. Additionally, the study showed a moderately positive relationship between students' satisfaction and connection to their instructor, as well as a significant positive relationship between student–instructor connection and students' technological competency. Students in humanities courses were more satisfied and did better academically with flexible learning than those in health courses. High technological competency in instructors led to two times greater satisfaction with flexible learning and a positive perception of online education quality. Finally, a significant difference was found between students' attitudes towards flexible learning and their courses in humanities and health. Thus, applying self-determination theory is crucial for designing effective online learning during challenging times.

Hashim, A. K., & Kearney, C. E. (2025). **Policy Framing, Social Networks, and Teacher Perspectives in a Technology Rollout.** *Educational Administration Quarterly*, 61(1), 37-70. <https://doi.org/10.1177/0013161X241300624>

Drawing on theories of framing and social networks, we examine how educators define policy goals in a technology rollout, and how this framing process shapes teacher attitudes for technology. We analyzed social network data and 37 interviews with district leaders, digital learning coaches, and school staff from six elementary schools in a mid-sized district in California. These data suggest that school leaders and teachers re-framed district reform messages in different ways depending on the density of dialogue in their networks and who had social influence. These framings supported teacher motivation for using technology in ways that aligned to or built upon the district's instructional goals, or prompted teachers to resist change and/or make compliance-oriented and superficial shifts in their practice. We argue that district leaders should attend to school context when implementing technology rollouts and proactively engage school actors to define the goals of technology. We caution that technology rollouts demand sudden and intensive shifts in teacher work roles and can foster resistance to change without adequate time and support.

Structured Abstract • Purpose: We examine how educators define policy goals in a technology rollout and how framing shapes teacher attitudes for using technology. • Research methods: We situate our study in a California district that

distributed tablets and laptops to support online-enabled instruction and assessment under the Common Core State Standards. Drawing on framing and social network theories, we analyzed social network data and 37 interviews with district leaders, digital learning coaches, and school staff from six elementary schools in the 2014–15 school year to describe how school actors framed the purpose of technology and expectations for instructional change across school networks. •Findings: School leaders and teachers re-framed reform messages from the district central office in distinct ways depending on their social networks. We observed framings that motivated teacher engagement with the technology rollout in schools with denser social networks and where influence was shared with district actors such as digital learning coaches. Teachers in these networks had better access to information and instructional support. We found compliance, superficial, and rival framings of technology in schools with less dense social networks and where teachers solely exercised influence. Teachers in these networks had limited access to information and instructional support. •Implications: Our findings suggest that district leaders should attend to school context when implementing technology rollouts. Technology rollouts require sudden and intensive shifts in teacher work roles and can foster resistance without adequate support. School leaders and teachers may need time to build the knowledge, skills, and experience needed to engage in productive framing about technology and instruction.

Hava, K., & Babayiğit, Ö. (2025). **Exploring the relationship between teachers' competencies in AI-TPACK and digital proficiency.** *Education and Information Technologies*, 30(3), 3491-3508. <https://doi.org/10.1007/s10639-024-12939-x>

In recent years, there has been a growing emphasis on integrating Artificial Intelligence (AI) applications in educational settings. As a result, it is essential to assess teachers' competencies in Technological, Pedagogical, and Content Knowledge (TPACK) as it pertains to AI and examine the factors that influence these competencies. This study aims to analyze the impact of digital proficiency on teachers' AI-TPACK competencies. The study utilized a correlational survey model and involved 401 teachers from various provinces and departments in Turkey. The data collection tools included a personal information form, an AI-TPACK scale, and a digital proficiency scale. The collected data were analyzed using structural equation modeling. The research findings revealed that teachers' AI-TPACK competencies were below average, whereas their levels of digital proficiency were above average. Furthermore, a significant relationship between teachers' AI-TPACK and digital proficiency levels was identified, with digital proficiency as a significant predictor of AI-TPACK competencies. Based on the research findings, recommendations for future studies are provided.

Hervé, N., & Huez, J. (2025). **Design Fiction in French Engineering Education: Imaging Futures for Waste Management.** *Research in Science Education*. <https://doi.org/10.1007/s11165-025-10234-4>

Integrating climate change education into engineering education is essential to prepare students for an uncertain and problematic future. The waste sector is a major consumer of natural resources and emitter of greenhouse gases, which is why it is a central theme in the training of engineering students. This paper presents the main takeaways from a pilot training module based on design fiction. The module aims to develop futures thinking in engineering students by helping them to imagine waste management in different climatic and technological contexts. An analysis of the futures images based on written output shows that the training module enables students to generate different

technological schemes for waste recovery, which are conceived in their social and cultural context. Students nevertheless struggle to imagine futures that are radically different from lifestyles in a consumer society. Only output imagining a future of collapse explores ways of living that depart from our current lifestyles. Articulating the temporalities of technological and climatic processes and understanding low-tech approaches appear to be two opportunities for perfecting the module.

Holmes, T., & Hamel, M.-J. (2025). **An Analysis of FSL Students' Interactions with ChatGPT for Written Corrective Feedback.** *ALSIC - Apprentissage des Langues et Systèmes d'Information et de Communication*, 1(28). <https://doi.org/10.4000/13f6h>

This article summarizes a study exploring the use of ChatGPT for interactive written corrective feedback. Participants (n = 22) were French as a second language students (level low intermediate) who first answered a questionnaire about their (digital) self-corrective practices for French writing tasks. They then participated in an intervention during which they wrote a short text that they revised during synchronous exchanges with ChatGPT. Finally, participants answered a second questionnaire about the experience. The participants' interaction threads were collected and analyzed to create two typologies; one to classify the prompts created by the participants and the other to classify ChatGPT's responses. The vast majority enjoyed this experience, but some participants were more engaged during the textual revision process than others. ChatGPT generally responded appropriately, but the quality of its answers may suffer due to poorly formulated or imprecise prompts. At the end of the article, we present pedagogical recommendations on the use of ChatGPT for textual revision.

Huang, D., & Mittelmeier, J. (2025). **The changing ecologies of international students: Comparing internationalisation at a distance and internationalisation abroad.** *British Journal of Educational Technology*, 56(2), 779-798. <https://doi.org/10.1111/bjet.13549>

This research explores and compares the learning ecologies of international students studying through internationalisation at a distance (IaD) and internationalisation abroad (IA) by investigating their experiences of first year of master's study with a UK university. We do so by using our previously proposed Revised Ecological Systems Theory as a conceptual framework, which integrates the physical/virtual and home/host dimensions into Bronfenbrenner's traditional Ecological Systems Theory. Our findings identified the co-existence and fluid nature of the physical/virtual and home/host ecologies for both IaD and IA students. We argue that learning ecologies and their changes throughout the academic year were not fully distinct for IaD and IA students, but their experiences within them vary between these two groups. Compared with IA students, IaD students stayed in relatively stable physical environments, but they experienced challenges with developing interpersonal connections with peers and had more limited intercultural encounters with the institution's host culture. Our findings suggest the importance of considering the physical/virtual and home/host dimensions of students' learning ecologies, and we provide suggestions for both practice and future research. Practitioner notes What is currently known about this topic Supported by technologies, internationalisation at a distance (IaD) is an emerging category of internationalisation of higher education, broadening students' access to higher education across borders. Existing research has focused on students' experiences in short-term online collaborative projects, virtual exchanges and the use of technologies, and evidence shows certain benefits of internationalisation, such as developing intercultural competence, can be achieved online. Universities are developing and providing more programmes for

international students, both online and in-person. What this paper adds A comparison of the perceived learning ecologies of online and in-person students taking degree programmes at a UK university. Empirical evidence of the co-existence of physical/virtual and home/host learning ecologies for both online and in-person international students. Addressing the importance and possibility of revising traditional Ecological Systems Theory as a framework to better fit the digital era. Implications for practice and/or policy The comparison between online and in-person students can provide a more holistic understanding of the experiences of international students, identifying the specific factors impacting students' experiences for each group, and further developing a better understanding of internationalisation of higher education as a whole. Universities should consider what is beyond the virtual world when designing IaD programmes and supporting online students, purposefully integrating more practical, collaborative and cultural-related elements in the course design.

Huang, F., Peng, D., & Teo, T. (2025). **AI Affordances and EFL Learners' Speaking Engagement: The Moderating Roles of Gender and Learner Type**. *European Journal of Education*, 60(1), e70041. <https://doi.org/10.1111/ejed.70041>

Contextualised in the AI-supported English-speaking learning, this study examined the roles of AI affordances in influencing EFL learners' emotional, cognitive, and behavioural speaking engagement, and explored the moderating roles of gender and learner types (on-campus vs. on-job) in influencing AI-supported English-speaking engagement. Data collected from 332 Chinese EFL learners (159 on-campus and 173 on-job learners) were analysed by using structural equation modelling. Results indicated that Chinese EFL learners perceived AI affordances to be significant in influencing their emotional, cognitive and behavioural engagement in practicing their spoken English. The results from the PLS-SEM model revealed that AI affordances accounted for 54.7%, 52.4% and 56.0% of the variance in emotional engagement, cognitive engagement and behavioural engagement, respectively. Learner type was not found to significantly moderate the relationships between AI affordances and speaking engagement. Gender was found to be a significant moderator for the AI affordances-behavioural engagement and AI affordance-cognitive engagement relationships. These findings enrich existing literature about AI-empowered speaking engagement and provide practical implications for English teachers to design effective speaking-teaching models.

Impedovo, M. A. A., Ett, B., & Saifuddin, M. (2024, juin 12). **Using Videoconferencing Systems and Interactive Tools: Empirical French Investigation**. Présenté à Methodologies and Intelligent Systems for Technology Enhanced Learning, 13th International Conference. Consulté à l'adresse <https://amu.hal.science/hal-04970805>

This paper summarizes the empirical investigation conducted at the Aix-Marseille University (AMU) as part of the Erasmus+ project « Portable Video Conferencing Toolkits and Online Applications for Engaging Learning Experience Design in Higher Education Classroom » (EdViCon). During the Covid-19 pandemic, many institutions decided to use video conferencing systems (VCs) as a teaching tool instead of face-to-face teaching. Using these systems was welcomed well in dealing with the situation's urgency. At the same time, new and relevant issues are raised and need to be addressed. In the framework of the European project, we collected existing methods and didactics for video conferencing-mediated teaching - collected in the form of surveys, interviews, observations, and other methods and communicated visually. This specific study is conducted, in the international framework of the project, to fill the gap of a systematic

and comparable focus on the relationship of higher education with videoconferencing systems. The shared protocol serves to bring out national specificities that will be further investigated in a comparative perspective. Research question is: How have academics and university students currently related to the videoconferencing system in their teaching and learning practice? Based on the tools and practices that work in some of the selected scenarios and the challenges faced, the project will archive the ideation of two video conferencing toolkits and select tools for engaging students in the different teaching s

Jiao, J., & Borbievna, N. B. (2025). **The impact of technology-based education in the Russian language on eagerness to learn, academic performance, and academic self-regulation in the conversation of Russian language curriculum.** *Education and Information Technologies*, 30(3), 3597-3619. <https://doi.org/10.1007/s10639-024-12996-2>

This study, conducted in 2024, investigates the transformative impact of Technology-based Education (TBE) within the context of the Russian Language Curriculum (RLC). The research aims to examine how TBE influences eagerness to learn (ETL), academic performance (AP), and academic self-regulation (ASR) in the RLC, an area that has received limited attention despite extensive research on TBE in education. The study employs a quasi-experimental design, featuring a control group (CG) and an experimental group (EG), as well as pretest and posttest assessments. Participants were selected through cluster sampling. The research instruments utilized encompass the ETL Scale, AP Scale, and ASR Scale. The EG experienced one semester of TBE intervention, while the CG adhered to traditional teaching methods. The findings suggest a substantial enhancement in ETL, AP, and ASR within the conversational aspects of the RLC as a result of TBE integration. This research holds significant implications for educators, curriculum developers, and policymakers, highlighting the potential of TBE to elevate the quality of teaching and learning in Russian language education. It underscores how TBE can establish a more effective and engaging learning environment for Russian language acquisition, addressing the ETL, AP, and ASR.

Joshi, D. R., Khanal, J., Chapai, K. P. S., & Adhikari, K. P. (2025). **The impact of digital resource utilization on student learning outcomes and self-efficacy across different economic contexts: A comparative analysis of PISA, 2022.** *International Journal of Educational Research Open*, 8, 100443. <https://doi.org/10.1016/j.ijedro.2025.100443>

This study investigates the utilization of digital resources among students across three economic categories: lower-middle-income countries, upper-middle-income countries, and high-income countries. This study focuses on several dimensions, including digital resource usage, student engagement, self-efficacy, subject learning, and feedback mechanisms. Leveraging data from the Programme for International Student Assessment (PISA) 2022, we analyzed responses from 237,844 students. Statistical techniques included analysis of variance and structural equation modeling. The findings reveal that students from high-income countries demonstrate higher digital resource utilization and self-efficacy compared to their counterparts in upper-middle-income and lower-middle-income countries. However, educational software and digital feedback tools remain underutilized across all economic contexts. Digital resources for language, mathematics, and science learning exhibit poor usage patterns. A significant proportion of students rarely utilize these resources for academic purposes, raising concerns about digital distractions. Upper-middle-income countries' students engage more actively in digital learning activities outside the classroom compared to their peers in lower-middle-income

and high-income countries. Policymakers and educators should address disparities in digital resource utilization to enhance educational equity and bridge gaps, particularly in resource-limited settings.

Kalemkuş, J., & Kalemkuş, F. (2025). **Primary School Students' Perceptions of Artificial Intelligence: Metaphor and Drawing Analysis**. *European Journal of Education*, 60(1), e70007. <https://doi.org/10.1111/ejed.70007>

Due to the frequent use of artificial intelligence (AI) technologies in daily life, it is thought that primary school students acquire information about this concept from various sources. The way these sources present AI may affect students' perceptions of AI. In the study, it was aimed to examine the perceptions of third and fourth grade primary school students about AI through metaphors and drawings. This research, which was conducted with the participation of 262 students, was conducted with the phenomenological design. When the metaphors of the participants were analysed, it was determined that they produced 100 metaphors, and these metaphors were evaluated in 17 categories as humanistic feature, information source, danger, development, superhuman feature, service, source of happiness, productivity, orientation, commitment, pervasiveness, necessity, security, speed, difficulty, virtual environment and uncertainty. Accordingly, it was determined that the participants evaluated AI from many different perspectives and produced the most metaphors in the categories of humanistic feature, information source and danger. It was determined that the metaphors human, brain and living were prominent in the human characteristic category; the metaphors teacher, wise and book were prominent in the source of information category; and finally, the metaphors enemy, weapon and monster were prominent in the danger category. When the drawing findings were analysed, it was determined that 37 codes represented four categories: purpose, object, interaction and environment. In the purpose category, service, source of information, and source of happiness; in the object category, mostly humanoid robot; in the interaction category, emphasising interaction; and in the environment category, the environment was not specified. In line with the findings obtained, literature discussions were made and suggestions were made.

Kambara, K., Toya, A., Lee, S., Shimizu, H., Abe, K., Shigematsu, J., ... Nakashima, K. (2025). **Can online interactions reduce loneliness in young adults during university closures in Japan? The directed acyclic graphs approach**. *Asian Journal of Social Psychology*, 28(1), e12658. <https://doi.org/10.1111/ajsp.12658>

As a countermeasure to the increased loneliness induced by the COVID-19 pandemic-related university closures, universities provided students with online interaction opportunities. However, whether these opportunities contributed to reducing loneliness during the university closures remains unclear, as previous studies have produced contradictory findings. We conducted a nationwide cross-sectional survey. Data were collected on demographics, social environment, social support, interactions, health and loneliness from 4949 students from 60 universities across Japan. We used psychological network and Directed Acyclic Graphs (DAGs) to examine the effect of online interactions on loneliness during university closures during COVID-19. The results showed that the frequency of online interactions with friends did not exert a significant influence on loneliness during university closures. A comparative examination of the DAGs further illuminated that the social environment exhibited fewer pathways for interpersonal interactions and social support during these closure periods. The psychosocial pathways influencing young adults' loneliness show variations contingent on the university's closure

status. Notably, the impact of heightened online interactions with friends on loneliness appears to be less pronounced among young adults in the context of university closure.

Kang, H., & Chen, H. (2025). **Effects of teachers' rapport-building strategies on EFL learners' cognitive load and computer-assisted language learning motivation.** *Education and Information Technologies*, 30(3), 3911-3952. <https://doi.org/10.1007/s10639-024-12961-z>

This study investigates the effects of online instructors' use of initiation and maintenance rapport-building strategies (RBS) on Chinese EFL learners' CALL motivation and cognitive load management. Mixed methods research was used to concurrently triangulate different strands of data on the effects of RBS on 86 randomly sampled EFL learners. The interpretations were made based on methodological triangulation of QUAN + QUAL data and running one-way ANOVA. The results show that the interactive use of initiation and maintenance RBS is statistically significant in enhancing CALL motivation ($F(1,84) = 23.45, p < .001$) and lowering cognitive load ($F(1,84) = 17.89, p < .001$) compared to isolated use of these strategies. The study reveals that teachers' interactive use of RBS enhances learners' CALL motivation by increasing learning interests (mean difference = 1.98, $p < .001$), catering to dynamic motivational needs (mean difference = 1.64, $p < .001$), and creating a learner-friendly environment (mean difference = 1.42, $p < .001$). Moreover, the study confirms the psychological effects of interactive use of RBS in lowering cognitive load through information-sharing (mean difference = 1.89, $p < .001$), common-grounding (mean difference = 1.56, $p < .001$), and personalized instruction strategies (mean difference = 1.34, $p < .001$) during the CALL course. The implications of the study inform researchers and practitioners of CALL about the efficacy of using a static and flexible combination of initiation and maintenance RBS to enhance EFL learners' motivation and cognitive load.

Karabay, F. H., & Meşe, C. (2025). **The effect of mobile scaffolding on academic achievement and cognitive load of third grade students in mathematical problem solving.** *Asia Pacific Education Review*, 26(1), 227-246. <https://doi.org/10.1007/s12564-024-09951-8>

In the study, problem-solving educational software (ProSES) was developed to reduce the challenges and mistakes experienced by primary school third-grade students in mathematical problem solving and to provide scaffolding and hint support for teacher help for the students using mobile technologies. The study aimed to determine the impact of the employment of this educational software on academic achievements and cognitive load of the students. The study was conducted with the experimental design, a quantitative research method, with 130 third grade students during the 2019–2020 academic year fall semester. Based on the study aim, ProSES was employed in two experimental and one control groups. All group members were assigned with simple random sampling method. Mental effort scale, task completion speed and academic achievement test were used to collect the study data. The findings showed that scaffolding was effective in academic achievement. Thus, this study adds to the current literature by showing that mobile scaffolding effective to improve students' problem solving in mathematical problems of teacher support in primary education.

Katsantonis, M. N. (2025). **From Pandemic Legacy to Serious Games: A Systematic Review of Cooperative Board Games Under the Educational Perspective.** *European Journal of Education*, 60(1), e70048. <https://doi.org/10.1111/ejed.70048>

Cooperative board games promote engagement, teamwork, and strategic problem-solving, making them useful in educational contexts. This Systematic Literature Review employs the PRISMA methodology to identify cooperative board game mechanisms and design considerations along with their adaptation potential in serious contexts and the alignment with learning theories such as social constructivism and experiential learning. Key mechanisms, such as variable player powers and role-playing, are examined for their impact on player engagement and collaboration. The study also addresses the design challenges of complexity and duration of gameplay, proposing solutions such as the gradual rule introduction, tutorial scenarios, and the provision of scalable game modes. The review includes 65 screened articles and a detailed analysis of 24, along with insights from non-academic sources, such as BoardGameGeek database and professional reviewers. The findings highlight the potential of such games to enhance serious game design and educational outcomes, offering strategies for adapting these games to educational environments.

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.

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.

Kökver, Y., Pektaş, H. M., & Çelik, H. (2025). **Artificial intelligence applications in education: Natural language processing in detecting misconceptions.** *Education and Information Technologies*, 30(3), 3035-3066. <https://doi.org/10.1007/s10639-024-12919-1>

This study aims to determine the misconceptions of teacher candidates about the greenhouse effect concept by using Artificial Intelligence (AI) algorithm instead of human experts. The Knowledge Discovery from Data (KDD) process model was preferred in the study where the Analyse, Design, Develop, Implement, Evaluate (ADDIE) instructional design cycle was used. The dataset obtained from 402 teacher candidates was analysed by Natural Language Processing (NLP) methods. Data was classified using Machine Learning (ML), one of the AI tools, and supervised learning algorithms. It was concluded that 175 teacher candidates did not have sufficient knowledge about the concept of greenhouse effect. It was found that the AI algorithm with the highest accuracy rate and used to predict teacher candidates' misconceptions was Multilayer Perceptron (MLP). Furthermore, through the Enhanced Ensemble Model Architecture developed by researchers, the combination of ML algorithms has achieved the highest accuracy rate. The kappa (κ) value was examined in determining the significant difference between the AI algorithm and the human expert evaluation, and it was found that there was a significant difference, and the strength of agreement was significant according to the research findings. The findings of the current study represent a significant alternative to the prevailing pedagogical approach, which has increasingly come to rely on information technologies in the process of improving conceptual understanding through the detection of conceptual misconceptions. In addition, recommendations were made for future studies.

Konyani, B., Katanga, P., Chiundira, F., Mulenga, C., & Mapulanga, P. (2025). **E-learning preparedness of nursing students at Kamuzu University of Health Sciences in Malawi.** *Education and Information Technologies*, 30(3), 3095-3114. <https://doi.org/10.1007/s10639-024-12930-6>

This study presents findings from a survey conducted on Malawian undergraduate and graduate nursing students' readiness to use e-learning for instruction. In total, 105 students completed the survey. A structured online Google Forms questionnaire was used for the survey procedure, which was completed online. Data were collected using a cross-sectional descriptive approach and analysed using descriptive statistics. The findings showed that bandwidth costs prohibit online instruction for nursing students. More interestingly, the study revealed that despite unique socioeconomic factors, nursing students suggested that the blended mode of delivery would be appropriate and not face-to-face or online learning modes of delivery only. Students expressed that the cost of mobile data or data bundles is prohibitive and beyond financial means. They requested that university lobbying for student data bundles be less expensive. Similarly, some students did not even have devices for online use outside campus. This finding suggests that universities should engage in the private sector and lobby low-cost devices for needy students. Few studies have examined online learning in nursing students. Few studies have explored regulatory bodies' acceptance of online learning as a mode of delivery learning. Similarly, little is known about the guidelines for online education set by Malawian regulatory agencies. Nursing students' suggestions for a blended learning delivery model were proposed. To improve the quality of education in developing nations, regulatory organisations integrate online learning and teaching techniques into curricula and syllabi.

Koyuncu, M. K. (2025). **Time-travelling in philosophy of mathematics courses: From classroom to newsroom.** *Education and Information Technologies*, 30(3), 3463-3489. <https://doi.org/10.1007/s10639-024-12940-4>

This article presents a new teaching method that embraces media production as a principle in education, aimed at effectively conveying the philosophy of mathematics. Based upon this premise, the content of the philosophy of mathematics course was reimagined as a digital newspaper, reminiscent of past printed editions. This transformation was carried out collaboratively with participants, shaping the course delivery accordingly. The effect of this method on the participants' technological pedagogical content knowledge was investigated using a mixed methodological approach with a sample of forty pre-service mathematics teachers. By digitally recreating historical contexts, participants had the opportunity to explore the philosophers and scientists of the relevant period, along with the social conditions they experienced. Adopting this method helped participants overcome the anachronistic epistemology fallacy, allowing them to develop their imagination and perception of the past compared to the traditional approach. It also highlights how the method transformed the class into a more engaging and entertaining part of the curriculum. Research findings reveal that creating a newspaper not only encourages the technological pedagogical development inherent in the teaching profession but also contributes to the development of the roles expected from the individual in the educational environment in the technology age. Therefore, this method may serve as a source of inspiration for teacher educators, especially those teaching courses in related contexts.

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.

Kumi-Yeboah, A., Kim, Y., Mohammed, Z., & Amponsah, S. (2025). **Addressing the role of technology in internationalization at a distance: Voices of students' in international**

distance learning from Ghana—sub-Saharan Africa. *British Journal of Educational Technology*, 56(2), 890-908. <https://doi.org/10.1111/bjet.13552>

The past two decades have witnessed a surge of distance learning in higher education across the world. Scholars have argued that this is due to the increasing use and recognition of technologies to act as a means, channel and source for internationalization of knowledge. Further, internationalization at a distance (IaD) has seen a rapid increase in universities in Ghana, sub-Saharan Africa, due to increased use of digital technologies and high demand for foreign education. Yet, there remains limited research about the role of technologies in facilitating and mediating IaD in countries in sub-Saharan Africa. Moreover, few studies have explored students' experiences in IaD regarding prospects and challenges in Ghana, sub-Saharan Africa. Therefore, the purpose of this research is to explore students' experiences and voices regarding the role of technologies in facilitating and mediating distance learning including students' critical reflections on the technological shift of IaD in higher education (including the COVID-19 pandemic period) in Ghana. Data were collected following a qualitative research design via an in-depth semistructured interview of 28 students (16 females and 12 males) enrolled in IaD learning program in three foreign universities (two in the United Kingdom and one in the United States). Data analyses were done via a constant comparative approach. Findings showed that students experienced enhanced quality of learning through the varied use of technologies such as Zoom, Team and Google Hangouts. However, students faced challenges such as unequal access to technologies, intermittent Internet connections/outages, high cost of tuition and lack of social and teaching engagement. These findings in many ways contribute to a new understanding and knowledge building of students' experiences and challenges of IaD in sub-Saharan Africa. Practitioner notes What is already known about this topic? The number of students in internationalization at a distance (IaD) education programs is increasing alongside the development of digital technologies and the expansion of digital infrastructure. Increasing demands for higher education in sub-Saharan Africa have led to an increase in the number of students from Ghana in IaD. What this paper adds? Ghanaian students in IaD benefited from the use of various digital technologies, improving their engagement and facilitating the acquisition of digital skills. They faced barriers in accessing digital technologies and Internet connectivity. Implications for practice and/or policy Pretraining programs and workshops to enhance students' digital skills before starting distance education could be beneficial for Global South students in IaD. Education provider should support the access to digital technologies and Internet connectivity of Global South students in IaD.

Kurata, L., Ayanwale, M. A., Molefi, R. R., & Sanni, T. (2025). **Teaching religious studies with artificial intelligence: A qualitative analysis of Lesotho secondary schools teachers' perceptions.** *International Journal of Educational Research Open*, 8, 100417. <https://doi.org/10.1016/j.ijedro.2024.100417>

Artificial intelligence (AI) integration in education is expanding globally due to machine learning and big data advancements. AI has the potential to revolutionize teaching and learning practices by providing personalised experiences and enhancing engagement. However, it also raises concerns regarding technology infrastructure and ethical considerations. This study investigates the integration of AI in secondary religious studies in Lesotho, focusing on teachers' perspectives. Semi-structured interviews were conducted with 20 secondary religious studies teachers in Lesotho using an interpretive paradigm and qualitative approach. Thematic analysis identified patterns and themes

within the data, revealing that teachers perceive AI as improving teaching efficiency and student learning outcomes. However, concerns about access, ethical use, and pedagogical implications remain significant. Recommendations include policy initiatives, infrastructure improvements, and targeted teacher training programs. This study provides insights into the adoption of AI in educational contexts, highlighting the benefits and challenges specific to Lesotho's secondary religious studies curriculum.

Kutluay, E., & Karaca, F. (2025). **A model proposal explaining the influence of smartphone addiction related factors on high school students' academic success.** *Education and Information Technologies*, 30(3), 4061-4098. <https://doi.org/10.1007/s10639-024-12947-x>

An exploratory sequential mixed-method study is designed to develop and test a comprehensive model explaining the relationships between factors associated with smartphone addiction and high school students' academic achievement. Involving two main phases of qualitative and quantitative, focus group discussions with high school students and interviews with teachers were conducted in the first phase, both to decide on the factors and to reveal the relationships between the factors in the model. According to the qualitative results, the most important factors were found as social media usage, cyberloafing, academic procrastination, external and internal academic locus of control. Then, a hypothesis model involving these factors was developed to explain high school students' academic achievement. Obtained from 410 high school students, quantitative data are collected online by the use of some scales measuring the factors included in the model. Using the path analysis method, the hypothesis model was tested, and it was observed that the model fit the data well. As a result, the factors that most influence academic achievement were found as duration of social media usage, external academic locus of control, smartphone addiction, internal academic locus of control, academic procrastination, and cyberloafing respectively. The uniqueness of the presented model in this research is believed to lie in its holistic perspective on the relationships between smartphone addiction and related factors, and their effects on academic achievement. Looking from a big picture, this model is expected to provide a roadmap for practitioners and decision-makers in terms of how to improve students' academic achievement.

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.

Lee, K., & Mao, Y. (2025). **Rethinking internationalisation at a distance from the perspectives of international students: Critical reflection towards epistemic justice.** *British Journal of Educational Technology*, 56(2), 815-833. <https://doi.org/10.1111/bjet.13550>

This qualitative case study examines the concept of 'internationalisation at a distance (IaD)' by investigating the learning and academic socialising experiences of international students in online higher education (HE). Amid the evolving landscape of global HE, the COVID-19 pandemic has accelerated the adoption of distance education, creating a unique context for internationalising HE at a distance. The number of international students joining foreign universities from their home countries through the medium of online learning has continued to grow. To better understand IaD from the vantage point of international students, not of universities or domestic students, the present authors listen to online international students, shedding light on the complex nature of being international students in such social and cultural contexts. Qualitative data were collected through in-depth interviews with 19 international students of Chinese ethnicity residing in China while studying and pursuing undergraduate and postgraduate degrees offered by universities in English-speaking countries. Our findings reveal that despite the institutional rhetoric which promotes diversity and inclusivity, especially during student recruitment and induction, online international students experience that their unique cultural perspectives and pedagogical knowledge are usually not accepted, accommodated and welcomed by their programmes, tutors and peers. Nevertheless, like their domestic counterparts, international students are proactive in navigating and shaping their online learning environments and relationships to effectively serve their own learning needs and interests. The outcomes challenge stereotypical narratives of international students prevailing in HE literature and create much more realistic discourses of the democratising potential of international online HE beyond the diversity rhetoric. The findings have been analysed using the theoretical framework of epistemic injustice, hoping to contribute to the IaD research and practices by challenging and reshaping the often uncritical and colonial perspectives on international online students.

Practitioner notes

What is already known about this topic Internationalisation in higher education is typically categorised into internationalisation abroad (IA), internationalisation at home (IaH) and internationalisation at a distance (IaD). These concepts have been widely used and interpreted from the perspective of universities as the main actors in internationalisation efforts. IaD is defined as internationalisation that occurs within a technology-mediated environment where students, teachers and institutions are located in different locations. It transcends the geographical distinction between IA and IaH and emphasises the virtual mobility of knowledge. IaD raises a series of discussions about the identification of international students, especially due to the ambiguous line between 'international' and 'home' categorisations. What this paper adds This paper reconceptualises IaD from international students' perspective, using 'home', 'hosts' and 'guests' as metaphors to investigate the students' lived experiences of IaD. This paper reveals the unequal power relationships and epistemic injustices embedded in and constructing international students' IaD experiences. This paper demonstrates the diversity within the international student population, showing them as active agents to employ different strategies to navigate epistemic injustices and challenges in the IaD contexts. Implications for practice and/or policy Institutions should re-examine their internationalisation strategies (abroad, at home or a distance) to achieve diversity and inclusivity principles beyond superficial and numeric measures, avoiding viewing international students merely as tools or resources for internationalisation. There is a pressing need to rethink the concept of IaD from the

student's perspective and better conceptualise the notion of international students in IaD research and practice. Diversity among international students should be taken more seriously in educational practices, and stereotypes and prejudice against specific groups of international students should be addressed further.

Lee, Y., Migut, G., & Specht, M. (2025). **Unveiling cognitive processes in digital reading through behavioural cues: A hybrid intelligence (HI) approach.** *British Journal of Educational Technology*, 56(2), 678-711. <https://doi.org/10.1111/bjet.13551>

Learner behaviours often provide critical clues about learners' cognitive processes. However, the capacity of human intelligence to comprehend and intervene in learners' cognitive processes is often constrained by the subjective nature of human evaluation and the challenges of maintaining consistency and scalability. The recent widespread AI technology has been applied to learning analytics (LA), aiming at a more accurate, consistent and scalable understanding of learning to compensate for challenges that human intelligence faces. However, machine intelligence has been criticized for lacking contextual understanding and difficulties dealing with complex human emotions and social cues. In this work, we aim to understand learners' internal cognitive processes based on the external behavioural cues of learners in a digital reading context, using a hybrid intelligence (HI) approach, bridging human and machine intelligence. Based on the behavioural frameworks and the insights from human experts, we scope specific behavioural cues that are known to be relevant to learners' attention regulation, which is highly relevant for learners' cognitive processes. We utilize the public WEDAR dataset with 30 subjects' video data, behaviour annotation and pre-post tests on multiple choice and summarization tasks. We apply the explainable AI (XAI) approach to train the machine learning model so that human evaluators can also understand which behavioural features were essential for predicting the usage of the cognitive processes (ie, higher-order thinking skills [HOTS] and lower-order thinking skills [LOTS]) of learners, providing insights for the next-round feature engineering and intervention design. The result indicates that the dominant use of attention regulation behaviours is a reliable indicator of low use of LOTS with 79.33% prediction accuracy, while reading speed is a valuable indicator for predicting the overall usage of HOTS and LOTS, ranging from 60.66% to 78.66% accuracy, highly surpassing random guess of 33.33%. Our study demonstrates how various combinations of behavioural features supported by HI can inform learners' cognitive processes accurately and interpretably, integrating human and machine intelligence. Practitioner notes What is already known about this topic Human attention is a cognitive process that allows us to choose and concentrate on relevant information, which leads to successful learning. In affective computing, certain behavioural cues (eg, attention regulation behaviours) are used to indicate learners' attentional states during learning. What this paper adds Attention regulation behaviours during digital reading can work as predictors of different levels of cognitive processes (ie, the utilization of higher-order thinking skills [HOTS] and lower-order thinking skills [LOTS]), leveraged by computer vision and machine learning. By developing an explainable AI model, we can predict learners' cognitive processes, which often cannot be achieved by human observations, while understanding behavioural components that lead to such machine decisions is critical. It can provide valuable machine-driven insights into the relationship between humans' external and internal states in learning. Based on the frameworks spanning cognitive AI, psychology and education, expert knowledge can contribute to initial feature selection and engineering for the hybrid intelligence (HI) model development and next-round intervention design. Implications for practice

and/or policy Human and machine intelligence form an iterative cycle to build a HI to understand and intervene in learners' cognitive processes in digital reading, balancing each other's strengths and weaknesses in decision-making. It can eventually inform automated feedback loops in widespread e-learning, a new education norm since the COVID-19 pandemic. Our framework also has the potential to be extended to other scenarios with digital reading, providing concrete examples of where human intelligence and machine intelligence can contribute to building a HI. It represents more systematic supports that apply to real-life practices.

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 apparaît 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., Tan, W. H., Zheng, X., Dou, D., Wang, Y., & Yang, H. (2025). **Effects of digital monitoring and immediate feedback on physical activity and fitness in undergraduates**. *Education and Information Technologies*, 30(3), 3743-3769. <https://doi.org/10.1007/s10639-024-12990-8>

The study investigated the roles of advanced digital tools in enhancing engagement with physical education among undergraduates. The focus was on the effects of digital monitoring and real-time feedback technologies on increasing physical activity participation and improving physical fitness levels of undergraduates. Throughout a semester, the activity of 8,556 students was observed through a rigorous experimental setup. For data analysis, the study used the Mann–Whitney U test, Kruskal–Wallis H test, Spearman's rho test, and generalised linear models. The outcomes indicated a notable uptick in physical activity participation among students who were conscious that their activity was being digitally tracked. Additionally, the provision of instant feedback not only increased students' engagement in their selected sports but also helped maintain their long-term commitment. These technological interventions led to a significant improvement in the physical fitness levels of the students involved. The conclusions drawn from this research offer valuable guidance to educational policymakers and public health officials aiming to promote physical fitness in the youth population. The research suggests continued exploration into refining digital monitoring tools to maximise their effectiveness in physical education settings.

Liu, G. L., Zou, M. M., Soyooof, 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, Honggang, & 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, Hui, & Guo, W. (2025). **Effectiveness of AI-Driven Vocal Art Tools in Enhancing Student Performance and Creativity.** *European Journal of Education*, 60(1), e70037. <https://doi.org/10.1111/ejed.70037>

In contemporary music education, innovative technologies, particularly artificial intelligence (AI)-based tools, play a crucial role. The objective of this study was to assess the effectiveness of AI-based tools in enhancing students' success and creativity. The study involved 158 students from a leading music institution, who were divided into control and experimental groups. Methods employed included surveys and testing, along with AI-based tools: Vocal AI Analyzer and Smart Vocal Coach. The results indicated a significant improvement in vocal skills (from 3.5 to 4.5 in the experimental group) and creativity (from 2.9 to 4.1 in the experimental group) compared with the control group. The AI-based tools demonstrated high effectiveness, providing individualised instruction and immediate feedback. The practical significance of the

research lies in the potential implementation of such technologies in music educational institutions to enhance teaching effectiveness and the development of students' creative abilities.

Liu, Xianlin, Alotaibi, K. A., & Hashemifardnia, A. (2025). **Serious Game-Based Learning: Its Impact on Happiness, Motivation, Self-Compassion, and Vocabulary Development in EFL Learners.** *European Journal of Education*, 60(1), e70030. <https://doi.org/10.1111/ejed.70030>

In recent years, the integration of digital technologies into language learning has gained significant attention, particularly in the context of English as a Foreign Language (EFL) education. However, there remains a gap in understanding the broader affective and cognitive benefits of serious game-based learning (SGBL) in this field. The present study addressed this gap by examining the impact of SGBL on EFL learners' happiness, motivation, self-compassion (SC), and vocabulary development. A quasi-experimental design was employed with two groups comprising a total of 425 intermediate-level participants (both male and female). The participants were selected through stratified random sampling technique and divided into an experimental group (EG) and a control group (CG). The EG engaged in SGBL, while the CG received traditional instruction. Over a period of 12 weeks, pretest and posttest measured the participants' levels of happiness, motivation, SC, and vocabulary acquisition. Results indicated that the EG significantly outperformed the CG in all measured domains, suggesting that SGBL is an effective approach for enhancing both affective and linguistic outcomes in EFL contexts. The findings contribute to the growing body of research on the integration of digital games in EFL education and highlight their potential for fostering holistic learner development.

Liu, Xiaoyan, Wang, B., Yin, X., & Bai, B. (2025). **Quantitative study of technology integration and professional happiness among special education teachers in smart schools.** *Education and Information Technologies*, 30(3), 2809-2836. <https://doi.org/10.1007/s10639-024-12942-2>

In recent years, the incorporation of technology into education has transformed teaching methods and learning settings, especially within the domain of special education. The emergence of Special Education (SPED) Smart Schools represents a significant advancement in offering customized assistance and materials to accommodate the varying learning requirements of students. This quantitative study delves into the intricacies of professional happiness among SPED teachers within the context of Smart Schools. Employing a questionnaire survey, data was collected from 600 SPED teachers and analyzed using SPSS software. The result demonstrates that higher levels of technology integration in SPED classrooms within smart schools positively correlate with increased professional happiness among SPED teachers. The findings indicate that increased administrative support in smart SPED schools is found to be positively associated with higher levels of professional happiness among SPED teachers. The findings reveal that adequate access to relevant and ongoing professional development opportunities positively correlates with increased professional happiness among SPED teachers in smart schools. The uniqueness of this research stems from its examination of the particular environment within SPED Smart Schools and its impact on the professional happiness of SPED teachers. Furthermore, the findings reveal that higher levels of Transformational Leadership (TL) behaviors within the administration positively impact the professional happiness of SPED teachers. The findings highlight the crucial role

of social and environmental elements in enhancing career satisfaction and professional happiness among special education teachers in smart schools.

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.

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.

Ma, Y. (2025). **Modelling College Students' Acceptance to Use Generative Artificial Intelligence for Second Language Learning: A Theory of Planned Behaviour Perspective.** *European Journal of Education*, 60(1), e12923. <https://doi.org/10.1111/ejed.12923>

The benefits of Generative Artificial Intelligence (GenAI) in enhancing second language (L2) learning are well established. However, these advantages can only be realised if learners are willing to adopt the technology. This study, grounded in the Theory of Planned Behaviour (TPB), investigated the factors influencing the behavioural intention

to use GenAI among 337 Chinese college L2 learners using five validated scales. A Structural Equation Modelling (SEM) approach with Amos 24 yielded several key findings. Notably, demographic factors encompassing gender and age did not significantly affect the TPB components. Subjective norm and attitude were found to have a positive and significant impact on behavioural intention, while perceived behavioural control did not demonstrate a significant effect. Furthermore, GenAI literacy emerged as a significant predictor of behavioural intention, both directly and indirectly through its influence on attitude. Collectively, these variables accounted for 51.6% of the variance in behavioural intention. The study also discusses the theoretical and pedagogical implications and offers suggestions for future research.

Mahajan, P. (2025). **What is Ethical: AIHED Driving Humans or Human-Driven AIHED? A Conceptual Framework enabling the « Ethos » of AI-driven Higher Education**. Consulté à l'adresse <https://hal.science/hal-04982990>

Artificial Intelligence (AI) is transforming higher education (HE) by enabling personalized learning, automating administrative processes, and enhancing decision-making. However, AI adoption presents significant ethical and institutional challenges, including algorithmic bias, data privacy concerns, and governance inconsistencies. This study introduces the Human-Driven AI in Higher Education (HD-AIHED) Framework, an adaptive and structured model designed to integrate human intelligence (HI) into every phase of the AI lifecycle-adoption, design, deployment, evaluation, and exploration. Unlike conventional AI models that prioritize automation, HD-AIHED emphasizes human-centered governance, ethical compliance, and participatory decision-making to ensure that AI enhances rather than replaces human agency in HE. The framework aligns AI applications with both institutional and student needs, fostering trust, adaptability, and transparency. Its dual-layered approach integrates AI across both the AI lifecycle and the student lifecycle, ensuring context-sensitive, equitable, and goal-oriented AI implementation. A key contribution of this study is its regionally adaptable approach, recognizing variations in technological infrastructure and policy landscapes. Additionally, the integration of SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis during the adoption phase allows HE institutions to evaluate AI readiness, mitigate risks, and refine governance structures, while the exploration phase ensures long-term adaptability, scalability, sustainability, and AI promotion through continuous research, innovation, and interdisciplinary collaboration. To ensure AI remains a responsible enabler in HE, this study advocates for the establishment of University/HE Institutional AI Ethical Review Boards, alignment with global regulatory frameworks (e.g., UNESCO AI Ethics Guidelines, GDPR, Sustainable Development Goal 4), and the promotion of inclusive and transparent AI adoption policies. Key insights from the HD-AIHED model highlight its role in bridging AI research gaps and overcoming real-time challenges in global HE institutions. The framework offers tailored strategies for diverse educational contexts, including developed and emerging countries, ensuring that AI implementation is contextually relevant and ethically sound. By emphasizing interdisciplinary collaboration among policymakers, educators, industry leaders, and students, this study envisions AI as an ethical and equitable force for innovation in HE. Ultimately, the HD-AIHED model serves as a catalyst for AI inclusivity rather than exclusion and a driver of educational equity rather than disparity by embedding the ethos of AIHED into higher education systems. Future research should focus on the empirical validation of HD-AIHED through institutional case studies, AI bias audits, and

longitudinal assessments to ensure ethical integrity, transparency, and sustainability in AI deployment.

Mahrishi, M., Abbas, A., Siddiqui, M. K., & Aladhadh, S. (2025). **The genesis and prevalence of the HyFlex model: A systematic review and bibliometric analysis.** *International Journal of Educational Research Open*, 8, 100410. <https://doi.org/10.1016/j.ijedro.2024.100410>
Adopting technology-driven educational models has witnessed a remarkable surge in recent years, with the Hybrid Flexible (HyFlex) model emerging as a prominent pedagogical approach. The HyFlex model combines face-to-face and remote learning techniques, offering flexibility for students with health concerns, travel restrictions, or personal circumstances. This systematic review and bibliometric analysis explore the genesis and prevalence of the HyFlex model in higher education. The study begins by tracing the historical development of the HyFlex model, shedding light on its origins, evolution, and the key pioneers who contributed to its conceptualization. By scrutinizing 51 papers from an extensive Scopus dataset, this review uses the standard PRISMA systematic guidelines to identify the critical milestones and paradigm shifts that have shaped the HyFlex model. Furthermore, utilizing bibliometric techniques using R-Studio, this study maps the dissemination of research on the HyFlex model, highlighting the research trends, the geographical distribution of scholarly work, influential authors, and critical research themes to provide a comprehensive overview of the current state of research. The findings underscore the transformative potential of this educational approach and implicate the need for continuous adaptation in terms of infrastructure and digital tools. Furthermore, the study suggests linking the global classroom concept with the HyFlex environment for internationalization and benchmarking.

Majjate, H., Bellarhmouch, Y., Jeghal, A., Yahyaouy, A., Tairi, H., & Zidani, K. A. (2025). **Assessing the impact of ethical aspects of recommendation systems on student trust and engagement in E-learning platforms: A multifaceted investigation.** *Education and Information Technologies*, 30(3), 3953-3977. <https://doi.org/10.1007/s10639-024-12979-3>
In recent times, there has been a growing interest in enhancing recommendation systems for e-learning platforms to deliver a personalised learning experience that meets each learner's distinct requirements and preferences. Nevertheless, it is crucial to recognise the ethical considerations surrounding this technology, as it heavily relies on gathering and analysing students' data, which could potentially affect their level of engagement and trust in online learning settings. This study delves into the ethical considerations surrounding e-learning recommender systems and their impact on students' behaviours, particularly in relation to privacy concerns, trust, and engagement within the online educational environment. The research emphasises various influential factors such as the transparency of the platform, previous exposure to cybersecurity education, and students' backgrounds, including their gender and educational level. The investigation involved 602 students from various academic levels across 11 distinct regions in Morocco, encompassing both rural and urban areas. Among the key findings from the Structural Modelling Analysis (SEM) is that the level of transparency on online learning platforms is a significant factor in building students' trust. However, an excess of transparency can have the opposite effect, leading to disengagement as students become overwhelmed with information. The study also revealed an inverse relationship between cybersecurity education and platform transparency, as increased knowledge can lead to a more critical examination of platform regulation and a heightened awareness of privacy risks. In addition, the research found that individuals with higher

levels of education have better cognitive abilities and critical thinking skills, enabling them to understand transparency better. Interestingly, those with higher education also tend to have fewer privacy concerns, likely due to their confidence in security measures and understanding of data handling practices.

Many, H. (2025). **Exploration of Artificial Intelligence in Francophone Higher Education: Innovations, Challenges and Perspectives.** *Canadian Journal of Educational and Social Studies*, 5(1). <https://doi.org/10.53103/cjess.v5i1.307>

Artificial intelligence (AI) is revolutionizing higher education, offering new perspectives and practices while raising complex challenges. This article provides a comprehensive understanding of AI, its historical and technological evolution, and its current impact on higher education. Through the analysis of workshop reports, observations, and related documentation, it identifies key insights into the reflections and practices surrounding AI in Francophone higher education. The study emphasizes the unique dynamics within this context, highlighting the cultural and ethical dimensions of AI integration on an exploratory basis. It proposes insights for strategic orientations for responsible and inclusive adoption of AI, aligning technological innovation with values of equity, diversity, and collaboration. Through a synthesis of different perspectives, this article provides information to enlighten the higher education ecosystem on the practices, reflections and initiatives carried out by stakeholders in the French-speaking university community.

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.

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.

Medina-Gual, L., & Parejo, J.-L. (2025). **Perceptions and Use of AI in Higher Education Students: Impact on Teaching, Learning, and Ethical Considerations.** *European Journal of Education*, 60(1), e12919. <https://doi.org/10.1111/ejed.12919>

The present research explores AI's impact on education among Mexican undergraduate students through a non-experimental, correlational, cross-sectional study. A validated public questionnaire was distributed to 840 students via Google Forms from February to May 2024. Analysis revealed significant AI exposure and use patterns, primarily influenced by mass media and personal connections. Psychometric evaluations showed strong internal consistency (Cronbach's alpha = 0.97), with PCA and clustering identifying two student profiles: a knowledgeable majority and an optimistic minority with lower formal knowledge. Significant correlations were found between AI familiarity and perceived educational impact. These findings underscore the need for integrating formal AI training into curricula to bridge the gap between enthusiasm and practical knowledge, promoting ethical and effective AI use in higher education. This study informs policy and practice for aligning AI technologies with educational goals.

Merzifonluoglu, A., & Gunes, H. (2025). **Shifting Dynamics: Who Holds the Reins in Decision-Making With Artificial Intelligence Tools? Perspectives of Gen Z Pre-Service Teachers.** *European Journal of Education*, 60(1), e70053. <https://doi.org/10.1111/ejed.70053>

Artificial intelligence (AI) is significantly shaping education and currently influencing pre-service teachers' academic and professional journeys. To explore this influence, the present study examines 389 Generation Z pre-service teachers' attitudes towards AI and its impact on educational decision-making at two state universities, using an explanatory sequential mixed-methods research design. Quantitative data were collected through the General Attitudes to Artificial Intelligence Scale (GA AIS) and an AI decision-making survey. It was followed by qualitative data gathered via semi-structured interviews to enrich the statistical trends with deeper thematic insights. SPSS was used for quantitative data analysis while MAXQDA was employed for a systematic analysis of the qualitative data. The analysis revealed that female pre-service teachers held more positive attitudes towards AI, with higher levels of AI knowledge contributing to these attitudes. Negative attitudes, however, were independent of gender, academic discipline or AI familiarity. Findings also reveal that AI tools, particularly ChatGPT, are primarily used as advisors, and pre-service teachers often adapt AI's suggestions to their preferences. AI is predominantly preferred for assignments, reports, projects and presentations. In AI acceptance, time and effort savings, innovative suggestions and unbiased recommendations are stated as key factors. However, there are ongoing trust concerns highlighting the necessity of keeping final decisions under human control. Based on these findings, comprehensive AI training for teachers and students in higher education is suggested.

Meston, T., Ballangarry, J., Van Issum, H., Klieve, H., Smith, C., & Riley, T. (2025). **Capturing the protective value of culture: The 'Deadly Gaming' pilot.** *Pedagogy, Culture & Society*, 33(2), 417-437. <https://doi.org/10.1080/14681366.2023.2223218>

This paper details the 'Deadly Gaming' pilot (DG). DG centred research has been designed to exploit the protective value of Indigenous culture, to nurture translational literacies (e.g., cultural capital, academic confidence, teamwork, problem solving, critical thinking, and 21st century skills) necessary for academic success in an urban Australian school. Underpinning this pilot was the research question, 'how does the use of curriculum aligned digital gaming impact on Indigenous engagement and performance in a non-conventional school-based learning space'? DG operated across three phases: (1) development of a culturally responsive digital gaming curriculum, (2) implementation of this curriculum across a mixed age (e.g., P-Year 6) Indigenous only cohort, and (3) evaluation of the efficacy of digital gaming as a culturally responsive learning tool. In phase three, the research team aligned case study methodology with aspects of action research and in-class portfolio assessment to appraise student and teacher attitudes across the implementation phase. The evaluation revealed the significance of culturally responsive digital gaming as a motivation and engagement tool for learners across our cohort. Our findings highlight the broader role 21st century technologies (i.e., digital gaming), and culturally responsive pedagogy can play in addressing the embedded sociocultural challenges that Indigenous learners continue to face in school. Future educational design might explore methods to integrate digital gaming as a tool to build translational literacies for learners who struggle in mainstream learning contexts.

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.

Miao, F., & Cukurova, M. (2025). **Référentiel de compétences en IA pour les enseignants.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000392652>

Le cadre de compétences en intelligence artificielle (IA) pour les enseignants présente une vision globale de la manière de définir et de développer les compétences en IA pour une utilisation éthique et efficace de l'IA dans l'enseignement, l'apprentissage et l'évaluation. Il offre un schéma directeur sur les principes éthiques, les connaissances et

les compétences concrètes (15 réparties en 5 dimensions) en matière d'IA à couvrir et sur la façon dont les méthodologies spécifiques à un domaine peuvent être exploitées lors de l'élaboration des programmes de formation des enseignants. Cet outil souligne que la préparation des enseignants aux compétences en IA est une condition préalable à l'utilisation efficace de l'IA dans l'éducation et qu'elle doit être fondée sur les principes d'inclusivité, de centralité de l'action humaine, de non-discrimination et de respect de la diversité linguistique et culturelle.

Michelot, F., & Collin, S. (2024). **La compétence numérique en contexte éducatif : regards croisés et perspectives internationales.** Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/4245_9782760561465.pdf

Articulé autour des 12 dimensions du Cadre de référence de la compétence numérique publié en 2019 par le ministère de l'Éducation et de l'Enseignement supérieur du Québec, ce livre rassemble les réflexions de 43 expertes et experts nationaux et internationaux en 24 chapitres. De la citoyenneté numérique à l'innovation pédagogique, en passant par la culture informationnelle et l'autonomisation des enseignants, chaque page aborde des aspects constitutifs de l'intégration du numérique en éducation et les enjeux qu'il suscite.

Ministère de l'éducation nationale, de la jeunesse & DNE : Direction du numérique pour l'éducation. (2025). **Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques : édition trilingue 2025.** Consulté à l'adresse https://edunumrech.hypotheses.org/files/2025/02/MEN_DNE_brochure_IA_2025_FR_web.pdf

Ce document, disponible en anglais et en espagnol a été réalisé par la Direction du numérique pour l'éducation / ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. Il propose un état des lieux (janvier 2025) sur les apports de la recherche et les lignes directrices des institutions internationales sur l'intelligence artificielle (IA) et l'éducation : diversité des définitions et des approches, enjeux pour les politiques publiques, enjeux juridiques et éthiques, domaines d'application, pistes de travail pour former et enseigner, perspectives avec le tournant actuel des systèmes d'IA générative et des grands modèles de langage.

Mir, L. A., & Gairin Sallan, J. (2024). **La gestión de la inteligencia artificial en los contextos universitarios iberoamericanos.** Consulté à l'adresse https://ddd.uab.cat/pub/lilibres/2024/300143/Serie_Testimonios_IA_DEF_21_.pdf

Ce livre propose les contributions de 45 experts qui explorent l'impact de l'intelligence artificielle (IA) dans les universités ibéro-américaines. Il analyse la manière dont l'IA influence les aspects curriculaires, tels que l'apprentissage, la paternité des œuvres et les systèmes d'évaluation, ce qui implique de repenser les méthodes éducatives traditionnelles. En outre, il aborde les défis organisationnels posés par l'IA, tels que les processus participatifs, les questions éthiques et le respect de la propriété intellectuelle, éléments clés pour la bonne mise en œuvre de la technologie dans le domaine académique. La recherche examine à la fois les opportunités et les défis que l'IA apporte à la production de connaissances dans les universités de la région.

Molla-Esparza, C., Gómez-Núñez, M. I., & García-García, F. J. (2025). **Applications of learning analytics in the study of academic performance in higher education: A pilot-**

tested meta-review protocol. *International Journal of Educational Research Open*, 8, 100433. <https://doi.org/10.1016/j.ijedro.2024.100433>

Learning Analytics (LA) concerns the analysis of educational data to enhance learning processes and conditions. Its growing use in higher education has inspired synthesis studies on its applications and effectiveness in studying academic performance, which have had heterogeneous approaches and results. Previous meta-reviews have not provided comprehensive overviews, and have had methodological and substantive limitations, particularly in addressing socio-educational factors. The proposed meta-review outlined in this protocol aims to examine systematic literature reviews on applications of LA in the study of academic performance in higher education. This meta-review protocol has been preregistered in INPLASY (number 2024120119; doi: 10.37766/inplasy2024.12.0119), and has been developed following both the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) and the Preferred Reporting Items for Overviews of Reviews (PRIOR) guidelines. The meta-review will include systematic reviews of LA applications in the study of academic performance in higher education, written in English or Spanish, and published from 2000 onwards. Bibliographic searches will be performed across Scopus, Web of Science, ERIC and PsycINFO databases, and other gray literature sources, and the reporting and methodological quality will be assessed using the PRISMA and AMSTAR 2 checklists. This study develops and empirically tests a systematic and replicable meta-review protocol, providing validated search equations and reliable processes for study selection and data coding. The meta-review will aim to describe the main features of how LA has been applied in the study of academic performance in higher education, and to explore practical implications and research challenges.

Mouta, A., Torrecilla-Sánchez, E. M., & Pinto-Llorente, A. M. (2025). **Comprehensive professional learning for teacher agency in addressing ethical challenges of AIED: Insights from educational design research.** *Education and Information Technologies*, 30(3), 3343-3387. <https://doi.org/10.1007/s10639-024-12946-y>

Continuing professional development plays a pivotal role in creating opportunities for teachers to explore the evolving educational landscape. With the integration of Artificial Intelligence into education, these opportunities involve grasping teachers' attitudes, expectations, and pedagogical approaches, with a focus on ethical considerations. Nevertheless, existing research and professional learning opportunities often overlook the perspectives of educators on these themes. Aiming to bridge this gap, this Educational Design Research approach began with a systematic literature review, followed by a Delphi study to gather educational stakeholders' insights on the ethical concerns of using AI in education. The current study presents the research third phase. It explores findings from focus groups with educators responsible for K-12 teacher education, informing the design of a training programme that addresses ethical concerns and agency. Four groups were conducted using a semi-structured script, centred on pre-provided scenarios. Data analysis involved thematic coding using both deductive and inductive approaches, revealing key themes related to: employing AI applications in course delivery for a mindful, hands-on exploration; discussing ethical and policy frameworks with a focus on contextual needs and technogeographies; addressing uncertainty, resistance, and transition; and fostering individual and collective agency regarding ethical issues through informal learning channels to build a nuanced narrative that challenges the corporate one. The study concludes by highlighting the importance of greater investment in professional development to enable educators to critically assess

and reshape the values associated with education in the context of Artificial Intelligence, thereby contributing to the movement of aligning AI with our humanity.

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.

Nadim, M. A., & Di Fuccio, R. (2025). **Unveiling the Potential: Artificial Intelligence's Negative Impact on Teaching and Research Considering Ethics in Higher Education.** *European Journal of Education*, 60(1), e12929. <https://doi.org/10.1111/ejed.12929>

Higher education has witnessed remarkable technological advancements; however, the rapid rise of generative artificial intelligence (Gen AI) presents substantial challenges for teaching and research. This growing reliance has expanded educators' roles, underscoring the need for ethical and selective AI integration while preparing students and researchers for an AI-driven future. Adopting an argumentative perspective, this article analyzes core insights from comparative literature and key reports that highlight Gen AI's potential to diminish critical thinking and negatively impact educational outcomes. Although Gen AI holds transformative promise, its swift expansion raises significant concerns about its long-term implications for education. This research emphasises the need to address Gen AI's drawbacks, advocating for greater awareness and equitable educational practices that support both teaching and learning in academic contexts. Ultimately, the article calls for professional development to equip educators with responsible AI skills, fostering a balanced and ethical approach to Gen AI integration in higher education.

Naik, A., Yin, J. R., Kamath, A., Ma, Q., Wu, S. T., Murray, R. C., ... Rose, C. P. (2025). **Providing tailored reflection instructions in collaborative learning using large language models.** *British Journal of Educational Technology*, 56(2), 531-550. <https://doi.org/10.1111/bjet.13548>

The relative effectiveness of reflection either through student generation of contrasting cases or through provided contrasting cases is not well-established for adult learners. This paper presents a classroom study to investigate this comparison in a college level Computer Science (CS) course where groups of students worked collaboratively to design database access strategies. Forty-four teams were randomly assigned to three

reflection conditions ([GEN] directive to generate a contrasting case to the student solution and evaluate their trade-offs in light of the principle, [CONT] directive to compare the student solution with a provided contrasting case and evaluate their trade-offs in light of a principle, and [NSI] a control condition with a non-specific directive for reflection evaluating the student solution in light of a principle). In the CONT condition, as an illustration of the use of LLMs to exemplify knowledge transformation beyond knowledge construction in the generation of an automated contribution to a collaborative learning discussion, an LLM generated a contrasting case to a group's solution to exemplify application of an alternative problem solving strategy in a way that highlighted the contrast by keeping many concrete details the same as those the group had most recently collaboratively constructed. While there was no main effect of condition on learning based on a content test, low-pretest student learned more from CONT than GEN, with NSI not distinguishable from the other two, while high-pretest students learned marginally more from the GEN condition than the CONT condition, with NSI not distinguishable from the other two. Practitioner notes What is already known about this topic Reflection during or even in place of computer programming is beneficial for learning of principles for advanced computer science when the principles are new to students. Generation of contrasting cases and comparing contrasting cases have both been demonstrated to be effective as opportunities to learn from reflection in some contexts, though questions remain about ideal applicability conditions for adult learners. Intelligent conversational agents can be used effectively to deliver stimuli for reflection during collaborative learning, though room for improvement remains, which provides an opportunity to demonstrate the potential positive contribution of large language models (LLMs). What this paper adds The study contributes new knowledge related to the differences in applicability conditions between generation of contrasting cases and comparison across provided contrasting cases for adult learning. The paper presents an application of LLMs as a tool to provide contrasting cases tailored to the details of actual student solutions. The study provides evidence from a classroom intervention study for positive impact on student learning of an LLM-enabled intervention. Implications for practice and/or policy Advanced computer science curricula should make substantial room for reflection alongside problem solving. Instructors should provide reflection opportunities for students tailored to their level of prior knowledge. Instructors would benefit from training to use LLMs as tools for providing effective contrasting cases, especially for low-prior-knowledge students.

Neely, E., LaMarre, A., McKibben, L., Sharp, K., & Simons, S. (2025). **Knowing-being-doing with digital stories: affective and collective potentialities in the higher education classroom.** *Pedagogy, Culture & Society*, 33(2), 541-559. <https://doi.org/10.1080/14681366.2023.2249905>

Creative assessments hold the potential to counter outcome-oriented and utilitarian approaches to teaching, characteristic of neoliberal academia. This paper explores the potentialities of digital stories as one form of creative assessment that may help rupture normative ways of teaching-learning and engaging with affective pedagogies. The authors are a group of teacher-learners who engaged with digital stories as a part of teaching-learning assemblages at two universities in Aotearoa, New Zealand. Drawing on our collective dialogue and writings, this paper explores the potentialities of breaking 'dichotomies', including personal/academic, good/bad affect, and certainty/uncertainty. The ways in which digital story assessments can unsettle but also affirm teaching-learning assemblages are explored. Various moments of glow from the

authors' reflections on engaging with digital stories as teacher-learners are followed to consider affective pedagogies for the 21st century. Through openly sharing vulnerabilities between students and teachers the paper affirms, imagines, and creates openings for pedagogical praxis.

Ngalomba, S., Mkwanzani, F., & Mukwambo, P. (2025). **Internationalization at a distance via virtual mobility in the Global South: Advances and challenges.** *British Journal of Educational Technology*, 56(2), 927-946. <https://doi.org/10.1111/bjet.13557>

Internationalization of higher education (HE) has increasingly been a subject of interest among scholars, due to developments in the field, such as increased student and staff mobility, inter-university research and teaching partnerships, and rapid technological advancements. Internationalization efforts have mainly focused on the recruitment of international students and staff to universities in the Global North, the establishment of satellite campuses overseas and research collaborations. To compete on a more even footing, countries in the Global South have increasingly invested in their HE systems and actively promoted themselves as international destinations in this changing global landscape. In this paper, we discuss the strategies and limitations of internationalization at a distance (IaD) with a specific focus on Tanzania. As an emerging destination for international students, the country's expanding HE sector is positioning itself as a global and competitive international destination through diverse efforts such as virtual mobility. This paper draws on interviews with key staff from an open and distance-learning university in Tanzania to examine and theorize the challenges relating to the provision of online distance learning (ODL) to non-mobile international students. The theoretical lens is informed by the capabilities approach and ideas of conversion factors and agency. The paper looks beyond existing limitations and proposes the idea of a responsive agency that draws on international collaborations as a way of overcoming contextual challenges through pooling and sharing resources where they exist. In this way, institutions are not independent of their affiliation with others, they belong to a community. This broadens the practice of internationalization to fostering supportive collaboration aimed at improving access to quality international HE. Practitioner notes What is already known about this topic Rising technology-supported activities have created new opportunities for universities internationalization. Education plays a key role in intercultural understanding. Internationalization of educational research and services improve quality by requiring respective higher education institutions improve academic standards. What this paper adds Bring together the concepts of capabilities and third space in IaD. IaD opportunities are yet to be fully tapped by both higher education institutions and various government policies. The third space enables hybridity, culture translation and the emergence of new forms of identity. Implications for practice and/or policy To engage and sustain IaD universities must have reliable ICT infrastructure and staff with requisite skills to cope with rapid technological advancement. Widening participation to those who are excluded from conventional, campus-based universities is critical to ensure achievement of SDG 4.

Nguyen, N., Dang-Van, T., Vo-Thanh, T., Thai, T. D.-H., & Nguyen, H. V. (2025). **Academic community engagement on social networking sites, creative behaviour and work performance: The mediating mechanisms of knowledge sharing and relationship quality.** *Education and Information Technologies*, 30(3), 2787-2808. <https://doi.org/10.1007/s10639-024-12918-2>

Researchers have increasingly engaged in academic communities on social networking sites (SNSs). This study seeks to examine the impact of academic community engagement on Facebook (ACEF) on researchers' creative behaviour and work performance, with the mediating mechanisms of relationship quality and knowledge sharing. Data were obtained from 213 researchers in an emerging country, i.e., Vietnam. Results of structural equation modelling demonstrate that ACEF indirectly influences researchers' creative behaviour and work performance in dualistic approaches. In particular, the relationships between ACEF and work performance and between ACEF and creative behaviour are positively mediated by relationship quality. Furthermore, knowledge sharing positively mediates the ACEF-creative behaviour and relationship quality-creative behaviour links. This study is among the first to develop and validate a unique model explaining the mechanism through which ACEF impacts researchers' work and behavioural outcomes. The findings have important implications for researchers and educational institutions in promoting academic community engagement on SNSs, which can enhance knowledge sharing, creative behaviour and work performance.

Niklas, F., Birtwistle, E., Mues, A., & Wirth, A. (2025). **Learning apps at home prepare children for school.** *Child Development*, 96(2), 577-590.
<https://doi.org/10.1111/cdev.14184>

The usage of high-quality learning applications (apps) at home may increase children's mathematical and literacy competencies. This approach was tested in a family intervention study. Intervention families ($n = 302$) in two German cohorts ($N = 500$; M (SD)age = 61.0 (4.6) months; $n_{\text{♀}} = 302$) received tablets with newly developed learning apps focusing either on mathematical or literacy learning for every-day usage at home across half a kindergarten year. Compared with two control groups with and without tablets, children in the intervention groups significantly enhanced their specific competencies ($\eta^2 = .03-.10$). Higher app usage was associated with greater gains ($\Delta R^2 = .01-.02$). Consequently, an easy-to-apply app-based intervention supports children's development of cognitive competencies and helps prepare them for school.

Novitra, F., Abdullah, M. N. S., Özdemir, E., Riyasni, S., Emiliannur, Festiyed, & Metra, P. (2025). **Design of Dual Space Inquiry framework for facilitating flexible learning in digital technology era.** *International Journal of Educational Research Open*, 8, 100424.
<https://doi.org/10.1016/j.ijedro.2024.100424>

Mixed learning that offers flexibility is a current requirement. However, the challenge lies in ensuring that these approaches effectively accommodate interactive and practical elements, especially in physics education. This research aims to design a conceptual framework of the Dual Space Inquiry for facilitating flexible learning in basic physics course. An educational design research (EDR) approach was used to develop and validate the Dual Space Inquiry framework comprising three phases: analysis and exploration; design and construction; and evaluation and reflection. This research involved 253 students and 20 experts and practitioners. The findings highlighted the urgency of implementing a mixed learning framework that combines face-to-face and online learning methods in physics education contexts to optimize learning outcomes. These results became the basis for the design of the Dual Space Inquiry Framework which emphasizes flexibility, humanism, and student-centered. Furthermore, the results of expert and practitioner judgment showed that the framework's validity is in the high category (v -values=0.770). Based on the results, it is concluded that an approach that combines online and offline learning with inquiry activities integration in a balanced manner is

recommended for optimal learning outcomes for physics education. The Dual Space Inquiry Framework, with its high validity, is a valuable framework for lecturers in physics and other science fields to enhance learning quality and adapt to the digital technology era.

Nyman, F. (2025). **Navigating the virtual landscape: A systematic review of approaches to cultivating a sense of community among distance learners in health and allied health disciplines.** *International Journal of Educational Research Open*, 8, 100400. <https://doi.org/10.1016/j.ijedro.2024.100400>

Recent years have seen an increase of distance learning in higher education, particularly accelerated due the COVID-19 pandemic with necessary social distancing measures. The present study concerns a systematic review focused on how educators foster and maintain a sense of community among distance learners in health and allied health disciplines. It uses a theoretical framework of communities of practice, groups united by shared interests, learning, and pursuit enhancement. Allied health students need a supportive environment that fosters resilience and camaraderie, preparing them for the collaborative nature of their profession. For the analysis, thematic content analysis was used on the content of nine relevant studies. This stepwise procedure of content analysis revealed three interconnected themes: instructor presence, collaborative interactions, and the learning environment's impact on students' sense of community. The results highlight the need for community-building in distance learning education and emphasize the importance of collaborative learning in virtual learning platforms to foster allied health student engagement and persistence. This research provides valuable insights for allied health educators seeking to enhance distance learning practices and create a more connected and inclusive learning environment for their students.

Ocloo, E. C., Coffie, I. S., Asigbe-Tsriku, G. R. M., & Tsagli, S. K. (2025). **A qualitative study to understand the benefits and difficulties of virtual teaching and learning: the perspectives of students and faculty.** *International Journal of Qualitative Studies in Education*, 38(3), 479-495. <https://doi.org/10.1080/09518398.2024.2388673>

Although the adoption rate for online teaching and learning is on the rise, qualitative studies to unearth factors that facilitate or inhibit its adoption, particularly from the perspectives of both lecturers and students have received limited scholarly attention. The study conducted focus group discussions and interviews to collect data from the respondents to understand factors facilitating or inhibiting adoption of virtual education. The study identified the ability to organise group discussions virtually, decrease in stress and transportation expenses, minimised classroom distractions from peers, comfort and flexibility as key benefits of online classes. The result further showed distraction/diminished focus, technical expertise, lack of illustration/demonstration, limited social interaction and technological issues (device incompatibility, weak internet connectivity, unstable power supply, and exorbitant data cost) as key challenges for virtual teaching and teaching. From lecturer's perspective, the key challenges of the virtual teaching are non-interactiveness, poor internet connectivity and lack of response from students.

Odoom, D., Agyepong, L., Dick-Sagoe, C., & Mensah, E. O. (2025). **Unveiling the social media landscape: exploring factors influencing usage patterns among tertiary education students in Ghana.** *Education and Information Technologies*, 30(3), 3861-3883. <https://doi.org/10.1007/s10639-024-12944-0>

This research assessed the factors affecting social media usage by tertiary education students in Ghana. The technology acceptance model underpinned the study. A total of 513 tertiary education students selected from across the country completed a set of questionnaires using Google Forms. Frequencies, percentages, means, independent samples t-test, and ANOVA were used as the analytical framework for the study. Although respondents were very highly aware of social media platforms such as Facebook, Instagram, and WhatsApp, they were less aware of platforms such as Flickr, SoundCloud, Evernote, Pinterest, 2go, and MySpace. In addition, respondents reported that the extent to which social media was used for information sharing, entertainment, education, interpersonal connectivity, and social bonding was high. The level at which social media was used for self-promotion, impression management, self-disclosure, and self-documentation, and displaying creativity was moderate. The major factors respondents considered when using social media platforms were the convenience of the platforms, their experience with the platforms, their perceived usefulness, social influence, and the cost of the platforms. Despite their importance, legal risks and privacy issues did not strongly feature in the factors respondents considered before using social media platforms. Significant differences existed in the respondents' views on the factors affecting their social media platform usage based on age. Tertiary education students in Ghana are advised to maximise their use of social media platforms for educational purposes. Finally, to avoid inconveniences, Ghanaian tertiary education students should pay increased attention to the legal implications and privacy issues associated with social media adoption.

OECD : Organisation for Economic Co-operation and Development. (2024). **Technology use at school and students' learning outcomes: exploring the relationship with new data from Germany.** Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/12/technology-use-at-school-and-students-learning-outcomes_4c4f92e6/422db044-en.pdf

La relation entre l'utilisation des technologies à l'école et les résultats d'apprentissage fait encore l'objet de nombreux débats. Cette note présente les résultats d'une nouvelle évaluation PISA en Allemagne, qui montrent que les élèves qui utilisent davantage les TIC dans toutes les matières sont plus capables de résoudre des problèmes informatiques complexes.

Organisation de Coopération et de Développement Économiques - OCDE. (2025). **School partnerships addressing child well-being and digital technology** (p. 1-33) [Report]. Consulté à l'adresse OECD website: https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/01/school-partnerships-addressing-child-well-being-and-digital-technology_22a95b7f/3c946a99-en.pdf

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.

Ouoba, N. E. (2024). **L'intégration des outils d'intelligence artificielle dans l'enseignement supérieur : perceptions, usages et défis.** *Les Cahiers de l'ACAREF, Tome 4.* Consulté à l'adresse <https://hal.science/hal-04961618>

Cette étude explore les perceptions, usages et défis liés à l'intégration des outils d'intelligence artificielle (IA) dans l'enseignement supérieur. Face à l'essor des technologies d'intelligence artificielle, des questions se posent quant à leur adoption dans les institutions académiques, impliquant divers acteurs tels que les enseignants, étudiants et administrateurs. L'objectif principal est de comprendre les déterminants qui influencent les perceptions et les usages de l'intelligence artificielle, tout en identifiant les obstacles et les leviers pour une adoption réussie. La méthodologie repose sur une approche mixte, combinant des données quantitatives et qualitatives issues d'un questionnaire en ligne, visant à capturer les usages actuels et les préoccupations des acteurs académiques. Les résultats indiquent que, bien que les outils d'intelligence artificielle soient perçus comme prometteurs pour la personnalisation de l'apprentissage, des défis subsistent, notamment en matière d'éthique, de confidentialité et de formation. Les conclusions soulignent l'importance de compétences numériques avancées et de formations spécifiques pour favoriser l'acceptation et l'efficacité perçue de l'intelligence artificielle dans un contexte éducatif, conformément aux recherches récentes de Collins et Tan (2023) et Huang et Hu (2022). Ces résultats offrent une vision nuancée des opportunités et limites de l'intelligence artificielle en éducation, mettant en évidence le besoin d'une infrastructure et d'un encadrement solides pour une intégration harmonieuse.

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.

Pan, Z., & Wang, Y. (2025). **From Technology-Challenged Teachers to Empowered Digitalized Citizens: Exploring the Profiles and Antecedents of Teacher AI Literacy in the Chinese EFL Context.** *European Journal of Education, 60(1),* e70020. <https://doi.org/10.1111/ejed.70020>

Artificial Intelligence (AI) literacy has come to the spotlight, empowering individuals to adeptly navigate the modern digitalised world. However, studies on teacher AI literacy in the English as a Foreign Language (EFL) context remain limited. This study aims to identify intraindividual differences in AI literacy and examine its associations with age and years of teaching experience among 782 English teachers. Given the absence of a reliable instrument to measure teacher AI literacy, we first constructed and validated a

scale encompassing five sub-scales: AI Knowledge, AI Use, AI Assessment, AI Design, and AI Ethics. Subsequently, latent profile analysis (LPA) was conducted using Mplus 7.4, with the results revealing four distinct profiles: Poor AI literacy (C1: 12.1%), Moderate AI literacy (C2: 45.5%), Good AI literacy (C3: 28.4%), and Excellent AI literacy (C4: 14.1%). Multinomial logistic regression analyses indicated significant associations between teacher AI literacy and both age and years of teaching experience. Additionally, 32 respondents participated in semi-structured interviews. The qualitative data analysed with MAXQDA 2022 triangulated the quantitative results and offered deeper insights into teachers' perceptions of their AI literacy. This study provides both theoretical and practical implications for understanding teacher AI literacy in the Chinese EFL context.

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.

Pitthan, F., & Witte, K. D. (2025). **Game over or continue? How gamification can improve completion rate in adaptive learning**. *Education and Information Technologies*, 30(3), 2757-2786. <https://doi.org/10.1007/s10639-024-12928-0>

Despite the potential for personalized learning, e-learning courses often suffer from low completion rates. In order to address this issue, we propose and empirically test a theoretical mechanism that examines how gamification can enhance the completion rate in adaptive learning courses by promoting a more positive behavioral response and attitude among students. To identify causal effects, we employ a quasi-experimental design with a time-discontinuity in treatment attribution. Our study involves a sample of 6592 adults who participated in a Belgian financial education platform. The effect sizes were estimated using non-parametric survival analysis. Our findings indicate that gamification led to a 5.7% increase in the number of questions answered and a 1.6 percentage point rise in the completion rate. These effects were particularly pronounced among younger individuals, single adults, and in relation to socioeconomic status questions used in the personalization survey. However, gamification did not significantly impact the completion rate for decision-making questions. By demonstrating that gamification serves as a causal mechanism for enhancing completion rates in adaptive

learning courses, our study contributes to the underlying e-learning theory. Specifically, we highlight the role of psychological factors, such as improved behavior and attitude, which are particularly relevant during personalization surveys.

Prabowo, T. T., Sitthiworachart, J., & Sriwisathiyakun, K. (2025). **Fostering student digital wellbeing through digital storytelling integrated with peer assessment.** *Education and Information Technologies*, 30(3), 3411-3442. <https://doi.org/10.1007/s10639-024-12950-2>

Learning activities, which blend digital storytelling with peer assessment, foster the development of crucial digital skills. They require students to engage in writing, information gathering, utilizing technology tools, synthesizing information, and providing constructive feedback on their peers' work. This study developed and used digital storytelling integrated with peer assessment (DSIPA) to promote digital wellbeing. This study has several objectives: 1) to determine whether this integrated digital storytelling significantly improved student digital wellbeing skills compared to students who receive digital storytelling with teacher feedback (DSITF); 2) to investigate the types of peer feedback the students provided in the peer assessment activities; and 3) to explore the students' perspectives on the learning activity with this integrated digital storytelling to promote digital wellbeing. DSIPA was implemented and evaluated; 72 Library and Information Science (LIS) students from UIN Sunan Kalijaga Yogyakarta, Indonesia, were selected using simple random sampling. DSIPA was compared to DSITF, with each group consisting of 36 students. The developed DSIPA lesson plan was used for guiding the six-week learning activities. A digital wellbeing scale with 5-point Likert scale was used. MANOVA analysis, with a 0.05 level, revealed significant difference for digital wellbeing between DSIPA and DSITF. Students who learnt with DSIPA obtained higher scores than students who learnt with DSITF. The results of peer feedback analysis reflected a generally positive peer feedback culture, characterized by a balance of praise and constructive criticism. A thematic analysis of students' open-ended survey responses revealed their positive perspective on the learning activity. They felt it significantly improved their digital wellbeing, along with boosting their motivation, engagement, and academic achievement. To enhance the effectiveness, developing DSIPA activities with clear objectives and structured outcomes, supported by adequate training and resources, is recommended. Actively monitoring collaborative work and implementing engaging ice-breaking activities will also promote productive learning environments.

Proietti, E. (2025). **Third Mission and Digital Transformation: An Opportunity to Take Advantage.** *European Journal of Education*, 60(1), e70035. <https://doi.org/10.1111/ejed.70035>

Digital technologies transformed people's life, business and society. Higher education systems are particularly affected by digital transformation, which can enable new learning and teaching processes, innovative organisational dimensions and services, providing new opportunities for the development of the Third Mission. Digital technologies at the service of HEIs can permit them to reinforce their role of drivers of growth and development for their own ecosystems; represent an opportunity to foster education participation; to develop lifelong and lifewide learning initiatives; to share new cooperation paths with different stakeholders; to promote digital culture as a means for innovation and entrepreneurship; to help actors in their ecosystems adopt and use digital technologies to become more innovative. This paper introduces concepts and definitions on how the digital transformation is affecting HEIs, with reference to the Third

Mission and presents the main results of a field research conducted in an international research project.

Quevedo Piratova, D. A., Sánchez Duarte, M. M., Chiappe, A., & Sáez Delgado, F. M. (2025). **Intelligent Classrooms: How AI and IoT Can Reshape Learning Spaces**. *European Journal of Education*, 60(1), e70000. <https://doi.org/10.1111/ejed.70000>

This review examines the design and configuration of AI-powered 21st-century classrooms to align with modern pedagogical approaches. The objective was to identify the main characteristics of innovative classroom design through a systematic literature review analysing 90 articles from the Scopus database. The SPAR-4-SRL protocol guided the selection, organisation and assessment of articles, with analysis conducted using descriptive statistics and topic modelling in AtlasTi. Key findings include (a) determinants like acoustics, lighting, temperature, ventilation and dimensions impact learning; (b) flexible furniture arrangements promote collaboration and active learning over traditional row seating; (c) inclusive designs consider sensory needs of students with disabilities; and (d) technology integration is crucial, including smart boards, cameras and connectivity. This comprehensive synthesis highlights some insights into the effect of the use of Artificial Intelligence and the Internet of Things on the architectural principles and environmental factors that optimise classroom spaces for evolving educational practices. Educators, designers and policymakers can apply these insights to create student-centred, technology-enhanced learning environments fostering engagement and inclusivity.

Rahimi, M., Fathi, J., & Zou, D. (2025). **Exploring the impact of automated written corrective feedback on the academic writing skills of EFL learners: An activity theory perspective**. *Education and Information Technologies*, 30(3), 2691-2735. <https://doi.org/10.1007/s10639-024-12896-5>

Grounded in the activity theory, we adopted a sequential explanatory mixed-methods approach to explore the impact of automated written corrective feedback (AWCF) on English as a foreign language (EFL) learners' academic writing skills (i.e. task achievement, coherence and cohesion, lexicon, and grammatical range and accuracy). To this end, two intact classes were selected and randomly assigned to an electronic class (30 EFL learners), receiving AWCF electronically, and a non-electronic class (26 EFL learners), receiving written corrective feedback (WCF) non-electronically. Both groups of learners engaged in interactive writing activities guided by the principles of the activity theory, which capitalised on the roles of writing collaboration, social environment, and the mediation of electronic/non-electronic artefacts to develop the writing skills. The required quantitative and qualitative data were collected via IELTS academic writing Task 1 and Task 2, a stimulated recall technique, and an individual semi-structured interview. The results of one-way ANCOVA indicated that the electronic learners outperformed their non-electronic counterparts in writing performance, task achievement, and grammatical range and accuracy, whilst no significant differences were found between the two groups' coherence and cohesion and lexicon. The stimulated recall technique, conducted with seven electronic EFL learners, confirmed the electronic learners' behavioural, cognitive, and affective engagement with the AWCF. The individual semi-structured interview, conducted with the same electronic learners, also indicated the electronic learners' positive and negative attitudes and perceptions towards the AWCF, further corroborating the findings. Pedagogical implications are discussed within the framework of the activity theory to clarify how instructional

procedures and learning environments can be designed to more effectively contribute to EFL learners' interactive writing activities and, hence, their writing skills development.

Ramírez de Arellano Falcón, B., del Olmo-Muñoz, J., Cózar-Gutiérrez, R., & González-Calero, J. A. (2025). **Is gamification always productive? A study of the effectiveness of Bebras cards in promoting primary students' computational thinking skills.** *Asia Pacific Education Review*, 26(1), 117-131. <https://doi.org/10.1007/s12564-023-09905-6>

Computational thinking is becoming an essential skill in educational systems. There is, however, still a great deal to learn about it. This research aims to evaluate whether the inclusion of a specific material (Junior School Bebras Cards) favors the development of primary students' computational thinking skills. For this purpose, 37 fourth-grade students participated in a quasi-experimental study to test the effectiveness of this material and its implementation using gamification. Three research questions were evaluated: the development of computational thinking skills, the influence of gamification on learning outcomes, and the influence of gamification on student motivation. The intervention was designed using the Junior School Bebras Cards, an unplugged (no technology) material proposed by UK Bebras. Two groups worked with these materials: an experimental group that received gamified instruction and a control group that received nongamified instruction. The three research questions were assessed through the comparative analyses of tests performed before and after the intervention. The results reveal that using Junior School Bebras Cards is beneficial for developing computational thinking skills; however, gamification using this material did not improve students' learning outcomes or motivation.

Ramírez-Baraldes, E., García-Gutiérrez, D., & García-Salido, C. (2025). **Artificial Intelligence in Nursing: New Opportunities and Challenges.** *European Journal of Education*, 60(1), e70033. <https://doi.org/10.1111/ejed.70033>

To explore the opportunities and challenges of artificial intelligence (AI) in nursing and its impact. Bibliographic review using Arksey and O'Malley's framework, enhanced by Levac, Colquhoun and O'Brien and following PRISMA guidelines, including qualitative and mixed studies. MeSH terms and keywords such as nursing education and ethical considerations were used in databases such as PubMed, Scopus, Web of Science, CINAHL, IEEE Xplore and Google Scholar. Of all, 53 studies were included, highlighting various opportunities and challenges of AI integration and opportunities for personalised learning, training improvement and evaluation. Highlighting challenges related to academic integrity, accuracy, data privacy and security, for the development of critical thinking skills. The integration of AI in nursing education offers significant advantages for improving the quality and effectiveness of education, such as academic integrity, critical thinking and equitable access, for this reason, faculty training should be geared toward the integration of AI in nursing education.

Ramírez-Echeverry, J. J., Restrepo-Calle, F., & Jiménez, S. T. (2025). **Self-Regulated Learning Strategies in Computer Programming Education.** *European Journal of Education*, 60(1), e70052. <https://doi.org/10.1111/ejed.70052>

This study investigates the self-regulated learning strategies employed by students in computer programming courses. Utilising the Questionnaire on Learning Strategies in Computer Programming (CEAPC), the research aims to identify specific strategies used by students. The findings reveal a variety of effective learning strategies, including problem-solving, knowledge acquisition and study environment management in the

context of computer programming learning. However, difficulties in idea organisation were noted, suggesting a need for enhanced support in structuring and documenting thought processes and code. The study also highlights the interdependence of learning strategies, particularly the role of metacognition in conjunction with practice, problem-solving and time management. Differences in strategy use across course levels and gender were observed, with advanced courses prompting more complex strategies and female students excelling in structured and collaborative learning. These insights provide educators with valuable guidance for developing targeted interventions to improve students' self-regulated learning abilities in programming education.

Rathod, P., & Kämpfi, P. (2025). **Improving Online and E-Learning Education Through Train-the-Trainer Model: A Case Study of European Innovation Project ECOLHE**. *European Journal of Education*, 60(1), e12900. <https://doi.org/10.1111/ejed.12900>

The quality of online and e-learning is crucial for ensuring that students in European higher education have access to high-quality education and are prepared for the future workforce. The Train-the-Trainer (TTT) model and implementation approach can play a crucial role in improving the quality of online and e-learning by providing educators with the skills and knowledge they need to design, deliver and evaluate practical online and e-learning courses. This paper is part of the EU innovation project Empower Competencies for Onlife Learning in Higher Education (ECOLHE) and utilised a mixed-methods case study. The project has designed, developed and implemented a TTT approach and executed a TTT programme for online learning as pedagogical development practices. The pilot study, conducted as part of the ECOLHE project, evaluated the impact of the TTT and presented the findings. The research demonstrates the effectiveness of TTT in improving educators' competencies and the overall quality of online education for students' development. The paper argues that these findings can be developed into best practices for the TTT programme. The TTT approach can potentially create a larger pool of highly skilled educators across the European Higher Education Area (EHEA) and increase the education offering capacity. This can lead to significant improvements in online and e-learning experiences, ultimately empowering students for success. The paper emphasises the importance of ongoing professional development for educators in online learning practices. The TTT approach empowers educators to create online learning environments that facilitate student development and progress by fostering these competencies within a real-world context. The ECOLHE project focused on online learning only, in future, similar studies exploring TTT programmes in other educational formats could yield valuable insights for educators and policy makers across the board. The wider implementation of 'Train-the-Trainer' approach can improve online education and digital transformation across the EHEA.

Razak, F. Z. A., Abdullah, M. A., Ahmad, B. E., Bakar, W. H. R. B. W. A., & Misaridin, N. A. F. B. (2025). **The acceptance of artificial intelligence in education among postgraduate students in Malaysia**. *Education and Information Technologies*, 30(3), 2977-2997. <https://doi.org/10.1007/s10639-024-12916-4>

The utilization of artificial intelligence (AI) among students is rapidly gaining prominence worldwide. However, Malaysia lags in terms of research and information in this area. This quantitative study aims to identify the factors that contribute to the adoption of AI among postgraduate students. The study focuses on the postgraduate student population in Malaysia, employing convenience sampling techniques. The research findings reveal that two variables, namely hedonistic and habit, significantly influence

the adoption of AI among postgraduate students. These findings are expected to provide valuable insights to stakeholders for future implementation of AI among postgraduate students. By understanding the key factors influencing AI adoption, relevant parties can effectively strategize and enhance the utilization of AI technology in the postgraduate education landscape.

Ress, S., Njobati, F., & Scheunpflug, A. (2025). **Change of perspective in transformation processes: A case study of online teaching targeting underserved adult students.** *International Review of Education*, 71(1), 137-158. <https://doi.org/10.1007/s11159-024-10097-3>

This article draws on a case study of an international master's degree programme in educational quality and leadership for senior professionals in sub-Saharan Africa. It reflects the experience of adapting a blended learning approach to a purely online format in response to pandemic-induced lockdowns and travel bans in 2020–2021. Based on this case study, the authors propose a model for a change of perspective in transformation processes targeting underserved adult students which combines insights from complex problem-solving with culturally responsive teaching (CRT). The article highlights the vitality of intentional changes of perspective reified through systematic communication with relevant stakeholders, networks and (new) partners. The authors demonstrate that managing change has instructional, operational and emotional components. Their article contributes to the scholarship on lifelong learning by offering in-depth reflection on a rapid transformation process addressing reflexivity, resources and ethics of care as key dimensions.

Rienties, B., & Ramanau, R. (2025). **'It's extremely weird to understand UK culture when you don't live there and just study from abroad': An empirical investigation of internationalisation at a distance perspectives.** *British Journal of Educational Technology*, 56(2), 947-966. <https://doi.org/10.1111/bjet.13542>

Following the conceptualisation of a third space of internationalisation at a distance (IaD) in this study, we aim to explore how international students at the largest university in Europe, the Open University, might consider their own identities and perspectives. At present over 5000+ international students study at a distance at the Open University, whereby many are based in the UK. At the same time, hundreds of international students do not live in the UK and might be classified as IaD students. Whether or not there are any meaningful similarities or differences in lived experiences between these two groups of international students has thus far received limited empirical attention. Using a mixed-methods study of previously validated instruments, we explored the lived experiences of 266 students (72 IaD, 49 IA, 115 IaH, and 30 UK students living overseas), followed by eight interviews. Our quantitative analyses suggest limited empirical support for the IaD framework, while the qualitative lived experiences of students do provide some unique narratives of IaD students. Practitioner notes What is already known about this topic Global rise of students studying abroad, with an increase in students studying abroad at a distance. Recent conceptualisations of IaD suggest substantial barriers for IaD students to participate in distance learning. Limited empirical research to date available in European context. What this paper adds In this mixed-method study, we looked at 266 students at the largest distance university in Europe and compared the lived experiences of academic and social adjustment between four groups (ie, living in the UK or not × born in the UK or born overseas). Our quantitative findings indicated that IaD students had similar lived experiences as other students when following distance learning. Our

qualitative findings suggest some IaD students did experience adaption issues in particular. Implications for practice and/or policy Fostering a greater sense of community and belonging among geographically dispersed IaD students might help to alleviate social isolation. Consider providing national-specific communities in online learning to build social support groups. Ensure that the distance learning format, learning design and content are inclusive of the wide range of international students the university serves.

Roblez, A. (2025, février 25). **Intelligence évaluative et évaluation artificielle**. Présenté à Webinaire du Réseau de la Pédagogie Mardi 25 février 2025. Consulté à l'adresse <https://univ-catholille.hal.science/hal-04967764>

Dans ce webinaire, j'ai présenté les résultats d'une réflexion sur la relation entre l'évaluation en pédagogie et l'IA, à la suite de travaux de recherche dans la communauté scientifique de l'ADMEE.

Rohil, M. K., Mahajan, S., & Paul, T. (2025). **An architecture to intertwine augmented reality and intelligent tutoring systems: towards realizing technology-enabled enhanced learning**. *Education and Information Technologies*, 30(3), 3279-3308. <https://doi.org/10.1007/s10639-024-12951-1>

Intelligent Tutoring Systems (ITS) and Augmented Reality (AR) have become greatly popular in current scenario, especially for helping students in mastering difficult subjects through a variety of different methods with the implementation of smart algorithms. There are many papers in the current literature that discuss the ITS architecture and the AR architecture independently; a few papers have even proposed designs for combining these systems, but the need for this article arises in order to suggest improvements that could theoretically increase the performance and overall robustness of the system for learning basic, complex, domain-specific and AR related concepts. This article discusses the existing ITS and AR systems and their flaws, followed by some potential benefits that can be achieved by combining ITS and AR effectively. We propose a novel architecture for improving the combined AR and ITS system scalable for supporting interaction for the diverse users and domain. The proposed system makes an effective use of three tier architecture, load sharing algorithms, data management techniques, multiple servers, marker-less AR, and modeling 3D object models on the fly, in order to make the system more effective, secure, reliant, and seamless for the users. For realizing 3D object modeling on the fly, the article presents an improved method by combining Level of Detail and Rasterization techniques in order to render in steps in accordance with the demand (i.e. processing up to adequate and sufficient level of details), which will help us use the architecture for small scale to large scale systems. Although 3D object modeling on the fly needs storage up to 33% more than the conventional geometrical structure of the mesh, the speed-up achieved can be as high as six times for coarse mesh and up to 1.46 times for fine mesh. At the core of the proposed system, is to make the ITS extendible to multiple domains of learning and education, and to reduce the response time and latency.

Ruiz, N., & Gallagher, M. (2025). **Rural education imaginaries in digital education policy: an analysis of CONPES 3988 in Colombia**. *International Journal of Educational Development*, 113, 103222. <https://doi.org/10.1016/j.ijedudev.2025.103222>

This paper explores the digital imaginaries presented in the educational governance and policy landscape of Colombia through the lens of rurality. It interrogates one policy instrument, namely CONPES 3988, which establishes the importance of digital

technologies in national-level educational policies and subsequent strategies. CONPES 3988 draws a strong focus on educational 'innovation', which is explicitly conceptualised through digital technology, understood as the transformation of traditional educational practices through educational technologies to improve educational quality. CONPES 3988 establishes the actions needed to realise a process of educational innovation through educational technologies and has four pillars: to increase access to digital technologies for the creation of innovative learning spaces, to improve Internet connectivity of official educational institutions, to promote the appropriation of digital technologies in the educational community, and to strengthen the monitoring and evaluation of the use, access and impact of digital technologies in education. CONPES 3988 draws a strong focus on educational 'innovation', which is explicitly conceptualised through digital technology, understood as the transformation of traditional educational practices through educational technologies to improve educational quality. CONPES 3988 captures and surfaces digital imaginaries that speak to rural education, particularly in how it is framed and performed and how digital technology use is explicitly tied to market discourses of quality, sustainability, transformation, and breaks from tradition. Rural education in Colombia, and indeed rurality itself and its attendant plurality, are potentially disadvantaged in this framing as they become transactional actors in a larger educational system framed increasingly in digital technologies emerging from the urban centres of the Colombian government. Such an analysis provides insights that extend well beyond Colombia, particularly in noting how rurality and rural education are reframed when there is policy and governance emphasis on digital technology use in education.

Samala, A. D., Rawas, S., Wang, T., Reed, J. M., Kim, J., Howard, N.-J., & Ertz, M. (2025). **Unveiling the landscape of generative artificial intelligence in education: a comprehensive taxonomy of applications, challenges, and future prospects.** *Education and Information Technologies*, 30(3), 3239-3278. <https://doi.org/10.1007/s10639-024-12936-0>

The rapid advancement of Generative Artificial Intelligence (GenAI) models, particularly ChatGPT, has sparked widespread discussion among educators and researchers regarding their potential implications for education. This study presents a comprehensive taxonomy of GenAI in academia and education, encompassing a wide range of applications, challenges, ethical considerations, and future prospects. Drawing on a scoping review of 453 articles, including the 50 most cited works throughout 2023, the taxonomy provides a state-of-the-art analysis of the current landscape of GenAI in education. The taxonomy offers a theoretical framework that aligns with the current discourse in GenAI and education, providing a critical evaluation of the existing literature and proposing innovative perspectives and solutions. The practical implications of the taxonomy for educators, researchers, and policymakers are highlighted, emphasizing the need for ethical considerations and informed policies to maximize the benefits of GenAI while minimizing its risks and negative impacts.

Sarmurzin, Y., Baktybayev, Z., Kenzhebayeva, K., Amanova, A., & Tulepbergenova, A. (2025). **"Teachers are not Imams": The impact of social media on the status of teachers in Kazakhstan.** *International Journal of Educational Development*, 113, 103220. <https://doi.org/10.1016/j.ijedudev.2025.103220>

This research explores the potential impact of social media on the professional status of teachers in Kazakhstan, examining its role in facilitating professional development and its

potential to trigger reputational risks. Social media is experiencing growth in Kazakhstan, which presents challenges for teachers. This study investigates how social media influences the professional identity and perceived status of teachers in society. A combination of quantitative survey data and qualitative interviews with teachers and school leaders was conducted. It has been demonstrated that although social media may enhance a teacher's reputation by facilitating the sharing of educational material and professional achievements, it also brings potential concerns, such as cyberbullying, privacy violations, and challenges in preserving personal and professional boundaries. These results emphasize the need for explicit guidelines on the ethical use of social media in educational settings and instructional approaches.

Shahzad, M. F., Xu, S., An, X., Zahid, H., & Asif, M. (2025). **Learning and Teaching in the Era of Generative Artificial Intelligence Technologies: An In-Depth Exploration Using Multi-Analytical SEM-ANN Approach.** *European Journal of Education*, 60(1), e70050. <https://doi.org/10.1111/ejed.70050>

The arrival of generative artificial intelligence (GAI) technologies marks a significant transformation in the educational landscape, with implications for teaching and learning performance. These technologies can generate content, simulate interactions, and adapt to learners' needs, offering opportunities for interactive learning experiences. In China's education sector, incorporating GAI technologies can address educational challenges, enhance teaching practices, and improve performance. This study scrutinises the impact of GAI technologies on learning performance in the education sector, focusing on the mediating roles of e-learning competence (EC), desire for learning (DL), and beliefs about the future (BF), as well as the moderating role of facilitating conditions amongst Chinese educators. Data was collected from 411 teachers across various educational institutions in China using purposive sampling. PLS-SEM and ANN were employed to assess the suggested structural model. The study results indicate that GAI technologies significantly influence learning performance by mediating EC, DL, and BF roles. Furthermore, facilitating conditions positively moderate the association amongst GAI technologies and EC, DL, and BF. This study underscores the critical role of self-determination theory in shaping the effective incorporation of GAI technologies in education, offering valuable insights to improve teaching and learning outcomes in the Chinese education sector.

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.

Shahzad, M. F., Xu, S., & Zahid, H. (2025). **Exploring the impact of generative AI-based technologies on learning performance through self-efficacy, fairness & ethics, creativity, and trust in higher education.** *Education and Information Technologies*, 30(3), 3691-3716. <https://doi.org/10.1007/s10639-024-12949-9>

Artificial Intelligence (AI) technologies have rapidly transformed the education sector and affect student learning performance, particularly in China, a burgeoning educational landscape. The development of generative artificial intelligence (AI) based technologies, such as chatbots and large language models (LLMs) like ChatGPT, has completely changed the educational environment by providing individualized and engaging programs. This study brings forward a model and hypothesis based on social cognitive theory and appropriate research. This investigation centers on how generative AI-based technologies influence students' learning performance in higher education (HE) institutions and the function of self-efficacy, fairness & ethics, creativity, and trust in promoting these connections. Data is collected from 362 students at Chinese universities using purposive sampling. The proposed structural model was evaluated using partial least squares–structural equation modeling (PLS-SEM). The findings reveal that generative AI technologies such as LLM models exemplified by ChatGPT and chatbots significantly influence students' learning performance through self-efficacy, fairness & ethics, and creativity. Furthermore, trust significantly moderates the relationship between fairness & ethics, creativity, and learning performance but negatively moderates the relationship between self-efficacy and learning performance. This study supports the new explanatory potential of social cognitive theory in technological practices. Additionally, this research suggests using generative AI technologies to enhance students' digital learning and boost academic achievement.

Suen, H.-Y., & Hung, K.-E. (2025). **Enhancing learner affective engagement: The impact of instructor emotional expressions and vocal charisma in asynchronous video-based online learning.** *Education and Information Technologies*, 30(3), 4033-4060. <https://doi.org/10.1007/s10639-024-12956-w>

In the rapidly evolving landscape of higher education and adult learning, asynchronous video-based online learning has not only become the new norm but has also emerged as the cornerstone of instructional delivery for Massive Open Online Courses (MOOCs). Despite its widespread adoption, this learning mode confronts a critical challenge: the inherent lack of social presence, posing a significant risk of diminishing learner affective engagement and, consequently, jeopardizing the efficacy of learning outcomes. Addressing this pressing issue, our study conducted a comprehensive analysis of 240 instructional videos from 240 distinct instructors on a MOOC platform, supplemented by 845 post-course learner feedback surveys from a diverse cohort of college students and adult learners. Using deep learning and statistical analysis, the research revealed that the on-screen presence of instructors does not inherently affect students' affective

engagement. The study revealed that learners' affective engagement is affected by distinct combinations of the instructor's facial and paraverbal expressions, including happiness, surprise, and anger, which vary depending on whether the instructor is visible. The discovery that vocal attractiveness is a pivotal element in enhancing learners' affective engagement with instructional videos marks a paradigm shift in our understanding of digital andragogy and heutagogy. This study propels academic discourse by illuminating the critical role of instructor non-verbal cues in establishing social presence and facilitating emotional contagion within asynchronous video-based online learning but also provides educators and content creators with empirically-backed techniques to revolutionize video instruction and amplify affective engagement.

Suliman, M. A. E., Zhang, W., Suluman, R. A. I., & Sleiman, K. A. A. (2025). **Medical student's acceptance of mobile learning: Integrating TAM model with perceived reusability.** *Education and Information Technologies*, 30(3), 3621-3644. <https://doi.org/10.1007/s10639-024-12917-3>

This study contributes to the knowledge about mobile learning among medical students in the context of developing countries. This research used the Technology Acceptance Model (TAM) to study the preconditions for m-learning among medical students. A twenty-item self-reported survey was used to gather data from 387 medical students, and structural equation modeling (SEM) was used for analysis. The result indicated that Perceived reusability (PR) significantly positively impacts perceived usefulness (PU) and perceived ease of use (PEOU), while PU significantly positively impacts students' attitude (ATT) and behavioral intention (BI), according to the SEM analysis. While PEOU and PU have a robust positive association, PEOU association with BI is negligible. ATT significantly improves business intelligence. The study's results demonstrated that, with 0.53% of the variance BI, PU 37.8%, ATT 31.2%, and PEOU 31.2%, the TAM model suited the data quite well. The study's conclusions advance theories, practices, and policies that improve our comprehension of how medical students learn in a mobile learning context.

Sutarmina, R., Costley, J., Gorbunova, A., & Lange, C. (2025). **Examining the relationship between self-regulated effort and maintained situational interest in an online learning environment.** *Education and Information Technologies*, 30(3), 3443-3462. <https://doi.org/10.1007/s10639-024-12920-8>

This study examines relationships among several variables within the context of online learning in higher education including self-regulated effort, maintained situational interest, gender differences, and age-related factors. Analyzing data from a diverse Open Cyber University of Korea student sample, the research highlights a positive correlation between self-regulated effort and maintained situational interest within university online learning environments, emphasizing the importance of sustained online engagement and curiosity in learning tasks. Gender differences reveal that female students exhibit higher levels of both self-regulated effort and maintained situational interest compared to males. While age shows a weak positive correlation with self-regulated effort, years of study demonstrate a similar weak positive correlation with maintained situational interest. The findings emphasize the necessity for tailored support strategies, particularly for male and younger students, to boost self-regulation skills and maintained situational interest in online learning. The study provides key insights for instructional design, emphasizing the relationship between self-regulated effort and sustained situational interest in distance education.

Tabourin, F. (2024). **Enseigner-apprendre dans un monde post-Covid : défis humains dans un environnement complexe et en voie d'hybridation numérique**. *Séminaire de LHUMAIN 2023-2024*. Présenté à Montpellier (Virtual Conference), France. Consulté à l'adresse <https://hal.science/hal-04949896>

The Covid-19 pandemic has had a significant impact on the education sector. Beyond this, the complex and digitally hybridising environment in which we work is a source of human challenges. Based on interviews with FLE teachers (or FFL, French as Foreign Language) working in universities in China during this health crisis, this presentation aims to share their feedback and discuss the implications of this period on their current teaching practices. This work is part of research for a thesis on the impact of the Covid-19 pandemic on language training systems and their stakeholders, and more generally on the integration of digital tools into teaching practices and on distance and hybrid teaching-learning methods.

Tekin, T. (2024). **Affordance socioculturelle : du réseau social à la communauté d'apprentissage** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse <https://theses.hal.science/tel-04969257>

Cette thèse vise à comprendre la transition d'un réseau social en une communauté d'apprentissage, en se basant sur la perception des affordances de haut niveau par les enseignants. L'approche méthodologique de cette recherche est fondée sur le modèle de Daele, en le considérant comme un cadre d'analyse heuristique pour analyser le fonctionnement d'une communauté virtuelle en tant que lieu de développement professionnel pour des enseignants (Daele, 2004, 2005, 2006 ; Daele et Charlier, 2006 ; 2017). Ce modèle a fait l'objet d'une formalisation d'un ensemble de variables en vue d'une passation par questionnaire. C'est ainsi qu'il a été possible d'analyser ce qui caractérise les trois conditions du modèle de Daele (conditions d'entrée, conditions de participation et conditions d'apprentissage) dans le cas de l'utilisation de Twitter par des enseignants. Les résultats obtenus montrent que les conditions d'entrée, telles que l'acceptabilité socioculturelle de la plateforme, la maîtrise des fonctionnalités de base, la fréquence et la durée d'utilisation, ainsi que l'adhésion des enseignants à des fins professionnelles, influencent l'adhésion des enseignants au réseau socioprofessionnel et déterminent les possibilités de collaboration, de partage de ressources et d'amélioration des pratiques pédagogiques sur Twitter. Les conditions de participation, caractérisées par la contribution et les apports des enseignants, la sociabilité sur Twitter et les affordances effectives de la plateforme pour la socialisation, favorisent le partage et la réception de ressources, la structuration des relations et l'évolution vers une intentionnalité collective, tout en soulignant l'importance de la pertinence culturelle et du renforcement des liens communautaires pour un développement professionnel efficace et inclusif. Les conditions d'apprentissage, telles que la transition du réseau social à la communauté, la diversité du réseau et l'intensité des relations, ainsi que l'apport des nouvelles idées rencontrées aux pratiques scolaires, influencent l'apprentissage professionnel des enseignants sur Twitter. Cet apprentissage se caractérise par des affordances sociales, culturelles, épistémiques et pragmatiques.

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.

Türen, Ş., & Bağçeli Kahraman, P. (2025). **The predictive relationships between children's digital game addiction tendencies and mothers' digital parenting awareness and digital literacy levels.** *Education and Information Technologies*, 30(3), 3115-3144. <https://doi.org/10.1007/s10639-024-12932-4>

The increasing prevalence of digital technologies has notably expanded children's accessibility to a diverse range of digital tools day by day. Consequently, this evolution has significantly influenced the gaming landscape, propelling the surge in popularity of digital games among children. This change has also led to the need for changes in the roles of parents. The awareness level of parents regarding digital technologies, coupled

with their role as models in regulating preschool children's exposure to digital games, is believed to wield significant influence. Therefore, the present study aims to examine the predictive relationships between preschool children's digital game addiction tendencies and their mothers' digital literacy and digital parenting awareness. For this purpose, mothers of 400 children attending preschool education in Istanbul, Turkey's most populous city, were included in the study. To collect data for the study, mothers were asked to complete scales measuring their children's digital game addiction, determining their own digital parenting awareness, and assessing their digital literacy. The results show significant relationships between mothers' digital parenting awareness and children's digital game addiction tendencies and between mothers' digital literacy and digital parenting awareness. It was observed that gender, the time spent by the child and the mother with digital devices, and mothers' digital parenting awareness were significant predictors of children's digital game addiction tendencies. In addition, the study revealed that maternal age, educational attainment, the number of children, duration of engagement with digital tools, and proficiency in digital literacy serve as notable predictors across various sub-dimensions of mothers' digital parenting awareness.

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.

Uygun, E., & Cesur, K. (2025). **Teaching English for general purposes through a MOOC in higher education: A quasi-experimental study to explore its effects on learner achievement and satisfaction.** *Education and Information Technologies*, 30(3), 3389-3409. <https://doi.org/10.1007/s10639-024-12948-w>

The COVID-19 pandemic has notably increased the use of distance education, particularly in Türkiye's higher education English courses. Even after the normalisation process, compulsory English courses in Türkiye, the learners of which receive education in English for general purposes, are still being taught via distance education. Such a practice could well be implemented with a massive open online course (MOOC), called a language MOOC (LMOOC). To this end, the current study focused on the development, implementation, and evaluation of a General English Language MOOC (GELMOOC) designed according to the syllabi of Turkish universities. With 2957

participants enrolled, the course's effectiveness was assessed through a single group pretest-posttest design, employing a quasi-experimental study. Accordingly, learners' language achievement levels were assessed prior to and after the GELMOOC treatment. Then, a learner satisfaction survey was also administered post-course. Results showed significant improvements in English proficiency and high satisfaction with the course's content, design, and delivery. The findings highlight the potential of and areas for improvement in LMOOCs in the literature and the foreign language teaching context.

Vangrunderbeeck, P. (2024). **Intégrer l'IA générative dans les stratégies pédagogiques**. Consulté à l'adresse https://oer.uclouvain.be/jspui/bitstream/20.500.12279/1089/1/CahierLLL_IAG_02.pdf

Ce document vise à accompagner les enseignants de l'enseignement supérieur dans l'appropriation de l'IA générative (IAG) et l'analyse de son impact sur leurs pratiques pédagogiques. Il invite à une approche critique et réfléchie de cette technologie, en mettant en lumière ses opportunités ainsi que ses défis. Après une introduction aux concepts d'intelligence artificielle et d'IA générative, il explore les enjeux liés à l'évaluation et propose des pistes pour adapter les pratiques existantes. Enfin, il souligne l'importance d'un usage responsable de l'IAG dans l'apprentissage et propose un cadre structuré d'interaction avec l'IA en plusieurs étapes.

Wang, C., Li, X., & Zou, B. (2025). **Revisiting Integrated Model of Technology Acceptance Among the Generative AI-Powered Foreign Language Speaking Practice: Through the Lens of Positive Psychology and Intrinsic Motivation**. *European Journal of Education*, 60(1), e70054. <https://doi.org/10.1111/ejed.70054>

Research on the factors influencing the acceptance of GenAI in language learning has expanded widely; however, few studies have focused on the role of language learning emotions. To enhance the effectiveness of GenAI-powered English-speaking instruction and the learning experience, this study expands on the Integrated Model of Technology Acceptance (IMTA) by investigating the role of various emotions and willingness to communicate in different contexts as intrinsic motivators for the acceptance of GenAI-powered conversational chatbots. Using a questionnaire (n = 368) and pre- and post-tests, the study found that EFL learners with higher communicative confidence and greater foreign language learning boredom tend to perceive GenAI chatbots as less useful for developing speaking skills. While GenAI successfully aided them in improving their speaking skills through both theme-based and free dialogues, learners who are more willing to engage in face-to-face interactions with peers and teachers may not find chatbots as productive or engaging as human counterparts. The results suggest that EFL teachers should be aware of the limitations of GenAI and students' individual differences, integrating GenAI into their classrooms in a way that aligns with student's proficiency and preferences to create a harmonious and efficient GenAI-supported language learning environment. This also underscores the importance of developing teachers' AI competence in the GenAI era.

Wang, F., & Cheung, A. C. K. (2025). **Robots' Social Behaviors for Language Learning: A Systematic Review and Meta-Analysis**. *Review of Educational Research*, 95(2), 175-212. <https://doi.org/10.3102/00346543231216437>

Although robots' social behaviors are known for their capacity to facilitate learner-robot interaction for language learning, their application and effect have not been adequately explored. This study reviewed 59 empirical articles to examine the contexts

and application of various social behaviors of robots for language learning, and conducted a meta-analysis of 18 study samples to evaluate the effect of robots' social supportive behaviors on language learning achievement. Results indicate that robots' social behaviors have mostly been applied in the studies with K–12 students, for learning vocabulary in English, including small sample sizes of below 80 participants, and lasting for one session. Second, various verbal and non-verbal behaviors of robots have been identified and applied, showing mixed results on language learning achievement. Third, robots' social supportive behaviors have produced a positive effect on language learning achievement compared to neutral behaviors ($g = 0.269$). Finally, detailed suggestions for future research are discussed.

Wang, H. (2025). **Experience of AI-Based Digital Intervention in Professional Education in Rural China: Digital Competencies and Academic Self-Efficacy.** *European Journal of Education*, 60(1), e70031. <https://doi.org/10.1111/ejed.70031>

Rural regions in China grapple with discernible disparities in the development of professional education compared with urban areas. This research aims to integrate a digital program based on artificial intelligence to enhance the professional education of rural youth under the influence of globalisation and digitization. The study involved 44 students from Yangjiagou High School in Henan province, China. Simultaneously, the DigComp 2.0 assessment scale was employed to measure the dynamics of digital competencies, and a scale of general academic self-efficacy was used to examine respondents' self-efficacy. The analysis results indicate a positive impact of the program on students' digital skills and academic self-efficacy. Mean values significantly increased, and the results of the two-sample F-test for variance confirm significant differences between pre- and post-program outcomes. This study holds significant practical implications, suggesting that the implementation of an artificial intelligence-based digital program contributes to the improvement of students' digital skills and academic self-efficacy.

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.

Weber, F., Wambsganss, T., & Söllner, M. (2025). **Enhancing legal writing skills: The impact of formative feedback in a hybrid intelligence learning environment.** *British Journal of Educational Technology*, 56(2), 650-677. <https://doi.org/10.1111/bjet.13529>

Recent developments in artificial intelligence (AI) have significantly influenced educational technologies, reshaping the teaching and learning landscape. However, the notion of fully automating the teaching process remains contentious. This paper explores the concept of hybrid intelligence (HI), which emphasizes the synergistic collaboration between AI and humans to optimize learning outcomes. Despite the potential of AI-enhanced learning systems, their application in a human-AI collaboration system often fails to meet anticipated standards, and there needs to be more empirical evidence showcasing their effectiveness. To address this gap, this study investigates whether formative feedback in an HI learning environment helps law students learn from their errors and write more structured and persuasive legal texts. We conducted a field experiment in a law course to analyse the impact of formative feedback on the exam results of 43 law students, as well as on the writer (students), the writing product and the writing process. In the control group, students received feedback conforming to the legal common practice, where they solved legal problems and subsequently received general feedback from a lecturer based on a sample solution. Students in the treatment group were provided with formative feedback that specifically targeted their individual errors, thereby stimulating internal cognitive processes within the students. Our investigation revealed that participants who were provided with formative feedback rooted in their errors within structured and persuasive legal writing outperformed the control group in producing qualitative, better legal text during an exam. Furthermore, the analysed qualitative student statements also suggest that formative feedback promotes students' self-efficacy and self-regulated learning. Our findings indicate that integrating formative feedback rooted in individual errors enhances students' legal writing skills. This underscores the hybrid nature of AI, empowering students to identify their errors and improve in a more self-regulated manner. Practitioner notes What is already known about this topic Collaboration between humans and AI in educational settings

advances learning mutually, fostering a unified developmental process. Collaborative education models advocate leveraging human and AI strengths for adaptive learning. Despite abundant theoretical research, empirical studies in HI remain limited. This gap underscores the need for more evidence-based approaches in integrating AI into educational settings. What this paper adds Field experiment investigating the impact of formative feedback in a hybrid intelligence learning environment based on the theory of learning from errors. Comparison of a traditional legal learning environment (lecturer teaching using sample solutions) versus formative feedback in a hybrid intelligence learning environment. Implementing formative machine learning-based feedback supports law students in producing more structured and persuasive legal texts, leading to enhanced exam performance and higher grades. Implications for practice and/or policy Our research contributes significantly to computer-based education by presenting empirical evidence of how formative writing feedback impacts students' legal knowledge and skills in educational settings. This underscores the importance of incorporating empirical data into the development of AI-based educational tools to ensure their effectiveness. By focusing on individual errors corrected by formative feedback, we contribute to the learning from errors literature stream. This perspective offers valuable insights into how such feedback can support students' writing and learning processes, filling a gap in empirical evidence. Our findings demonstrate the potential impact of ML-based learning systems, particularly in large-scale learning environments like legal mass lectures. Formative writing feedback emerges as a scalable and beneficial addition to traditional learning environments, triggering internal learning processes, fostering self-regulated learning and increasing self-efficacy among students. By demonstrating the effectiveness of formative feedback within the framework of HI, particularly in legal education, our research underscores the potential of combining human understanding with AI-supported feedback to enhance learning outcomes.

Wen, Y., Chiu, M., Guo, X., & Wang, Z. (2025). **AI-powered vocabulary learning for lower primary school students**. *British Journal of Educational Technology*, 56(2), 734-754. <https://doi.org/10.1111/bjet.13537>

In this exploratory mixed-methods study, we introduce and test our AI-powered vocabulary learning system—ARChE, which embeds four AI functions: (1) automatic feedback towards for pronunciation, (2) automatic feedback for towards handwriting, (3) automatic scoring for student-generated sentences and (4) automatic recommendations. Specifically, our study of 140 students taught by six teachers in three primary schools in Singapore explores the links between these AI functions and students' learning engagement and outcomes via the analysis of their pre- and post-tests, post-surveys, focus group discussions and artefacts created via ARChE. Results show improved Chinese character and vocabulary test scores after using ARChE. Students' perceptions of ARChE automatic recommendations and feedback towards pronunciation positively influence their emotional engagement. Also, students who perceived ARChE automatic recommendations and feedback on handwriting more favourably than others reported greater cognitive engagement. Meanwhile, students whose groups created more sentences in classroom-based collaborative learning than others were more likely to show learning gains. This study provides insights for learning designers and educators on AI's potential in language learning, with recommendations for future research directions. Practitioner notes What is already known about this topic AI-enabled automatic feedback or recommendations might improve students' learning engagement, scaffold their learning processes and enhance their learning outcomes. Students' perceived

usefulness of a mobile learning system positively influences their learning engagement. Leveraging AI technology and adopting innovative feedback approaches can improve mobile language learning experiences for students of varying needs and preferences. What this paper adds This study introduced and tested a self-designed AI-powered vocabulary learning system for young students—ARChE, which embeds four AI functions (feedback for both pronunciation and handwriting, scoring of sentences and recommendations). Students who perceived ARChE feedback towards pronunciation or recommendations as more useful than others showed greater emotional engagement. Students who viewed ARChE feedback towards handwriting as more useful than others wrote sentences with greater complexity during group activities in class. By contrast, those viewing ARChE recommendations as more useful than others did write shorter sentences. Students in groups that wrote more sentences during their class activities were more likely to show learning gains (unlike the non-significant effects of home-based individual activities). Implications for practice and/or policy This study contributes to the existing body of knowledge in AI-enhanced language learning by showcasing how AI can empower mobile-based vocabulary learning for young students. The study sheds light on specific AI functions that affect language learning engagement. The findings offer specific recommendations for classroom instruction and AI system upgrades and provide insights into the development of online language learning with AI.

Wigham, C. R., & Satar, M. (2024). **Adapting and extending multimodal (inter)action analysis to investigate synchronous multimodal online language teaching.** *Multimodal Communication*, 13(3), 415-422. <https://doi.org/10.1515/mc-2024-0048>

Multimodal (inter)action analysis offers a powerful and robust methodology for the study of action and interaction between social actors, their environment, and the objects and tools within. Yet its implementation in the analysis of synchronous multimodal online data sets, e.g. (inter)actions via videoconferencing, is limited. Drawing on our research in understanding teacher-learner (inter)actions in instruction-giving fragments in synchronous multimodal online language lessons, we describe and illustrate the ways in which we adapted and extended some of the methodological and analytical tools. These include (1) the use of a grounded theory approach in delineating and identifying higher-level actions, (2) the embodiment and disembodiment of frozen actions, (3) electronic print mode, (4) semiotic lag, (5) semiotic (mis)alignment, (6) modal density (mis)alignment, and (7) how modal density can be achieved by brisk modal shifts in addition to through modal intensity and complexity. We conclude by a call for further educational research in online teaching platforms using the framework to have richer understandings of the (inter)actions between social actors with particular roles and identities (teachers-learners), their environment, and the objects and tools within, which bring their “own material properties, feel and techniques of use, affordances and limitations” (Chun, Dorothy, Richard Kern & Bryan Smith. 2016. Technology in language use, language teaching, and language learning. *The Modern Language Journal* 100. 64–80: 65).

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.

Wu, X., Chen, X., Wang, X., & Wang, H. (2025). **Effect of students' deep learning in virtual venue environment: a meta-analysis based on 45 experiments and quasi-experiments at home and abroad.** *Education and Information Technologies*, 30(3), 4013-4031. <https://doi.org/10.1007/s10639-024-12985-5>

With the application of virtual venues in the field of education, numerous educational empirical studies have examined the impact of deep learning in the learning environment of virtual venues, but the conclusions are not always in agreement. The present study adopted the meta-analysis method and RStudio software to test the overall effect of 45 domestic and foreign experimental and quasi-experimental studies, and eight moderating variables (experiment period, knowledge type, virtual venue type, and feedback strategy) were analyzed. The research results indicated that moderating variables had different degrees of influence on the deep learning effect of students in the learning environment of virtual venues. There were no intra-group differences in the type of virtual venue and the experiment period, while there were intra-group differences in other moderating variables. According to the results of meta-analysis, suggestions were put forward from four aspects (course design of virtual venues, selection and application of feedback strategies, knowledge type design of virtual venues, and empirical research suggestions) to serve as references for strengthening the deep learning impact of students and the scientific design of course content of virtual venues.

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.

Xie, Y., Xie, Z., Chen, S., Shen, L., & Duan, Z. (2025). **An analysis of predictive modeling and factors influencing CET-4 pass rate among Chinese university students: a machine learning-based approach.** *Education and Information Technologies*, 30(3), 3669-3690. <https://doi.org/10.1007/s10639-024-12964-w>

The National College English Test Band 4 (CET-4) is a key test to assess the English language ability of Chinese university students, and the success rate of the test is important to improve the quality of their English learning. Artificial intelligence technology can be used to predict and explore the factors influencing the success rate. This study employed machine learning techniques to analyse a dataset collected from undergraduate students at a full-time university in China who were not majoring in English. The aim of this study is to identify the most appropriate machine learning model for predicting CET-4 success and to understand the factors that most influence this success. These findings are expected to help educators improve their teaching strategies. The research found that LightGBM achieved the highest accuracy rate of 97.04% in predicting whether students could pass CET-4. Further interpretability analysis of LightGBM identified three primary factors that play a significant role in determining students' success in the CET-4 exam: their interest in English learning, GPA performance, and the experience of preparing for or participating in other types of English exams. These findings are closely related to students' learning motivations, choices, and optimization of learning strategies, as well as knowledge transfer and other psychological aspects of learning. Additionally, they are closely tied to the current educational environment in China.

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, W., Wei, Z., & Yan, P. (2025). **Exploring the Application of Large Language Models in Instrumentation and Control Engineering Education: A Questionnaire Survey and Examination Performance Analysis.** *European Journal of Education*, 60(1), e12922. <https://doi.org/10.1111/ejed.12922>

This study investigates the use of Large Language Models (LLMs) by undergraduates majoring in Instrumentation and Control Engineering (ICE) at University of Shanghai for Science and Technology. We conducted a questionnaire survey to assess the awareness and usage habits of these LLMs among ICE undergraduates in ICE courses, focusing on the model types, frequency, self-study tasks and post-usage feedback. The survey results indicate that ChatGPT is the most frequently used model among ICE undergraduates. Furthermore, we evaluated the performance of GPT-3.5 and GPT-4 on a set of 342 ICE questions sourced from the China MOOC platform. The results reveal significant performance differences between GPT-3.5 and GPT-4 across various ICE sub-disciplines and question types. GPT-4 shows particular proficiency in understanding control technology and system, achieving an accuracy of 82.16%, compared to 68.42% for GPT-3.5. Finally, we explore the factors influencing students use LLMs for ICE self-study and propose strategies for teachers to incorporate LLMs into ICE courses. This study highlights the potential of LLMs to enhance ICE education and provides concrete examples of their application in engineering coursework.

Xu, X., Zhao, W., Li, Y., Qiao, L., Tao, J., & Liu, F. (2025). **The impact of visualizations with learning paths on college students' online self-regulated learning.** *Education and Information Technologies*, 30(3), 2917-2940. <https://doi.org/10.1007/s10639-024-12933-3>

The success of online learning relies on college students' self-regulated learning. The common visualizations (e.g., presentation learning behaviors' frequency and duration) are widely used to enhance online self-regulated learning. But most college students still have difficulty in accurately understanding their learning patterns and self-regulating. Online self-regulated learning follows a phased and cyclical process, and compared with the common visualizations, the learning paths can better show these characteristics. However, learning paths visualizations are seldom provided to students for supporting online self-regulated learning. This study aimed to explore the impact of visualizations with learning paths on students' online self-regulated learning. Sixty-eight college students were randomly divided into two groups (experimental group = 34, control group = 34), and the experiment lasted 12 weeks. The study measured the results including students'

learning performance (academic achievements and online self-regulated learning abilities), behavior patterns and satisfaction. The results indicated the positive effects of visualizations with learning paths on students' academic achievements and partial online self-regulated learning abilities (task strategies, time management, and self-evaluation). In addition, visualizations with learning paths optimized students' online self-regulated learning process, making their learning patterns more regular and efficient. Besides, college students expressed high satisfaction with the visual learning paths. The findings suggest a new direction for optimizing visualizations and have implications for promoting the quality of online learning.

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.

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.

Ye, J.-H., Zhang, M., Nong, W., Wang, L., & Yang, X. (2025). **The relationship between inert thinking and ChatGPT dependence: An I-PACE model perspective.** *Education and Information Technologies*, 30(3), 3885-3909. <https://doi.org/10.1007/s10639-024-12966-8>

ChatGPT, as an example of generative artificial intelligence, possesses high-level conversational and problem-solving capabilities supported by powerful computational models and big data. However, the powerful performance of ChatGPT might enhance learner dependency. Although it has not yet been confirmed, many teachers and scholars are also concerned about this issue. Therefore, it is necessary to investigate this topic further. This study's objective is to explore the association between inert thinking, positive experiences with ChatGPT, avoidance learning motivation, and ChatGPT dependence, based on the Interaction of Person-Affect-Cognition-Execution (I-PACE) model. Employing a cross-sectional design, we conducted an online survey with 870 Taiwanese university students, who had an average age of 22.81 years. The study found that inert thinking was positively associated with both positive experiences with ChatGPT and ChatGPT dependence. Furthermore, a significant association was found between inert thinking and avoidance learning motivation. Positive experience with ChatGPT was also positively related to avoidance learning motivation and ChatGPT dependence. Due to the scarcity of empirical research on generative artificial intelligence, the issues that people worry about when discussing AI were confirmed in this study. Moreover, avoidance learning motivation was positively correlated with ChatGPT dependence. Based on these findings, this study calls for educators to help students overcome inert thinking and avoidance learning motivation to prevent dependency on emerging technologies.

Yildiz Durak, H., Eğin, F., & Onan, A. (2025). **A Comparison of Human-Written Versus AI-Generated Text in Discussions at Educational Settings: Investigating Features for ChatGPT, Gemini and BingAI.** *European Journal of Education*, 60(1), e70014. <https://doi.org/10.1111/ejed.70014>

Generative artificial intelligence (GenAI) models, such as ChatGPT, Gemini, and BingAI, have become integral to educational sciences, bringing about significant transformations in the education system and the processes of knowledge production. These advancements have facilitated new methods of teaching, learning, and information dissemination. However, the widespread adoption of these technologies raises serious concerns about academic ethics, content authenticity, and the potential for misuse in academic settings. This study aims to evaluate the linguistic features and differences between AI-generated and human-generated articles in educational contexts. By analysing various linguistic attributes such as singular word usage, sentence lengths, and the presence of repetitive or stereotypical phrases, the study identifies key distinctions between the two types of content. The findings indicate that human-generated articles exhibit higher average singular word usage and longer sentence lengths compared to AI-generated articles, suggesting a more complex and nuanced language structure in human writing. Furthermore, the study employs ensemble learning models, including Random Forest, Gradient Boosting, AdaBoost, Bagging, and Extra Trees, to classify and distinguish between AI-generated and human-generated texts. Among these, the Extra Trees model achieved the highest classification accuracy of 93%, highlighting its effectiveness in identifying AI-generated content. Additionally,

experiments using the BERTurk model, a transformer-based language model, demonstrated a classification accuracy of 95%, particularly in distinguishing human-generated articles from those produced by Gemini. The results of this study have significant implications for the future of education, as they underscore the critical need for robust tools and methodologies to differentiate between human and AI-generated content.

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.

Yu, J., Yu, S., & Chen, L. (2025). **Using hybrid intelligence to enhance peer feedback for promoting teacher reflection in video-based online learning.** *British Journal of Educational Technology*, 56(2), 569-594. <https://doi.org/10.1111/bjet.13559>

Video-based teacher online learning enables teachers to engage in reflective practice by watching others' classroom videos, providing peer feedback (PF) and reviewing others' work. However, the quality and reliability of PF often suffer due to variations in teaching proficiency among providers, which limits its usefulness for reviewers. To improve the quality of PF, hybrid intelligence is a promising approach that enhances human evaluation with AI-based techniques. Thus, we developed a hybrid intelligence feedback (HIF) system, where PF is categorized and summarized by large language models (LLM), and accompanied with AI multimodal data analysis, all in accordance with a knowledge structure. To investigate the effectiveness of the HIF, we conducted a study involving 58 pre-service mathematics teachers. After their initial feedback provision on a classroom video, they were divided into two groups. One group received HIF, while the other received traditional PF. Both groups revised their initial feedback based on the same video with PF or HIF report, and were assigned two tasks, namely in-depth reflection and extensive reflection. We analysed the reflective writings generated in in-depth reflection using the Structure of Observed Learning Outcomes taxonomy, and examined the diversity of teachers' attentions in extensive reflection using information entropy. Compared to traditional PF, our findings indicated that HIF (a) facilitated more comments

added in feedback revision, (b) promoted multi-structural and extended abstract level thinking in in-depth reflection, (c) encouraged more diverse attentions in extensive reflection. These results demonstrate the effectiveness of HIF in enhancing PF to promote reviewers' reflection. This efficacy can be attributed to the utilization of LLM to identify common elements within PF, guided by the human knowledge-based framework, as well as the integration of data-driven evidence to complement PF. Practitioner notes What is already known about this topic? Video-based teacher online learning allows teachers to reflect on their own or others' videos flexibly while providing and reviewing peer feedback using reflection tools. While the benefits of reflecting on one's own videos with peer feedback are widely recognized, there is limited empirical evidence supporting the advantages of reflecting on others' videos with peer feedback. The effectiveness of this process may be affected by the quality and reliability of the peer feedback provided. Using natural language processing techniques to enhance peer feedback can be feasible and effective. However, it is primarily used to address textual-level issues and is less effective in promoting professionalism. Multimodal data analysis has shown effectiveness in enhancing teaching behaviours and facilitating reflection. However, despite the widespread use of AI-based analysis on classroom videos, they often lack educational interpretations. Hybrid intelligence is a novel concept in learning science research, aiming to leverage both human and machine intelligence to enhance the overall effectiveness. What this paper adds? This study applied the concept of hybrid intelligence to video-based teacher learning by proposing a hybrid intelligence feedback (HIF) system, aiming to promote teachers' reflection on others' videos during the peer feedback review process. This study proposed the design of HIF module, where human peer feedback was enhanced by large language models, and machine data analysis was complemented with educational interpretations, all structured according to an expert knowledge structure. The results showed that the HIF was effective to stimulate teachers' higher-level thinking in in-depth reflection and enhanced the diversity of their attentions in extensive reflection. However, it may still be challenging for novices to comprehend and integrate newly noticed pedagogical strategies in the HIF with their internal knowledge structures during reflection. Implications for practice and/or policy With the rapid advancement of generative artificial intelligence, the utilization of large language models becomes more flexible and effective, enabling multitasking enhancement for peer feedback in collaboration with human's professional knowledge. Multimodal data analysis effectively collaborates with human observations by managing low-level observation aspects, allowing humans to concentrate on higher-level thinking guided by the educational interpretations. The effectiveness of the HIF system is influenced by teachers' pedagogical knowledge, prior feedback provision experience and data literacy. In the future research, these diversities need to be taken into account in the design of video-based PD incorporating HIF to assess its long-term efficacy.

Yue, Y., Keser, J., Li, F., Liu, Y., & Yu, W. (2025). **Collaborative Cell Groups: Bridging separation in the Community of Inquiry in a context of Internationalization at a Distance.** *British Journal of Educational Technology*, 56(2), 967-987. <https://doi.org/10.1111/bjet.13561>

The internationalization of higher education increasingly involves 'Internationalization at a Distance' (IaD), a modality that alters how students engage with learning communities across geographical and cultural divides. Despite its growing prevalence, the complexity of fostering student engagement in transnational settings remains underexplored. This study investigates the application of the Community of Inquiry (CoI) framework—

comprising teaching, cognitive and social presence—within a transnational Master of Education programme delivered jointly by an Australian university and a Chinese educational institute. Findings reveal significant challenges in achieving robust Col elements due to geographical separation and cultural disparities, which undermine effective engagement. In response, students developed Collaborative Cell Groups, informal, peer-led communities that enhance engagement by localizing knowledge, fostering social cohesion and supplementing teaching presence. These groups illustrate both the potential and limitations of informal peer support within formal learning structures. By critically examining the interplay between formal and informal learning communities, this study offers new insights into optimizing engagement in cross-cultural distance education. Practitioner notes What is already known about this topic? The Community of Inquiry (Col) framework has been widely recognized for structuring online learning environments by fostering cognitive, social and teaching presence to support meaningful learning experiences. Prior research has primarily examined the application of the Col framework in domestic online education settings, with limited exploration of its effectiveness and challenges in cross-cultural or transnational contexts like Internationalization at a Distance (IaD). Existing studies suggest that while the Col framework can provide a structured approach to enhancing engagement, its ability to fully support student participation may be hindered by factors, such as geographical separation and cultural disparities. What this paper adds This study highlights the limitations of the Col framework in fully supporting student engagement within IaD settings. Specifically, it demonstrates how cultural and geographical divides between students and instructors can hinder the effective establishment of teaching, cognitive and social presence. To address these challenges, the paper introduces the concept of Collaborative Cell Groups (CCGs)—informal, peer-led communities strategically designed to enhance engagement. By localizing knowledge, fostering culturally responsive peer support, and bridging social and cognitive divides, CCGs complement and extend the Col framework. Unlike general social media-based interactions, CCGs operate with a structured intent to overcome the unique barriers faced in transnational and cross-cultural educational contexts. Implications for practice and/or policy Educational institutions should consider facilitating the formation of peer-led informal learning groups to support student engagement and learning outcomes in transnational education programmes. Policies should emphasize the need for culturally adaptive learning frameworks that integrate both formal instructional guidance and informal peer collaboration to overcome the challenges of geographically and culturally dispersed learning environments.

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.

Zhang, M., & Su, C.-Y. (2025). **The impact of presence on the perceptions of adolescents toward immersive laboratory learning.** *Education and Information Technologies*, 30(3), 3771-3801. <https://doi.org/10.1007/s10639-024-12959-7>

Immersive virtual reality (IVR) is expected to create a greater sense of presence that might improve students' laboratory learning experiences. However, little research has verified the influence of presence on students' perceptions toward immersive laboratory learning. The current study, which is based on the expectation confirmation model, attempts to investigate the ways in which presence influences secondary school student perceived laboratory learning in an IVR setting. Data for this study were gathered from 167 Chinese students aged 13–18 who had experience in using IVR. According to the results of the partial least squares structural equation modelling (PLS-SEM) analysis, physical presence in the IVR environment had a favourable direct impact on students' perceived usefulness as well as indirect effects on their learning satisfaction with and intention to continue using IVR. Self-presence had indirect impacts on students' perceived usefulness, satisfaction, and continued intention to utilize IVR. Students' expectation confirmation regarding the use of IVR for laboratory learning plays a crucial role in shaping their overall experience. It not only mediates the relationships between their perceptions of presence and perceived usefulness and satisfaction but also directly influences their intention to continue engaging in IVR-supported laboratory learning.

Zhang, Q. (2025). **Different efficiencies in foreign language learning for gamification and ludicization regarding learning outcome, readiness, engagement, and academic buoyancy.** *Education and Information Technologies*, 30(3), 3829-3860. <https://doi.org/10.1007/s10639-024-12968-6>

This study aims to investigate and compare the efficiencies of gamification and ludicization in foreign language learning regarding learning outcome, readiness, engagement, and academic buoyancy. Regarding the theoretical frameworks, gamification and ludicization, feasible in foreign language learning through interaction and problem-solving orientation, are conceptually different in transformation, elements, and reflexive space, eliciting the assumption about different effects of gamification and ludicization on foreign language learning from the perspectives of effect positivity and effect duration. Considering the method, this study employs a longitudinal between-subjects experiment including repeated measures of the involved variables, whose results are analyzed through the results of the Kruskal–Wallis H test and Wilcoxon signed ranks tests. According to the results, the facilitating instantly-after-intervention effects on the variables are overall stronger for gamification than ludicization, but the facilitating effects are overall more persistent for ludicization than gamification after an interval from the interventions. The conclusion is that gamification and ludicization show different efficiencies in foreign language learning regarding their conceptual differences and distinct empirical effects. While gamification highlights instant and temporary stimuli-response influences on language learning, ludicization emphasizes progressive and persistent cultivations of spontaneity for language learning.

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 (ILL) 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 ILL, 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 ILL 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 ILL is possible through digital platforms to meet their diverse, tailored needs for professional growth.

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

Almokaddam-Dalil, A. (2024). **Les choix scolaires à Dubaï : le mirage de la liberté totale**. *Revue internationale d'éducation de Sèvres*, (97), 65-73. <https://doi.org/10.4000/139bu>

Dans une perspective d'exploration des choix scolaires en contexte de quasi-marché, l'article décrit la singularité du système d'enseignement dubaïote et examine l'exercice et la perception du libre choix des familles en son sein. Certains traits distinctifs du paysage éducatif local, caractérisé par la prédominance du secteur privé, une gamme étoffée d'options et une faible régulation institutionnelle, offrent a priori un terrain propice à la satisfaction des aspirations parentales. Un examen approfondi du processus

de choix effectif révèle toutefois la dualité du système ainsi que l'existence de contraintes définissant un espace des possibles à géométrie variable.

BAC : la voie générale attire moins de candidats. (2025, mars 11). Consulté 11 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/11/bac-la-voie-generale-attire-moins-de-candidats/>

Le taux de réussite de la dernière session du BAC passe sous la barre symbolique des 80% prônée par Jean-Pierre Chevènement en 1985. « En 2024, 79,4 % d'une génération est

Beasley, S. T., & Hernandez, A. J. (2025). **Black Men's Gendered Racial Equity Ethic: Examining Its Impact on Career Motivations, Interests, and Future Goals.** *Journal of Career Development*, 52(2), 173-194. <https://doi.org/10.1177/08948453241309020>

Black men are underrepresented as trainees and faculty within graduate-level helping professions (e.g., psychology and counseling). One strategy for reducing this underrepresentation is to understand the motivating factors that attract Black men to helping fields and integrate these motivating factors into recruitment and retention interventions targeting this group. However, limited career research has explicitly focused on the motivations of Black men pursuing graduate education in psychology. Integrating McGee and Bentley's Equity Ethic framework, the current study draws on 27 semi-structured interviews with Black men in counseling psychology doctoral programs to examine their motivations for pursuing a doctoral degree in a helping profession, their clinical and research interests, and their future career goals. Using reflexive thematic analysis, findings supported the presence of a Gendered Racial Equity Ethic that impacted all aspects of Black men's professional journeys. Implications for research and practice supporting Black men's career development in psychology fields are outlined.

Beaucher, H., & Polewka, A. (2024). **Références bibliographiques du dossier « Choisir ses études ».** *Revue internationale d'éducation de Sèvres*, (97), 175-189. <https://doi.org/10.4000/139c4>

En 2019, six organisations internationales se sont associées afin de souligner l'importance d'investir dans l'orientation. Cette importance, en un monde caractérisé par l'incertitude face aux évolutions techniques, économiques et sociales et par de multiples crises, se reflète dans le nombre croissant de conférences et de publications consacrées à l'orientation, scolaire et/ou professionnelle. Dans le champ scolaire, quelles sont la nature et la fréquence des choix ? Qui participe aux choix ?...

Buford, M. V., & Flores, L. Y. (2025). **Centering Race in Career Development: A Critical Review of Career Scholarship and Practice.** *Journal of Career Development*, 52(2), 195-213. <https://doi.org/10.1177/08948453241309017>

In response to calls for more attention to social justice in career development, many career professionals have undertaken equity-driven research and practice. Yet, direct attention to race and racism continues to represent a gap in the work of career vocational scholars and practitioners. This article reviews research on past and present links between race and work, along with the evolution of attention to racial equity. It highlights, in particular, the underrepresentation of Black, Indigenous, and Professionals of Color perspectives in the profession, and the ways in which career scholars and practitioners have evaded direct attention to systemic racism. The concepts of racial capitalism and representative bureaucracy, and their implications for the racial justice

aims of the profession, are discussed. We provide recommendations for transforming career development professional associations into anti-racist organizations that can lead racial equity action in career development.

Cadiou, S., & Gauthié, C. (2025). **L'orientation post-troisième des Mineurs non Accompagnés: comment les personnels de l'Éducation Nationale vivent-ils leur fonction ?** In *ouverture PSY. Accompagner la migration, des représentations à l'action* (p. 300). Consulté à l'adresse <https://hal.science/hal-04963606>

Chevaillier, T. (2024). **Portée et limites de la liberté de choix en éducation.** *Revue internationale d'éducation de Sèvres*, (97), 53-63. <https://doi.org/10.4000/139bt>
Les progrès de la scolarisation dans le monde se sont accompagnés d'une multiplication et d'une diversification des formations offertes par les systèmes éducatifs, afin, en particulier, de mieux préparer les jeunes à des métiers plus qualifiés et plus évolutifs. Les jeunes et leurs parents ont demandé et obtenu une plus grande liberté de choisir leurs parcours scolaires, ce qui a contribué à augmenter les risques de discrimination sociale et de déséquilibres dans le fonctionnement de l'école. Pour tenter de réduire ces risques, on a accru la flexibilité des parcours menant à l'emploi, rendant ainsi plus complexe l'orientation scolaire. Ce dossier présente dix études sur les cas de : Dubaï, l'Espagne, la Chine, le Burundi, l'Australie, l'Algérie, l'Estonie, l'Allemagne, l'Uruguay et la France.

Dabet, G., Lercari, L., & Personnaz, E. (2025). **Réorientations précoces : un jeune sur quatre souhaite changer de métier.** *Céreq Bref*, (467), 1-4. Consulté à l'adresse <https://www.cereq.fr/reorientation-reconversion-precoce-jeune>

Dauphin, L. (2025). **Les choix d'enseignements de spécialité et d'enseignements optionnels à la rentrée 2024.** *Note d'Information*, (25.10), 1-4. <https://doi.org/10.48464/ni-25-10>

Les six enseignements de spécialité les plus choisis sont les « mathématiques », les « sciences économiques et sociales » (SES), la « physique-chimie », « l'histoire-géographie, géopolitique et sciences politiques » (HGGSP), les « sciences de la vie et de la Terre » (SVT) et les « langues, littérature et cultures étrangères et régionales » (LLCER). La combinaison la plus fréquemment choisie en terminale est « mathématiques, physique-chimie », suivie de « HGGSP, SES » et « physique-chimie, SVT ». Les enseignements de spécialité « arts » et « l'éducation physique, pratiques et culture sportives » sont plus rarement choisis mais davantage conservés entre la première et la terminale. L'abandon de la spécialité « mathématiques » entre la première et la terminale recule, chez les garçons et plus encore chez les filles. Par ailleurs, 38 % des élèves ont fait le choix de suivre un enseignement optionnel en terminale : 16 % en « mathématiques expertes », 14 % en « mathématiques complémentaires » et 8 % en « droit et grands enjeux du monde contemporain ». Par rapport à 2023, la part des élèves de terminale générale qui suivent un enseignement de mathématiques est stable à 59 %, avec davantage d'élèves qui ont choisi l'enseignement de spécialité « mathématiques » en 2024 (+ 1,1 point), et corrélativement moins d'élèves qui ont opté pour l'enseignement optionnel « mathématiques complémentaires ».

Daverne-Bailly, C., Grenier, V., & Li, Y. (2024). **Entre réformes et crise sanitaire : les lycéens mis à l'épreuve de l'orientation.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115506ar>

Dans le contexte français de réformes du processus d'orientation du lycée vers l'enseignement supérieur, couplé à une crise sanitaire de la Covid-19, il convient de porter une attention particulière aux jeunes, à leurs vécus et à leurs expériences. Reprenant une démarche compréhensive, cet article documente ces expériences « sur le vif » à travers les témoignages de lycéen·ne·s et, à posteriori, d'étudiant·e·s. Il montre que la crise sanitaire est venue renforcer une expérience déjà malmenée par les politiques éducatives récentes et un accompagnement à l'orientation jugé inadapté, contraignant ces jeunes à rechercher un équilibre entre subjectivation et stratégie.

Duru-Bellat, M. (2024). **L'orientation en France : entre projet et sélection.** *Revue internationale d'éducation de Sèvres*, (97), 163-173. <https://doi.org/10.4000/139c3>

Alors que la transmission directe d'une profession des parents aux enfants est aujourd'hui disqualifiée en France comme dans la plupart des pays comparables, la question de l'orientation des jeunes vers un métier y revêt une importance cruciale. Censée se jouer sur la base du mérite scolaire, elle donne aux scolarités un poids décisif. Depuis les années 1960, les politiques ont ouvert l'accès à l'éducation et cherché à rendre les cursus moins dépendants de l'origine sociale des élèves. Mais, au-delà des inégalités de réussite, les mobilisations des parents pour maximiser les chances de leur enfant font que les orientations restent davantage liées à leur connaissance fine d'un système qui s'est largement complexifié. Les « choix » des jeunes dépendent d'une autosélection socialement diversifiée, intégrant des contraintes inégales (risques d'échec plus ou moins forts, poids de l'origine géographiques ou des stéréotypes de genre...), selon une logique bien plus scolaire que professionnelle. Tant que les carrières scolaires restent marquées par le milieu social et que les jeunes et leur famille anticipent des professions inégalement désirables, les orientations ne sauraient être le reflet ni du mérite ni des projets des élèves.

Geuring, E., & Masy, J. (2025, février 17). **Parcoursup, le mirage d'une égalité face à l'orientation ?** Consulté 19 février 2025, à l'adresse The Conversation website: <http://theconversation.com/parcoursup-le-mirage-dune-egalite-face-a-lorientation-245172>

Selon les établissements dont ils sont issus et selon leur origine sociale, les lycéens ne disposent pas des mêmes informations sur l'enseignement supérieur et sur les métiers. Parcoursup amplifie-t-il ces inégalités ?

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.

Jiménez Ramírez, M., & González Faraco, J. C. (2024). **Choix des études et abandon scolaire précoce dans l'enseignement secondaire espagnol** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (97), 75-85. <https://doi.org/10.4000/139bv>

Les données montrent régulièrement que les taux espagnols d'abandon scolaire précoce et de chômage des jeunes restent, malgré des améliorations récentes, les plus élevés d'Europe. Une part importante de ce problème trouve son origine dans l'enseignement secondaire et, en particulier, dans ses transitions. Cet article analyse cette situation et ses conséquences sur les trajectoires de vie des étudiants. Il étudie également les actions que l'on souhaite mettre en œuvre pour atténuer ces problèmes, notamment : la promotion de la formation professionnelle duale, la diversification et la flexibilisation des itinéraires de formation, et le développement de l'orientation scolaire et familiale, en ce qui concerne le choix des études pendant et à la fin de l'enseignement secondaire obligatoire.

Koekemoer, E., & Olckers, C. (2025). **Work–Family Interface and Subjective Career Success: The Role(s) of Job Crafting as a Personal Resource**. *Journal of Career Development*, 52(2), 236-255. <https://doi.org/10.1177/08948453241309018>

Research shows that work–family experiences, including work–family conflict (WFC) and work–family enrichment (WFE), impact career outcomes. Our study examined the role(s) of job crafting as a personal resource in the relationship between work–family interface and subjective career success (SCS) from the perspective of the JD-R framework. We compared two structural models: a process model (where WFC and WFE were regressed on job crafting and job crafting on SCS) and an antecedent model (where WFE and WFC were directly related to SCS). Results from a sample of 265 South African employees revealed that WFE, WFC, and job crafting related to SCS. Job crafting also indirectly affected the relationships between WFE, WFC, and SCS, emphasizing its role in enhancing career success through a motivational process rather than having a buffering effect. Consequently, employees can be guided to utilize job crafting to empower themselves, align their work–family needs, and achieve their career aspirations.

Le Corre, A. M. (2025). **Des parcours scientifiques au féminin en Nouvelle-Aquitaine**. Consulté à l'adresse Réseau Régional de Recherche Humain Reconstitué et Reconstitué en Santé website: <https://hal.science/hal-04938494>

Equality between men and women is a recent issue in the French Republic. The principle was enshrined for the first time in 1946 in the preamble to the Constitution of the 4th French Republic. Since then, several texts have been adopted, including the Rixain law, which imposes a 40% quota for women among senior managers in large companies by 2030. Higher education is playing its part in this fight against inequality between men and women by enacting a series of reforms from 2012 onwards, including the Fioraso law aimed at professional equality. Despite these advances and the apparent fairness of entrance examinations in the academic field, perceived as more neutral, inequalities persist in 2025, particularly in the scientific disciplines. Back in the early 2000s, Catherine Marry and Irène Jonas pointed out that 'the academic world cannot escape the glass ceiling or the leaden sky' (1). Twenty years on, what can we say about the situation in

New Aquitaine? The aim of this document is to highlight the careers of the network's women researchers in the light of inequalities between men and women in higher education, particularly in the New Aquitaine region. Firstly, it will provide an overview of the situation of female based on data from the HR2S network, but also from the region's universities. It then transcribes ten interviews with women researchers from different disciplines academic status. Finally, a conclusion summarises the main findings of this study and the context in which these researchers are working today.

Lerner, M. K., & Lissitsa, S. (2024). **“Black sheep”—physical, social, and behavioral diversity as a barrier to STEM educational choice.** *Social Psychology of Education*, 28(1), 17. <https://doi.org/10.1007/s11218-024-10012-6>

This study explores the active non-STEM (Science, Technology, Engineering, and Mathematics) educational choices made by young women who grew up in a STEM occupational habitus, yet deviated from the expected trajectory exemplified by their parents. Employing Bourdieu's concept of occupational habitus and the Microclass Mobility Model, the study investigates possible limitations these models and concepts may face or further nuances they may require in their application. This qualitative study is based on interviews conducted with parents from STEM occupational backgrounds, whose daughters chose a non-STEM academic path. The investigation encompasses narratives from 20 families, revealing two distinct themes. The first theme, “the black sheep”, reflects challenges pitting daughters' high STEM abilities against sibling comparisons, and diverse experiences such as ADHD, social difficulties, physical diversity, cultural transitions, diverse sexual orientations, and religious transformations. The second theme is characterized by a “passion for another field”, emphasizing positive, passion-driven non-STEM choices. The study underscores the significance of recognizing and supporting daughters who face diverse challenges. It advocates early diagnosis, continuous assistance, and addressing societal gaps that hinder diversity in STEM. The findings stress the pivotal role of societal investment in promoting female participation in STEM fields, which aligns with economic interests and the need to foster global competitiveness.

Mahdjoub, R., & Miliani, M. (2024). **Les choix scolaires en Algérie, entre vœux individuels et contraintes institutionnelles.** *Revue internationale d'éducation de Sèvres*, (97), 119-129. <https://doi.org/10.4000/139bz>

En matière d'orientation, le système éducatif algérien peine à satisfaire les aspirations personnelles des douze millions de jeunes qui y sont scolarisés. Les contraintes imposées par les différentes institutions éducatives sont multiples et s'additionnent, entre critères d'admission difficilement atteignables, capacités d'accueil sous-dimensionnées et inégalement réparties sur le territoire, orientations obligatoires et politiques de sectorisation (quotas) drastiques. L'orientation scolaire et universitaire est plus influencée par les notes obtenues aux différents examens décisifs que par les vœux et les aspirations des élèves. Des entretiens menés par les auteurs révèlent que la liberté de choix des jeunes n'est bien souvent pas prise en compte, ce qui pousse les futurs étudiants à développer des stratégies personnelles pour circuler dans un système aux méthodes d'orientation parfois peu lisibles.

Merlin, F., & Robert, A. (2025). **Interrompre un temps ses études : un choix rarement payant sur le marché du travail.** *Céreq Bref*, (466), 1-4. Consulté à l'adresse <https://www.cereq.fr/cesure-interruption-etude-insertion>

Pratiquées depuis longtemps dans plusieurs pays européens, les suspensions temporaires d'études restaient peu présentes dans les cursus des jeunes en France. Les derniers travaux du Céreq témoignent de l'amorce d'un changement en la matière, avec notamment l'existence du dispositif de césure depuis 2015. Si les données sur ces pratiques sont encore rares, l'enquête Génération en offre un aperçu pour l'ensemble des jeunes sortant de l'enseignement supérieur en 2017. Elle permet aussi d'en mesurer les effets sur l'insertion professionnelle, qui restent pour le moment relativement contrastés.

Mesa & Soliz. (2025). **How Community College Students Leverage Resources and Support Networks to Achieve Transfer Goals.** *Community College Journal of Research and Practice*, 49(3), 129-152. <https://doi.org/10.1080/10668926.2023.2283013>

This study makes use of data from an original survey and focus groups, as well as state administrative data to understand how students make use of resources in order to navigate the vertical transfer pipeline. We use descriptive statistics, t-tests and basic regressions to understand the prevalence of target behaviors in our sample. We find that students most often relied on advisers for guidance but also used degree planning tools, faculty, and personal connections to navigate transfer. We also find that students who made use of transfer associate degrees (Tennessee Transfer Pathways) or dual-admission transfer agreements report more positive outcomes than those who did not. Ultimately, in their efforts to navigate the vertical transfer pipeline, students faced information constraints that were not always resolved by institutional resources such as advising and websites. Popular reform strategies such as transfer associate degrees appear to be underutilized. Many students in the sample were unaware of this option.

Nizigiyimana, J., Nshimirimana, R., & Ntwari, I. (2024). **Orientation et épanouissement de l'étudiant dans l'enseignement supérieur burundais.** *Revue internationale d'éducation de Sèvres*, (97), 99-107. <https://doi.org/10.4000/139bx>

L'orientation des étudiants à l'Université du Burundi est gérée par une commission d'orientation nommée par le recteur. Elle est censée tenir compte du choix personnel de la filière par l'étudiant, ainsi que de la capacité d'accueil et d'encadrement par l'institution. L'article traite du rapprochement entre l'orientation de l'étudiant (volontaire ou non) et son épanouissement à l'Institut d'éducation physique et des sports. La majorité des étudiants de première année y sont orientés contre leur volonté. Des entretiens et une enquête par questionnaire montrent que le niveau de satisfaction dans les apprentissages et le sentiment d'épanouissement sont statistiquement liés au fait d'avoir choisi personnellement l'Institut ou non, tout comme la facilité d'adaptation de l'étudiant. Cependant, les étudiants s'adaptent facilement, même s'ils n'ont pas choisi ce cursus.

Observatoire des inégalités. (s. d.). **L'accès à l'enseignement supérieur dans le monde : des progrès très inégaux.** Consulté 3 mars 2025, à l'adresse Observatoire des inégalités website: <https://inegalites.fr/L-acces-a-l-enseignement-superieur-dans-le-monde-des-progres-tres-inegaux>

La part des jeunes qui accèdent aux études supérieures a doublé en 20 ans à l'échelle mondiale. Mais les inégalités restent immenses entre pays riches et pays pauvres.

OECD: Organisation for Economic Co-operation and Development. (2024). **Aligned ambitions? How to tell (and why it is important to know) if students' occupational and**

education plans are aligned. Consulté à l'adresse https://www.oecd.org/en/publications/aligned-ambitions-how-to-tell-and-why-it-is-important-to-know-if-students-occupational-and-education-plans-are-aligned_b4913b2e-en.html

Les élèves ayant des ambitions élevées et cohérentes s'en sortent généralement mieux sur le marché du travail à l'âge adulte que leurs pairs qui s'attendent à travailler dans un emploi exigeant des qualifications universitaires mais qui n'ont pas l'intention d'atteindre un tel niveau d'études. Dans l'ensemble de l'OCDE, ce décalage est courant, notamment chez les élèves issus de milieux sociaux plus défavorisés. Les données PISA montrent que les élèves qui s'engagent davantage dans des activités de développement de carrière à 15 ans ont des chances de présenter des niveaux de décalage plus faibles. Cette note d'orientation explore ce que sont l'alignement et le décalage de carrière, leurs incidences sur les résultats des élèves en termes d'emploi, le nombre d'élèves concernés et la façon dont les systèmes d'orientation peuvent répondre aux problèmes d'inadéquation professionnelle.

Perry, L. B. (2024). **Les choix scolaires en Australie** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (97), 109-118. <https://doi.org/10.4000/139by>

L'Australie offre de nombreuses possibilités d'exercer des choix scolaires. Elles concernent principalement le choix d'une école par les familles et le choix d'une filière d'études dans l'enseignement secondaire. Ces choix ne sont généralement pas directement restreints ni régulés par les autorités éducatives, les établissements ou les enseignants. Au contraire, ils relèvent principalement des familles et des élèves. Les autorités éducatives et les établissements scolaires jouent cependant un rôle indirect en façonnant les choix qui s'offrent aux élèves, principalement par le biais de mécanismes de financement qui conduisent à un système scolaire stratifié et ségrégué limitant le choix scolaire pour les familles disposant de ressources limitées.

Siccard, A. (2025). **La « fabrique » de l'orientation dans les collèges ruraux.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13eli>

Les collégiens des espaces ruraux choisissent, davantage que les jeunes urbains, une voie professionnelle. Si la plupart des recherches imputent cette situation à des facteurs sociaux ou géographiques, la part des personnels des collèges, dont c'est pourtant l'une des missions, est peu explorée. Si l'importance des résultats scolaires et la composante sociale des demandes d'orientation sont confirmées par cette recherche, les résultats montrent aussi que les personnels des collèges accentuent ces biais sociaux par leurs pratiques d'évaluation et, à travers le parcours Avenir, d'éducation à l'orientation, qui pourraient être liées à des représentations dépréciatives sur les jeunes issus des milieux ruraux.

Son, S., Jang, Y., & Yoon, M. (2025). **Developmental Trends in the Relationships Between Adolescent Career Maturity and Predictors in South Korea: A Meta-Analysis of Longitudinal Studies.** *Journal of Career Development*, 52(2), 256-273. <https://doi.org/10.1177/08948453241311887>

This study examines how self-esteem and social support (parental, teacher, and peer) influence the career maturity of Korean adolescents over time. By synthesizing findings from 18 longitudinal studies, a meta-analysis was conducted. Results reveal that while self-esteem initially shows a strong correlation with career maturity, this relationship weakens significantly as adolescents age. In contrast, peer support maintains a relatively

stable correlation with career maturity, even in late adolescence. Parental support also shows a gradual decline in its effect, but less sharply than self-esteem. Teacher support, though initially the weakest predictor, remains consistently correlated with career maturity throughout adolescence. These findings underscore the critical role of early self-esteem and social support in fostering career maturity and highlight the differing impacts of these factors over time.

Stevenson, B. J., Reed, C., Falcón, A., Hunt, T., Kathawalla, U.-K., Mueller, L., ... Blustein, D. (2025). **Purposeful Pathways: An Integrative Career Development Intervention for Vocational, Mental Health, and Substance Use Recovery.** *Journal of Career Development*, 52(2), 214-235. <https://doi.org/10.1177/08948453241313192>

Veterans who are unemployed and living with mental health or substance use conditions are in need of integrative interventions that support their career development, mental wellness, and sobriety. However, career development interventions are often developed and implemented separate from mental health services. This paper introduces a novel intervention that supports career development of veterans with mental health and substance use concerns: Purposeful Pathways. This paper presents the results from three phases of intervention development: (1) retreats with clinical and vocational psychology experts (n = 13) to develop the theoretical mechanisms of Purposeful Pathways, (2) focus groups with Veterans Health Affairs vocational counselors (n = 6) who provide employment services to veterans with mental health conditions, and (3) an open trial in which veterans with mental health conditions (n = 10) received Purposeful Pathways and provided feedback. Descriptions of the iterative processes of developing the Purposeful Pathways intervention are presented as a model for developing vocational interventions.

Viscardi Etchart, N. (2024). **Un regard sur les facteurs qui influencent les choix éducatifs des adolescents en Uruguay.** *Revue internationale d'éducation de Sèvres*, (97), 155-162. <https://doi.org/10.4000/139c2>

En Uruguay, à la fin de la quatrième année de l'enseignement secondaire, les élèves doivent définir leur parcours scolaire ultérieur en choisissant des options spécifiques. L'article s'intéresse aux facteurs qui influencent les choix éducatifs des adolescents et le contexte de leurs parcours éducatifs au moment où ce choix doit être fait, c'est-à-dire à l'âge de 15 ans. L'analyse porte sur l'orientation professionnelle proposée dans le cadre des programmes éducatifs; le rôle des acteurs pédagogiques et des psychologues dans les lycées; le poids de la famille. Si, ces dernières années, un plus grand nombre de jeunes issus de familles à faibles revenus parviennent à réussir dans le système éducatif, des inégalités persistent et se reproduisent au niveau de l'enseignement secondaire au moment du choix de formation.

Politique de l'éducation et système éducatif

Ahehehinou, P. C., & Anne, A. (2023). **Parent commissioners', elected commissioners', and directors' perceptions of parental participation in school board decision-making in Quebec.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 260-284. <https://doi.org/10.26443/mje/rsem.v58i3.10081>

The purpose of this article is to understand the perceptions of parent commissioners, elected commissioners, and principals on the political participation of parents in the decision-making process within the councils of commissioners since the adoption of Bill

105 amending the Education Act. A multiple case study was conducted with two school boards in the City of Québec area, and semi-structured interviews were held with 13 participants. A content analysis of the data revealed that greater numbers and the right to vote have brought parent commissioners more legitimacy and recognition, as well as a more egalitarian relationship with the other members of the school governing bodies. The role of parent commissioners is now more decision-making than simply advisory.

Alene, A. A., Tsegaye, M. A., & Wolle, G. S. (2025). **Secondary school principals' adaptive leadership practices amid the quality education crisis in Amhara regional state, Ethiopia.** *Social Sciences & Humanities Open*, 11, 101349. <https://doi.org/10.1016/j.ssaho.2025.101349>

This study examines principals' adaptive leadership practices in addressing the crisis of secondary school quality education, using Northouse's Adaptive Leadership Model. Employing the qualitative approach and phenomenological design, five principals for interviews and 12 teachers for focus group discussions serve as sources of data. The collected data was analyzed using thematic analysis. The findings reveal that adaptive leadership is conceptualized as a situational form of leadership that solves problems contextually to overcome complex challenges. Getting on the balcony and giving work back to teachers are well-practiced dimensions, while principals' behavior of identifying adaptive challenges and maintaining disciplined attention are practiced to some extent. Regulating distress and protecting leadership voices are ineptly practiced behaviors. The findings suggest a need for improved adaptive leadership practices to address educational quality challenges. These findings also accentuate the importance of integrating local knowledge with policy frameworks through training principals to have adaptive leadership behavior. The recommendations from this study are significant for policymakers who aim to develop context-sensitive connections of principals, intending to confront tough challenges like the quality education crisis in the Amhara region by developing adaptive leadership competencies.

Alix, S.-A. (2025). **Crises de l'éducation : Perspectives internationales.** Consulté à l'adresse <https://www.pug.fr/produit/2156/9782706153853/crises-de-l-education>

Que l'éducation et l'École soient en crise semble relever aujourd'hui en France d'un constat largement partagé. Érosion du niveau des élèves français aux évaluations internationales, malaise enseignant, difficulté du recrutement, montée des phénomènes de harcèlement et de cyberharcèlement scolaires, violences à l'école, les symptômes sont nombreux. Parallèlement, un discours sur la crise de l'éducation, et particulièrement de l'autorité et de la famille, se répand dans l'espace public. Sortant de l'institution scolaire, l'idée de crise s'étend pour s'appliquer à la sphère éducative au sens large. En France, mais pas seulement... À partir d'études de cas tirés de contextes nationaux variés, cet ouvrage cherche à comprendre et à appréhender les phénomènes que peuvent recouvrir, de nos jours, les crises en éducation dans un monde globalisé et connecté. Prenant du recul et de la distance par rapport à l'urgence et aux injonctions catastrophistes, il nous invite à penser et à agir.

Arnott, A., Bester, G., Bah, A., & Mohamed, F. (2024). **Education Data System and Data Use: A Research Synthesis** (p. 70). Consulté à l'adresse GPE KIX website: <https://www.gpekix.org/knowledge-repository/education-data-system-and-data-use-research-synthesis>

Aung, Z. J. H., Barnes, M. M., Yip, S. Y., & Saito, E. (2025). **Creating equity for ethnically, linguistically, and religiously diverse students in school settings in the Myanmar public schools.** *Pedagogy, Culture & Society*, 33(2), 523-540. <https://doi.org/10.1080/14681366.2023.2246139>

In Myanmar, large diverse indigenous ethnicities exist, and, as a result, public schools consist of a multicultural and multilingual student population. Despite this, the education system proffers and embeds Myanmar's dominant ideologies relating to culture, language and religion within all aspects of schooling. Students from minority backgrounds often struggle to gain legitimacy and build capital in a system that does not acknowledge diversity. Drawing upon Bourdieu's concepts of social reproduction, field and capital, this study examines how multiculturalism and multilingualism are positioned within Myanmar's education policies and how Myanmar's school leaders and teachers reflect and respond to the needs of students from minority backgrounds within the complex political and educational setting. This qualitative case study captured the perspectives of five participants: two school leaders and three teachers. The findings reveal that students from minority backgrounds experience religious-based inequalities, cultural exclusion, and indifference towards their language backgrounds in public school settings.

Bank, A. D. (2025). **Building Resilience in Education Systems.** Consulté à l'adresse <https://www.adb.org/publications/building-resilience-in-education-systems>
Disasters, pandemics, and conflicts have disrupted education for millions of students in Asia and the Pacific, with long-term consequences for their futures.

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.

Barruga, B. M. (2025). **Classroom implementation by Masbatenyo public elementary teachers of the mother tongue-based multilingual education policy: a case study.** *Language Policy*, 24(1), 21-50. <https://doi.org/10.1007/s10993-024-09691-w>

This study aimed to explore the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy by public elementary teachers in the Philippines through a case study approach. Specifically, the study sought to examine how three elementary teachers in one public school institution distinctively implement the MTB-MLE policy in their classrooms. The study used a qualitative research design, specifically in-depth individual interviews with the selected teachers, to gather rich data about their experiences and

practices in implementing the policy in order to shed light on the actual classroom practices of teachers in implementing the MTB-MLE policy, which has been mandated by the government to promote language and literacy development among young learners. The outputs of this study engage deeply with practices and experiences of selected teachers implementing the MTB-MLE policy. Key challenges include the scarcity of ready printed materials for MTB-MLE, perceptions of MTB-MLE as an additional subject burden, struggles with translating technical terms into local dialects, and the complexity of the policy itself. Opportunities identified include the potential for fostering deeper cultural connections among students, enhancing comprehension through native language instruction, and the pivotal role of parents in the MTB-MLE process. Considering these insights, this study advocates for the development of more localized learning materials, refining the policy to reduce perceived burdens, and initiatives to involve parents and address any negative attitudes. The implications of this research can influence policy and practice in education, improve instructional quality, and boost the language and literacy development of young learners in the Philippines. Further, this research contributes to refining Spolsky's (Spolsky, *Language policy*, Cambridge University Press, 2004) theory of language policy, suggesting that it should incorporate the diverse linguistic resources available to actors, acknowledging status and hierarchies among languages. The study highlights the various considerations that may shape language preferences, proposing that a more illustrative language policy theory should prominently feature both the managers and those subject to the policy.

Bedasso, B., & Mendez Acosta, A. (2025). **The teachers who leave: Teacher attrition in Burkina Faso.** *International Journal of Educational Development*, 113, 103228. <https://doi.org/10.1016/j.ijedudev.2025.103228>

High teacher attrition affects education systems through direct costs in replacing teachers who left the service, and indirect costs in classroom disruption and loss in experience. Efforts to address teacher shortage must be informed by which teachers leave and why. Using administrative data from Burkina Faso, we aimed to analyze the demographic and geographic correlates of teacher turnover. We find that early career teachers, female teachers, and teachers with tertiary education, are more likely to attrite. Teachers who hold higher positions—such as school principals—have better retention rates. In terms of school-level attrition, rural and remote schools tend to lose teachers to other schools whereas schools in urban or more developed regions are more likely to lose teachers to options outside of the teacher workforce. Finally, we discuss policy options in improving teacher retention given these findings.

Belgin, Ö. (2025). **Research and entrepreneurial efficiency of selected Turkish universities.** *International Journal of Educational Development*, 113, 103224. <https://doi.org/10.1016/j.ijedudev.2025.103224>

Evaluating the efficiency of the scientific research system which consists of two sub-systems as scientific research and the transformation of research activities is crucial. This study aims to examine the research and entrepreneurial efficiency of 50 Turkish universities for the year 2022 using data of Council of Higher Education (CHE) and Entrepreneurial and Innovative University Index. For this purpose, Network Data Envelopment Analysis (NDEA) was used to analyze the research efficiency and the entrepreneurial efficiency of the universities and then these universities are clustered by hierarchical cluster analysis. Findings reveal that Eskişehir Technical University is the best in overall efficiency and research efficiency and Hasan Kalyoncu University is the best in

entrepreneurial efficiency. After that the universities were clustered according to their research efficiency and entrepreneurial efficiency values as Good Performers, Researchers, Entrepreneurs and Strivers. To the best of our knowledge this is the first study using considering the research efficiency and entrepreneurial efficiency of Turkish universities using network DEA and cluster analysis.

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.

Berthillier, D. (2024). **Réforme des rythmes scolaires : les mésaventures d'une politique publique éducative.** *Administration & Éducation*, 184(4), 57-66. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-57>

Bleiklie, I. (2025). **Norwegian higher education futures.** *Higher Education*, 89(2), 311-330. <https://doi.org/10.1007/s10734-023-01107-8>

The paper deals with the future of Norwegian higher education as part of a Nordic project on higher education futures. To identify future scenarios for Norwegian higher education (HE), the paper uses the theoretical lens of historical institutionalism to focus on scenario building. Like in the other Nordic countries, Norwegian HE and research are characterized by easily accessible and free public HE provision, high participation rates, and a high level of investment in HE and research. However, the question is this: If we look back at the development of Norwegian HE the last decades, to what extent can we expect present developments to persist and to what extent can we expect more or less

sharp breaks and deviations from past and present developments? Departing from an institutionalist position, two historically grounded visions and related scenarios are identified: an academic excellence scenario and a national service scenario. The scenarios reflect tensions between different visions of the shape, emphasis, and orientation of HE and research. The empirical focus is on the developments of HE along five dimensions: growth, systemic integration, academic drift, labor market relevance, and governance. First, the conceptual approach is presented, outlining the use of scenarios and an institutionalist approach to thinking about the future of HE. Secondly, the paper outlines the five trends regarding past and ongoing developments. Third, some ideas about future developments are outlined, before the conclusion is drawn.

Bolton, H., Ntshayintshayi, N., Bolton, S., Hleza, T., Mokwele, T., Eva, C., ... Mahlangu, Z. (2024). **Key Principles for Over-Arching National Assessment Policy: A South African Perspective**. *Open Books and Proceedings*, 170-191. <https://doi.org/10.38140/obp2-2024-12>

The South African system for education, training and development is framed by the National Qualifications Framework (NQF), intended to reform pre-democracy unfair practices. The NQF objectives of access, redress, mobility, progression, quality, and transparency are achieved by implementing the NQF policy suite, including policies for qualifications, assessment, and recognising learning. The National Policy for Designing and Implementing Assessment, developed by the South African Qualifications Authority (SAQA), frames assessment across diverse NQF contexts. This paper seeks to address the questions: (1) 'What does the literature say about the features of good assessment policy?' (2) 'What aspects feature in the assessment policies of high-achieving schooling systems, higher education institutions and vocational bodies internationally?' and (3) What lessons can be drawn from the literature and sourced policies. The paper presents a literature review on sought-after criteria in assessment policy and a qualitative analysis of the overarching national, schooling, higher education, and vocational assessment policies of the 16 countries selected. It draws on the literature and policies to develop recommendations to enhance South African assessment policy. The findings pointed to key aspects for development in South African national assessment policy, particularly in the areas of academic integrity and ethics; plagiarism; online assessment and technology and assessment; greater guidance in enabling and supporting diverse groups; closing the loop between current and future learning or work; and greater clarity in, and accessibility of, guidance for policy implementers. Drawing on these findings could potentially strengthen South African assessment policy in the NQF context.

Bouvier, A. (2024). **Les politiques de puzzles éducatifs**. *Administration & Éducation*, 184(4), 21-27. <https://doi.org/10.3917/admed.184.0021>

Brabet, P. (2024). **Primary education quality in sub-Saharan Africa: Three essays on improving student achievement** (Phdthesis, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-04903845>

Over the past decades, primary school enrollment has significantly increased in Sub-Saharan Africa. Nevertheless, a large proportion of students do not master basic skills (reading, writing, arithmetic) by the end of the primary cycle. To improve student learning, numerous studies have focused on teacher quality or school governance. The objective of this thesis is to advance the understanding of education quality and student achievement through three distinct studies. The first focuses on the role of school

principals and their involvement in school management. The results show that the involvement of school principals has no impact on student achievement, and that other characteristics, such as leadership, might play a more important role. The second chapter examines the competency-based reforms that have changed teaching practices in many Francophone African countries. This study shows that the competency-based approach has a positive impact on students' language test scores. Finally, the last study analyzes the relationship between teacher contract types and student outcomes. The results suggest that contract teachers are as effective as tenured teachers, and that the type of teacher contract may not significantly impact student outcomes.

Breaden, J., Do, T. T. Q., dos Anjos-Santos, L. M., & Normand-Marconnet, N. (2025). **Does internationalisation at a distance democratise student mobility? Critical insights from the Asia-Pacific region.** *British Journal of Educational Technology*, 56(2), 852-869. <https://doi.org/10.1111/bjet.13541>

This paper examines the perspectives of educators on whether internationalisation at a distance (IaD) democratises student mobility in higher education. Adopting a collaborative autoethnographic approach, the analysis focuses on the perspectives of educators involved in virtual mobility practices in relation to three prompts: (1) IaD's capacity for democratisation, (2) IaD practices and the achievement of more equitable, accessible and inclusive education and (3) tensions that emerge from implementing IaD practices in institutional contexts. Applying a three-dimensional theory of justice that supports parity of participation in social life (Scales of Justice, 2009), this paper explores educators' perceptions of IaD's potential to democratise student mobility. The findings demonstrate beliefs that IaD can only democratise student mobility to a certain extent. As educators embrace IaD as a set of inclusive and equitable practices, they also question the unequal availability of material, social and cultural resources that could realise the potential of IaD for students. Situated within IaD discourses in the Asia-Pacific region, which have received little attention in the broader research field of virtual mobility, this paper reinforces the emerging recognition of the fundamental yet often overlooked tensions between internationalisation and democratisation. Practitioner notes What is already known about this topic Internationalisation at a distance (IaD) is a growing practice in higher education internationalisation where students learn in their 'home country' aided by digital technologies with curriculum and educators located in a different geographical location. IaD blurs the boundaries of internationalisation and brings into question binaries such as 'international/domestic', 'home/abroad' and 'geographic/virtual', while inviting researchers, educators and institutions to rethink how they can reframe their internationalisation efforts. What this paper adds This paper probes the extent to which IaD can be seen as a more democratic form of student mobility, particularly in relation to addressing unequal participation of students in geographic mobility experiences. It shows that the potential of IaD to be democratising can be conflated into inclusive and equitable discourses without necessarily addressing structural, cultural and social barriers to student mobility. The paper highlights that IaD is best placed to address issues of distribution when it comes to ensuring students full parity of participation in mobility experiences. In this sense, IaD supports more students from disadvantaged backgrounds or with a disability to be able to participate fully in the educational, cultural and social gains afforded by internationalisation. The paper demonstrates IaD is not equipped to address issues of recognition and representation when it comes to ensuring students full parity of participation in mobility experiences. There is very little change to the locus of decision-making regarding which mobility

experiences are available to which students in IaD. Implications for practice and/or policy The paper recognises the potential of IaD as an internationalisation practice that shifts the deficit discourses surrounding virtual mobility and can enable wider access to mobility experiences. Practitioners in internationalisation efforts should consider what other mechanisms and initiatives need to be established institutionally to complement the potential of IaD, particularly mechanisms and initiatives around material, cultural and social resources that are unequally distributed and negatively impact students when it comes to mobility experiences. There is a pressing need to rethink IaD not as a 'saviour' or 'one-size-fits-all' for all the injustices that are part of internationalisation practices in higher education institutions. IaD is a step in the right direction that still requires a significant shift in power dynamics to allow parity in decision-making for institutions outside privileged Global North contexts.

Brunner, L. R. (2025). **International student mobility and the politics of distance education.** *British Journal of Educational Technology*, 56(2), 870-889. <https://doi.org/10.1111/bjet.13543>

Internationalization at a distance (IaD) has been loosely defined as distance education across borders or the international mobility of knowledge without human mobility. It is largely celebrated, for example, for its potential to improve global education access and mitigate environmental harm. However, this depoliticized positioning risks overlooking IaD's relationship to uneven human mobility flows structured by global inequities. In response, this paper calls for a critical IaD research agenda, starting by drawing attention to the mobility politics of IaD at the postsecondary level. First, it proposes a more nuanced conceptualization of IaD rooted in insights from critical border studies, described here as bordered distance education. Second, it suggests the use of two theorizations of capital—citizenship and motility—as avenues to deepen future analysis of not only IaD but also international student mobility more generally. Third, to demonstrate the application of these suggestions, it presents a critical policy discourse analysis of international student mobility policies during the COVID-19 pandemic era and its aftermath (2000–2024) in Canada. This case study shows how (1) distance education can be used as a bordering tool, and (2) governments can manipulate international student mobility policy to ensure IaD primarily serves immigration, as opposed to educational, needs. Practitioner notes What is already known about this topic The growth of internationalization at a distance (IaD) has the potential to shift how international student mobility is structured, experienced and understood. IaD is loosely described as distance education across borders. There are limited critical studies of IaD. What this paper adds IaD is embedded in mobility politics and bordering practices. In addition to its educational purpose, IaD can allow international students to accumulate citizenship capital and motility in new ways. However, IaD can also be used as a governance tool to (1) recruit/distinguish between potential citizens, (2) manage migration flows and (3) ensure the uninterrupted mobility of capital. IaD raises key questions about the meaning of 'international' in the study of internationalization. A more nuanced and critical definition of IaD as bordered distance education stresses what is unique about IaD: Distance education characterized by encounters with bordering practices. Implications for practice and/or policy IaD can benefit from a more critical research agenda, as well as returning to distance education's intellectual roots focused on the politics of access. Immigration policies which attempt to govern international students' geographic mobility differently from domestic students' (eg, disincentivizing international student distance education) should ensure such policies do not negatively impact (1) international

students' access to education or (2) education institutions' academic programme design.

Bruyère, C., Gauchard, X., Bauduin, D., Hazard, B., Monthéard, M., Paguet, J.-M., & Quéré, M. (2025). **La classe de seconde : étape-clé pour l'élève de lycée**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4061> (p. 97) [Report]. Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/media/199684/download>

La classe de seconde, par laquelle passe 90 % d'une classe d'âge, constitue un moment charnière dans le parcours secondaire des élèves. Le rapport d'inspection générale en dresse un portrait inédit autour des dimensions d'apprentissage, d'orientation et d'engagement citoyen, dans un contexte d'évolutions structurelles au collège et au lycée. La classe de seconde, seul cycle d'une année dans le parcours secondaire de l'élève, souffre d'un cloisonnement scolaire et d'une hiérarchisation implicite entre niveaux, voies et disciplines. Le rapport propose une approche systémique pour transformer cette année sans examen final en un temps de transition progressive et de construction du projet d'orientation. Cette transformation repose sur une formalisation de la liaison collège-lycée, la nomination d'un référent du niveau pour coordonner le soutien des élèves fragilisés et un accompagnement global de leur engagement citoyen dans un hors l'école. En parallèle, il s'agit d'intégrer un enseignement technologique centré sur la découverte des séries et de la démarche de projet, de rendre visibles les parcours d'élèves au-delà de la seconde et de favoriser des projets de classe pour renforcer le sentiment d'appartenance. Ce projet ambitieux, qui appelle à une formation et un soutien institutionnel accrus, vise à faire de la classe de seconde un véritable tremplin vers la réussite et l'épanouissement des élèves.

Buchner, T. (2025). **On 'integration rooms', tough territories, and 'places to be': the ability-space-regimes of three educational settings at Austrian secondary schools**. *International Journal of Inclusive Education*, 29(2), 192-209. <https://doi.org/10.1080/13603116.2021.1950975>

Over the last decade, several educational reforms have aimed to make the Austrian education system more inclusive by promoting individualised learning, differentiated instruction, and enabling forms of support for all students. Within pertinent policy papers, cooperative teaching and additional rooms for instruction are considered prerequisites for inclusive education. In this paper, I explore the implementation of these policies in situ by drawing on different types of qualitative data. Borrowing concepts from human geography and dis/ability studies in education, I reconstruct what I call ability-space-regimes of three different educational settings at Austrian secondary schools. In particular, I investigate the role of additional rooms in the construction of pedagogical spaces, intended to enable teachers to practice differentiated modes of instruction and promote individualised learning. After discussing the results, I draw conclusions regarding inclusive education policies within meritocratic education systems and the role of space and ability expectations.

Buford, M. V., & Flores, L. Y. (2025). **Centering Race in Career Development: A Critical Review of Career Scholarship and Practice**. *Journal of Career Development*, 52(2), 195-213. <https://doi.org/10.1177/08948453241309017>

In response to calls for more attention to social justice in career development, many career professionals have undertaken equity-driven research and practice. Yet, direct

attention to race and racism continues to represent a gap in the work of career vocational scholars and practitioners. This article reviews research on past and present links between race and work, along with the evolution of attention to racial equity. It highlights, in particular, the underrepresentation of Black, Indigenous, and Professionals of Color perspectives in the profession, and the ways in which career scholars and practitioners have evaded direct attention to systemic racism. The concepts of racial capitalism and representative bureaucracy, and their implications for the racial justice aims of the profession, are discussed. We provide recommendations for transforming career development professional associations into anti-racist organizations that can lead racial equity action in career development.

Bukaie, M., Hussein, Y., & Millican, J. (2025). **The role of universities in early recovery in early recovery in northwestern Syria: Al-Sham University as a model.** *International Journal of Educational Research Open*, 8, 100434. <https://doi.org/10.1016/j.ijedro.2024.100434>

The success of early recovery programs is a crucial entry point for ending conflict. Typically, the initiation of early recovery programs is associated with reaching a political settlement and agreeing on a national government to lead these programs. The Syrian context presents a different scenario where the conflict was relatively frozen between 2020 and 2024 and then resolved by the opposition. During the frozen period of conflict, there was no national government agreed upon by all parties to lead early recovery efforts. This situation will allow non-state actors to increase their roles in the early recovery process. This research looked at the potential and actual role of Sham University, a private university which has been operating in areas not controlled by the Syrian government in northwest Syria, in the field of early recovery. Traditionally, university activities have focused on three main sectors: education, scientific research, and public service, areas which can all serve to stimulate the university's contributions to early recovery. This paper discusses Sham University's contributions in the fields of local institutional governance, enhancing stability through the provision of essential services, promoting social cohesion through the integration of displaced persons, stimulating the economic cycle, peacebuilding, and reconstruction. The extent of these contributions is linked to three key factors: First: The understanding of what early recovery means to university staff and lecturers and its future implications. Second: The adoption of the principle of social responsibility by the university, and whether this is linked to a community vision adopted in its operations. Third: The size and type of contributions made by the university that can be included in the field of early recovery. However, while the research examined the role of universities in early recovery in northwestern Syria, while it was under opposition control, between 2020 and the end of 2024, since an analysis of the results the context has changed significantly. On November 27, 2024, the Syrian opposition launched a surprise military operation that ended with the overthrow of the regime and the opposition taking control. This is already having clear effects on role of universities and the contributions they may be able to make. While the situation is still very much one of early recovery it is no longer a frozen conflict and developments provide an important particularly to institutions, like Sham which were set up in areas that were under opposition control. A key example is overcoming the hurdle of recognition and accreditation. Developments provide both an opportunity and a threat to Sham University in terms of increasing or decreasing its expected role, linked to its ability to adapt to political change, the emerging logistical, financial, and human challenges and the levels of stability that the new administration will be able to create. The research data indicates that the contributions universities make are not always measurable with no clear correlation

between the size of the contribution and the expected positive impact. In some cases, the contribution has been or may be effective, but its impact negative, for example reinforcing local identities at the expense of national identity. This is likely to have repercussions on the future of the Syrian state.

Bush, T. (2025). **Leadership across boundaries: Managing multiple accountabilities.** *Educational Management Administration & Leadership*, 53(2), 235-237. <https://doi.org/10.1177/17411432251313891>

Bussu, A., Pulina, M., Ashton, S.-A., & Mangiarulo, M. (2025). **Cyberbullying and cyberstalking in higher education: policies and practices for supporting students and university staff.** *Social Psychology of Education*, 28(1), 34. <https://doi.org/10.1007/s11218-024-09989-x>

This paper explores cyberbullying and cyberstalking victimisation in a Higher Education community and potential strategies for better supporting victims. It analyses qualitative responses from a convenience sample of students and staff who experienced these adverse behaviours. The data were collected from 34 self-selected respondents from a university in the United Kingdom. All qualitative responses were analysed using thematic analysis through ATLAS.ti 7.5. The interpretation of the data adopted a constructivist epistemological lens. Two-thirds of the sample reported cyber-victimisation formally to the police and/or their employers, but they encountered diverse responses, ranging from strong support to feeling judged or misunderstood. The study highlights that several victims adopted personal strategies to counteract cyberbullying and cyberstalking. Support from family and friends emerged as the primary protective factor for students and university staff. The findings contribute to the development of best practices and policies, as well as the mitigation of risk factors, ultimately fostering cyber user resilience.

Butzbach, É., & Ayed, C. B. (2024). **La mixité sociale : une politique publique non assumée.** *Administration & Éducation*, 184(4), 29-38. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-29>

Çalikoğlu, A., Bulut-Sahin, B., & Aşık, A. (2025). **Virtual exchange as a mode of internationalization at a distance: Experiences from Türkiye.** *British Journal of Educational Technology*, 56(2), 909-926. <https://doi.org/10.1111/bjet.13546>

This study examines virtual exchange (VE) as a mode of internationalization at a distance through the Turkish higher education context. Recognizing the constraints of geographical mobility, VE emerges as a viable alternative to enhance international and intercultural learning through technology. Employing a qualitative phenomenological design, we interviewed 22 participants, including students, faculty members and international office professionals from five Turkish universities. Our findings reveal diverse motivations, such as personal and academic development, and highlight professional and intercultural affordances. However, significant challenges persist, including technological limitations, time and communication obstacles and institutional support deficiencies. Our study indicates that VE projects provide valuable international experiences and intercultural awareness for students unable to participate in geographical mobility, yet they require careful consideration of technological tools and planning of activities in the 'third space' to overcome existing barriers and enhance student engagement. We recommend that scholars and institutional leaders give more consideration to VE from the viewpoint of internationalization at a distance for more

inclusive and equitable internationalization practices in higher education driven by technological tools. Practitioner notes What is already known about this topic? Virtual exchange offers cost-effective solutions for international and intercultural exchanges, especially for students with limited opportunities for geographical mobility. What does this paper add? Examines the virtual exchange from the viewpoint of Internationalization at a distance, using the Turkish case. Uses the conceptual lens of space, place and time to understand virtual exchange and Internationalization at a distance and improve virtual exchange experiences in underprivileged contexts. Implications for policy and practice Instructors should foster a sense of community and belonging for virtual exchange participants and diversify technological tools and communication mechanisms. Institutions should prioritize virtual exchange and technology integration in internationalization, provide adequate resources for students and faculty members and incentivize virtual exchange.

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.

Campbell, L. (2025). **Agenda-setting for education reform: the case of the Vision Statement for the Future of Scottish Education.** *Oxford Review of Education*, 51(1), 93-108. <https://doi.org/10.1080/03054985.2023.2292638>

Policy cycles are initiated via a variety of context-bound causal drivers. In situations where systemic reform is desired, agenda-setting is vital to this process. This paper examines 'The National Discussion on Scottish Education', which was a sequence of stakeholder engagements promoted as a listening exercise to enable policy agenda-setting for a period of education reform. By considering key elements of the context of

education reform in Scotland, the design of the stakeholder engagement process, the published outcome of the process, and by reflecting on the purposes underpinning these, this paper examines the conceptual bases upon which the National Discussion and the Vision Statement that arose from it were founded. The intention to create a vision that was both consensual and compelling was challenging to realise in practice. However, the focus on communitarian values evinced through the Vision Statement offers a helpful orientation for future policymaking and professional practice in education, suggesting the important interrelationship between vision and values for agenda-setting in policy.

Castro, J. F., & Villacorta, L. (2025). **Too Hard, Too Easy, or Just Right: The Productivity of Schooling and the Match between Child Skill and School Complexity.** *World Bank Economic Review*, 39(1), 26-41. <https://doi.org/10.1093/wber/lhae013>

The World Bank has been working closely with the Ministry of Human Resources and Social Development (MHRSD) in the Kingdom of Saudi Arabia (KSA) to develop a system-level skills strategy. The MHRSD first started by establishing a Skills and Training Deputyship and allocated resources to start leading the national skilling agenda through coordinated efforts with all relevant role-players. The strategy responds to the KSA's goal to diversify its economy and empower its people with the necessary skills to become global citizens. It further responds to the need to coordinate existing skills development efforts. The system approach to skills strategies includes a strong focus on governance, creating sectoral representative bodies, such as Sector Skills Councils (SSCs) to facilitate a demand-led skills approach to skills development, establishing efficient labor market information and quality assurance systems, and cultivating a responsive education and training system. Each of these focus areas makes up the core of a systems-based approach to skills development. The key principles of a system-level skills development framework are summarized here and expanded on later in the text.

CEDEFOP. (2024). **Évolution de la performance des systèmes de compétences européens de 2015 à 2022.** *Note d'information - CEDEFOP*, (9199), 1-5. <https://doi.org/10.2801/9828032>

L'indice européen des compétences (ESI) mesure les performances des systèmes de compétences dans les États membres de l'Union européenne (UE). Cette note examine comment, entre 2015 et 2022, les systèmes de compétences des États membres se sont adaptés à des attentes et des défis croissants : les conséquences de la crise financière, le changement climatique, la pandémie de COVID-19, l'accélération du développement et de la diffusion des technologies, le changement démographique et l'invasion de l'Ukraine. Sur la période 2015-2022, l'ESI, agrégé pour tous les pays, montre une amélioration globale, absolue, des systèmes de compétences dans l'ensemble de l'UE.

CEDEFOP: European centre for the development of vocational training. (2024). **Transparency and transferability of learning outcomes: a 20-year journey: analysis of developments at European and national level.** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16192

Ce rapport propose un examen complet des initiatives politiques européennes (2000-20) visant à améliorer la transparence et la transférabilité des acquis d'apprentissage, afin de soutenir la mobilité et l'apprentissage tout au long de la vie. L'étude évalue la cohérence et l'impact des politiques. Les résultats révèlent des synergies croissantes

entre les initiatives, notamment en termes d'objectifs et de principes, soutenues par l'adoption de l'approche basée sur les acquis d'apprentissage. Toutefois, il existe des possibilités de renforcer la coopération européenne, notamment entre les secteurs de l'éducation et de la formation. Les principales contributions consistent à mettre davantage l'accent sur les acquis de l'apprentissage, à accorder plus d'attention à l'apprentissage en dehors des cadres formels, à favoriser l'alignement des politiques, à promouvoir des qualifications transparentes et à plaider en faveur de parcours d'apprentissage flexibles.

Celbis, O., van de Laar, M., & Volante, L. (2025). **Resilience in higher education during the COVID-19 pandemic: A scoping literature review with implications for evidence-informed policymaking.** *International Journal of Educational Research Open*, 8, 100392. <https://doi.org/10.1016/j.ijedro.2024.100392>

With the onset of the COVID-19 pandemic, the construct of resilience has received growing attention in the higher education literature. The pandemic, acting as an external stressor, impacted multiple higher education settings in 2020 during the period of lockdowns, when universities had to temporarily close on-campus activities and shift to online emergency responses. The objective of this scoping review is to explore how resilience was conceptualized in the higher education research literature during the initial emergency response phase of the pandemic, and how conceptual and research design choices in this early body of literature shaped policy recommendations aimed at enhancing the resilience of individuals and support systems in higher education. This article, thus, contributes to the ongoing discussion in the academic and policy-relevant literature on how to better prepare universities as organizations and communities for a response not only during the emergency pandemic, but also beyond, in post-pandemic higher education settings. We find that the first wave of academic literature on the subject largely focused on resilience at the individual level, and more so on the resilience of students rather than the resilience of faculty and academic support staff. Resilience as a group-level construct was the focus of empirical study only in a few articles in our review sample, and even then, there were differences in the ways the concept was defined and operationalized, making comparisons between studies virtually impossible. We also found support for the argument that depending on the operationalization of the concept, some forms of resilience inadvertently may decrease other forms of resilience—either when resilience is conceptualized differently, or operationalized at a different level of analysis. The fragmentation in the literature reflecting different conceptualizations and measurements of resilience as a construct complicates the academic conversation in the field and the process of making recommendations for the design of support policies. In conclusion, the article makes several suggestions on promising lines of further research which can advance the state of art in the field.

Chan, Y. Y., & Tang, H. H. (2025). **Student Voices About Educational Inequalities and Justice: Problematizing a Neoliberal Education System.** *Education and Urban Society*, 57(3), 299-322. <https://doi.org/10.1177/00131245251314135>

Rising educational inequality is considered as one pressing social problem in many national education systems. There is limited existing literature that examines how youth from different social backgrounds perceive and consider social inequalities and “justice.” This study addresses this research gap by probing the perspectives of different young people who have experienced the competitive Hong Kong education system through qualitative interviews. The findings revealed that youth, despite facing challenges,

adopted a relatively “positive” mindset by focusing on what they could change rather than being fatalistic about social reproduction. Both middle-class and working-class young people in the sample did not view differences in family capital as inequalities but believed in education's role in promoting social mobility within a meritocratic system. The study also suggests redefining “life successes” from traditional measures of status and wealth to the perspectives of students that value job and life satisfaction. Critical analyses that highlight the embedded neoliberalism were conducted on these problematic findings, and the implications for educational policies were discussed.

Charlot, B., & Butzbach, É. (2024). **La place des valeurs dans la fabrique des politiques d'éducation.** *Administration & Éducation*, 184(4), 13-19.
<https://doi.org/10.3917/admed.184.0013>

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.

Clément, P. (2024). **Réformer l'école par la concertation ? Heurs et malheurs de trois expériences récentes.** *Administration & Éducation*, 184(4), 77-83. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-77>

Clerkin, A., & Delaney, E. (s. d.). **How Large-scale Assessments have Informed Education Policy in Ireland.** *IEA Compass: Briefs in Education*, 1-8. Consulté à l'adresse <https://www.iea.nl/publications/series-journals/iea-compass-briefs-education-series/january-2025-how-large-scale>

International large-scale assessments (ILSA) offer valuable data that may reveal areas for educational policy reform. Using Ireland as an example this Compass Brief identifies important issues for policymakers globally to consider when using ILSA data within their own national contexts.

Cohen, J., Boguslav, A., Wyckoff, J., Katz, V., Sadowski, K., & Wiseman, E. A. (2025). **Core Requirements, Structured Flexibility, and Local Judgment: Balancing Adherence and Adaptation in the Design and Implementation of District-Wide Professional Development.** *Educational Evaluation and Policy Analysis*, 47(1), 263-291.
<https://doi.org/10.3102/01623737231210285>

Professional development (PD) for teachers is a ubiquitous feature of the American educational landscape. Yet we know little about how districts navigate the variation in

teacher learning needs when designing and implementing district-wide PD programs. In this paper, we describe how the District of Columbia Public Schools implemented an ambitious PD program called LEAP (LEarning together to Advance our Practice). Aligned with best practices, LEAP consisted of weekly group learning in content-specific teams, followed by individualized coaching support, all guided by a district-provided professional learning curriculum. We capitalize on both quantitative and qualitative data to understand how the program was implemented and how the district's implementation efforts shaped what happened on the ground. Finally, we highlight implications for other districts interested in implementing complex PD.

Cohodes, S. R., Corcoran, S. P., Jennings, J. L., & Sattin-Bajaj, C. (2025). **When Do Informational Interventions Work? Experimental Evidence From New York City High School Choice.** *Educational Evaluation and Policy Analysis*, 47(1), 208-236. <https://doi.org/10.3102/01623737231203293>

Despite evidence that informational interventions can influence K–12 school choices, we know little about the mechanisms through which they work and the factors that produce heterogeneity in student responses. Through a school-level randomized controlled trial conducted in 473 New York City middle schools serving 115,000 eighth graders, we evaluated three counselor-delivered informational interventions that were designed to help students avoid low-graduation high schools, but differed in their level of individual customization and mode of delivery (paper or online). Every intervention reduced likelihood of application to and enrollment in low-graduation-rate schools (those below the city median of 75%). Simplified paper interventions had the largest impacts and produced lower heterogeneity in effects across subgroups than customizable digital formats. A key mechanism by which interventions worked was through new information replacing students' default first-choice schools that had low graduation rates and guaranteed admission. We conclude that informational interventions to support school choice can be effectively implemented at scale via school counselors, but that intervention design can lead to differences in who engages, with consequences for inequality.

Condat, S. (2024). **L'éducation en situation d'urgence.** *Revue internationale d'éducation de Sèvres*, (97), 12-16. <https://doi.org/10.4000/139bn>

Deux cent vingt-quatre millions d'enfants et d'adolescents, dont 53 % de filles, sont touchés par des crises multifactorielles (conflits armés, catastrophes naturelles, épidémies) ; 54 % vivent en Afrique subsaharienne et près de la moitié dans huit pays (Éthiopie, Pakistan, Afghanistan, Soudan, République démocratique du Congo, Myanmar, Mali et Nigeria) ; 15 millions ont été déplacés de force ; 72 millions ne sont pas scolarisés et ont besoin d'urgence d'une éducation de qualité. Les plus vu...

Cour des comptes. (2025). **Une évaluation de l'attractivité de l'enseignement supérieur français pour les étudiants internationaux** (p. 182). Consulté à l'adresse Cour des comptes website: <https://www.vie-publique.fr/rapport/297631-attractivite-de-l-enseignement-sup-francais-pour-les-etudiants-etrangers>

La mobilité internationale est en croissance continue, ainsi, le nombre d'étudiants en mobilité diplômante dans le monde passe de 600 000 en 1975, à 3,5 millions en 2005 et à 6,4 millions en 2021, ils représentent aujourd'hui 2,7 % des étudiants dans le monde. La France occupe la première place des pays d'accueil des étudiants internationaux pendant l'entre-deux guerres, elle est deuxième derrière les États-Unis en 1980, quatrième

en 2017 puis septième en 2022. Par rapport aux autres principaux pays d'accueil d'étudiants internationaux, la France ne parvient pas à choisir les objectifs qu'elle assigne à l'attractivité internationale de l'enseignement supérieur en matière de mobilité étudiante. Historiquement, le principal objectif est le rayonnement culturel et linguistique, mais dans un contexte de remise en question, plusieurs réformes majeures se succèdent, telles que la procédure de candidature et de sélection « Études en France » en 2007, la création de « Campus France » dont l'objectif est d'améliorer la qualité d'accueil, la fluidification du parcours des étudiants étrangers avec l'introduction du visa de long séjour valant titre de séjour (VLS-TS). Ces évolutions sont réunies pour la première fois dans une stratégie interministérielle d'ensemble, « Bienvenue en France », fin 2018, mais cette stratégie ne résume pas à elle seule l'action des pouvoirs publics en faveur de l'attractivité de l'enseignement supérieur. Tout en faisant remonter l'analyse aux réformes des années 2000 ce rapport d'évaluation présente des recommandations afin d'améliorer l'attractivité de la France et s'attache à répondre à trois questions : La politique d'accueil des étudiants étrangers en France est-elle en adéquation avec les différents enjeux nationaux (économie, recherche, migrations, société et influence) ? Les actions et les moyens mis en œuvre contribuent-ils à l'attractivité, à l'accueil et à l'amélioration du parcours des étudiants étrangers ? Quels sont les impacts mesurables de la politique en matière d'enseignement supérieur, de recherche, d'économie, d'emploi et de rayonnement ?

Cramer, K. C., & Ruffin, N. V. (2025). **The Europeanisation of Research Infrastructure Policy**. *Minerva*, 63(1), 45-68. <https://doi.org/10.1007/s11024-024-09544-0>

Political interest in Research Infrastructures on a European scale has been a new phenomenon, marked in the early 2000s with the launch of the Lisbon Strategy and the European Research Area. European Research Infrastructure policy then developed through, first, the strategic incorporation of incumbents through new modes of coordination; second, the European Commission's emphasis of joint responsibility at the supranational level, claiming its own accountability and mobilizing the subsidiarity principle to its advantage; third, the incentivization of conformity to the European Commission's policy agenda through generous financial schemes and fourth, the implementation of tailor-made legislation. While this topic speaks to current debates in EU studies, it also amends analyses of Big Science as an empirical puzzle within European politics and integration and launches a scholarly effort to come to terms with the new phenomenon of Research Infrastructures.

Cuddy, M., Lewis, A. E., & Krysan, M. (2025). **Disempowering Marketplaces: How School Choice Enrollment Routines Legitimize Educational Inequality**. *American Educational Research Journal*, 62(2), 456-495. <https://doi.org/10.3102/00028312241308545>

As school choice increases, parents are expected to act like consumers choosing from a school marketplace. However, to what extent do parents understand and enact this new role? Drawing on organizational theory, we examine the mismatch between the ostensive (ideal) and performative aspects of the school choice enrollment routine. Analyzing interviews with 136 parents in Chicago, we found that only a small minority perform the enrollment routine as officially envisioned (i.e., researching and applying to multiple schools). Instead, most parents know little to nothing about the enrollment routine. Further, even "educated consumer" parents feel disempowered by the routine. We argue that in a context of deep structural educational inequality, the current enrollment routine works to deflect responsibility onto individual parents.

Daverne-Bailly, C., Grenier, V., & Li, Y. (2024). **Entre réformes et crise sanitaire : les lycéen-ne-s mis-es à l'épreuve de l'orientation**. *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115506ar>

Dans le contexte français de réformes du processus d'orientation du lycée vers l'enseignement supérieur, couplé à une crise sanitaire de la Covid-19, il convient de porter une attention particulière aux jeunes, à leurs vécus et à leurs expériences. Reprenant une démarche compréhensive, cet article documente ces expériences « sur le vif » à travers les témoignages de lycéen-ne-s et, à posteriori, d'étudiant-e-s. Il montre que la crise sanitaire est venue renforcer une expérience déjà malmenée par les politiques éducatives récentes et un accompagnement à l'orientation jugé inadapté, contraignant ces jeunes à rechercher un équilibre entre subjectivation et stratégie.

Davies, H. (2024). **Recognition of professional qualifications**. Consulté à l'adresse <https://www.eua.eu/publications/briefings/recognition-of-professional-qualifications-september-2024.html>

Cette note d'information examine l'état d'avancement de la reconnaissance des qualifications professionnelles et académiques jusqu'à la fin du mois de septembre 2024. À ce titre, elle couvre trois domaines principaux : les qualifications professionnelles et les développements sur le marché du travail européen ; les évolutions dans le secteur de l'enseignement supérieur européen ; le rapport Draghi sur la compétitivité européenne et celui d'Enrico Letta. Sont notamment étudiées les implications de ces rapports pour l'alignement de la politique européenne de l'enseignement supérieur sur les besoins du marché du travail.

Delavergne, C. (2024). **L'institutionnalisation du travail collectif des enseignants du second degré : des orientations ministérielles paradoxales**. *Administration & Éducation*, 184(4), 101-107. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-101>

Demirkasımoğlu, N., & Taşkın, P. (2025). **Elected versus appointed rectors in top Turkish research universities: Profiles and performance impacts**. *International Journal of Educational Development*, 113, 103223. <https://doi.org/10.1016/j.ijedudev.2025.103223>

This research examines the academic performance and university rankings under elected and appointed rectors in Turkish research universities, aiming to offer valuable insights into governance dynamics and their effects impact on institutional outcomes. We compare the publication and citation metrics, as well as university rankings, during the tenures of elected and appointed rectors across 19 public universities and their 38 rectors in Türkiye using document analysis and descriptive approach. The findings highlights that while appointed rectors show more diversity, including significant representation from the social sciences and humanities, elected rectors are notably from the medical area, with engineering coming in second. Despite differences in academic backgrounds and disciplinary specializations, the comparison reveals no significant divergence in publication and citation performances between elected and appointed rectors. However, the trajectory of university rankings shows a stark contrast, during times when rectors are appointed. A drop in rankings, which is especially noticeable during contentious appointments, emphasizes how crucial legitimacy and stakeholder trust are in determining institutional performance. This study advances our understanding of governance dynamics and how they affect research universities' institutional reputation.

Denfeld, A.-P., Canrinus, E. T., & Daleheffe, I. M. (2025). **Triggering the Duty to Act: Teachers' Approach to the Norwegian Law on Students' Psychosocial Environment.** *European Journal of Education*, 60(1), e70046. <https://doi.org/10.1111/ejed.70046>

Chapter 9A of the Norwegian Education Act obligates teachers to act upon any suspicion of deficits in the school environment. This cross-sectional study explores teachers' (n = 140) perceptions and motivations in terms of initiating cases according to 9A, considering both accountability and responsibility. Teachers' job satisfaction and self-efficacy are associated with their approach to 9A. The strongest predictor of case initiation is how difficult teachers perceive taking action to be. Other significant predictors are their content knowledge and the law's perceived effect. These findings have significance for policymakers, teacher education, and professional communities in schools.

Desinor, A. (2024). **Inclusion scolaire des élèves à besoins éducatifs particuliers et formation des enseignants : une étude auprès des enseignants d'Haïti et de la France** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04987024>

La scolarisation des élèves avec un besoin particulier interroge la modalité de formation des enseignants dans l'exercice de leur métier. Cette mise en œuvre demande que les enseignants soient préparés à gérer la différence et la diversité des élèves comme l'exige le nouveau paradigme inclusif. Ainsi, l'une des aides à apporter est bien celle fournie par l'enseignant dans sa classe en mettant en œuvre un enseignement adapté permettant de répondre aux besoins particuliers des élèves. Ainsi, s'interroge comment accompagner ces enseignants pour faire face à ces nouveaux défis ? L'objectif de cette thèse est d'étudier les modalités de scolarisation des élèves à besoins éducatifs particuliers et la formation des enseignants en Haïti, en prenant en compte des variables de contexte dans d'autres pays, en particulier la France. Une première étude aborde certains facteurs de l'inclusion scolaire, en portant une attention particulière à la formation et aux pratiques pédagogiques des enseignants, ainsi qu'aux difficultés rencontrées par ces derniers. Cette recherche n'est pas une étude comparative, mais plutôt une étude de cas portant sur les deux pays mentionnés. L'analyse de la première étude s'appuie sur des données déclaratives collectées à l'aide d'une méthode mixte, incluant des questionnaires et des entretiens semi-directifs menés auprès des enseignants du primaire et du secondaire en France et en Haïti. La deuxième étude met en œuvre un dispositif de formation destiné à une quinzaine d'enseignants haïtiens. Les résultats montrent que la plupart des enseignants utilisent une variété de pratiques pédagogiques, principalement issues des méthodes traditionnelles. Parallèlement, l'effet de la formation sur les pratiques mises en œuvre par les enseignants a été analysé. Les résultats indiquent que la formation influence en partie certaines pratiques des enseignants, comme en témoigne le nombre d'entre eux ayant adopté certaines pratiques après la formation pour mieux accueillir ces élèves.

Diehl, D. K. (2025). **Forms of culture in the implementation of school reform efforts: A conceptual framework.** *Theory and Research in Education*, 23(1), 61-76. <https://doi.org/10.1177/14778785241279734>

Despite concerted efforts to improve educational practices through reform, classroom implementation remains a persistent challenge. This theoretical article draws on recent work in cultural sociology to offer a fresh perspective on this problem. It introduces a

framework that differentiates between declarative, procedural, and public forms of culture, highlighting their unique mechanisms of internalization and enactment. This multidimensional understanding of culture reveals the cognitive challenges inherent in translating reform principles into classroom practices. More specifically, the article contends that the common assumptions of convertibility and transferability between these forms of culture underlie the limited success of many reform initiatives. By attending to the cognitive dimensions of cultural dynamics, the proposed framework opens new avenues for understanding and addressing the difficulties of educational change. This article concluded with an agenda for future research to test and refine the framework.

Dulude, E., & Milley, P. (2025). **Le rôle et l'expansion des instruments d'action publique dans la transformation des systèmes éducatifs pour atteindre l'excellence et l'équité : Une analyse historique en Ontario de 1993-2017.** *Canadian Journal of Educational Administration and Policy*, (205), 39-58. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77488>

Les récentes politiques publiques cherchent à instituer des changements à grande échelle pour réaliser l'équité et l'excellence dans les écoles. Celles-ci s'appuient sur divers instruments d'action publique pour encourager tous les acteurs du système à se concerter et à modifier leurs pratiques et croyances afin d'assurer une cohérence systémique dans l'implantation des politiques. Nous illustrons la manière dont trois des quatre dernières réformes ontariennes visant l'excellence et l'équité ont, de 1993 à 2019, déployé différents types d'instruments au fil du temps pour orienter, coordonner et susciter des changements. Une analyse de ces instruments d'action publique et de leur cohérence sur différentes périodes met en évidence la surcharge d'instruments qui s'accumule au fil du temps par le nombre, le type et la superposition. Cette analyse permet d'expliquer, en partie, les tensions et les incohérences qui découlent de la volonté de transformer le système afin d'atteindre l'équité et l'excellence de tous les élèves ontariens.

Duncan-Andrade, J. M. R. (2022). **Equality or equity: toward a model of community-responsive education.** Consulté à l'adresse <https://hep.gse.harvard.edu/9781682537473/equality-or-equity/>

« A leading scholar-practitioner and ardent proponent of culturally responsive forms of education, Jeffrey M. R. Duncan-Andrade aims to settle the debates over whether we should work toward a public education system built on the goal of equality, in which identical resources are provided for all students, or equity, in which different resources are offered in response to differences in student interests and needs. Duncan-Andrade centers his argument on the importance of creating meaningful education experiences for all students, particularly for low-income students of color and immigrant students, who have gained relatively fewer benefits from decades of equality-focused education reform. Drawing on research from across a range of disciplines, including neuroscience, social epidemiology, public health, and social work, Duncan-Andrade introduces three essential domains of a pedagogy that are both culturally and community responsive: relationships, relevance, and responsibility. He enlists the voices of practitioners to provide grounded examples of what community-responsive pedagogy looks like in each of these domains. These examples demonstrate how equitable classroom practices can enrich student engagement, enhance trauma responsiveness, and improve educational outcomes. Equality or Equity makes an urgent appeal for designing and implementing a

truly equitable school system and shows us how we can begin to accomplish that goal »-
-Provided by publisher

Duncheon & Hornbeck. (2025). **Neoliberal Pressures and Democratic Aims: How Competing Logics of the Community College Influence Dual Enrollment Growth.** *Community College Journal of Research and Practice*, 49(3), 187-205. <https://doi.org/10.1080/10668926.2023.2284215>

Dual enrollment coursework, also known as dual credit (DC), allows high school students to earn college credit through secondary-postsecondary partnerships. DC participation has been positively associated with college completion, though access to coursework is stratified by race and class. DC programs have scaled rapidly over the past decade, with particular implications for community colleges, which offer 70% of DC coursework. Yet, few studies in the DC literature have centered the perceptions of college stakeholders. Drawing on institutional logics, this qualitative study examines the benefits and challenges of DC expansion from the community college perspective. We focus on interviews with 28 administrators and faculty from a large, diverse community college district in Texas, where DC course-takers represent almost 25% of the population. Findings reveal that stakeholders framed DC as promoting college access, equity, and preparation (social-democratic logic), but the rapid pace of program growth (neoliberal logic) sometimes undermined their capacity to advance those aims. The study calls for investing in community colleges to maximize DC benefits.

Dupriez, V. (2025). **Les enseignants face aux nouveaux modes de gouvernance : que deviennent leur autonomie et leur jugement professionnels?** *Canadian Journal of Educational Administration and Policy*, (205), 7-18. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77492>

Cet article s'intéresse à l'autonomie professionnelle des enseignants au sein de systèmes éducatifs de plus en plus caractérisés par de nouveaux modes de gouvernance. En s'appuyant sur la littérature scientifique internationale, ce texte défend une thèse : le recours au marché, à la reddition de comptes et aux données probantes affecte considérablement le groupe professionnel enseignant en produisant un déplacement des bases de la confiance, une division verticale du travail accrue et, potentiellement, une menace envers le jugement professionnel enseignant.

Education Cannot Wait. (2025). **Accès à l'éducation et résultats d'apprentissage des enfants et adolescents touchés par les crises : état des lieux, mise à jour des estimations mondiales 2025.** Consulté à l'adresse <https://www.educationcannotwait.org/fr/resource-library/brief-global-estimates-2025-update>

La fiche d'information sur les Nouvelles estimations mondiales 2025 d'Éducation sans délai (ECW) indique que le nombre d'enfants d'âge scolaire en situation de crise dans le monde ayant besoin d'un soutien urgent pour accéder à une éducation de qualité a atteint 234 millions, soit une augmentation estimée à 35 millions au cours des trois dernières années. Les réfugiés, les enfants déplacés à l'intérieur de leur pays, les filles et les enfants handicapés sont parmi les plus touchés.

Égalité des chances pour l'accès à certaines écoles de service public., Pub. L. No. 353 (2024-2025) (2024).

Proposition de loi visant à proroger le dispositif d'expérimentation favorisant l'égalité des chances pour l'accès à certaines écoles de service public

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 (Working Papers) N° 13950). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/13950.htm>
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.

Enchikova, E., Neves, T., Toledo, C., & Nata, G. (2025). **A long road to educational equity: Tracking trends through PISA 2000–2018**. *International Journal of Educational Research Open*, 8, 100445. <https://doi.org/10.1016/j.ijedro.2025.100445>

The OECD's Programme for International Student Assessment (PISA) has reported on the levels of educational equity in participating countries since its inception in 2000. However, little attention has been paid to changes in equity levels over time. This study analyses data from the 2000 to 2018 PISA rounds, offering an overview of educational socioeconomic-related equity — specifically equality of opportunity (assessed through the relationship between R-squared and ESCS) — trends across 87 countries, comprising 37 OECD members and 50 partner countries. It provides insights into the dynamics of equity levels at the country level, the stability of these trends, and the consistency of the changes. By using all available PISA waves for each participating country, calculating an average R-squared between subjects (Reading, Math and Science), and combining the “absolute” position in the equity indicator with the change over time in that same indicator, this study presents the first comprehensive picture of the evolution of equality of opportunities (assessed through the R-squared indicator) in all PISA-participating countries. Results show that, on average, PISA-participating countries have only slightly improved their equality of opportunity. Additionally, there is an absence of clear patterns regarding the relationship between equity levels and equity change, highlighting the diversity of national pathways to equity and underscoring the importance of analysing specific contexts when assessing equity. Lastly, this study also helps to identify successful country cases that have demonstrated more solid and coherent positive trends in improving educational equity over the last two decades.

ETF : European training foundation. (2024a). **Better recognition of qualifications**. Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2024-08/Recognition%20of%20qualifications.pdf>

Quels organismes appliquent quels processus dans la reconnaissance des qualifications d'autres pays ? Comment ces pratiques peuvent-elles être diffusées, soutenues et améliorées ? Quels sont les objectifs et les avantages de la reconnaissance pour les différentes parties ? Ce document décrit et compare les pratiques de reconnaissance dans différents secteurs de l'éducation (enseignement professionnel et enseignement supérieur) et dans les professions réglementées. Il identifie les obstacles à une reconnaissance efficace et propose des recommandations pour les surmonter.

ETF : European training foundation. (2024b). **Education, skills and employment: trends and developments 2024: an ETF cross-country monitoring report**. Consulté à l'adresse [https://www.etf.europa.eu/sites/default/files/2024-](https://www.etf.europa.eu/sites/default/files/2024-11/ETF%20CrossCountry%20Monitoring%20Report%202024_EN%20FINAL%20%281%29.pdf)

[11/ETF%20CrossCountry%20Monitoring%20Report%202024_EN%20FINAL%20%281%29.pdf](https://www.etf.europa.eu/sites/default/files/2024-11/ETF%20CrossCountry%20Monitoring%20Report%202024_EN%20FINAL%20%281%29.pdf)
S'appuyant sur l'édition 2023, ce rapport de suivi transfrontalier fournit un aperçu complet des tendances en matière d'éducation, de formation et d'emploi en 2024 dans 26 pays partenaires de l'ETF. En mettant l'accent sur l'apprentissage tout au long de la vie avec des données mises à jour, il examine la flexibilité, l'adaptabilité et l'équité des opportunités d'apprentissage dans des contextes socio-économiques et démographiques en évolution et présente les résultats des politiques liées à l'accès, la qualité, la pertinence et l'organisation des systèmes pour différents groupes d'apprenants.

ETF : European training foundation. (2024c). **Navigating the future: shaping the future of global education**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16206

À une époque marquée par des changements technologiques rapides, des bouleversements géopolitiques et des réalités post-pandémiques, les systèmes d'éducation et d'apprentissage tout au long de la vie doivent s'adapter pour répondre aux besoins changeants de la société et du marché du travail. Alors que la mondialisation renforce les liens entre les sociétés, les économies et les cultures, l'éducation doit trouver un équilibre entre la promotion des identités nationales et les perspectives mondiales. Mais comment l'éducation mondiale doit-elle évoluer pour doter les individus des compétences, des connaissances et des mentalités nécessaires pour affronter un avenir imprévisible ?

ETF : European training foundation. (2024d). **Torino process system monitoring report: Egypt (2024 update)**. Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2025-02/EGY202~1.PDF>

L'objectif de l'exercice de suivi du processus de Turin est de fournir aux décideurs, aux praticiens et aux parties prenantes une base fiable pour prendre des décisions éclairées sur l'amélioration des politiques, l'affectation des ressources, la conception de stratégies et l'analyse de suivi à l'appui de l'éducation et de la formation tout au long de la vie. Le présent rapport résume les résultats du suivi des performances du système d'enseignement et de formation technique et professionnel (EFTP) égyptien pour 2024 dans le contexte de l'initiative du processus de Turin. Comme en 2023, il examine la performance du système d'EFTP en matière d'offre d'opportunités d'apprentissage tout au long de la vie qui soient accessibles, de bonne qualité et bien gérées. Le rapport évalue également l'équité de ces opportunités pour les apprenants selon la formation, le sexe, l'origine et l'âge.

ETF : European training foundation. (2024e). **Torino process system monitoring report : Tunisia (2024 update)**. Consulté à l'adresse https://south.euneighbours.eu/wp-content/uploads/2025/02/TRP_L1_Monitoring_report_TUN_EN_2024.pdf

L'objectif de l'exercice de suivi du processus de Turin est de fournir aux décideurs, aux praticiens et aux parties prenantes une base fiable pour prendre des décisions éclairées sur l'amélioration des politiques, l'affectation des ressources, la conception de stratégies et l'analyse de suivi à l'appui de l'éducation et de la formation tout au long de la vie. Le présent rapport résume les résultats du suivi des performances du système d'enseignement et de formation technique et professionnel (EFTP) tunisien pour 2024 dans le contexte de l'initiative du processus de Turin. Comme en 2023, il examine la performance du système d'EFTP en matière d'offre d'opportunités d'apprentissage tout au long de la vie qui soient accessibles, de bonne qualité et bien gérées. Le rapport évalue également l'équité de ces opportunités pour les apprenants selon la formation, le sexe, l'origine et l'âge.

European Commission. Directorate general for education, youth. (2025). **State of implementation of the Council Recommendation on building bridges for effective cooperation in higher education 2023**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/d8e897b1-e382-11ef-be2a-01aa75ed71a1/language-en>

En avril 2022, le Conseil de l'Union européenne a invité les États membres à mettre en place des mesures incitatives pour une coopération européenne efficace dans l'enseignement supérieur. Dans le contexte de la stratégie européenne pour les universités récemment adoptée et de la croissance des alliances d'universités européennes, la recommandation du Conseil sur la « création de passerelles » visait à permettre une coopération transnationale plus approfondie et plus efficace. Ce rapport présente les réponses à une enquête sur la mise en œuvre de la recommandation du Conseil de 2022 sur la création de passerelles pour une coopération européenne efficace dans l'enseignement supérieur. Il met en évidence une mise en œuvre inégale des réformes en faveur d'une coopération transnationale plus approfondie.

Felde, A. K. (2025). **Opening the black box of student government in authoritarian contexts: institutional work and intra-organisational conflicts in the Students' Guild at Makerere University, Uganda**. *Higher Education*, 89(2), 423-439. <https://doi.org/10.1007/s10734-024-01229-7>

Student governments are important actors in higher education governance and also in more general political processes, particularly in Sub-Saharan Africa. Most of the research on student governments has thus far focused on the relations with higher education authorities and political parties, often without investigating their internal dynamics, thus risking of conceiving them as more homogeneous than they are likely to be. Analysing the internal dynamics of student governments is necessary to understand why student leaders, on behalf of their representative organisations, act and position themselves the way they do externally. This case study of the Students' Guild at Makerere University addresses this knowledge gap by uncovering and analysing internal conflicts of student governments, contributing with new empirical and theoretical insights on students' institutional behaviour and institutional ambiguity, in the context of authoritarian African states. While internal conflict is expected in any student government, this is anticipated to be even more the case in a conflictual context where there are strong links between students and national authorities. The approach is, in theoretical terms, based on the

institutional work perspective and relies on extensive fieldwork at Makerere University. I find that the student government is far more conflictual and heterogenous than previous literature suggests. Rather than comprising representatives who act unitarily, it is characterised by intra-organisational conflicts due to competing institutional work, which reflects representatives' multiple, diverse and divergent interests and institutional goals.

Felouzis, G., & Savioz, M. (2025). **Construire l'École inclusive ? Une analyse de cas en Suisse par les outils de la sociologie de l'action publique.** *Canadian Journal of Educational Administration and Policy*, (205), 28-38. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77481>

This article examines an inclusive school policy in the canton of Geneva in Switzerland. It analyzes how the concept of inclusive school, developed at the international level, is translated, disseminated and transformed at a local level. Our hypothesis is that this translation process involves the mobilization of collective actors whose work consists of redefining the rules of the educational game by defending, disseminating and adapting this new frame of reference. This work of mobilization and symbolic redefinition of what a fair school is can be observed in the debates generated by the very concept of inclusion and by the communication tools developed by interest groups defending inclusive schooling for students with disabilities. The analysis of these communication tools makes it possible to give content to this symbolic work and to analyze the way in which the reference frame of the inclusive school has been able to transform itself by spreading in the political and educational space of Geneva. However, it remains that the trajectory of a public policy, in education as in other sectors of society, cannot be limited to the social conditions of the emergence and diffusion of a new frame of reference (Revaz, 2020). In order for public action to be activated, it is necessary to build a political consensus around an object that is complex because it makes a radical break with previous models (Garnier et al., 2020). The second question will therefore be to understand how this consensus is achieved, and by what discursive and political tools. Our hypothesis is that the consensus around the notion of inclusion was achieved in Geneva through the use of a conceptual vagueness that made it possible for actors and institutions with divergent interests and contrasting conceptions of what a fair and equitable school is.

Fenwick, L. T. (2022). **Jim Crow's Pink Slip: The Untold Story of Black Principal and Teacher Leadership.** Consulté à l'adresse <https://hep.gse.harvard.edu/9781682537190/jim-crows-pink-slip/>

França, T., & Aguiar, J. (2023). **Grade conversion in the context of the recognition of learning mobility.** Consulté à l'adresse https://eenee.eu/wp-content/uploads/2024/07/EENEE-AHQ_Grade-conversion_.pdf

Dans le contexte de la reconnaissance de la mobilité à des fins d'apprentissage, la conversion des notes est primordiale, étant donné son impact sur la reconnaissance des diplômes et les implications plus larges pour l'Espace européen de l'enseignement supérieur (EEES). Le présent rapport dresse un bilan des défis et des pratiques en matière de conversion des notes dans les établissements d'enseignement supérieur européens. Abordant les complexités de cette conversion aux niveaux des pays, des établissements et des étudiants, il explore le rôle des pratiques organisationnelles, de la culture de la notation et de l'engagement des étudiants dans le processus de conversion. En outre, il

examine les conséquences d'une conversion inefficace des notes sur la mobilité des étudiants.

Gabriel, P., Roebroeck, E., & Labbé, S. (2023, août 22). **Training and Territorial Specificities: Making Results From the Construction of the Data Sample**. Présenté à ECER 2023. Consulté à l'adresse <https://hal.umontpellier.fr/hal-04948938>

The engineering of vocational training in rural areas presents significant challenges due to geographical isolation, limited infrastructure, and the evolving needs of professionals. This paper explores the impact of training engineering in such contexts through the ACSADOM project, which aims to enhance medico-technical training for healthcare professionals in sparsely populated areas. The research adopts a forward-looking and collaborative approach to analyzing training needs and developing tailored solutions. A key aspect of this study is the integration of digital tools to facilitate access to training and improve the flexibility of learning pathways. The findings highlight the necessity of a hybrid training model that balances digitalization with human interactions, addressing both the technological constraints and the socio-professional expectations of learners. The study further emphasizes the importance of regionalized and context-specific training frameworks that align with the realities of rural territories. Ultimately, this research contributes to the ongoing discussion on the adaptation of training systems to territorial specificities, advocating for innovative pedagogical approaches that enhance the professionalization of remote healthcare workers.

Gabriel, P., Roebroeck, E., & Nelly, D. (2023, juin 5). **Formation et spécificités territoriales, une modélisation proposée dans le cadre d'ACSADOM**. Présenté à Faire résultat(s) dans les recherches en éducation. Consulté à l'adresse <https://hal.umontpellier.fr/hal-04949015>

L'ingénierie de formation adaptée aux spécificités territoriales constitue un enjeu clé pour assurer l'accessibilité et la pertinence des dispositifs éducatifs, notamment dans les zones rurales. Cette communication s'inscrit dans le cadre du projet ACSADOM, qui vise à améliorer les formations médico-techniques pour les professionnels de santé opérant en milieu rural. L'étude repose sur une analyse des besoins et une modélisation territoriale permettant de catégoriser les contextes d'apprentissage et d'adapter les formations en conséquence. L'intégration des outils numériques et des plateformes de e-formation apparaît comme une réponse efficace aux défis liés à l'isolement géographique et aux contraintes logistiques. Les résultats mettent en évidence une diversité des territoires et soulignent la nécessité de stratégies différenciées selon les contextes locaux. Cette recherche contribue ainsi à la réflexion sur l'adaptation des dispositifs de formation aux réalités des territoires isolés, tout en proposant des solutions innovantes pour améliorer l'accès et la qualité de la formation en milieu rural.

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.

Geschwind, L., & Gustafsson, H. Ö. (2025). **Knowledge for the unknown? A history of the future in Swedish higher education and research policy, 1970–2020.** *Higher Education*, 89(2), 349-365. <https://doi.org/10.1007/s10734-024-01210-4>

This article analyses how the future has been discussed in Swedish higher education and research policy, providing an overview of public inquiries during the period 1970–2020. Expanding on the conceptual framework of German historian Reinhart Koselleck, the article approaches discourses on the future through the analytical lens of sociology of expectations. The findings demonstrate that all inquiries that attempt to advance arguments for policy change address the future—with temporal perspectives usually limited to the coming 15–20 years—whereby the future is conceptualised as an unknown and complex 'knowledge society', characterised by acceleration, high demands and fierce competition. A number of inquiries discuss the future development based on empirical data like shrinking age cohorts among potential students, while others describe threats and challenges based on needs for creating a sense of urgency. Inter- and multidisciplinary, with respect to such future needs in both research and education, is consequently a key area of discussion throughout the period in question. Several other themes emerge as prevalent, including technological change and digitalisation as well as broader issues of how to organise the curriculum and lifelong learning. The historical analysis presented in this article is crucial for ongoing university debates, as it is demonstrated that temporal dynamics and future imaginaries have been highly formative for the development of Swedish higher education and research.

Ghasemy, M. (2025). **Servant leadership for sustainability in higher education: policy implications based on ethical behavior and conceptual skills of scholars with science-related backgrounds.** *Educational Research for Policy and Practice*, 24(1), 1-23. <https://doi.org/10.1007/s10671-024-09367-6>

Sustainable service-led universities actively promote sustainability initiatives and service provision. In this context, servant leadership is relevant for higher education, since it ensures sustainable performance over time, encourages the idea of serving stakeholders (e.g., students, staff, and beyond), and is in alignment with the concept of turnaround leadership for sustainability in higher education (TLSHE). However, with few exceptions, the topic of servant leadership for sustainability in higher education is under-researched so far. Our study contributes to closing this research gap by examining the impact of behaving ethically and conceptual skills, as two of servant leadership's dimensions that are closely related to the interpersonal and intellectual capability dimensions of TLSHE, on three outcomes, namely job satisfaction, affective commitment, and work motivation. Due to the implementation of higher education harmonization policies in Southeast Asia, we focus on Malaysia, as a well-established educational hub in this region, and use a sample of 449 academics with science-related backgrounds. These scholars play an important role in achieving a few of the sustainable development goals (SDGs) as well as in dealing with societies' present and future demands through educating students in

STEM areas. We find support for the servant leadership dimensions' role in explaining and predicting work motivation via job satisfaction and affective commitment. Subsequently, we discuss the findings' practical implications and provide recommendations for future research in this area.

Global Education Monitoring Report Team. (2025a). **Global education monitoring report 2025, regional edition, Central and Eastern Europe the Caucasus and Central Asia: lead for inclusion.** <https://doi.org/10.54676/OHBP9303>

Global Education Monitoring Report Team. (2025b). **The right multilingual education policies can unlock learning and inclusion: advocacy brief** (p. 8). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000392744>

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.

Guenais, M. (2025, mars 3). **Au lycée, les sciences ont-elles vraiment la place qu'elles méritent ?** Consulté 7 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/au-lycee-les-sciences-ont-elles-vraiment-la-place-quelles-meritent-249878>

Si les sciences jouent un rôle décisif dans la société, le lycée lui accorde-t-il une place à la hauteur des défis actuels ? Retour sur cinquante ans de réformes du bac.

Guo, T., Li, T., & Qi, Z. (2025). **The Impact of School Service Quality on Student Learning Satisfaction: A Comparative Study of Public and Private High Schools in China.** *European Journal of Education*, 60(1), e70013. <https://doi.org/10.1111/ejed.70013>

This study examined the relationship between school service quality and student learning satisfaction in public and private high schools in China, considering the influence of students' socioeconomic background and household registration location. A comparative study was conducted using a questionnaire administered to 22,588 students in 20 districts in X City in China. Following the structural equation modelling (SEM), the study found that four factors of school service quality (e.g. reliability, responsiveness, assurance and empathy) positively influenced student learning satisfaction in both public and private high schools. Additionally, measurement invariance was maintained across different school types, socioeconomic background and household registration location,

which validates the comparability of data across these diverse groups. Latent mean comparison revealed that students from private high schools and those from higher socioeconomic backgrounds experienced greater satisfaction with school services quality and learning experience than their peers in public schools and those from lower socioeconomic backgrounds. The study emphasised the need for educational policies that address these disparities to improve the quality of education in public schools and support students from less advantaged backgrounds. Such policies are crucial for promoting equitable educational opportunities and enhancing overall student satisfaction.

Guo, Y. (2025). **An Unintended Consequence? The Impact of Higher Education Expansion on the Retake Rate of the College Entrance Examination.** *European Journal of Education*, 60(1), e70024. <https://doi.org/10.1111/ejed.70024>

High participation systems (HPS) of higher education (HE) are common throughout the world. The consequences of HE expansion has attracted enough academic attention; however, much less discussed is the impact of the HE expansion on retaking the college entrance examination. Drawing upon China's provincial panel data, a battery of econometric methods, and the effectively maintained inequality theory, this paper explores whether and how HE expansion influences the retake rate of college entrance examinations. Estimation results suggest that HE expansion leads to an increase in retake rates. For every unit increase in HE expansion intensity, the retake rate increases by 0.014 percentage points. This is an unintended impact of HE expansion on retake rates in the context of increased access to HE worldwide and an overall decline in retake rates worldwide. Above findings still hold after an array of robustness checks. This positive relationship is more prominent in provinces with more key higher education institutions (HEIs) than in provinces without key HEIs. This implies the diploma devaluation of ordinary HEIs might be one of the reasons for the increase in retake rates due to HE expansion. The findings of this paper will be informative for economies that have experienced HE expansion.

Hansen, J. H., Jensen, C. R., Molbæk, M., & Schmidt, M. C. S. (2025). **Cross-professional collaboration and inclusive school development in Denmark.** *International Journal of Inclusive Education*, 29(1), 48-62. <https://doi.org/10.1080/13603116.2021.1965800>

The paper is based on a study of cross-professional collaboration in Denmark and its impact on inclusive school development. The study takes its starting point in the understanding that all kinds of schools constitute a social practice, which is created through inclusion and exclusion processes, and characterised by both individuality and diversity, collectivity and homogeneity. Hence, we argue that inclusion is a right and an obligation for students with and without special needs, and that inclusive education is primarily a matter of supporting all students in learning to be participants in learning activities and social life at school. It is also a matter of transforming the social structure so as to displace the border between inclusion and exclusion to better ensure equity for all students. Based on an analysis of how collaborative processes take place in a school practice, the present study offers a complex and nuanced understanding of cross-professional collaboration, influenced by many different mechanisms and factors that interact and affect each other. The study concludes that collaborative processes do not have any real impact on inclusive school development. The tendency is to focus on the student's deficits, compensation, and treatment.

Harutyunyan, M., & Torosyan, A. (2024). **Le système scolaire arménien à la croisée des chemins: repères, défis et perspectives** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (97), 34-41. <https://doi.org/10.4000/139bs>

L'Arménie est un pays enclavé du Caucase du Sud, limitrophe de la Géorgie, de l'Azerbaïdjan, de l'Iran et de la Turquie, et peuplé d'environ 2,8 millions d'habitants. Sa capitale est Erevan et l'arménien sa langue officielle. En tant que première nation à avoir fait du christianisme une religion d'État en 301 ap. J.-C., son histoire est étroitement liée à celle de l'Église apostolique arménienne. L'économie nationale se développe, tirée par les services, l'industrie et l'agriculture, et le pa...

HCERES. (2024). **La position scientifique de la France dans le monde et en Europe: Analyse de différents corpus de publications et de projets européens**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4062>. Consulté à l'adresse <https://www.hceres.fr/sites/default/files/media/downloads/ost-position-scientifique-france-2024.pdf>

L'analyse de la position scientifique de la France s'appuie sur une diversité de données, concernant en particulier, les personnels de recherche, les publications, la participation aux projets européens en faveur de la recherche et certains classements internationaux des universités. Les données de publications scientifiques permettent les observations les plus détaillées suivant différents axes d'analyse. C'est ce qui explique leur utilisation très large pour étudier les positions des pays ou celles d'institutions de recherche. La mobilisation des données de publications est cependant critiquée, soit parce que le périmètre retenu, ou corpus, ne couvrirait pas suffisamment la production d'un pays ou d'une discipline, soit, à l'inverse, car un corpus très large ne permettrait pas de comparer équitablement les pays anglophones et non-anglophones. Par ailleurs, l'augmentation du nombre de publications dans le monde au cours des années récentes a suscité des interrogations sur la mise en œuvre rigoureuse d'une évaluation par les pairs de la part de certaines revues. Afin de contribuer aux débats sur la pertinence des analyses bibliométriques et les biais qu'elles peuvent présenter, le rapport observe la position de la France à partir de différents corpus: le corpus total, ou principal, compte environ 3 millions de publications annuelles dans le monde, un deuxième corpus est restreint aux publications en anglais et deux corpus plus sélectifs sont constitués d'ensembles de revues scientifiques. En outre, le rapport fournit quelques éléments de comparaison à partir de la base OpenAlex et de l'archive française HAL. L'analyse mesure la variation des indicateurs relatifs à la France selon le corpus considéré – que ce soit pour l'ensemble des disciplines ou pour certains champs de recherche. Elle est attentive notamment aux domaines des sciences humaines et sociales pour lesquels la question de la langue de publication revêt une importance particulière dans différents pays non anglophones. La part des articles scientifiques de la France en anglais augmente et reste inférieure à la moyenne mondiale. Au cours des quinze dernières années, la part de l'anglais dans les articles scientifiques a continué de progresser, à l'échelle mondiale et dans la plupart des pays. Le phénomène est observé à partir de différentes bases de publications, même si la domination de l'anglais apparaît moins forte dans les corpus les plus larges. La part d'autres langues varie encore plus selon la base de données mobilisée. Dans le corpus principal du rapport, au cours de la période récente, la France a une part d'articles non écrits en anglais un peu supérieure à 5 %, comme l'Allemagne, mais plus élevée que les autres pays européens à l'exception de l'Espagne. Cette part est aussi supérieure à celle du total des publications mondiales qui baisse au-dessous de 3 % au début de la décennie 2020. Au sein des pays intensifs en recherche, la position de la France a reculé

depuis 2010. A l'échelle mondiale, la France reste parmi les pays ayant les effectifs les plus élevés de chercheurs au sein des établissements d'enseignement supérieur et des organismes de recherche. Ces effectifs sont supérieurs en Allemagne et, dans une moindre mesure, au Royaume-Uni. Pour la période 2017-22, l'Italie et l'Espagne ont moins de chercheurs mais un nombre de publications un peu supérieur à celui de la France. Les Pays-Bas, la Suisse et la Suède ont aussi un nombre de publications qui apparaît élevé relativement à leur nombre de chercheurs. Durant la première décennie des années 2000, les publications scientifiques de la France sont apparues relativement peu dynamiques, y compris en comparaison de certains autres pays intensifs en recherche. L'érosion de la part mondiale de publications de la France s'est poursuivie au cours de la dernière décennie. Entre le début et la fin de la décennie 2010, la part des publications de la France a baissé de d'un quart dans le corpus total, à 2,4 % en 2017-22, et d'un peu moins d'un quart dans le corpus anglais, à 2,3 %. Dans le même temps, la part des publications de l'Allemagne a baissé d'un sixième ; en 2017-22, elle est de 3,9 % du corpus total et 3,7 % du corpus anglais. Au sein du corpus total des publications, le tassement des indicateurs d'impact scientifique de la France observé depuis le milieu de la décennie 2010 se confirme. En 2016-21, parmi les pays comptant le plus de publications, la Suisse, les Pays-Bas, le Royaume-Uni et les États-Unis ont des indicateurs d'impact 30 à 40 % au-dessus de la moyenne mondiale. Leurs résultats dans le décile des publications les plus citées sont encore un peu supérieurs. Sur les deux indicateurs, l'Allemagne, l'Australie, le Canada, l'Italie et la Chine se situent entre 10 et 30 % au-dessus de la moyenne, alors que la France est à la moyenne mondiale. La position de la France varie selon les corpus de publications et selon les indicateurs. La position de la France varie selon les corpus mais aussi selon les axes d'analyse et les indicateurs considérés. Toutes disciplines confondues, une moindre couverture des publications françaises par un corpus sélectif, se traduit par une amélioration d'aspects qualitatifs approchés par les indicateurs de positionnement de la France. En 2017-22, la part de la France est légèrement inférieure au sein du corpus anglais qu'au sein du corpus total mais, à 2,3 %, elle est supérieure à celles de l'Espagne et de la Russie, ce qui la place au 11^{ème} rang des pays publiant le plus, alors qu'elle est 13^{ème} dans le corpus total. La position de la France est encore plus favorable dans le corpus du décile des revues les plus citées : avec 2,7 % des publications mondiales elle se situe au 8^{ème} rang, derrière l'Inde. Au sein du corpus particulièrement sélectif de cinq revues de mathématiques prestigieuses, la France a une position remarquable ; avec près de 14 % des articles, elle est au 2^{ème} rang derrière les États-Unis, dont la part dépasse 41 %. Au sein du corpus anglais, la France a un indice d'impact supérieur à la moyenne mondiale et supérieur à son indice dans le corpus total. L'amélioration des indices d'impact au sein du corpus anglais est plus forte pour différents domaines des sciences humaines et des sciences sociales. L'impact plus élevé des publications de la France mesuré dans le corpus anglais peut s'expliquer par différents facteurs. Les publications en anglais ont une plus large audience dans le monde et, étant plus lues, elles peuvent éventuellement être plus citées. Les publications françaises en anglais sont aussi plus souvent des copublications internationales, ce qui contribue à accroître leur audience. Ces facteurs peuvent se combiner à la parution dans des revues plus exigeantes et à des questions de recherche différentes, pouvant présenter un intérêt plus grand pour une audience internationale. Dans le corpus des revues les plus citées, la part de la France est plus élevée que dans le corpus total, mais son indice d'impact calculé au sein de cet ensemble sélectif est inférieur : à 0,91, il est au niveau de l'Inde, derrière le Canada. De même, au sein du corpus encore plus sélectif des revues prestigieuses de mathématiques

étudiées, la France est au 2ème rang pour le nombre d'articles mais au 7ème pour l'indice d'impact. Les comparaisons internationales soulignent qu'en France les indicateurs des disciplines des sciences humaines et, dans une moindre mesure, des sciences sociales sont particulièrement sensibles aux corpus. Ainsi, alors que la France et l'Allemagne ont la même part de publications publiées dans une autre langue que l'anglais, celles-ci sont plus concentrées en sciences humaines et sociales (SHS) en France et, au sein de ces disciplines, dans certains domaines de recherche. Parallèlement, la part de la France dans le corpus des revues les plus citées est bien plus faible pour les sciences humaines (1,6 %) que pour le total des disciplines (2,7 %) ; l'écart est moins prononcé pour les sciences sociales. Cet écart en défaveur des SHS au sein du corpus des revues les plus citées ne s'observe pas pour l'Allemagne. Ainsi, le choix d'un corpus qui présente une couverture large des publications françaises ou d'un corpus plus sélectif a une importance plus grande s'agissant des disciplines SHS. Le profil disciplinaire de la France est partiellement modifié en fonction des corpus. La France a un profil disciplinaire spécifique, différent de celui de la Chine et des pays émergents, mais aussi différent de celui des États-Unis et des pays européens intensifs en recherche. Ce profil disciplinaire identifié par des analyses précédentes est confirmé par ce rapport. Ainsi, les mathématiques restent la première discipline de spécialisation de la France, avec une part de ses publications 70 % plus élevée que celle de la discipline dans le total mondial, soit un indice de 1,7. Cette forte spécialisation se maintient, voire se renforce sur les autres corpus étudiés. Les autres disciplines de nette spécialisation, avec des indices de spécialisation de 1,2, sont la biologie fondamentale, la physique, les sciences de la Terre et de l'Univers, les sciences humaines. La spécialisation en biologie fondamentale et en physique se maintient sur les corpus sélectifs. En revanche, elle se tasse en sciences de la Terre et de l'Univers dans le corpus des revues les plus citées. Enfin, elle disparaît en sciences humaines, à la fois dans le corpus anglais et dans le corpus des revues les plus citées (l'indice passe de 1,2 à 0,7 ou 0,6). Le rapport montre néanmoins que, si la part de l'anglais dans les publications françaises reste la plus faible en sciences humaines, elle a fortement augmenté entre 2010 et 2022 (de 31 à 53 %). A l'inverse, dans l'archive nationale HAL, sur le périmètre des articles de revues ou d'actes de conférences, les disciplines SHS sont fortement représentées. Une analyse des principales revues de publication dans HAL d'une part et dans le corpus principal étudié d'autre part souligne qu'elles sont souvent différentes. Le profil disciplinaire des projets ERC de la France est cohérent avec celui de ses publications. Le profil scientifique de la France mesuré à partir des publications scientifiques est cohérent avec sa participation aux panels du Conseil européen de la recherche (ERC). Les disciplines de spécialisation qui se maintiennent dans les corpus sélectifs de publications appartiennent au panel Sciences physiques et ingénierie de l'ERC, les mathématiques et la physique en particulier, les sciences de la Terre et de l'Univers dans une moindre mesure. Dans d'autres disciplines relevant de ce panel, la France a une spécialisation modeste ou neutre. Or, c'est dans ce panel que la France a les meilleures performances à l'ERC, que ce soit en matière de candidatures, de projets financés ou de taux de succès. En sciences de la vie, les performances de la France sont à la moyenne de l'ERC pour les candidatures, les projets et le taux de succès. Cela correspond aussi au positionnement de la France tel qu'analysé à partir des publications pour l'ensemble constitué par la biologie fondamentale et la recherche médicale – la position en biologie appliquée-écologie étant plus variable selon les corpus. Les performances de la France sont plus faibles dans le panel SHS de l'ERC, ce qui est cohérent avec les observations à partir des publications. La France est spécialisée en sciences humaines sur le corpus principal, mais pas en sciences sociales – qui

représentent une part plus importante de publications dans le monde. En outre, la France n'est plus spécialisée en sciences humaines dans les corpus sélectifs analysés. De même, les indices d'impact des publications françaises en SHS sont souvent inférieurs à ceux des autres domaines disciplinaires. Ces indicateurs sont ainsi cohérents avec des candidatures relativement peu nombreuses dans le panel qui correspond aux SHS et un taux de succès plus faible. Perspectives d'approfondissement sur des bases de publications ouvertes Le rapport montre que la position scientifique d'un pays varie entre les corpus de façon différenciée selon les caractéristiques considérées – part mondiale de publications, rang, indices d'impact ou encore profil disciplinaire. Ainsi, alors que la France compte plus de publications dans le corpus le plus large, elle a une position moins favorable que dans les corpus sélectifs pour ce qui est du rang mondial ou d'indices d'impact. L'analyse a plus particulièrement porté sur la position de la France dans certaines disciplines et les comparaisons avec quelques pays européens. Elle pourrait être approfondie en s'appuyant sur des bases de publications différentes. Dans cette perspective, le développement de la base ouverte OpenAlex constitue une formidable opportunité dans la mesure où elle combine une couverture plus large que les bases historiques, tout en permettant des comparaisons internationales. Les explorations de la base OpenAlex et la littérature bibliométrique qui en rend compte, comme les analyses à partir d'archives nationales telles que HAL, suggèrent que la mobilisation de cette nouvelle source de données devra se développer suivant deux axes complémentaires. Premièrement, une amélioration de la fiabilité des métadonnées des documents indexés dans OpenAlex. Elle est en cours et pourra bénéficier des efforts conjugués de OurResearch qui développe OpenAlex et de communautés d'utilisateurs. Ensuite, l'intérêt des analyses dépendra de la construction de corpus de publications scientifiques adaptés à des comparaisons internationales. Dans un contexte de développement de revues prédatrices, voire plus largement de publications qui ne suivent pas un processus d'évaluation par les pairs satisfaisant, il est en effet important que les corpus analysés précisent le périmètre de ce qui peut être considéré comme publication scientifique. Sur ce second volet, il sera utile de combiner les enseignements des pays qui ont élaboré des typologies de revues et une réflexion internationale. Si cette réflexion paraît plus simple pour les articles de revues et les actes de conférences, elle pourrait à terme aussi être développée pour les chapitres d'ouvrages et les ouvrages. Lire aussi la synthèse.

Hima, H. (2025). **Learning on the move facilitating the continuation of learning for children in conflict-affected settings in the Sahel**. Consulté à l'adresse <https://www.brookings.edu/wp-content/uploads/2024/12/Niger-FINAL2.pdf>

Plus de 9 000 écoles sont fermées en raison de l'insécurité dans la région du Sahel central et 3,3 millions de personnes ont été déplacées. La crise éducative se prolonge, nécessitant des mesures d'urgence et une planification à long terme. Cette note analyse les effets de l'insécurité sur l'éducation au Sahel, en mettant en évidence comment les attaques contre les écoles et les déplacements forcés perturbent l'apprentissage. Les conditions difficiles influencent les aspirations et résultats éducatifs de manière genrée. Les besoins spécifiques des adolescentes, en particulier des filles, sont souvent ignorés, ce qui aggrave l'exclusion. Dans les zones insécurisées, les filles sont exposées à la violence, ce qui augmente les taux de décrochage. Une approche multisectorielle, incluant la protection de l'enfance, l'assainissement, la nutrition et la santé mentale, peut atténuer les obstacles à l'éducation des filles déplacées.

Honorato-Errázuriz, J., Bastidas-Schade, V., & Ramírez-Montoya, M.-S. (2025). **Reading for all implementing public policies: Quantitative method and process evaluation in early literacy.** *International Journal of Educational Research Open*, 8, 100420. <https://doi.org/10.1016/j.ijedro.2024.100420>

Learning to read in the first grade is essential for reducing educational inequalities, highlighting the need to evaluate and enhance reading programs. This study examines « Plan Leo Primero, » an innovative national initiative to ensure that all first-grade students in Chile effectively learn to read and comprehend texts. A total of 715 educational stakeholders—including principals, technical leaders, teachers, and guardians—participated in the evaluation, which used validated questionnaires across two regions of the country. The study employed a quantitative and descriptive methodological approach to evaluate the implementation process of the program, fidelity, and impact on literacy outcomes. Despite challenges posed by the COVID-19 pandemic, such as reduced student attendance, shorter implementation periods, and limited resources, the findings indicated successful program implementation with significant improvements in first-grade literacy. Key results included high acceptance and frequent use of the program's instructional guides and pedagogical tools by teachers, widespread adoption of structured methods aligned with cognitive theory, enhanced teachers' digital competencies, and strong engagement from guardians in reading activities. Grounded in action theory, the study emphasizes the alignment between program strategies, stakeholder participation, and systemic actions, fostering sustainable literacy progress. The process evaluation identified areas for improving program fidelity, demonstrating that structured evaluation frameworks ensure robust implementation and open avenues for future research. Future projections include assessing the use of technology and communication tools and promoting the social appropriation of knowledge among all stakeholders to drive inclusive and impactful literacy reforms in Chile and the broader Spanish-speaking world.

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.

Hu, X., & Fernandez, F. (2025). **An ADVANCE for Whom? A National Study of Initiatives to Improve Faculty Gender Equity.** *Educational Evaluation and Policy Analysis*, 47(1), 3-28. <https://doi.org/10.3102/01623737231197683>

This study examines whether the National Science Foundation's ADVANCE-IT grant program identifies and funds institutions that improve faculty gender equity. By using matching procedures and a two-way fixed-effect event study, we find that when universities received ADVANCE-IT grants, their proportion and headcount of women faculty as full-time new-hire, overall faculty, and tenured and tenure-track faculty are not different from multiple comparison groups of universities—including universities that received other types of ADVANCE grants. Drawing on the concept of intersectionality, we further disaggregate women faculty into subracial/ethnic groups. We did not find consistent evidence supporting that ADVANCE-IT universities increase the proportion or headcount of women faculty in subracial/ethnic groups. We discuss implications for federal grantmaking and diversifying higher education faculty.

Huang, D., & Mittelmeier, J. (2025). **The changing ecologies of international students: Comparing internationalisation at a distance and internationalisation abroad.** *British Journal of Educational Technology*, 56(2), 779-798. <https://doi.org/10.1111/bjet.13549>

This research explores and compares the learning ecologies of international students studying through internationalisation at a distance (IaD) and internationalisation abroad (IA) by investigating their experiences of first year of master's study with a UK university. We do so by using our previously proposed Revised Ecological Systems Theory as a conceptual framework, which integrates the physical/virtual and home/host dimensions into Bronfenbrenner's traditional Ecological Systems Theory. Our findings identified the co-existence and fluid nature of the physical/virtual and home/host ecologies for both IaD and IA students. We argue that learning ecologies and their changes throughout the academic year were not fully distinct for IaD and IA students, but their experiences within them vary between these two groups. Compared with IA students, IaD students stayed in relatively stable physical environments, but they experienced challenges with developing interpersonal connections with peers and had more limited intercultural encounters with the institution's host culture. Our findings suggest the importance of considering the physical/virtual and home/host dimensions of students' learning ecologies, and we provide suggestions for both practice and future research. Practitioner notes What is currently known about this topic Supported by technologies, internationalisation at a distance (IaD) is an emerging category of internationalisation of higher education, broadening students' access to higher education across borders. Existing research has focused on students' experiences in short-term online collaborative projects, virtual exchanges and the use of technologies, and evidence shows certain benefits of internationalisation, such as developing intercultural competence, can be achieved online. Universities are developing and providing more programmes for international students, both online and in-person. What this paper adds A comparison of the perceived learning ecologies of online and in-person students taking degree programmes at a UK university. Empirical evidence of the co-existence of physical/virtual and home/host learning ecologies for both online and in-person international students. Addressing the importance and possibility of revising traditional Ecological Systems Theory as a framework to better fit the digital era. Implications for practice and/or policy The comparison between online and in-person students can provide a more holistic understanding of the experiences of international students, identifying the specific factors impacting students' experiences for each group, and further developing a better

understanding of internationalisation of higher education as a whole. Universities should consider what is beyond the virtual world when designing IaD programmes and supporting online students, purposefully integrating more practical, collaborative and cultural-related elements in the course design.

Huffaker, E., Novicoff, S., & Dee, T. S. (2025). **Ahead of the Game? Course-Taking Patterns Under a Math Pathways Reform.** *Educational Researcher*, 54(2), 91-102. <https://doi.org/10.3102/0013189X241309642>

A controversial, equity-focused mathematics reform in the San Francisco Unified School District (SFUSD) featured delaying Algebra I until ninth grade for all students. This study examines student-level longitudinal data on mathematics course-taking across successive cohorts of SFUSD students who spanned the reform's implementation. We observe large changes in ninth and 10th grades (e.g., delaying Algebra I and geometry). Participation in Advanced Placement (AP) math initially fell 15% (6 percentage points), driven by declines in AP calculus and among Asian/Pacific Islander students. However, growing participation in acceleration options attenuated these reductions. Large ethnoracial gaps in advanced math course-taking remained.

Huttunen, H. (2025). **Education for deliberative democracy through the long-term view.** *Theory and Research in Education*, 23(1), 77-97. <https://doi.org/10.1177/14778785241264497>

This article argues that conceptualization through the long-term view strengthens the case for education for deliberative democracy. This is due to two key factors. First, education for deliberative democracy has novel potential in helping curb the negative effects of political polarization, which, when analyzed through longtermism, can be identified as an important existential risk factor. Second, education for deliberative democracy enables societies to defuse the threat of a value lock-in, and in doing so to keep their cognitive space open to enable increased flexibility in dealing with new challenges that will arise in the future. Consequently, this article further argues that education for deliberative democracy as an education initiative can be normatively justified but acknowledges that there are still theoretical and practical hurdles to overcome, and thus calls for more research into developing a mature, pedagogically sound program of education for deliberative democracy.

Hwang, N., & Koedel, C. (2025). **Helping or Hurting: The Effects of Retention in the Third Grade on Student Outcomes.** *Educational Evaluation and Policy Analysis*, 47(1), 65-88. <https://doi.org/10.3102/01623737231197639>

We evaluate the effects of grade retention on students' academic, attendance, and disciplinary outcomes in Indiana. Using a regression discontinuity design, we show that third-grade retention increases achievement in English Language Arts (ELA) and math immediately and substantially, and the effects persist into middle school. We find no evidence of grade retention effects on student attendance or disciplinary incidents, again into middle school. Our findings combine to show that Indiana's third-grade retention policy improves achievement for retained students without adverse impacts along (measured) nonacademic dimensions.

IDRC-CRDI: Centre de recherches pour le développement international & PME: Partenariat mondial pour l'éducation. (2024). **Early learning: A research synthesis.**

Consulté à l'adresse <https://www.gpekix.org/sites/default/files/2024-12/KIX%20ECE%20Synthesis%20Report%20241208v2.pdf>

Islam, M. S., Fujimoto, Y., Haque, A., & Uddin, M. J. (2025). **Responsible leadership in higher education in developing countries.** *Higher Education*, 89(2), 465-485. <https://doi.org/10.1007/s10734-024-01231-z>

Responsible leadership is crucial for higher education institutions (HEIs) in developing countries to build an institutional reputation by generating advanced knowledge and strengthening socioeconomic development. Drawing on signaling theory, this study investigates the relationship between responsible leadership and academics' job insecurity, and examines the mediating role of institutional reputation in public and private universities in Bangladesh. The study highlights the differing impacts of responsible leadership on job insecurity in HEIs. Notably, responsible leadership was found to reduce job insecurity in private universities, while it increased in public universities. Institutional reputation, however, played a significant role in mitigating job insecurity in public universities, a trend not observed in private universities. By investigating a model of university responsible leadership on academics' job insecurity and comparing the public and private sectors in Bangladesh, this study advances our understanding of the complex relationship between responsible leadership and job insecurity in HE within developing countries. Specifically, in a private university, responsible leaders who interact with faculty members in ethical and responsive manners reduce academics' job insecurity, whereas in public universities, it is only possible by building an institutional reputation. Our findings have important implications for HE leaders who aspire to strengthen the development of HEIs in developing countries and to enhance national well-being and the economy.

Jaida, F. E., & Haoucha, M. (2025). **Navigating Morocco's Public Higher Education Landscape: Characteristics, Endeavors & Setbacks.** *African Scientific Journal*, 3(28). <https://doi.org/10.5281/zenodo.14883387>

Since Morocco's independence in 1956, Morocco's higher education system has reached new heights, embarking on a series of changes and reforms aimed at modernizing and improving its quality and performance. However, despite notable investments and efforts to elevate the system, its persistent shortcomings have long perplexed Moroccan policymakers, as it continues to face numerous challenges that prevent the effective implementation of undertaken reforms and hold back their sustained progress. Our article adopts a theoretical approach through a review of the existing literature. It provides an in-depth exploration of the Moroccan higher education landscape, with a strong emphasis on Moroccan public universities, by examining the key factors shaping the system, its unique characteristics, and endeavors while unpacking the main challenges weighing on the achievement of its full potential and desired outcomes. In pursuit of elevating the Moroccan higher education sector, our article concludes that a steadfast commitment to world-class education standards is essential to enhancing its performance, visibility, and competitiveness on the global stage. This involves reinforcing English as a medium of instruction, overhauling academic catalogs, improving the quality of teaching and research output, and expanding international partnerships and collaborations, all while emancipating from colonial legacies and adopting a « glocal » approach, balancing Western, non-Western, and Moroccan perspectives to better suit the country's unique needs and characteristics,

ensuring a modern, inclusive, and sustainable public higher education system in Morocco.

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.

Joshi, D. R., Khanal, J., Chapai, K. P. S., & Adhikari, K. P. (2025). **The impact of digital resource utilization on student learning outcomes and self-efficacy across different economic contexts: A comparative analysis of PISA, 2022.** *International Journal of Educational Research Open*, 8, 100443. <https://doi.org/10.1016/j.ijedro.2025.100443>

This study investigates the utilization of digital resources among students across three economic categories: lower-middle-income countries, upper-middle-income countries, and high-income countries. This study focuses on several dimensions, including digital resource usage, student engagement, self-efficacy, subject learning, and feedback mechanisms. Leveraging data from the Programme for International Student Assessment (PISA) 2022, we analyzed responses from 237,844 students. Statistical techniques included analysis of variance and structural equation modeling. The findings reveal that students from high-income countries demonstrate higher digital resource utilization and self-efficacy compared to their counterparts in upper-middle-income and lower-middle-income countries. However, educational software and digital feedback tools remain underutilized across all economic contexts. Digital resources for language, mathematics, and science learning exhibit poor usage patterns. A significant proportion of students rarely utilize these resources for academic purposes, raising concerns about digital distractions. Upper-middle-income countries' students engage more actively in digital learning activities outside the classroom compared to their peers in lower-middle-income and high-income countries. Policymakers and educators should address disparities in digital resource utilization to enhance educational equity and bridge gaps, particularly in resource-limited settings.

Ju, A. (2025). **The Impact of Teacher Unions on School District Finance and Student Achievement: Evidence From the Great Recession.** *Educational Evaluation and Policy Analysis*, 47(1), 185-207. <https://doi.org/10.3102/01623737231204349>

I examine whether the impact of the Great Recession on school district spending, the allocation of resources, and student achievement varied depending on the strength of state's teachers' unions. Employing a diff-in-diff-in-diff identification strategy, I find that

school districts in states with strong teachers' unions experienced significantly larger declines in per-pupil expenditures during the economic downturn compared with otherwise similar districts in states with weak teachers' unions. The larger decline in expenditures in strong union states, however, did not lead to a differential decline in student achievement relative to weak union states.

Kallo, J., & Välimaa, J. (2025a). **Anticipatory governance in government: the case of Finnish higher education.** *Higher Education*, 89(2), 367-385.
<https://doi.org/10.1007/s10734-024-01211-3>

In response to uncertain times, liberal democracies aspire to develop anticipatory practices that usher in changes in policies and governance. These practices include creating visions and implementing roadmaps, which seek to address, and ultimately preempt, future challenges (Anderson, 2010). While such practices are increasingly implemented today in decision-making in Nordic countries and around the world (Dreyer & Stang, 2013; Beckert & Bronk, 2018; Beerten & Kranke, 2022), their implications are seldom studied, especially in the context of higher education. This article addresses this gap in current research by analyzing the case of the future governance of Finnish higher education. The analysis focuses on the creation of visions and roadmaps, as well as reports anticipating the future needs of higher education. The article investigates how the anticipation of higher education needs has developed and how it is related to current visions. Moreover, it examines the consequences of anticipatory practices in the development of policy and governance and investigates the policy future that will be enacted through these anticipatory practices. The findings show that the anticipation of higher education needs underpins the strategic choices affecting the allocation of resources and the population's educational levels in the long term, while visions draw actors into the coproduction of future imagining and instigate widespread reforms. Visions and other practices underpin anticipatory governance in higher education, where goals for the long term are established through the negotiation of normative preferences based on a human capital view of the future.

Kallo, J., & Välimaa, J. (2025b). **Higher education in Nordic countries: analyzing the construction of policy futures.** *Higher Education*, 89(2), 275-292.
<https://doi.org/10.1007/s10734-024-01280-4>

In this special issue, we analyze how societies in different countries have responded and continue to respond to the fact that the future is and has always been unpredictable and unforeseeable. The starting point for these studies is the recognition that the world situation is more complex than ever before due to current and foreseeable global challenges. The most serious of these threats and challenges are climate crises, natural disasters, and habitat degradation. To address the growing uncertainties arising from these challenges, societies around the world are placing increasing expectations on higher education and science, and are adopting proactive measures, such as various foresight techniques, to improve their preparedness and long-term resilience. In this special issue, we aim to provide fresh perspectives on foresight and preparedness for the future, especially in the Nordic context in the fields of higher education and scientific research. The special issue focuses on four Nordic countries—Denmark, Finland, Norway, and Sweden—while maintaining a global perspective on the changes occurring around them.

Kamanzi, P. C., & Trottier, C. (2025). **La démocratisation de l'enseignement postsecondaire au Québec à l'épreuve des effets-territoire.** *Formation emploi. Revue française de sciences sociales*, (169). <https://doi.org/10.4000/13eld>

Malgré la régionalisation des collèges d'enseignement général et professionnel (cégep) et des universités au Québec, les étudiants résidant en régions rurales et semi-urbaines ont moins accès à l'enseignement postsecondaire en raison de l'éloignement des établissements qu'ils pourraient éventuellement fréquenter. Cet effet se conjugue avec d'autres facteurs territoriaux relatifs à la composition socioéconomique de la population de la zone de résidence des parents (revenu familial médian et pourcentage de diplômés universitaires de la subdivision de recensement) et à la structure de l'offre de formation (des secteurs public et privé) au niveau secondaire.

Kanju, S. D., & Masabo, C. J. (2025). **Implications of institutional politics in the implementation of higher education policy reforms in Tanzania, 1985–2020.** *Educational Research for Policy and Practice*, 24(1), 61-90. <https://doi.org/10.1007/s10671-024-09376-5>

Policy implementation is vital for the realization of predetermined policy goals. In the last decades, several studies have analyzed higher education policy reforms. Nevertheless, studies on institutional politics and the implementation of higher education policy reforms in the Tanzanian context are scant. Drawing on new institutionalism, this paper examines the implications of institutional politics in the implementation of higher education policy reforms in Tanzania. The paper paid a specific focus on higher education financing, access, and quality as its analytical dimensions. Data collection was grounded on semi-structured elite interviews conducted with 32 key informants elites purposively selected from the institutions covered in the study. This was supplemented by data generated from the analysis of documents. Findings suggest that political interests directed the implementation of higher education financing and access policies, which in turn affected the quality of education delivered. The paper recommends for a policy guarantee on the autonomy of higher education institutions (HEIs), the need for HEIs to stick on academic requirements to counter financial temptations, and refraining from the politicization of financing education. Political determination is stressed as core for building the foundation for effective policies in higher education and education in general.

Kumi-Yeboah, A., Kim, Y., Mohammed, Z., & Amponsah, S. (2025). **Addressing the role of technology in internationalization at a distance: Voices of students' in international distance learning from Ghana—sub-Saharan Africa.** *British Journal of Educational Technology*, 56(2), 890-908. <https://doi.org/10.1111/bjet.13552>

The past two decades have witnessed a surge of distance learning in higher education across the world. Scholars have argued that this is due to the increasing use and recognition of technologies to act as a means, channel and source for internationalization of knowledge. Further, internationalization at a distance (IaD) has seen a rapid increase in universities in Ghana, sub-Saharan Africa, due to increased use of digital technologies and high demand for foreign education. Yet, there remains limited research about the role of technologies in facilitating and mediating IaD in countries in sub-Saharan Africa. Moreover, few studies have explored students' experiences in IaD regarding prospects and challenges in Ghana, sub-Saharan Africa. Therefore, the purpose of this research is to explore students' experiences and voices regarding the role of technologies in facilitating and mediating distance learning including students' critical

reflections on the technological shift of laD in higher education (including the COVID-19 pandemic period) in Ghana. Data were collected following a qualitative research design via an in-depth semistructured interview of 28 students (16 females and 12 males) enrolled in laD learning program in three foreign universities (two in the United Kingdom and one in the United States). Data analyses were done via a constant comparative approach. Findings showed that students experienced enhanced quality of learning through the varied use of technologies such as Zoom, Team and Google Hangouts. However, students faced challenges such as unequal access to technologies, intermittent Internet connections/outages, high cost of tuition and lack of social and teaching engagement. These findings in many ways contribute to a new understanding and knowledge building of students' experiences and challenges of laD in sub-Saharan Africa. Practitioner notes What is already known about this topic? The number of students in internationalization at a distance (laD) education programs is increasing alongside the development of digital technologies and the expansion of digital infrastructure. Increasing demands for higher education in sub-Saharan Africa have led to an increase in the number of students from Ghana in laD. What this paper adds? Ghanaian students in laD benefited from the use of various digital technologies, improving their engagement and facilitating the acquisition of digital skills. They faced barriers in accessing digital technologies and Internet connectivity. Implications for practice and/or policy Pretraining programs and workshops to enhance students' digital skills before starting distance education could be beneficial for Global South students in laD. Education provider should support the access to digital technologies and Internet connectivity of Global South students in laD.

La Fabrique des communs pédagogiques: une fabrique citoyenne de politiques éducatives. (2024). *Administration & Éducation*, 184(4), 85-91. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-85>

Lafon, L. **Protéger l'école de la République et les personnels qui y travaillent.** , Pub. L. No. 234 (2024-2025) (2025).

Proposition de loi visant à protéger l'école de la République et les personnels qui y travaillent

Latt, K. M., & Wei, G. (2025). **How Teacher Efficacy and Receptivity Affect the Perceived Outcomes of Curriculum Reform in Myanmar Basic Education.** *European Journal of Education*, 60(1), e70022. <https://doi.org/10.1111/ejed.70022>

There are few published studies on teacher efficacy and receptivity in Myanmar basic education curriculum reform. The purpose of this study was to examine the perceptions of teacher efficacy and receptivity to the new curriculum implementation and their impact on perceived outcomes of the curriculum reform, using SEM. A mixed-method inquiry was applied, and the sample was 800 primary teachers to conduct surveys and eight teachers to interview. The test items were calculated to determine whether there was reliability and validity or not. Results showed that primary teachers feel assured that they have the ability and skills to influence their students' achievement in the new curriculum and they positively perceive the new curriculum reform and are receptive to its implementation. Primary teachers from urban and more experienced teachers are more acceptable the new curriculum rather than those from rural and less-experienced ones. In examining SEM, teachers with strong self-efficacy beliefs, the practicality of the new curriculum, feelings in comparison with the previous education system, and behavioural intentions are better able to implement the new curriculum successfully in

Myanmar and the correlation of teacher efficacy and receptivity was a novel finding and the relationship between them was very high. With great expectations on Myanmar's educational system, primary teachers encounter the challenges in the implementation of curriculum reform though they can perceive the outcomes of curriculum reform.

Lauwerier, T. (2024). **L'accroissement de la privatisation de l'éducation, conséquence de la faiblesse des politiques publiques: Cas de l'enseignement supérieur en France.** *Administration & Éducation*, 184(4), 109-115. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-109>

Lee, K., & Mao, Y. (2025). **Rethinking internationalisation at a distance from the perspectives of international students: Critical reflection towards epistemic justice.** *British Journal of Educational Technology*, 56(2), 815-833. <https://doi.org/10.1111/bjet.13550>

This qualitative case study examines the concept of 'internationalisation at a distance (IaD)' by investigating the learning and academic socialising experiences of international students in online higher education (HE). Amid the evolving landscape of global HE, the COVID-19 pandemic has accelerated the adoption of distance education, creating a unique context for internationalising HE at a distance. The number of international students joining foreign universities from their home countries through the medium of online learning has continued to grow. To better understand IaD from the vantage point of international students, not of universities or domestic students, the present authors listen to online international students, shedding light on the complex nature of being international students in such social and cultural contexts. Qualitative data were collected through in-depth interviews with 19 international students of Chinese ethnicity residing in China while studying and pursuing undergraduate and postgraduate degrees offered by universities in English-speaking countries. Our findings reveal that despite the institutional rhetoric which promotes diversity and inclusivity, especially during student recruitment and induction, online international students experience that their unique cultural perspectives and pedagogical knowledge are usually not accepted, accommodated and welcomed by their programmes, tutors and peers. Nevertheless, like their domestic counterparts, international students are proactive in navigating and shaping their online learning environments and relationships to effectively serve their own learning needs and interests. The outcomes challenge stereotypical narratives of international students prevailing in HE literature and create much more realistic discourses of the democratising potential of international online HE beyond the diversity rhetoric. The findings have been analysed using the theoretical framework of epistemic injustice, hoping to contribute to the IaD research and practices by challenging and reshaping the often uncritical and colonial perspectives on international online students.

Practitioner notes

What is already known about this topic Internationalisation in higher education is typically categorised into internationalisation abroad (IA), internationalisation at home (IaH) and internationalisation at a distance (IaD). These concepts have been widely used and interpreted from the perspective of universities as the main actors in internationalisation efforts. IaD is defined as internationalisation that occurs within a technology-mediated environment where students, teachers and institutions are located in different locations. It transcends the geographical distinction between IA and IaH and emphasises the virtual mobility of knowledge. IaD raises a series of discussions about the identification of international students, especially due to the ambiguous line between 'international' and 'home' categorisations. What this paper

adds This paper reconceptualises IaD from international students' perspective, using 'home', 'hosts' and 'guests' as metaphors to investigate the students' lived experiences of IaD. This paper reveals the unequal power relationships and epistemic injustices embedded in and constructing international students' IaD experiences. This paper demonstrates the diversity within the international student population, showing them as active agents to employ different strategies to navigate epistemic injustices and challenges in the IaD contexts. Implications for practice and/or policy Institutions should re-examine their internationalisation strategies (abroad, at home or a distance) to achieve diversity and inclusivity principles beyond superficial and numeric measures, avoiding viewing international students merely as tools or resources for internationalisation. There is a pressing need to rethink the concept of IaD from the student's perspective and better conceptualise the notion of international students in IaD research and practice. Diversity among international students should be taken more seriously in educational practices, and stereotypes and prejudice against specific groups of international students should be addressed further.

Lembré, S. (2025, février). **La politique d'apprentissage et d'alternance : quel avenir après le boom ?** Consulté 11 mars 2025, à l'adresse <https://www.vie-publique.fr/parole-dexpert/297246-la-politique-dapprentissage-et-dalternance-avenir-stephane-lembre>
1 014 500 : c'est le nombre d'apprentis comptabilisés le 31 décembre 2023, un chiffre record. Cette évolution s'explique par une image favorable et un volontarisme des pouvoirs publics. Mais l'avenir est incertain. La redéfinition des moyens alloués et la régulation nécessaire du secteur figurent parmi les défis à relever. Sommaire Une progression récente spectaculaire et multiforme Une politique d'apprentissage renouvelée Des défis liés à la gouvernance du secteur de la formation Une régulation nécessaire d'un secteur exposé à des logiques d'opportunité

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 90s 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.

Les systèmes d'information de gestion des établissements d'enseignement supérieur. (2025). In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4060> [Report]. Consulté à l'adresse <https://www.education.gouv.fr/media/199785/download>

Cet état des lieux de la gouvernance et du déploiement des systèmes d'information de gestion au sein des établissements publics à caractère scientifique, culturel et professionnel (EPSCP) aborde la question de la mutualisation de leur développement et de leur mise en œuvre. Le rapport analyse tout d'abord la gouvernance des systèmes

d'information (SI) de gestion, tant au niveau ministériel et interministériel qu'au sein des établissements d'enseignement supérieur. Il établit un bilan des systèmes déployés dans les établissements, en étudiant leurs critères de choix et les paramètres influençant la satisfaction des utilisateurs et des gouvernances. Il s'intéresse à leur mutualisation et complète les observations par un parangonnage européen. Le rapport émet six recommandations, dont trois portent sur la gouvernance des systèmes d'information au niveau ministériel, une traite de la formation des utilisateurs dans les EPSCP et une propose d'améliorer la connaissance des coûts des systèmes d'information de gestion au sein des établissements. La dernière recommandation vise à renforcer la mutualisation pour la constitution et le déploiement des SI de gestion des EPSCP.

Levasseur, L., & Wentzel, B. (2025). **L'école québécoise sous influence de la Nouvelle Gestion publique. Trois changements majeurs relatifs à la pédagogie, à la décentralisation du système éducatif et à la restructuration des services aux élèves par les professionnels non enseignants.** *Canadian Journal of Educational Administration and Policy*, (205), 59-72. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/78267>

Dans le rapport final des États généraux sur l'éducation, publié en 1996, le ministère de l'Éducation du Québec a insisté sur « la nécessité de remettre l'école sur ses rails en matière d'égalité des chances », mais adoptait du même souffle de nouvelles politiques éducatives qui s'inscrivent dans le prolongement de la Nouvelle gestion publique (New Public Management). S'en sont suivis des changements institutionnels favorisant 1) une pédagogie devant répondre à des critères d'évaluation, 2) une nouvelle régulation décentralisée du système éducatif menant à la concurrence entre les établissements, et 3) une réorganisation, à des fins de plus grande efficacité, des services aux élèves par les professionnels non enseignants. Ces changements s'harmonisent-ils avec les grands principes démocratiques hérités des années 1960 ? Ont-ils, au contraire, fait basculer l'école québécoise vers le néolibéralisme ? Le croisement de recherches menées par les auteurs sur la division du travail et les politiques éducatives permet de jeter un certain éclairage sur l'école québécoise, terrain de tensions entre héritage démocratique et libéralisme, entre égalité et performance.

LeVasseur, L., Wentzel, B., & Dulude, É. (2025). **Présentation du numéro thématique, RCAPE 205 Les systèmes éducatifs canadiens et européens mis sous tension : entre inclusion et « nouvelles » politiques d'éducation centrées sur l'efficacité, quelles incidences sur l'institution scolaire des différents pays et sur le travail des agents scolaires?** *Canadian Journal of Educational Administration and Policy*, (205), 2-6. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/80897>

LeVasseur, L., Wentzel, B., & Dulude, E. (Éd.). (s. d.). **Numéro thématique : Les systèmes éducatifs canadiens et européens mis sous tension : entre inclusion et « nouvelles » politiques d'éducation centrées sur l'efficacité, quelles incidences sur l'institution scolaire des différents pays et sur le travail des agents scolaires?** *Canadian Journal of Educational Administration and Policy*, (205), 2-72. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/80897>

Li, H., Leong, M. U., Wong, K. L. L., Zhu, J., & Chen, C.-C. (2025). **University students' concepts of nation in Mainland China, Hong Kong, and Macau: Patriotism or nationalism?** *Higher Education*, 89(2), 553-569. <https://doi.org/10.1007/s10734-024-01235-9>

This study investigated the concepts of nation among university students in Mainland China, Hong Kong, and Macau. The findings revealed a lack of consistent patterns among university students' perceptions of patriotism and nationalism across these regions. Ideological differences were observed, with students in Mainland China and Hong Kong representing the extremes of collectivism and individualism, respectively. Students in Hong Kong demonstrated a blended perspective of nationalism and patriotism rooted in localism, while students in Mainland China clearly distinguished between nationalism and patriotism within culture localism. Students in Macau exhibited perspectives that fit somewhere between those of their counterparts in Hong Kong and Mainland China. Hong Kong has encountered unique challenges in implementing patriotic education, while Mainland China and Macau have implemented it effectively. As a result, Macau has achieved better integration with Mainland China than Hong Kong in the postcolonial era. However, the key educational stakeholders in these societies must reassess their policies on preparing youths for the complex world and recognise their desire for authenticity and external recognition.

Li, J., Xue, E., & Guo, S. (2025). **The effects of PISA on global basic education reform: a systematic literature review.** *Humanities and Social Sciences Communications*, 12(1), 1-15. <https://doi.org/10.1057/s41599-025-04403-z>

The Program for International Student Assessment (PISA) is a vehicle for promoting students' learning that plays a significant role in basic education reform globally. Few studies have used the transnational academic achievements of PISA as evidence to systematically summarize the primary motivation behind PISA's participation in global decision-making and the core issues of PISA's impact on education reform. Using a systematic review approach, we aimed to analyze findings from empirical research about the impact of PISA on global basic education policies and to provide an overview of the effects of PISA on global basic education reform. The Social Sciences Citation Index (SSCI) and Scopus databases were searched for empirical research written in English, focusing on basic education, and including search terms such as PISA, educational reform, and policy. A total of 85 studies were included in the review and systematically synthesized to determine the effect of PISA on global basic education reform. PISA drives policy discussions on education quality and equity through its pursuit of educational quality, data-based comparative analysis, and evidence-based research paradigms. PISA's impact has extended far beyond its original function of measuring the quality of education among countries, and it profoundly affects global education governance through 'soft' governance of the education system. We present a specific mechanism model of PISA's impact on the development of education policies that demonstrates the two-way interaction between PISA and education reform, providing a theoretical reference for future academic research on education reform linked to PISA.

Lièvre, A. (2025a). **Les effectifs des inscriptions en section de technicien supérieur sous statut scolaire en 2024-2025.** *Note Flash du SIES*, (04), 1-2. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8484>

Les classes préparatoires aux grandes écoles (CPGE) accueillent 86 900 étudiants à la rentrée 2024, soit un effectif en forte hausse de 5,5 % cette année, après 5 années de baisses successives de 2018 à 2022 et une stabilisation à la rentrée 2023. Cette hausse concerne les étudiants inscrits en première année (+4,9 %) et plus fortement encore ceux inscrits en deuxième année (+6,2 %). Les effectifs augmentent dans toutes les filières,

principalement dans les filières économique (+8,3 %) et scientifique (+5,5 %), et plus fortement dans les établissements privés.

Lièvre, A. (2025b). **Les effectifs en classes préparatoires aux grandes écoles à la rentrée 2024-2025.** *Note Flash du SIES*, (03), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-en-classes-preparatoires-aux-grandes-ecoles-la-rentree-2024-2025-98530>

Les classes préparatoires aux grandes écoles accueillent 86 900 étudiants à la rentrée 2024, soit un effectif en forte hausse de 5,5 % cette année, après 5 années de baisses successives suivies d'une stabilisation à la rentrée 2023.

Lin, P., Courtney, S. J., Armstrong, P., & McKay, A. (2025). **Typologising formal school-to-school collaborations—education collectives—in China through the metaphor of Chinese landscape painting.** *Oxford Review of Education*, 51(1), 1-16. <https://doi.org/10.1080/03054985.2023.2287761>

In China, formal school groupings known as 'education collectives' have become one of the most common forms of school-to-school collaboration, promoted by policymakers to narrow the achievement gap between schools and optimise resource allocation. Previous research has focused on the purposes and achievements of education collectives rather than their structural diversity. This article seeks to address this gap by typologising education collectives in China. We map the landscape of education collectives, illuminating how school-to-school collaboration and education collectivisation have been promoted and operationalised in China. To achieve this, we employ the metaphor of traditional Chinese landscape painting as a methodological tool. Through this, we promote a deeper understanding of the cultural and psychological roots of school-to-school collaboration in China. We conceptualise education collectives from three perspectives inspired by the features of landscape painting: power relations, legal status, and external institutional engagement. These three dimensions also illuminate the homogeneity, exclusion and unsustainability that the education collective may encounter in their development process. This typology places education collectives within the broader policy context of Chinese basic education and system reform and offers insights into the diversity of network and partnership structures among inter-school collaborations.

Lombardi, L. (2025). **Le lycée en Angleterre, en Italie et en France. Contribution à l'analyse des curricula et à la comparaison internationale en éducation.** In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=2024>.

Consulté à l'adresse <https://www.septentrion.com/fr/livre/?GCOI=27574100861310>

Allant au-delà des apparences d'équivalence entre les systèmes éducatifs sur lesquelles se fondent les évaluations internationales, cet ouvrage s'attache à révéler les conceptions profondes de l'éducation qui irriguent les lycées dans trois systèmes éducatifs, l'anglais, l'italien et le français. L'originalité et l'intérêt de l'ouvrage résident dans le choix de l'auteure de mettre au centre de son analyse le curriculum, en révélant les expériences d'apprentissage et les différentes visions de l'éducation qu'ils expriment, de façon explicite ou non. Ainsi, la formation du lycéen « expert » en Angleterre contraste-t-elle avec celle du lycéen « cultivé » en Italie et du lycéen que l'école formate d'abord, en France, sans qu'on en ait conscience, comme « stratège ». Cette exploration internationale permet de mieux comprendre les enjeux liés aux réformes des

curricula, à l'utilisation de la comparaison en éducation et à la définition de ce qu'est le lycée au sein d'une société.

Loogma, K. (2024). **Un conflit structurel entre voie académique et voie professionnelle : le cas de l'Estonie**. *Revue internationale d'éducation de Sèvres*, (97), 131-141. <https://doi.org/10.4000/139c0>

Avec sa réforme de l'éducation de 1991, l'Estonie se dote d'un système scolaire global visant à offrir à tous les élèves la meilleure éducation possible, dans un système éducatif désormais acquis aux principes néolibéraux et devenu assez sélectif. La plupart des choix décisifs des élèves pour la suite de leur parcours scolaire et professionnel sont faits à l'issue de la scolarité obligatoire. L'article analyse les causes et conséquences d'un conflit structurel entre la voie académique et la voie professionnelle, qui persiste malgré la mise en place d'une politique visant à favoriser la mobilité entre ces deux voies dans le cadre d'une éducation tout au long de la vie.

Lunyova, T., Lanvers, U., & Zelik, O. (2025). **Bill 7633 on the restriction of the use of Russian text sources in Ukrainian research and education: analysing language policy in times of war**. *Language Policy*, 24(1), 109-147. <https://doi.org/10.1007/s10993-024-09697-4>

For centuries, Ukraine has been a site of conflicts over language rights. During 70 years of Soviet leadership, Ukraine experienced 'relentless Russification' (Reznik in *Language of conflict: discourses of the Ukrainian crisis* (pp. 169–191). Bloomsbury Publishing, London, 2020 p. 170). After breaking from Soviet rule, the Ukrainian language became an increasingly powerful symbol and means of national identity. Since the full-scale Russian invasion of Ukraine in 2022, the language issues have gained yet more public and political attention. Addressing the urgency, the Ukrainian parliament adopted, in the first reading, Bill 7633, aiming to restrict the use of any Russian sources in Ukrainian school and academia, a bill that was met with criticism and experienced intensified debates. This article analyses a range of text sources (both governmental and non-governmental) debating Bill 7633, using Discourse Analysis, and reveals how 'liberal values' and 'lived liberalism' (Fedirko et al. in *Social Anthropol/Anthropol soc* 29(2):373–386, 2021) are practiced or violated through problematising or justifying the Bill. Thus, the article contributes to the (recently emerged, i.e. since the start of Russian annexation of the Crimea in 2014) body of research on political and public discourses of the Ukrainian conflict (Epstein in *Studies in East Eur Thought* 74(4), 475–481; Jones, 2020; Lanvers and Lunyova in *Eur J Lang Policy* 15(1), 25–68; Slobozhan et al. in *Soc Netw Anal Min* 12(1), 1–12, 2022). Results show a comprehensive range of arguments both for and against Bill 7633 in both governmental and non-governmental texts which is interpreted as a form of liberalism in fragments (Fedirko in *Social Anthropol/Anthropol Soc*, 29(2), 471–489, 2021). The conclusion debates the unreserved applicability of western conceptualisation of liberal language policy in the context of war and prolonged linguistic contestations.

Mapping the International Geneva Education Ecosystem. (2025). In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4058> [Report]. Consulté à l'adresse <https://resources.norrag.org/resource/download/831/460>

International cooperation is critical to realizing the right to education enshrined in many global and national policies and agendas. SDG-focused organisations based in Geneva exist within an ecosystem which curtails or enables their decision making, priorities, funding and ways of knowing. NORRAG's International Geneva project focuses on developing understanding of the ecosystem of international cooperation for education

located in Geneva, and its effects globally, especially with the Global South. There is more work on education in international Geneva than might appear at first. This Working Paper reveals how these education-focused organisations experience, value and use the Geneva ecosystem in ways that further the achievement of SDG 4, and benefit—as they listen to—stakeholders in the Global South. International Geneva offers a unique geopolitical context for developing a positively functioning ecosystem that can accelerate decision-making, goal achievement and funding towards aligned endeavours (such as the Sustainable Development Goals). Despite the coexistence of organisations and individuals working on several interrelated SDGs, it is a fragmented ecosystem. To leverage the relations already in place, systemic facilitation activities with International Geneva actors must be undertaken.

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.

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, M., & Nic Giolla Mhichíl, M. (2025). **Micro-credentials in Mauritius: towards a national framework for TVET and higher education** (p. 72). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000392521>

Mather, M. F., & Bam, N. E. (2025). **Factors Influencing Academic Staff Satisfaction and Retention in Higher Education: A Literature Review**. *European Journal of Education*, 60(1), e70025. <https://doi.org/10.1111/ejed.70025>

This review of the literature aims to synthesise and analyse previous studies to provide important information on factors that affect academic staff retention and staff satisfaction in higher education institutions (HEI). The review included 21 studies published between 2014 and 2024, conducted in 13 different countries. Thematic analysis of the 21 included papers revealed four major themes, each with three sub-themes. These themes highlight the relevance of development programmes within HEIs to meet individual needs, stimulate professional progress, and improve overall academic performance. Furthermore, the review emphasises the importance of creating a supportive work environment, encouraging work-life balance, and providing equitable salary and recognition to academic personnel. Addressing these characteristics can help HEIs increase staff satisfaction, lower turnover rates, and ultimately contribute to the institution's performance and reputation.

Merra, R. (2024). **Définir des politiques dérogatoires dans les territoires : l'exemple des cités éducatives**. *Administration & Éducation*, 184(4), 47-55. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-47>

Ministère de l'éducation nationale, de la jeunesse & DNE : Direction du numérique pour l'éducation. (2025). **Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques : édition trilingue 2025**. Consulté à l'adresse https://edunumrech.hypotheses.org/files/2025/02/MEN_DNE_brochure_IA_2025_FR_web.pdf

Ce document, disponible en anglais et en espagnol a été réalisé par la Direction du numérique pour l'éducation / ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. Il propose un état des lieux (janvier 2025) sur les apports de la recherche et les lignes directrices des institutions internationales sur l'intelligence artificielle (IA) et l'éducation : diversité des définitions et des approches, enjeux pour les politiques publiques, enjeux juridiques et éthiques, domaines d'application, pistes de travail pour former et enseigner, perspectives avec le tournant actuel des systèmes d'IA générative et des grands modèles de langage.

Mitani, H. (2025). **Performance-Based Compensation Systems and Principal Job Performance**. *American Educational Research Journal*, 62(2), 414-455. <https://doi.org/10.3102/00028312241303760>

The inequitable distribution of principal effectiveness raises concern among policymakers. Principal sorting likely contributes to wider achievement and opportunity gaps between low- and high-need schools. As a possible policy tool, policymakers proposed performance-based compensation systems (PBCS). Tennessee was one of the states that supported the implementation of PBCS. This study examined the relationship between PBCS and principal job performance in the state, using longitudinal administrative data, principal evaluation data, and unique PBCS data from 2012 to 2019. The study did not find consistently significant, positive relationships between PBCS and principal job performance. However, the relationships were generally more pronounced among high-need schools. The study concludes with detailed discussions about the results, the assumptions behind PBCS, limitations, and implications.

Moghadam, A., Bouillard, E., & Molho, J. (2025, février 24). **Étudiants français au Canada : entre l'aventure nord-américaine et les possibilités professionnelles, l'attrait d'un cursus moins hiérarchique**. Consulté 7 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/etudiants-francais-au-canada-entre-laventure-nord-americaine-et-les-possibilites-professionnelles-lattrait-dun-cursus-moins-hierarchique-248972>

Les Français qui poursuivent des études universitaires au Canada sont cinq fois plus nombreux qu'il y a 20 ans. Une étude dresse un portrait des facteurs qui les y incitent.

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.

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.

Mouta, A., Torrecilla-Sánchez, E. M., & Pinto-Llorente, A. M. (2025). **Comprehensive professional learning for teacher agency in addressing ethical challenges of AIED: Insights from educational design research**. *Education and Information Technologies*, 30(3), 3343-3387. <https://doi.org/10.1007/s10639-024-12946-y>

Continuing professional development plays a pivotal role in creating opportunities for teachers to explore the evolving educational landscape. With the integration of Artificial Intelligence into education, these opportunities involve grasping teachers' attitudes, expectations, and pedagogical approaches, with a focus on ethical considerations. Nevertheless, existing research and professional learning opportunities often overlook the perspectives of educators on these themes. Aiming to bridge this gap, this Educational Design Research approach began with a systematic literature review, followed by a Delphi study to gather educational stakeholders' insights on the ethical concerns of using AI in education. The current study presents the research third phase. It explores findings from focus groups with educators responsible for K-12 teacher education, informing the design of a training programme that addresses ethical concerns and agency. Four groups were conducted using a semi-structured script, centred on pre-provided scenarios. Data analysis involved thematic coding using both deductive and inductive approaches, revealing key themes related to: employing AI applications in course delivery for a mindful, hands-on exploration; discussing ethical and policy frameworks with a focus on contextual needs and technogeographies; addressing uncertainty, resistance, and transition; and fostering individual and collective agency regarding ethical issues through informal learning channels to build a nuanced narrative that challenges the corporate one. The study concludes by highlighting the importance of greater investment in professional development to enable educators to critically assess and reshape the values associated with education in the context of Artificial Intelligence, thereby contributing to the movement of aligning AI with our humanity.

Mouterde, F., & Lecouturier, F. (2024). **Le métier d'évaluateur de politiques publiques : compétences, spécificités et référentiel** (N° 11; p. 73). Consulté à l'adresse Société Française de l'Évaluation website: https://www.sfe-asso.fr/wp-content/uploads/2025/03/SFE_Cahier_11_Compétences-evaluateurs.pdf

Msomphora, M. R. (2025). **Bridging borders: Global insights and challenges in internationalising higher education using a decade-long case study**. *International Journal of Educational Research Open*, 8, 100402. <https://doi.org/10.1016/j.ijedro.2024.100402>

The manuscript examines a decade of internationalisation efforts at the Department of Health and Care Sciences at UiT The Arctic University of Norway. Employing a mixed-methods approach, it analyses student mobility, research collaborations, and international partnerships, offering strategic recommendations to enhance global educational practices. The findings provide valuable insights into international education, with applications in research, policy, and practice beyond the study's context. Challenges such as the COVID-19 pandemic and financial constraints are highlighted, along with the need for cultural competence and adaptive strategic planning. The study proposes solutions, including flexible exchange programs, the use of virtual technologies, and increased international collaboration to advance higher education in a globalised world.

Ng, P. T. (2025). **Learning in an era of uncertainty in Singapore: diversity, lifelong learning, inspiration and paradigm shift.** *Educational Research for Policy and Practice*, 24(1), 121-127. <https://doi.org/10.1007/s10671-023-09348-1>

This is an era of uncertainty, during which adaptability is a key capability to survival and future success. What has Singapore done to develop an education system that facilitates its young to learn in such an era? Firstly, Singapore enhances the adaptive capacity of its education system by increasing its diversity. In particular, it is developing more educational pathways, areas of learning and types of schools. Secondly, Singapore emphasizes lifelong learning. In particular, Singapore will be focusing on providing more learning opportunities for working adults and enhancing support for mid-career reskilling. In these educational changes, Singapore has been addressing both hardware (changing policies) and software (addressing culture), in order to develop an education system that can facilitate learners to learn in an era of uncertainty. What will help Singapore in further developing such a system? This paper suggests two software “upgrades”, namely “inspiration by design” and “readiness for paradigm shift”. Firstly, instead of a paradigm of competence, Singapore adopts a paradigm of inspiration. In this paradigm, the aim is for students to find their inspiration to learn, and such inspiration is provided through a systemic approach. This is “inspiration by design”. Secondly, Singapore nurtures the spirit of readiness for paradigm shifts in education. An example of a paradigm shift is to be ready for the advent of artificial intelligence in education. Such readiness is about reflecting on fundamentals so that the use of artificial intelligence enhances the development of real human intelligence.

Ngalomba, S., Mkwanzani, F., & Mukwambo, P. (2025). **Internationalization at a distance via virtual mobility in the Global South: Advances and challenges.** *British Journal of Educational Technology*, 56(2), 927-946. <https://doi.org/10.1111/bjet.13557>

Internationalization of higher education (HE) has increasingly been a subject of interest among scholars, due to developments in the field, such as increased student and staff mobility, inter-university research and teaching partnerships, and rapid technological advancements. Internationalization efforts have mainly focused on the recruitment of international students and staff to universities in the Global North, the establishment of satellite campuses overseas and research collaborations. To compete on a more even footing, countries in the Global South have increasingly invested in their HE systems and actively promoted themselves as international destinations in this changing global landscape. In this paper, we discuss the strategies and limitations of internationalization at a distance (IaD) with a specific focus on Tanzania. As an emerging destination for international students, the country's expanding HE sector is positioning itself as a global

and competitive international destination through diverse efforts such as virtual mobility. This paper draws on interviews with key staff from an open and distance-learning university in Tanzania to examine and theorize the challenges relating to the provision of online distance learning (ODL) to non-mobile international students. The theoretical lens is informed by the capabilities approach and ideas of conversion factors and agency. The paper looks beyond existing limitations and proposes the idea of a responsive agency that draws on international collaborations as a way of overcoming contextual challenges through pooling and sharing resources where they exist. In this way, institutions are not independent of their affiliation with others, they belong to a community. This broadens the practice of internationalization to fostering supportive collaboration aimed at improving access to quality international HE. Practitioner notes What is already known about this topic Rising technology-supported activities have created new opportunities for universities internationalization. Education plays a key role in intercultural understanding. Internationalization of educational research and services improve quality by requiring respective higher education institutions improve academic standards. What this paper adds Bring together the concepts of capabilities and third space in laD. laD opportunities are yet to be fully tapped by both higher education institutions and various government policies. The third space enables hybridity, culture translation and the emergence of new forms of identity. Implications for practice and/or policy To engage and sustain laD universities must have reliable ICT infrastructure and staff with requisite skills to cope with rapid technological advancement. Widening participation to those who are excluded from conventional, campus-based universities is critical to ensure achievement of SDG 4.

Nietschke, Y., Dabrowski, A., Warren, N., & Arasi-Mulitalo, M. (2025). **Building education system resilience in Samoa: Exploring systems, policies and classroom practices.** *International Education Research*. <https://doi.org/10.37517/978-1-74286-787-8>

Nikitenko, N., & Janissin, P. (2024). **Éducation: quelle place à l'action de l'Union européenne ?** *Administration & Éducation*, 184(4), 41-46. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-41>

Nunès, É. (2025, février 25). **Le pari gagnant des « prépas pro » qui accueillent des élèves cabossés par le système scolaire.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/02/25/le-pari-gagnant-des-prepas-pro-qui-accueillent-des-eleves-cabosses-par-le-systeme-scolaire_6562627_4401467.html
Hisser académiquement des lycéens issus de la voie professionnelle et les faire concourir aux côtés des meilleurs de la voie générale est le pari de ces classes préparatoires de la seconde chance, qui ne sont encore qu'une poignée en France.

O'Brien, K. E., & Woody, B. A. (2025). **Maybe They're Born With It? Maybe It's Mentoring. A Test of the Rising Star Hypothesis.** *Journal of Career Development*, 52(2), 115-133. <https://doi.org/10.1177/08948453241313193>

The rising star hypothesis proposes that characteristics of "rising star" protégés already set them up for success, such that mentoring is a byproduct of their ambition. Alternatively, the influential mentor hypothesis states that protégés experience success due to the positive influence of mentoring. Herein, we test whether rising star characteristics (need for achievement and career initiative behaviors) precede or follow informal mentorship. Using data from a sample of 94 protégés (recruited from a hospital) over two time points

(six-week lag), we found best evidence for a mix of the rising star and influential mentor hypotheses, in which career initiative behaviors predict the number of informal mentors, and in turn, need for achievement. Cross-lagged effects were probed and provide evidence that the benefits of informal mentoring does not seem to extend to formal mentoring. Practical implications are highlighted, including the benefits of multiple mentors and alternatives to traditional mentoring.

Observatoire des inégalités. (s. d.). **L'accès à l'enseignement supérieur dans le monde : des progrès très inégaux**. Consulté 3 mars 2025, à l'adresse Observatoire des inégalités website: <https://inegalites.fr/L-acces-a-l-enseignement-superieur-dans-le-monde-des-progres-tres-inegaux>

La part des jeunes qui accèdent aux études supérieures a doublé en 20 ans à l'échelle mondiale. Mais les inégalités restent immenses entre pays riches et pays pauvres.

OECD. (2025a). **Côte d'Ivoire's 2015 legal and policy reform for gender equality in education** (p. 6). Consulté à l'adresse CD website: https://www.oecd.org/en/publications/gender-equality_cfc9cac7-en/cote-d-ivoire-s-2015-legal-and-policy-reform-for-gender-equality-in-education_bc8deb38-en.html

In 2014, enrolment rates in primary and secondary education in Côte d'Ivoire were alarmingly low, and the enrolment gap between girls and boys was particularly large. Following the passing of a landmark law in 2015 which made primary and lower secondary education compulsory, enrolment rates drastically improved in primary and secondary education. The country also closed the gender gap in primary education and managed to substantially reduce it at the secondary level.

OECD. (2025b). **Everybody Cares About Using Education Research Sometimes: Perspectives of Knowledge Intermediaries**. <https://doi.org/10.1787/5ef88972-en>

OECD. (2025c). **Fostering excellence in higher education and VET**. Consulté à l'adresse https://www.oecd.org/en/publications/fostering-excellence-in-higher-education-and-vet_e6862056-en.html

This Education Policy Perspective serves as Part B in a two-part series of policy papers on "Promoting Quality and Excellence in Higher Education and VET". This paper (Part B) examines a wide range of quality-focused policies, other than quality assurance, used by governments to promote pedagogical innovation and enhancement in higher education and vocational education and training (VET) in ten European jurisdictions: Austria, Croatia, Denmark, Estonia, Finland, Ireland, Lithuania, the Netherlands, Norway and Scotland (United Kingdom). This report was prepared by the OECD as part of the Project "Strengthening the system of evaluation and quality assurance in higher education and vocational education and training in Lithuania", funded by the European Union's Technical Support Instrument, and produced at the request of, and in close collaboration with, the Lithuanian Ministry of Education, Science and Sports (ŠMSM), and the European Commission.

Ondobo, J. (2024). **Enseignement et formation en éducation au développement durable des peuples autochtones exclus de la scolarisation classique promulguée dans le cadre formel : cas des peuples riverains au complexe binational Sena-Oura au Tchad et Bouba Ndjidda au Cameroun** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04980338>

L'éducation est un droit universellement proclamé dans la Déclaration universelle des droits de l'Homme (1948) et dans le Pacte international relatif aux droits économiques, sociaux et culturels (1966). Mais, même si ces textes juridiques et normatifs et ces engagements réitérés de la communauté internationale impulsent une nouvelle perception sociale, politique et philosophique de la démarche éducative, la question demeure entière. Comment atteindre au plus tôt l'objectif de l'inclusion cognitive et offrir, partout et à toutes les communautés, les mêmes chances d'accès au savoir ? Comment envisager l'éducation pour que les sociétés apprenantes soient ouvertes à tous, et pas seulement aux pays, aux familles et aux individus qui ont les moyens de s'offrir les savoirs pertinents et valorisés ? Autrement dit, comment éviter que l'éducation ne vienne accentuer les clivages entre des populations de plus en plus éduquées et des populations qui n'auraient qu'un accès limité à une éducation de qualité, et ne creuse ainsi cette fracture cognitive qui constitue le principal écueil d'une économie globale de la connaissance ? Notre problème est de repérer et d'analyser les facteurs d'exclusion et les potentialités des systèmes éducatifs formels à se renouveler afin de répondre à la question de l'exclusion en formation des communautés autochtones sans éducation scolaire. L'étude a été menée dans l'espace géographique du BSB Yamoussa au Cameroun et au Tchad. Elle a porté sur une série de trente-huit (38) entretiens ethnographie auprès de communautés autochtones et huit (8) entretiens menés avec les responsables du système éducatif formel (soit six au Cameroun et deux au Tchad). Notre travail de recherche s'appuie principalement sur l'analyse des politiques et stratégies éducatives, le discours des agents de l'éducation instituée, le discours engagé des acteurs issus des communautés autochtones et sur l'observation des pratiques locales. La thèse que nous défendons est que l'approche socioconstructiviste de l'éducation peut contribuer à l'émergence des «éducatifs À...» et constitue une opportunité d'inclusion cognitive, que l'éducation au développement durable nous permet de décrire et de comprendre. Travail en immersion à travers l'approche phénoménologique par l'expérience, la multiréférentialité sont les principes d'action qui vont interroger l'exclusion en formation des communautés autochtones sur le territoire du Complexe BSB Yamoussa.

Onwuegbuzie, A. J., & Sabates, R. (2025). **A Meta-Systematic Review of the Conceptual, Methodological, and Reporting Quality of Systematic Reviews of Research on Educational Leadership and Management in Africa.** *International Journal of Educational Methodology*, 11(1), 27-42. <https://doi.org/10.12973/ijem.11.1.27>

Formal publications in the area of educational leadership and management (EDLM) can be traced back more than a century. The 1950s saw the emergence of reviews of these EDLM works. Unfortunately, these reviews were limited because they were not systematic. Sometime after the establishment of the Campbell Collaboration as the standard for systematic reviews in the social sciences in 2000, scholars began conducting systematic reviews of the EDLM literature, including the African EDLM literature. However, little is known about the quality of this latter corpus of systematic reviews. Therefore, in this article, a systematic review of systematic reviews — a meta-systematic review — was conducted on the African EDLM literature. This meta-systematic review revealed 42 systematic reviews. The quality of these reviews was assessed using Hallinger's analytical rubric for conducting systematic reviews, which led to the identification of strengths and weaknesses of these reviews, as well as a set of exemplary reviews. These findings offer actionable insights for policymakers and practitioners by highlighting the need for targeted training and resources to improve systematic

reviews; conceptual, methodological, and reporting quality, thereby enhancing their utility for evidence-based decision-making and educational policy development.

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.

Organisation de Coopération et de Développement Économiques - OCDE. (2025). **School partnerships addressing child well-being and digital technology** (p. 1-33) [Report]. Consulté à l'adresse OECD website: https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/01/school-partnerships-addressing-child-well-being-and-digital-technology_22a95b7f/3c946a99-en.pdf

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.

Pacheco Benites, A. (2025). **Rigor mortis. Sur l'université d'aujourd'hui, au milieu de trois crises.** In *F*CK EDUCATION. Essays on the myth of education, its failure, and some possibilities*. Consulté à l'adresse <https://hal.science/hal-04949771>

This essay is divided into two parts. The first part presents a diagnosis of the contemporary (neoliberal) university in the light of three interrelated crises: a categorical crisis, an institutional crisis and an informational crisis. The first of these crises refers to the collapse of Modernity itself and the categories that underpinned the sense of the University - such as the nation-state, the individual and reason - which are displaced by logics of economic efficiency and technocratic management. The second refers to the functioning of the institution itself, marked by the corporatisation of processes and the

precarisation of its agents, within the framework of a general depoliticisation of the University. Finally, the third crisis centres on the effects of the current informational regime, which, due to saturation and speed, overwhelms traditional methods of transmission and production of knowledge, eroding the depth and legitimacy that has historically characterised the University. In the second part, the essay links these crises to the production of neoliberal-digital and proto-fascist subjectivities, highlighting the role that the University has played in this dangerous process of transition. Faced with this panorama, the need arises to repoliticise the university from a libertarian praxis that favours a transformation from the micropolitical: an educational dynamic that prioritises freedom of criticism, freedom of teaching, as well as freedom and autonomy in the exchange between teachers and students, breaking with the moulds of neoliberal bureaucracy. Originally published in English as part of a book chapter, the French and Spanish versions are available here.

Pastena, A. (2025). **Intercultural Relationships in an Internationalised Undergraduate Classroom: Do They Influence Transcultural Competence?** *European Journal of Education*, 60(1), e70049. <https://doi.org/10.1111/ejed.70049>

Higher education institutions aspire to integrate international and intercultural dimensions. Yet, internationalisation is too often confined to policies and rankings, overlooking the actual experiences of students. This study investigates how in-class intercultural relationships influence transcultural competence within a multi-dimensionally internationalised undergraduate degree in Barcelona. Focusing on 23 first-year students, the study adopts a mixed-method approach, with quantitative data setting the ground for qualitative exploration. Findings reveal five descriptive patterns of interaction between transcultural competence and in-class intercultural relationships, highlighting how agency, previous experiences, and institutional support shape positive, negative, or neutral outcomes. The study emphasises the significance of reciprocal transformative opportunities in non-English-speaking environments and challenges the binary categorisation of students as 'local' and 'international'. It reveals the unique nature of individual experiences, calling for a more nuanced understanding of internationalised classrooms.

Perlot, O. (2025, mars 3). **From open source to open education global**. Présenté à After work de la DRANE. Consulté à l'adresse <https://hal.univ-reims.fr/hal-04973585>

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Peter, A., & Muehlfeld, K. (2025). **Job Choice Under Crisis Conditions: Differences in Motivational Systems and Job-Attribute Preferences of Young Adults**. *Journal of Career Development*, 52(2), 153-172. <https://doi.org/10.1177/08948453251313800>

The COVID-19 pandemic delivered a fundamental shock that significantly impacted individual working conditions and increased job insecurity across numerous occupations and industries. Against this background, this study analyzes how two basic motivational systems, the behavioral activation system (BAS) and behavioral inhibition system (BIS), which shape human responses to (perceived) threats, influence the formation of job-attribute preferences. BIS and BAS have been shown to impact human decision-making and behavior in many different domains pervasively. However, despite their fundamental nature, they have remained understudied as possible deep-level influences on the formation of occupational preferences of young people about to choose a job to embark on. We address this research gap by applying an adaptive choice-based

conjoint experiment based on a sample of 1,005 young adults. Results show that the perceived relative importance of significant job attributes in a crisis-ridden environment is related to the sensitivity of specific BIS and BAS subscales.

Picard, P., & Guyon, R. (2024). **La formation continue des enseignants, un impensé des politiques publiques d'éducation en France.** *Administration & Éducation*, 184(4), 117-122. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-117>

Polge, M., & Mussol, S. (2025, février 18). **L'apprentissage dans l'enseignement supérieur, oui mais pas à n'importe quel prix.** Consulté 19 février 2025, à l'adresse The Conversation website: <http://theconversation.com/lapprentissage-dans-lenseignement-superieur-oui-mais-pas-a-nimporte-quel-prix-247030>

L'action en faveur de l'apprentissage est-elle allée trop loin, notamment dans le supérieur ? Pour éviter l'effet d'aubaine, il est important de s'assurer d'un véritable encadrement des jeunes.

Pons, X. (2024). **Le Parlement et les politiques d'éducation en France : une « impuissance bavarde » ?** *Administration & Éducation*, 184(4), 69-75. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-69>

Posselt, J., Southern, D., Hernandez, T., Desir, S., Alleyne, F., & Miller, C. W. (2025). **Redefining Merit Through New Routines: Holistic Admissions Policy Implementation in Graduate Education.** *Educational Evaluation and Policy Analysis*, 47(1), 159-184. <https://doi.org/10.3102/01623737231201612>

Despite a growing body of research on the outcomes of holistic admissions and eliminating standardized test score requirements throughout education, few have documented how organizations transition to holistic review. Implementation, however, may help explain variation in impacts of holistic admissions. This article draws upon theories of organizational routines to examine adoption of holistic review in 13 STEM PhD programs from five universities. We conducted 60- to 90-min interviews with admissions leaders, including a COVID-19 transcript review activity. Data reveal change is multilevel, involving new policy/structural, practice/cultural, and cognitive/interpretive routines, which carry promise for disrupting institutionalized inequities where the politics of changing these routines can be managed. We discuss implications for policy, organizational practice, and future research on academic evaluations.

Proietti, E. (2025). **Third Mission and Digital Transformation: An Opportunity to Take Advantage.** *European Journal of Education*, 60(1), e70035. <https://doi.org/10.1111/ejed.70035>

Digital technologies transformed people's life, business and society. Higher education systems are particularly affected by digital transformation, which can enable new learning and teaching processes, innovative organisational dimensions and services, providing new opportunities for the development of the Third Mission. Digital technologies at the service of HEIs can permit them to reinforce their role of drivers of growth and development for their own ecosystems; represent an opportunity to foster education participation; to develop lifelong and lifewide learning initiatives; to share new cooperation paths with different stakeholders; to promote digital culture as a means for innovation and entrepreneurship; to help actors in their ecosystems adopt and use digital

technologies to become more innovative. This paper introduces concepts and definitions on how the digital transformation is affecting HEIs, with reference to the Third Mission and presents the main results of a field research conducted in an international research project.

Proserpio, L., Kandiko Howson, C., & Lall, M. (2025). **The university ranking game in East Asia: the sensemaking of academic leaders between pressures and fatigue**. *Asia Pacific Education Review*, 26(1), 159-171. <https://doi.org/10.1007/s12564-024-10012-3>

Rankings dominate higher education policy making, although little is known about the experiences of those involved in perpetuating rankings. This paper explores middle-level academic leaders' sensemaking about university rankings and related policies in East Asia. Since university rankings have affected higher education policies and strategies more intensely in East Asia than in other regions of the world, our research aims to trace the process of meaning construction and reconstruction of the middle-level academic leaders directly involved with the rankings game. Qualitative data have been drawn from in-depth interviews with key informants across elite institutions in three East Asian countries (Mainland China, South Korea and Japan). Our findings show how even in the well performing countries (Mainland China and South Korea) the "ranking fever" has been replaced by the "ranking fatigue". There is no running from rankings, but the paradox of not believing in them but engaging with them has created an affective response that is deeper than lack of trust towards the commercial system of ranking: it is a deeply rooted feeling of fatigue. This is leading the discussion on how to find an alternative to rankings and possibly forge a new path forward for East Asian universities, reshaping the geography of higher education in the region.

Quinn, D. M. (2025). **Framing Effects and the Public's Attitudes Toward Racial Equity in Education Policy**. *Educational Evaluation and Policy Analysis*, 47(1), 89-107. <https://doi.org/10.3102/01623737231200202>

Frames shape public opinion on policy issues, with implications for policy adoption and agenda-setting. What impact do common issue frames for racial equity in education have on voters' support for racially equitable education policy? Across survey experiments with two independent representative polls of California voters, framing effects were moderated by voters' prior policy preferences. Among respondents concerned with tax policy, a frame emphasizing the economic benefits of equity elicited higher priority for racial equity in education. Among respondents concerned with social justice, an "equal opportunity" frame elicited higher priority ratings. However, exploratory analyses showed frames only mattered when respondents held mixed policy preferences. Among respondents who (a) valued both tax policy and social justice issues, or who (b) valued neither, both frames were equally impactful.

Rajendran, A. (2025). **Conceptualizing Teachers Unions as Organizations Leading for Equity**. *Educational Administration Quarterly*, 61(1), 3-36. <https://doi.org/10.1177/0013161X241291992>

Purpose: Teachers unions in the United States are increasingly taking up issues of equity and justice. While there is a growing and robust body of scholarship on leading for equity, unions are rarely included as sources of education leadership. This creates an opportunity to not only consider unions in these equity efforts, but also re-shape our understandings of the shifting purposes and priorities of unions themselves. Methods: This paper synthesizes the literature to argue for the conceptualization of teachers unions as

consequential sites of equity-focused leadership. Drawing from a larger year-long qualitative case study of a social-justice minded teachers union, I illustrate how a union may infrastructure towards equity by highlighting key mechanisms by which they lead. Findings & Implications: Through the creation of a union-based equity center and leveraging the collective bargaining agreement, this teachers union was able to implement formal structures to prioritize racial equity, educator agency, and autonomy. Unions are making strides to lead for equity and should be examined as a form of district leadership. Investigating these new contexts expands our conceptualizations of leadership and opens new possibilities for systemic change.

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.

Raveaud, M. (2024). **L'inspection en Angleterre : les méthodes de l'Ofsted remises en cause**. *Revue internationale d'éducation de Sèvres*, (97), 16-19. <https://doi.org/10.4000/139bo>

Le 3 septembre 2024, la presse anglaise faisait la une sur l'Office for Standards in Education (Ofsted), organisme d'inspection des établissements scolaires : ce jour-là étaient rendus publics les résultats d'une consultation publique à son sujet et le rapport d'enquête de Dame Christine Gilbert, ancienne inspectrice en chef de l'organisme. L'Ofsted s'est trouvé sous les projecteurs à la suite d'un drame qui s'était produit l'année précédente : le suicide d'une directrice d'école primaire apr...

Ravez, C. (2025). **L'éducation physique et sportive (EPS), au-delà du sport à l'école** [Text/html]. *ÉduRevue*, (150), 1-32. <https://doi.org/10.58079/13FC7>

Entre lutte contre la sédentarité et héritage des Jeux olympiques et paralympiques de Paris de 2024, l'éducation physique et sportive (EPS) se trouve aujourd'hui en France investie de nombreuses attentes sociales et politiques. Les phases de déploiement des dispositifs complémentaires de l'EPS « 30 minutes d'activité physique quotidienne » (APQ) à l'école élémentaire et les « deux heures d'activité physique en plus par semaine au collège » (2HSC) ont suscité de nombreuses interrogations au sein de la communauté éducative quant à la nature et à la place d'un enseignement dédié à l'apprentissage d'une culture motrice. L'Édurevue [1] n° 150, intitulé « L'EPS, de ses buts à ses terrains », vise donc à éclairer la façon dont les différentes visées prescrites à cet enseignement se déploient, non sans tensions, en fonction des contextes professionnels. Cette synthèse revient tout d'abord sur les liens entre EPS et pratiques sportives culturellement ancrées

dans le milieu fédéral : si la sportivisation de l'éducation physique a marqué une étape importante de son histoire, les écarts entre les apprentissages visés dans ces sphères mènent à des confrontations de logiques en situation de travail partenarial, tout comme à ouvrir un horizon professionnel à de plus de plus de jeunes. Ce numéro aborde ensuite le retour des préoccupations sanitaires liées à cet enseignement et ses déclinaisons contemporaines dans le cadre scolaire : l'EPS y est située au regard des interventions promues dans le cadre d'une politique publique de santé plus large, qui inscrit désormais les apprentissages à effectuer par les élèves dans un projet de mode de vie actif tout au long de la vie. Le positionnement singulier de la discipline EPS au sein du système scolaire est en partie le fruit de ces logiques sanitaires et sportives, et de dynamiques internes aux métiers de l'enseignement : les composantes motrices, méthodologiques et sociales des apprentissages qui caractérisent l'EPS agencent de manière spécifique attentes, ressources et culture professionnelles, en particulier dans le second degré. Ainsi, ce numéro d'Édurevue questionne ainsi les finalités et les rôles d'une discipline scolaire « à part entière et entièrement à part » (Hébrard, 1986), révélatrice et creuset des mutations du système scolaire.

Redding, C., & Nguyen, T. D. (2025). **The Effects of Race to the Top on Teacher Qualifications, Work Environments, and Job Attitudes.** *Educational Evaluation and Policy Analysis*, 47(1), 237-262. <https://doi.org/10.3102/01623737231210291>

We estimate the effects of Race to the Top (RTTT) on teacher qualifications, work environments, and job attitudes. Drawing on the Schools and Staffing Survey and the National Teacher and Principal Survey, we create a nationally representative data set of public school teachers from 1988 to 2018. We adopt an event study difference-in-differences research design to estimate the dynamic effect of RTTT on several teacher outcomes. We find evidence that, following RTTT, teachers were more worried about job security relative to prereform years. We find smaller and less consistent evidence of a relationship between RTTT and decreased teacher certification levels and increased levels of cooperation with colleagues.

Remigereau, C., & Schäper, C. (2024). **The Impact of Student Aid Eligibility on Higher Education Applications** (CESifo Working Paper Series N° 11592). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11592.htm>

This study examines how student aid eligibility influences application decisions to higher education using administrative data from the French national centralized platform. We employ a difference-in-differences approach following a change in the income thresholds for aid eligibility. We find that, on average, the financial aid reform did not affect application decisions for all students, but it impacted students differently based on gender and academic performance. High-performing male students showed the strongest reaction, shifting their first-ranked application from non-selective long-term universities to selective long-term programs. On average, female students, regardless of performance, did not show a systematic response to changes in financial aid eligibility. We provide suggestive evidence that female students were more certain in their application choices. Analyzing survey data on students' financial resources, we find that male students face stronger financial constraints than female students when attending long-term selective programs.

Revaz, S., & Fouquet-Chauprade, B. (2025). **Réduire les inégalités ou améliorer la performance ? Discours de légitimation de deux réformes de l'enseignement secondaire**

à Genève. *Canadian Journal of Educational Administration and Policy*, (205), 19-27. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77550>

À Genève, deux types d'organisation du secondaire I sont depuis longtemps débattus. L'un favorise le regroupement des élèves niveau scolaire, l'autre privilégie l'hétérogénéité « académique » au sein des classes. Ces modèles, qui reposent sur des conceptions et valeurs différentes relatives à la justice et à l'hétérogénéité à l'école, ont donné lieu à une véritable « guerre scolaire ». Bien que ce soit l'organisation par filières qui est en vigueur depuis plusieurs décennies, des tentatives de changement ont été entreprises lors d'une réforme en 2011 et d'un projet de loi en 2022 ravivant les querelles idéologiques sur la gestion des inégalités à l'école. Cet article met en perspective les débats tenus dans le cadre de ces deux projets de réformes. L'analyse du discours des acteurs impliqués (élus parlementaires, responsables gouvernementaux, enseignants, chefs d'établissement et membres de syndicats) montre qu'une ambivalence persiste autour du rôle de l'école dans la gestion des inégalités. Elle montre aussi, et surtout, que les inégalités sont rarement pensées en termes de construction systémique face à l'injonction de performance à laquelle les systèmes éducatifs sont de plus en plus soumis.

Rienties, B., & Ramanau, R. (2025). **'It's extremely weird to understand UK culture when you don't live there and just study from abroad': An empirical investigation of internationalisation at a distance perspectives.** *British Journal of Educational Technology*, 56(2), 947-966. <https://doi.org/10.1111/bjet.13542>

Following the conceptualisation of a third space of internationalisation at a distance (IaD) in this study, we aim to explore how international students at the largest university in Europe, the Open University, might consider their own identities and perspectives. At present over 5000+ international students study at a distance at the Open University, whereby many are based in the UK. At the same time, hundreds of international students do not live in the UK and might be classified as IaD students. Whether or not there are any meaningful similarities or differences in lived experiences between these two groups of international students has thus far received limited empirical attention. Using a mixed-methods study of previously validated instruments, we explored the lived experiences of 266 students (72 IaD, 49 IA, 115 IaH, and 30 UK students living overseas), followed by eight interviews. Our quantitative analyses suggest limited empirical support for the IaD framework, while the qualitative lived experiences of students do provide some unique narratives of IaD students. Practitioner notes What is already known about this topic Global rise of students studying abroad, with an increase in students studying abroad at a distance. Recent conceptualisations of IaD suggest substantial barriers for IaD students to participate in distance learning. Limited empirical research to date available in European context. What this paper adds In this mixed-method study, we looked at 266 students at the largest distance university in Europe and compared the lived experiences of academic and social adjustment between four groups (ie, living in the UK or not × born in the UK or born overseas). Our quantitative findings indicated that IaD students had similar lived experiences as other students when following distance learning. Our qualitative findings suggest some IaD students did experience adaptation issues in particular. Implications for practice and/or policy Fostering a greater sense of community and belonging among geographically dispersed IaD students might help to alleviate social isolation. Consider providing national-specific communities in online learning to build social support groups. Ensure that the distance learning format, learning design and content are inclusive of the wide range of international students the university serves.

Roblez, A. (2024, septembre 23). **Lire et dire les normes évaluatives**. Présenté à 22ème École Inter-Organismes Qualité et responsabilité sociétale en recherche et en enseignement supérieur. Consulté à l'adresse <https://univ-catholille.hal.science/hal-04967704>

Ce poster présente une méthodologie consistant à aborder plusieurs référentiels d'évaluation ou de conformité à des normes « qualité » dans l'Enseignement Supérieur et la Recherche (ESR) en France. Cette méthodologie a été éprouvée par des pilotes dans différentes universités dans le cadre d'une recherche.

Rodríguez, C. (2025). **Latino Educational Leadership Matters: Connecting the Dots for Nourishing Latine Scholar Pathways and the Promise of Generational Transformation**. *Journal of Hispanic Higher Education*, 24(2), 83-97. <https://doi.org/10.1177/15381927241313053>

This article explores the vital role of Latino educational leadership in addressing systemic inequities and nourishing Latine students as solutions to our communities. Based on personal experiences (testimonio), this reflection of Latino leadership demands culturally responsive leadership and representation in higher education. Moreover, Latino educational leadership demands for a systemic shift in education that values and nourishes the cultural wealth of Latino communities to foster generational success and equity for all students.

Ruiz, N., & Gallagher, M. (2025). **Rural education imaginaries in digital education policy: an analysis of CONPES 3988 in Colombia**. *International Journal of Educational Development*, 113, 103222. <https://doi.org/10.1016/j.ijedudev.2025.103222>

This paper explores the digital imaginaries presented in the educational governance and policy landscape of Colombia through the lens of rurality. It interrogates one policy instrument, namely CONPES 3988, which establishes the importance of digital technologies in national-level educational policies and subsequent strategies. CONPES 3988 draws a strong focus on educational 'innovation', which is explicitly conceptualised through digital technology, understood as the transformation of traditional educational practices through educational technologies to improve educational quality. CONPES 3988 establishes the actions needed to realise a process of educational innovation through educational technologies and has four pillars: to increase access to digital technologies for the creation of innovative learning spaces, to improve Internet connectivity of official educational institutions, to promote the appropriation of digital technologies in the educational community, and to strengthen the monitoring and evaluation of the use, access and impact of digital technologies in education. CONPES 3988 draws a strong focus on educational 'innovation', which is explicitly conceptualised through digital technology, understood as the transformation of traditional educational practices through educational technologies to improve educational quality. CONPES 3988 captures and surfaces digital imaginaries that speak to rural education, particularly in how it is framed and performed and how digital technology use is explicitly tied to market discourses of quality, sustainability, transformation, and breaks from tradition. Rural education in Colombia, and indeed rurality itself and its attendant plurality, are potentially disadvantaged in this framing as they become transactional actors in a larger educational system framed increasingly in digital technologies emerging from the urban centres of the Colombian government. Such an analysis provides insights that extend well beyond Colombia, particularly in noting how rurality and rural education are

reframed when there is policy and governance emphasis on digital technology use in education.

Saguin, K. I., & Ramesh, M. (s. d.). **Policy Capacity Under Decentralization: Kindergarten Education Reforms in the Philippines.** *Public Administration and Development*, n/a(n/a). <https://doi.org/10.1002/pad.2086>

The paper examines the relationship between policy capacity and policy effectiveness in decentralized governance setups. It challenges the conventional view that policy functions should only be decentralized when requisite capacities already exist at lower levels of government. Instead, the paper proposes that capacity can follow function - as non-central authorities perform decentralized responsibilities over time, they build the capacity to successfully implement those functions through learning-by-doing. The central argument is illustrated through the case of universalizing kindergarten education in the Philippines. The study finds that variations in analytical, operational, and political policy capacities align with how education governance functions are distributed across levels of government in the country. The survey reveals lower capacity levels among central government kindergarten coordinators compared to their regional and division counterparts, suggesting capacity develops through performing the required functions. The paper's main contribution lies in proposing that capacity is adaptive: by assigning functions first, relevant agencies can develop requisite capacities incrementally through learning-by-doing as they perform those responsibilities. In other words, capacity follows and approximates the functions rather than preceding them. This novel conceptualization challenges the dominant thinking that decentralization should allocate functions based on existing capacities. It also underscores the importance of quick learning and capacity building at various government levels to fulfill decentralized responsibilities effectively.

Santori, D., & Holloway, J. (2025). **Knowledge-based resistance: the role of professional organisations in the struggle against statutory assessments in England.** *Pedagogy, Culture & Society*, 33(2), 561-579. <https://doi.org/10.1080/14681366.2023.2254782>

This paper aims to map and understand tactics and practices of resistance to standardised testing in England by focusing on the More Than a Score (MTAS) campaign. More specifically, this paper examines the role of professional organisations affiliated to the MTAS campaign in the production and mobilisation of expert knowledge as a tool for resistance. In particular, by examining their transactions and exchanges, we identify three main tactics of resistance: i) a diffused policy approach, ii) expert reports, and iii) a deep understanding of network boundaries. The development and use of these tactics allowed MTAS to move beyond traditional forms of resistance, towards more complex and granular modes of refusal and contestation. We conclude with a discussion about how this work can extend our understanding of resistance and the tensions and compromise that multi-stakeholder resistance involve.

Sartain, L., Lewers, R., & Barrow, L. (2025). **Assigning Students to Schools in an Era of Public School Choice: Patterns in Enrollment, Applications, and Offers in Chicago.** *Educational Evaluation and Policy Analysis*, 47(1), 292-305. <https://doi.org/10.3102/01623737231206777>

Districts with expansive school choice must decide how to match students and schools. Increasingly, districts are centralizing applications on one-stop portals that feature information about schooling options, admission requirements, and a single application

and deadline with the hope of increasing transparency and streamlining the enrollment process. After Chicago Public Schools introduced a centralized platform (GoCPS), students were more likely to enroll in high-performing high schools, although this continued as a pre-existing upward trend. Enrollment declined slightly at charter schools and increased at neighborhood schools, mirroring shifts in applications. GoCPS reduced the number of admission offers, likely lessening uncertainty around ninth-grade enrollment. Districts implementing similar systems should consider the availability of seats at high-demand schools and reduce barriers to navigating choice systems.

Schrynemakers, Fichera, & Lane. (2025). **Weighing In: Faculty Recommendations for Policy and Practice at Post-Remedial Community Colleges.** *Community College Journal of Research and Practice*, 49(3), 113-128. <https://doi.org/10.1080/10668926.2023.2278812> Considering the importance of faculty's role in policymaking – especially when related to student success – this study provided a comprehensive analysis of faculty's perceived obstacles to student success in post-remedial academia, as well as their suggestions for improving outcomes. This study analyzed survey feedback from faculty (N = 849) at 12 different colleges at the City University of New York (CUNY), from both 2-year and 4-year institutions, across a range of disciplines, from both tenured and untenured faculty, and from both part-time and full-time faculty. Respondents, overall, identified worsening academic literacies, a reduction in academic standards, and an overall reduction in student success since developmental education has been phased out. Faculty also suggested an array of policy, curricular, and classroom-level solutions that would help student outcomes in post-remedial academia. These included reinstating exam-based placement protocols, developing students' academic literacies more rigorously, and re-offering pre-requisite (remedial) coursework.

Séjourné, S. **Accord France - Allemagne sur l'apprentissage transfrontalier.** , Pub. L. No. 426 (2023-2024) (2024).

projet de loi autorisant l'approbation de l'accord entre le Gouvernement de la République française et le Gouvernement de la République fédérale d'Allemagne relatif à l'apprentissage transfrontalier

Shah, V., & Farrell, C. C. (2025). **Introduction to the special issue: Transforming school systems.** *Education Policy Analysis Archives*, 33. <https://doi.org/10.14507/epaa.33.9106>

As scholars studying school districts, we became increasingly concerned with how research from the Global North dominates global understandings of school governance, organization, and reform—what we term coloniality in global education reform. This special issue seeks to broaden these perspectives by examining how schools might be governed and organized with a focus on power, history, local and regional contexts, multiple ways of knowing, and sociopolitical dynamics. Through six articles, this issue interrogates how power operates and shifts across school organizing, governance, and community engagement. Featured studies span topics such as anti-racist leadership practices, the sociopolitical contexts of reform implementation, the reproduction of inequalities through “shadow education,” and the racialized dynamics of state takeovers. Insights from the Global South, particularly from Mexico and Brazil, challenge dominant narratives rooted in the Global North, highlighting the need to decenter Eurocentric perspectives. Extending this analysis, we reflect on how coloniality shaped the editorial process itself, revealing tensions around language, power, and representation in academic publishing. By questioning both global education reform

practices and traditional approaches to academic scholarship, this special issue invites readers to critically examine with us the dominant paradigms and imagine more just, inclusive, and contextually-grounded possibilities for school governance and organization.

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.

Simie, T., & McKinley, J. (2025). **English medium instruction in Ethiopian university mission statements and language policies**. *Language Policy*, 24(1), 85-106. <https://doi.org/10.1007/s10993-024-09693-8>

Ethiopia, with no colonial language legacy, adopted English medium instruction (EMI) policy with the establishment of its first higher education institution, University College of Addis Ababa, over seven decades ago. Over the last two decades, the country has significantly expanded its higher education institutions (HEIs) to increase skilled human capital that contributes to economic growth and alleviating poverty. The expansion of HEIs has inevitably increased English taught programmes, which means universities must teach entirely through English presenting myriad issues as most students, especially in rural Ethiopia, have limited English proficiency. This study aims to explore higher education policy statements and how these policy statements were interpreted in public universities' mission statements. The study further examines language support policy for effective implementation of EMI policy. Data gathered from publicly available Ministry of Education and universities' official websites were analysed using qualitative content analysis. In our analysis we identified two language-relevant key concerns: English language support and internationalisation. The study uncovered a gap in the statements concerning provision of English language support, despite research evidence and government acknowledgement of students' and teachers' weaknesses in the language of instruction. The findings of this study call for Ethiopian universities to focus more on improving provision of targeted language support for students experiencing language-related challenges, and for policymakers to rethink monolingual EMI policy, to raise the quality of education in such contexts.

Singal, N., Mbukwa-Ngwira, J., Taneja-Johansson, S., Lynch, P., Chatha, G., & Umar, E. (2025). **Impact of Covid-19 on the education of children with disabilities in Malawi:**

reshaping parental engagement for the future. *International Journal of Inclusive Education*, 29(1), 112-128. <https://doi.org/10.1080/13603116.2021.1965804>

Covid-19 has led to unparalleled school closures and brought about extraordinary and unique challenges to ensuring continuity of learning for children across countries. This paper focuses on the educational experiences of children with disabilities in Malawi. Using a telephone survey, 99 parents/carers were interviewed about the impact of school closure on them and their child with disabilities. Parents reported as being overwhelmingly dissatisfied with the educational experiences of their child with disabilities, with a significant number reporting that they had no contact with the school or the teachers during closures. Children with disabilities were reported as spending very little time on formal learning activities. Nonetheless, parents were confident that their child with disabilities would return to school once these re-opened, as parents noted the loss of structure for their child's day and increased loneliness arising from lack of contact with their friends. As schools reopen, the mental health of children with disabilities, alongside their learning, will need to be a priority. Finally, parents highlighted the need for more active involvement in their child's schooling, so that they are able to support them better when they are at home.

Spandagou, I. (2025). **Inclusive education is another country; developments, obstacles and resistance to inclusive education.** *International Journal of Inclusive Education*, 29(1), 17-31. <https://doi.org/10.1080/13603116.2021.1965805>

Inclusive education has been part of the global educational vernacular for more than 25 years, based on the premise that for education to achieve its goal of providing access to an inclusive society and its common goods, education itself should be inclusive. Universalism underpins inclusive education, but it is commonly perceived as relating to specific populations, namely disabled students. Developments in inclusive education have been multi-levelled, influenced by international and national policy, as well as grassroots advocacy. Even in systems with strong segregation and exclusion structures, islands of inclusive practice are to be found but fully inclusive systems are elusive, and the nature of inclusive education remains contested. This paper uses Australia as a case study to explore this complexity by illustrating the arguments surrounding inclusive education, the evidence used to support these arguments, and the implications for future developments. The analysis indicates that in the Australian context there is tremendous noise around inclusive education, but very little evidence of realising it. The separation of inclusion as a broader value from inclusive education has been successful in operating as a smokescreen, detracting attention from a system that becomes more selective, exclusive and with increased segregation.

Spindelman, D., & Crouch, L. (2025). **Purpose of education in former British African colonies: From contestation to bureaucratization.** *International Journal of Educational Development*, 113, 103226. <https://doi.org/10.1016/j.ijedudev.2025.103226>

This paper examines how colonial policies, and the contestation of such policies, shaped African education provisions, specifically in British colonies. As a case in point, it examines policy borrowing via a process that might be called "policy imposition," albeit with considerable contestation. The paper examines the complex evolution of African education policies during the late 19th century and the first half of the 20th century, highlighting indigenous Africans' early demands for inclusive, context-specific education during the colonial era. Much of the contestation was around differences in understandings of the purpose of education: The vision of colonial officials and colonial

policy, on the one hand, contrasts with the vision of indigenous Africans, on the other. The paper then traces how stated purposes of education underwent a transformation in the years following independence. This was a transformation from a vision of education as a driver of national unity (or part of a nation project) to a default vision where education is a narrowly instrumental tool for development. To a significant degree, this transformation occurred under the influence of international agencies. This involved a process that was less imposed than colonial policies but also not quite a creative contestation of metropolitan ideas. This occurred in a manner that often diverged from visionary statements by independence leaders. Indeed, these leaders' visions were mostly centered around nation-building. This contrasts with the technocratic or instrumental purposes international agencies tended to assume and (to a significant degree) impose. The pursuit of international funds for education thus resulted in independent African countries suffering a significant loss of internal purpose as they came under the influence of international priorities and preferred methods for attaining them, which were largely focused on individualistic rather than collective goals, and on centralist, blue-print types of technocratic planning mechanisms. The paper critiques these approaches and instead advocates for an adaptive, iterative system design. This involves emphasizing the importance of a shared, deeply felt purpose when fostering genuine educational progress.

Šťastný, V. (2025). **'If the School Does Not Provide What I Expect, I Have to Supply It From Other Sources': Czech Parents' Dissatisfaction as a Driver of Shadow Education.** *European Journal of Education*, 60(1), e70029. <https://doi.org/10.1111/ejed.70029>

Shadow education (various forms or types of private supplementary tutoring) and its implications and determinants have been explored by the scholarly literature, yet gaps remain in the understanding of its complex relationships with mainstream schooling in various national settings. This study reduces one of these gaps by scrutinising the role of parental dissatisfaction, exploring which aspects of schooling make dissatisfied parents consider procuring private supplementary tutoring for their children. Data for the qualitative study were gathered through individual, semistructured, in-depth interviews with 65 Czech parents. A maximum-variation sampling strategy was employed to gain insights from parents with different backgrounds and life situations. Parents who sought private tutoring because of their dissatisfaction with schooling listed a large array of school-related causes that triggered their decision. These were related to classroom instruction (e.g., inappropriate curriculum, grade inflation in student assessment), classroom organisation (e.g., unfavourable disciplinary climate and classroom composition), school communication (e.g., late teacher feedback on students' performance) and general school culture (e.g., unfavourable student-teacher relationships). The study has implications for teachers, schools and relatedly also policymakers by showing how their (in)actions and ignorance towards the quality of the service they offer may nurture the demand for private tutoring, which in turn may undermine their efforts to mitigate educational inequalities.

Stensaker, B., & Hermansen, H. (2025). **Global, Nordic, or institutional visions? An investigation into how Nordic universities are adapting to the SDGs.** *Higher Education*, 89(2), 293-309. <https://doi.org/10.1007/s10734-023-01047-3>

After their launch by the UN in 2015, the Sustainable Development Goals (SDGs) have been seen as landmarks for global survival. Higher education has been given a key role in the implementation of the SDGs, and the current article investigates how a sample of

Nordic higher education institutions have been adapting to the SDGs. Based on the assumption that some SDGs are closely linked to traditional Nordic values such as inclusion and equality, one could expect that higher education institutions in this region would find it easy to adopt (specific parts of) the SDGs. However, although such adaptation is detectable at some institutions, many institutions seem to adapt to the SDGs in more symbolic ways. The findings are discussed in relation to the impact of globalization on Nordic higher education, along with how and to what extent globalized ideas are translated into local contexts.

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.

Taneja-Johansson, S., & Singal, N. (2025). **Pathways to inclusive and equitable quality education for people with disabilities: cross-context conversations and mutual learning.** *International Journal of Inclusive Education*, 29(1), 1-16. <https://doi.org/10.1080/13603116.2021.1965799>

International commitments continue to focus on the value and promise of providing quality education for all, including for children with disabilities, however there continues to remain little clarity on how best to achieve these goals in practice. Evidence clearly shows that converting ideology to reality remains a global challenge, irrespective of how well financed education systems are, or indeed the length of their engagement with issues of inclusive education. In this paper, we critically examine how education systems globally need to do more in order to incorporate the principles of inclusive education. We also call for a need for greater humility among scholars working on inclusive education across the North and South divide to enable better sharing of practices and to encourage learning, while being responsive to contextual realities. The paper concludes by arguing that many of principles outlined in early debates on the development of inclusive schools hold significant resonance in the post-Covid vision of schools. As we re-imagine schooling, we need to position schools as vital spaces for nurturing children's formal learning, physical and socio-emotional well-being, and all these aspects need to be made explicit in the provision of quality education for all children.

Tao, C. H.-Y., & Yuda, T. K. (2025). **Unpacking the path-dependent process of academic burden reduction policy in China (1978–2021).** *Educational Research for Policy and Practice*, 24(1), 91-119. <https://doi.org/10.1007/s10671-024-09377-4>

This article provides an overview of the evolution map of China's academic burden reduction strategy by conducting a new institutional analysis. Our analysis includes various adoptions of features and configurations introduced during the 1978–2021 period, which are inherently embedded in the wide context of political economy. By using archival documents and conducting an in-depth content analysis of 68 policy documents (see Appendix), this study argues that the evolution of China's student burden policy trajectory may have undergone a path-dependent process, which anchors 'sunk cost' consideration. In this respect, sunk cost consideration is found affecting policymakers to subordinate the giant off-campus tutoring business, thereby inclined to produce piecemeal development and maximum policy outcomes. This article is distinguished by its analysis which emphasises that policies are not only effects or outcomes but also causes of other potential policy alternatives being introduced, reinforcing the main goals of policies. Overall, this analysis adds value to the limited research currently available on historical institutionalism in social policy evolution in China and to Global South in general.

Tebaldi, R., & Lorenzon Portella, A. (s. d.). **Electoral Rules and the Provision of Early Childhood Education and Care: Evidence from Brazil**. *The Journal of Development Studies*, 0(0), 1-22. <https://doi.org/10.1080/00220388.2025.2451873>

This paper investigates whether electoral rules impact the expansion of public early childhood education and care (ECEC) services using Brazil as a case study. These services are provided mainly by Brazilian municipalities, and although enrolment for children aged 0 to 3 is not mandatory, it has increased continuously over the last two decades, with large heterogeneity between municipalities. Furthermore, electoral rules in Brazil establish a dual ballot system only for municipalities with more than 200,000 registered voters, enabling us to evaluate its impact on the ECEC provision through a regression discontinuity design. We find that public creche net enrolment rates are around five to six percentage points larger in municipalities under the dual ballot system. ECEC expenditure levels are around BRL 425 to 461 per child higher in these municipalities.

Traoré, I. (2025). **Enjeux du pilotage pédagogique au Mali, des maux à panser**. In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=2023>. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/enjeux-du-pilotage-pedagogique-au-mali-des-maux-a-panser/78152>

Ce livre analyse le pilotage pédagogique à travers les pratiques de classe (encadrement, discipline, stratégies d'enseignement, évaluation) dans le Fondamental I en milieu rural et l'implémentation de l'Approche Par Compétences (APC) dans un lycée urbain. Il examine le rôle de l'enseignant, souvent débordé par les sureffectifs, la gestion du temps et les comportements des élèves, et qui, sans professionnalisme adéquat, improvise des solutions décentrées. Le livre met aussi en lumière l'appropriation variable de l'APC dans le lycée, où chaque enseignant l'applique à sa manière. L'objectif est de sortir du bricolage pour améliorer l'organisation et l'efficacité des résultats, afin d'éviter les déviations et renforcer les pratiques.

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.

Véran, J.-P. (2024). **Au Mozambique, un système éducatif entre progrès et défis multiples.** *Revue internationale d'éducation de Sèvres*, (97), 29-33. <https://doi.org/10.4000/139br>

Le Mozambique est un pays à faible revenu de 32 millions d'habitants dont le produit intérieur brut par habitant est inférieur à 600 dollars US. Le pays continue d'être confronté à de fortes inégalités, se classant au 181^e rang de l'indice de développement humain en 2020. Environ 62 % de la population vivait dans l'extrême pauvreté en 2014, avec un revenu inférieur à 1,90 dollar par jour. D'après les projections, ce chiffre serait passé à 66,6 % (1,4 million de personnes) en 2020, du fait de ...

Wayikpo, K. M. (2025). **La place des savoirs locaux et du patrimoine culturel immatériel dans les systèmes éducatifs togolais et marocain: Approche comparative**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/la-place-des-savoirs-locaux-et-du-patrimoine-culturel-immateriel-dans-les-systemes-educatifs-togolais-et-marocain/78165?srsItid=AfmBOoq6AgbwrPezCX5phFvgxoZ5FqijHgSa3WXOeoF61SZZOEWINU5C>

Les conférences internationales sur la promotion du patrimoine culturel ont reconnu la valeur pratique et épistémologique des savoirs locaux et du patrimoine culturel immatériel. Cependant, malgré cette reconnaissance internationale, leur place à l'école demeure marginale. Ce travail de recherche identifie les appuis et les obstacles à l'intégration des savoirs locaux et du patrimoine culturel immatériel dans les systèmes éducatifs togolais et marocain. Pour ce faire, l'auteur examine les méthodes d'inventaires du patrimoine culturel immatériel expérimentées dans les Géoparc UNESCO en France afin d'étudier la possibilité de leur transfert vers celui de M'goun au Maroc. Son étude révèle l'existence de problèmes, de conflits de valeurs et de difficultés dans les transferts des modèles, en dépit des injonctions onusiennes qui promeuvent des transferts de valeurs sans en discuter ni les fondements, ni la légitimité, ni la faisabilité. Son ouvrage est une contribution importante à la valorisation des savoirs endogènes et du patrimoine immatériel qui sont d'un apport de premier ordre dans la quête de solutions aux crises multiformes que connaît le monde contemporain

White-Lewis, D. K., O'Meara, K., Mathews, K., & Havey, N. (2025). **Counteroffers for faculty at research universities: who gets them, who doesn't, and what factors produce them?** *Higher Education*, 89(2), 535-552. <https://doi.org/10.1007/s10734-024-01234-w>

In US higher education, faculty members may receive an outside offer of employment from an external organization, and then receive a corresponding counteroffer from their current institution. Counteroffers are written contracts made to individuals — either prematurely in anticipation of an outside offer, but most often after an outside offer — that outline improved salary, benefits, and/or other employment conditions with the hopes of retaining them. Though the norm of the “retention offer” is pervasive in the academy, in practice it can be much more nebulous, inefficient, discretionary, and inequitable. Few studies, however, empirically examine this process. In this study, we analyze quantitative institutional and survey data collected from 650 faculty by the Collaborative on Academic Careers in Higher Education (COACHE) to explore whether certain populations of faculty are more likely to receive counteroffers, and why. We found that women and racially minoritized scholars were less likely to receive counteroffers, and identified other factors that impact reception of counteroffers like faculty members' desire to leave and their notification of leadership. We conclude by situating findings within extant research and offering implications for future research on counteroffers and their practice in faculty retention.

Woelert, P., & Stensaker, B. (2025). **Strategic Bureaucracy: The Convergence of Bureaucratic and Strategic Management Logics in the Organizational Restructuring of Universities.** *Minerva*, 63(1), 1-21. <https://doi.org/10.1007/s11024-024-09535-1>

Over recent decades, one can identify two key narratives associated with changes in university organization and governance. The first narrative focuses on the administrative consequences of an off-loading state relinquishing direct control over some of universities' internal operations while at the same time driving bureaucratization at the institutional level. The second narrative focuses on the emergence of an increasingly competitive and uncertain environment driving universities to transform into strategically managed organizations. In this paper, we argue that while the organizational logics associated with these two narratives imply differently accentuated forms of legitimation, they converge and combine with respect to key dimensions of universities' internal organizing, ultimately giving rise to a hybrid form of organizational governance we label 'strategic bureaucracy'. Such strategic bureaucracy, we illustrate, is characterized by a strong focus on strategic leadership and the associated management techniques while also intensifying organizational features traditionally associated with bureaucratic governance such as formalization and hierarchical authority.

World Bank. (2025). **Learning: overdue reforms and emerging priorities in basic education** (p. 60). Consulté à l'adresse Word Bank website: <https://openknowledge.worldbank.org/server/api/core/bitstreams/4121d48b-0880-443e-95f9-ae21558dc764/content>

Wright, S. (2025). **Changes in university 'autonomy' with successive visions of Denmark's future.** *Higher Education*, 89(2), 331-348. <https://doi.org/10.1007/s10734-024-01224-y>

Legislation in the 1970s, 1990s and 2003 made major changes to the status and operations of Danish universities and the role they should play in creating different imaginaries of Denmark and its place in the world. In the education literature, 'institutional autonomy' is key indicator of shifts in the idea and role of the university but this was not always the term used in Denmark. Instead, key terms are the 'self-steering' university, the 'self-owning' university, 'aim and frame' steering and 'commando-way' steering. The Danish words are explored ethnographically, and 'autonomy' is used as an analytical, not an emic, term. Whereas institutional autonomy literally means self-legislating, the analysis starts from the premise that it is never absolute: it always involves a negotiated relationship between the university and government, and these negotiations are influenced by how 'the university' is constituted at different times. This article focuses on changes to the legal construction of the university, its relation to government, internal organisation and leadership in different reforms. Each period will explore the ways in which the university was (or was not) 'autonomous', and why each new status was thought suitable for the role universities were to play in the realisation of different visions of Denmark's future.

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.

Xu, Y., Brooks, C., Gao, J., & Kitto, E. (2025). **The manifestations of universality and cultural specificity in national curriculum policy frameworks: negotiations for culturally reflective practice in early childhood education.** *Pedagogy, Culture & Society*, 33(2), 655-674. <https://doi.org/10.1080/14681366.2023.2267594>

This paper presents findings from a review of 19 national curriculum policy frameworks (NCPFs) across the globe and discusses dominant and culturally specific discourses that shape early childhood education (ECE). We combine two frameworks of developmental universality and specificity and culturally contextualised pedagogy to explore whether and how NCPFs are venues where culturally reflective practice is negotiated. Culturally reflective practice embraces minimum, globally universal standards of children's rights and evidence-based practice, meanwhile critically reflects on the dominance of global and local discourses that impede a glocalised interpretation of quality in ECE. The paper argues that culturally reflective policy and practice is an alternative framework to cultural appropriateness/relevance in ECE.

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.

Zettelmeier, W. (2024). **Le difficile chemin vers l'égalité des chances dans le choix des études en Allemagne.** *Revue internationale d'éducation de Sèvres*, (97), 143-153. <https://doi.org/10.4000/139c1>

Cet article aborde un aspect essentiel de l'égalité des chances dans l'accès à l'éducation en Allemagne, à savoir le choix du parcours dans un enseignement secondaire différencié et hiérarchisé entre plusieurs filières de durée et à contenus pédagogiques différents. Ce choix fortement déterminé par le milieu social de l'élève est fait à la sortie de l'école élémentaire de quatre ans. Les pouvoirs publics ouest-allemands ont mis progressivement en place depuis les années 1970 un dispositif de conseil en orientation dont l'enseignant conseiller, présent dans chaque établissement scolaire, est le maître d'œuvre. L'article analyse en deuxième partie les missions de ces enseignants sous forme d'une étude de cas du Land de Bavière.

Zhang, J. (2025). **Shaping the Future: Analysing Early Childhood Education Policy Reforms and Development in China.** *European Journal of Education*, 60(1), e70055. <https://doi.org/10.1111/ejed.70055>

Early childhood education (ECE) is a crucial component of a child's development, laying the foundation for lifelong learning, well-being and success. This paper aims to shed light on the evolution of ECE development in China over the years, focusing on how various policies and reforms have influenced its trajectory. This study examines the context and progression of ECE in China through a comprehensive review of the literature and an analysis of online policy documents. The qualitative methodology of Bowen (2009) has been employed for documentary analysis, allowing for an in-depth exploration of the country's historical context, policy developments and current state of ECE. The historical analysis reveals the significant milestones in China's ECE development, highlighting governmental priorities and educational philosophies shifts over different periods. Policy developments are scrutinised to understand their impact on the accessibility, quality and inclusiveness of ECE. Despite advancements in ECE over the years, the study acknowledges the challenges and limitations of implementing ECE policies. Issues such as regional disparities, resource allocation and the need for professional development for educators are identified as ongoing obstacles. The study emphasises that while key policies have significantly shaped the landscape of ECE, effective implementation requires addressing these multifaceted challenges. In conclusion, the paper underscores the importance of greater collaboration between the government, educators, parents and communities to create a more inclusive and responsive ECE system. Such collaboration is essential for addressing the complex challenges facing ECE and ensuring that all children, regardless of socioeconomic background, have access to high-quality early education. The findings suggest that a holistic approach, integrating health, education and social policies, is vital for the sustainable development of ECE in China.

Zhuang, T., Oh, M., & Kimura, K. (2025). **Modernizing higher education with industrial forces in Asia: a comparative study of discourse of university-industry collaboration in China, Japan and Singapore.** *Asia Pacific Education Review*, 26(1), 195-210. <https://doi.org/10.1007/s12564-024-10033-y>

University-industry collaboration (UIC) has emerged as a focal point in the contemporary global higher education landscape. Nevertheless, the underlying objectives for endorsing UIC often vary across national contexts despite a consensus on its collective benefits. This study endeavors to juxtapose the social imaginary surrounding UIC within three economically vigorous Asian countries: China, Japan, and Singapore through a

multimodal discourse analysis. Findings reveal a consonant priority placed on the role of UIC as an innovation driver in all three contexts. However, whereas China has exhibited a pronounced tendency to harness industry sector dynamics to reform pedagogical frameworks within its higher educational institutions and promote economic development, Japan's approach to UIC is more motivated by the intention to maintain international competitiveness and address societal challenges peculiar to the nation. Meanwhile, Singapore places research collaboration and internationalization at the heart of its UIC agenda and highlights them as the key factors driving its leadership in global cutting-edge technology. Practical implications for governments include placing equal emphasis on both education-focused and research-oriented UIC, fostering stronger R&D collaboration frameworks between universities and industries, designing policies that promote cross-sectoral trust-building, and aligning long-term goals with the more immediate needs of the industry.

Zieleńska, M., & Wnuk, M. (2025). **Benchmarking and the Technicization of Academic Discourse: The Case of the EU at-Risk of Poverty or Social Exclusion Composite Indicator.** *Minerva*, 63(1), 23-43. <https://doi.org/10.1007/s11024-024-09537-z>

Drawing on the critical discourse analysis of journals and working papers from 2011-2020 referring to the at-risk of poverty or social exclusion composite indicator (AROPE), we shed light on how benchmarks technicize academic discourse, particularly in its part contributed by economists. First developed to measure progress towards the poverty target set in the EU's Europe 2020 strategy, AROPE has easily permeated academic debate. Its anchoring in statistical procedures and expertise has allowed it to function in this debate as a neutral and purely technical measurement tool, obscuring the interests and normative choices underlying its design and implementation. As a result, the discursive practices associated with the benchmark have led to the reproduction and legitimization of the anti-poverty policy objectives of the Europe 2020 strategy. Simultaneously, AROPE has provided a «cognitive infrastructure» that enabled an economic view of the world geared towards raising competitiveness. It has made it possible to assess which Member State is doing well and which is doing poorly, and making recommendations on how the laggards should improve. Our analysis shows that benchmarks such as AROPE support the process of shaping Europe as a supranational entity, creating a picture of common European problems with uniform definitions, on the basis of which it is possible to divide Member States into better and worse performers and even promote common solutions through good practices. We conclude by highlighting that the academic discourse around AROPE, generated mainly by economists, reflects the growing interdependence of the academic and political spheres and the pressure for research to have social and political impact.

Zuiker, A. A. M., Born, M. Ph., & Van Strien, J. W. (2025). **Children's emotional responses to outperforming others: a new angle on excellence policies in education.** *Social Psychology of Education*, 28(1), 33. <https://doi.org/10.1007/s11218-024-09958-4>

Stimulating outperformance has been increasingly emphasized in educational policies. Although personally satisfying, outperformance can also lead to interpersonal strain, which is often overlooked in the educational excellence discourse. Exline and Lobel (1999, *Psychological Bulletin*, 125(3), 307-337) coined Sensitivity about being the Target of a Threatening Upward Comparison (STTUC) to refer to this outperformance-related distress. STTUC has been primarily studied in adults. This article consists of two studies (N = 92 and N = 246) evaluating emotional responses to outperforming others in 9 to 12-

year-olds. By means of a scenario-based measure (C-TROO), we examined the relationship between these responses and the personality characteristics sociotropy, narcissism and circular thinking. We found that negative emotions as measured by the C-TROO are linked to sociotropy and C-TROO's positive emotions to narcissism, mirroring adult's responses to outperformance. Additionally, circular thinking correlates positively to negative emotions and negatively to positive emotions. The present study shows that children aged 9–12 can experience Sensitivity about being the Target of a Threatening Upward Comparison (STTUC) and that this sensitivity follows the same nomological network in children as in adults. Because children high on sociotropy are more likely to experience STTUC, and those high on narcissism do not suffer from STTUC but see outperforming as a positive experience, educational excellence policies can have unforeseen repercussions.

Pratiques enseignantes

Allen, A. (2025). **Roland Barthes and the death of the teacher**. *Oxford Review of Education*, 51(1), 36-50. <https://doi.org/10.1080/03054985.2023.2289510>

This paper considers the consequences of 'The Death of the Author', a short essay by Roland Barthes, for educational thought. Seeking to avoid a co-option of Barthes to the work of educational redemption, Barthes' essay is considered in terms of its more disturbing implications. In particular, the parallel question of 'The Death of the Teacher' is entertained. Here the Teacher is treated as an organising ideal, which, like Nietzsche's 'death of God', is able to die insofar as it ceases to organise and give sustenance to actors who might otherwise depend upon its sanctioning authority. This possibility is considered alongside that of the peculiar afterlife experienced by the teacher as actor, the teacher who speaks but can no longer draw resource or security from the kind of respect that the profession might feel it is still owed.

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.

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.

Anning, A. S. (2025). **Professional learning facilitators' contribution to sustainable STEM teacher learning in regional contexts.** *International Journal of Educational Research Open*, 8, 100406. <https://doi.org/10.1016/j.ijedro.2024.100406>

Professional learning facilitators (PLFs) design, organize, and drive learning, yet their regional role, especially in sustainable STEM teacher learning, is underexplored in literature. This study investigates how PLFs adapt their strategies to support sustainable STEM teacher learning in the Geelong region, drawing on Bronfenbrenner's ecological model. This paper forms part of an ongoing broader study that seeks to understand the sustained impact of STEM teachers' learning through professional learning programs in a regional setting. A range of programs (namely SS-STEM, STEM Catalyst, SEPS, STEPS, and GALS) have been offered to teachers and schools within the Geelong region by Deakin University researchers who act as facilitators. Through semi-structured interviews with three PLFs in the Geelong region, the research uncovers innovative practices, impacts, and recommendations for sustaining the effects of learning programs. PLFs utilize curriculum adaptation, collaborate with local industries and community groups, and engage university colleagues to enrich learning experiences. They observe immediate, intermediate, and enduring impacts on teachers, students, and schools. By offering detailed insights, it contributes to understanding effective PLF practices in regional STEM education, with implications for policymakers and stakeholders aiming to support sustainable teacher learning in underserved regions.

Ardenlid, F., Lundqvist, J., & Sund, L. (2025). **A scoping review and thematic analysis of differentiated instruction practices: How teachers foster inclusive classrooms for all students, including gifted students.** *International Journal of Educational Research Open*, 8, 100439. <https://doi.org/10.1016/j.ijedro.2025.100439>

Differentiated instruction (DI) is internationally recognised as a way of addressing diverse abilities in classrooms, including giftedness, and promoting inclusive education. To further knowledge, this review aims to identify and synthesise research results on teachers' DI practices, specifically focusing on gifted students. Employing a systematic approach, a scoping review and thematic analysis of 22 research articles, we delineated 11 types of DI practices (i.e., themes): (1) a shared goal, (2) self-reflection and assessments, (3) basic tasks and challenges, (4) teacher and peer support, (5) activities and artefacts, (6) authentic content and learning beyond the classroom; (7) adjusted pace, (8) options and choices, (9) customised questions and discussions, (10) learning how to learn and study skills, and (11) a positive classroom atmosphere that supports the growth of all students. These themes converge harmoniously and are also inclusive practices. To synthesise, guidelines for planning and implementing successful inclusion using these DI practices are suggested and discussed. The review and guidelines are relevant to teacher students, educational practitioners, policymakers and educational researchers.

Avci, M. (2025). **Peer-assisted learning augmented by peer counseling to foster academic and personal development in flipped classroom.** *Education and Information Technologies*, 30(3), 2837-2858. <https://doi.org/10.1007/s10639-024-12945-z>

In recent decades, under the influence of technological advancements, evolving student demographics, and shifting societal demands, the landscape of higher education has undergone significant transformations. Among numerous learning approaches, Flipped Learning (FL) has gained particular prominence due to its ability to enhance students' performance through active engagement and self-directed learning. Another teaching and learning linked to indicators of students' academic achievements is Peer-Assisted Learning (PAL). However, previous research on PAL remains scarce. To fill this gap in the literature, the effects of the integration of Peer Counseling (PC) activity into PAL on both academic and personal development within the flipped classroom setting over time were investigated in the present study. The study participants were counseling students (n = 91), including 60 students in the PAL-integrated flipped classroom and 31 in traditional classroom used as the control group. The results revealed that, over a 14-week period, PAL-integrated flipped classroom led to improvement in students' Solution-Focused Thinking (SFT) skills, self-efficacy, and effective counselor characteristics, with medium to large effect sizes. The results also indicated the positive effect of PC on students' counseling performance and achievement scores. These findings offer important implications for creating a collaborative learning environment. The paper concludes with a discussion of challenges typically associated with the implementation of flipped classroom in higher education.

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.

Baatz, J., & Wirzberger, M. (2025). **Resilience as a professional competence: a new way towards healthy teachers?** *Social Psychology of Education*, 28(1), 56. <https://doi.org/10.1007/s11218-024-10010-8>

Considering teachers' poor state of health, we conducted a literature review to investigate, whether resilience, as a professional competence, has a health-promoting effect on teachers. Re-directing the seemingly inevitable trajectory from stress to illness towards health, the effects should be reflected in the improvement of teachers' negative strain ratios. Hence, our review investigated the effect of resilience and specific resilience

resources regarding teachers' risk of burnout, stress perception and coping, general well-being, attrition rates, and effectiveness. Our results indicate that resilience supports teachers' health, by consistently showing a positive impact on the investigated aspects. Furthermore, our catalog of identified resilience resources supports the concept of teacher-specific resilience. As effective programs for promoting teachers' resilience are lacking, this informs new intervention approaches to promote teachers' health.

Badham, L. (2025). **Statistically guided grading judgements: contextualisation or contamination?** *Oxford Review of Education*, 51(1), 17-35. <https://doi.org/10.1080/03054985.2023.2290640>

Different sources of assessment evidence are reviewed during International Baccalaureate (IB) grade awarding to convert marks into grades and ensure fair results for students. Qualitative and quantitative evidence are analysed to determine grade boundaries, with statistical evidence weighed against examiner judgement and teachers' feedback on examinations. A trial was conducted to explore how examiners' grading decisions were influenced by having access to statistical evidence. Grade awards were replicated in nine exams across five subjects, with examiners accessing all available evidence in one model, and only scripts and grade descriptors in the other. Preliminary findings suggest that both approaches lead to broadly comparable grading outcomes. Focus group feedback indicates that examiners consider judging the grade-worthiness of student work to be their primary role in grade award. Whilst they found item-level data helpful for prioritising questions for review, participants reported that access to evidence such as statistically recommended boundaries can cloud their judgement or encourage strategic grading. This study also raises further questions about the purposes and uses of different forms of statistical evidence, as well as how and when they should be integrated with qualitative evidence in grade awarding.

Bakchich, J., Carré, A., & Smeding, A. (2025). **Teacher interactional justice and sense of belonging to school: examining the role of students' socioeconomic status.** *Social Psychology of Education*, 28(1), 48. <https://doi.org/10.1007/s11218-024-09957-5>

Teacher justice plays an important role in students' learning and social outcomes and in the development of a high-quality teacher-student relationship. The present preregistered study aimed to contribute to the growing literature on teacher justice perceptions, with a focus on its interactional component. Teacher interactional justice was examined in association with students' socioeconomic status (SES) and their sense of belonging to school. We expected to observe a negative link between interactional justice and student SES, with the lower the students' SES, the higher their perception of interactional justice in the classroom. Moreover, we expected the association between teacher interactional justice and sense of belonging to school to be moderated by students' SES, with a stronger positive association for low than for high SES students. A total of 529 (264 females, Mage = 12.61, SDage = 1.01) sixth- to ninth-grade students nested in 26 classrooms of two middle schools participated. Linear mixed effect models revealed that teacher interactional justice was negatively associated with students' SES. However, the expected moderation effect by students' SES was not observed. In addition, exploring the link with an observational measure of classroom climate, supplementary analyses revealed that teacher interactional justice was associated with positive climate and teacher sensitivity dimensions, providing evidences of its relevance to be considered as a full dimension of teacher social support. Implications for educational psychology and SES, along with limitations, are discussed.

Bakır, D., & Altunay, E. (2025). **The Interplay of School Cultural Dynamics and Change: Exploring the Resistance to School Change.** *European Journal of Education*, 60(1), e70059. <https://doi.org/10.1111/ejed.70059>

This study aimed to explore the cultural barriers to change in public primary and secondary schools in Türkiye. The study is based on a qualitative research approach. The participants consist of 42 school leaders working in various primary and secondary schools in Türkiye. Data originated from semi-structured interviews and observations, and content analysis was conducted during the data analysis. Regarding the characteristics of school cultures, the participants emphasised an organisational culture that is open to innovation and solidarity among individuals. Concerning the cultural barriers to change in schools, the resistance to innovation was highlighted as linked to individual behaviour. Finally, the way in which school members resist change is important. The results highlight a lack of cooperation as one of the main barriers to change. Resistance to collaboration and lack of development of professional learning networks currently inhibit school change in Türkiye. The results show that cultural factors affect the success of change initiatives in schools that are open systems, and understanding and overcoming obstacles. Starting the change process in this way can transform schools into learning and developing organisations.

Barruga, B. M. (2025). **Classroom implementation by Masbatenyo public elementary teachers of the mother tongue-based multilingual education policy: a case study.** *Language Policy*, 24(1), 21-50. <https://doi.org/10.1007/s10993-024-09691-w>

This study aimed to explore the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy by public elementary teachers in the Philippines through a case study approach. Specifically, the study sought to examine how three elementary teachers in one public school institution distinctively implement the MTB-MLE policy in their classrooms. The study used a qualitative research design, specifically in-depth individual interviews with the selected teachers, to gather rich data about their experiences and practices in implementing the policy in order to shed light on the actual classroom practices of teachers in implementing the MTB-MLE policy, which has been mandated by the government to promote language and literacy development among young learners. The outputs of this study engage deeply with practices and experiences of selected teachers implementing the MTB-MLE policy. Key challenges include the scarcity of ready printed materials for MTB-MLE, perceptions of MTB-MLE as an additional subject burden, struggles with translating technical terms into local dialects, and the complexity of the policy itself. Opportunities identified include the potential for fostering deeper cultural connections among students, enhancing comprehension through native language instruction, and the pivotal role of parents in the MTB-MLE process. Considering these insights, this study advocates for the development of more localized learning materials, refining the policy to reduce perceived burdens, and initiatives to involve parents and address any negative attitudes. The implications of this research can influence policy and practice in education, improve instructional quality, and boost the language and literacy development of young learners in the Philippines. Further, this research contributes to refining Spolsky's (Spolsky, Language policy, Cambridge University Press, 2004) theory of language policy, suggesting that it should incorporate the diverse linguistic resources available to actors, acknowledging status and hierarchies among languages. The study highlights the various considerations that may shape

language preferences, proposing that a more illustrative language policy theory should prominently feature both the managers and those subject to the policy.

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, M. (2024). **Mécanismes genrés dans les pratiques d'évaluation. Une étude de cas en Éducation Physique et sportive et mathématiques par une approche didactique.** (Phdthesis, Cergy Paris CY Université). Consulté à l'adresse <https://hal.science/tel-04844963>

À partir d'une double revue de littérature et d'une problématique de recherche didactique intégrant la question du genre en évaluation, cette thèse de doctorat propose une analyse des pratiques évaluatives enseignantes au regard du système de genre en mathématiques et Éducation Physique et Sportive à l'école primaire. La méthodologie qualitative convoquée repose à la fois sur des entretiens ante, l'observation des pratiques évaluatives effectives dans chaque discipline et des entretiens d'autoscopie discutée (Boutinet, 2001) post-séance. Ce dispositif a permis d'accéder à seize séances d'apprentissage (huit d'EPS et huit de mathématiques) dans les classes de quatre enseignant·es. Trois focales d'analyse sont mobilisées. La première située au niveau de la séance, permet d'identifier, à travers l'observation des épisodes évaluatifs (Sayac, 2017, 2019) et notamment leur adressage, le niveau de complexité de la tâche support, sa gestion et les actes de parole enseignants associés. Elle caractérise la pratique évaluative effective enseignant·e. La seconde focale, permet d'accéder, à travers le cadre didactique en évaluation utilisé par les enseignant·es, à la logique évaluative. La pratique évaluative est cartographiée par la pratique effective et la logique évaluative présentes dans la leçon. Enfin, la troisième focale cible six élèves sélectionnés par l'enseignant·e pour représenter l'hétérogénéité du groupe. Elle permet d'observer très finement les intentions évaluatives enseignantes exprimées à travers des portraits et pronostics de résultats d'élèves en amont des séances. Les résultats de cette étude mettent en évidence l'imprégnation des stéréotypes de genre dans les logiques évaluatives enseignantes associées à des traductions matérielles concrètes dans les pratiques in situ. Ces représentations stéréotypées, intégrées dans les pratiques professionnelles, façonnent les jugements enseignants de manière différenciée et contribuent, par conséquent, à la perpétuation d'un système où les élèves sont jugé·es et traité·es selon des attentes genrées.

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 agentially 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.

Berger, J.-L. (2024). **Mythologie pédagogique: 17 mythes déconstruits**. Consulté à l'adresse <https://labopaa.com/wp-content/uploads/2024/09/Berger-2024-Mythologie-Pedagogique.pdf>

Cet ouvrage collectif propose une réflexion approfondie sur certaines croyances tenaces qui continuent d'influencer le domaine de l'éducation. Il s'attache à démonter des idées reçues, telles que l'importance des styles d'apprentissage, la considération de la motivation à apprendre comme un trait de personnalité ou encore le fait qu'enseigner serait un don. L'ouvrage se distingue par son approche rigoureuse, fondée sur une analyse critique des données scientifiques disponibles. Les chapitres, rédigés par des étudiants en master de sciences de l'éducation à l'université de Fribourg, ont été soumis à un processus de relecture et de révision par les pairs.

Beyhan, A., & Aydın, İ. (2025). **Why Do Teachers Join Informal Groups and How Are They Managed?: A Research on Informal Groups in Schools**. *European Journal of Education*, 60(1), e70005. <https://doi.org/10.1111/ejed.70005>

Informal groups have a significant impact on organisations. It is seen that the researches in the literature are generally conducted on business organisations and informal groups in educational organisations and approaches to managing these groups are not sufficiently discussed. In this study, the identification of informal groups in schools, teachers' reasons for participating in these groups and administrators' management styles of these groups were examined. The study was conducted with the participation of 345 school administrators and 477 teachers working in the central districts of Ankara. The data were collected with 'Informal Groups List', 'Reasons for Participation in Informal Groups Scale' and 'Informal Groups Management Style Scale'. Arithmetic mean, standard deviation, percentage, frequency values were calculated in the analysis of the data; also t-test, Anova and Pearson Correlation Test were applied. According to the results of the study, the most common informal groups in schools are 'reference groups', 'interest groups', 'friendship groups' and 'benefit groups'. Teachers generally participate in informal groups in order to 'sense of belonging', 'making friends', 'being in solidarity' and 'share their feelings'. According to administrators' views, administrators manage informal groups in democratic, autocratic and laissez-faire styles, respectively, while according to teachers, administrators adopt democratic, laissez-faire and autocratic

management styles, respectively. The findings show that there is a moderate positive relationship between administrators' styles of managing informal groups and teachers' reasons for participating. This study is expected to contribute to the literature by determining the types of informal groups in schools, examining the reasons why teachers participate in these groups, and the management styles of school administrators towards these groups.

Billon, V. (2024). **Éclairage des modes de parler-penser l'agir professionnel d'enseignant·e·s néo titulaires 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.

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 trousseaux 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.

Breed, R., Lindsay, R., Kittel, A., & Spittle, M. (2025). **Content and Quality of Comparative Tactical Game-Centered Approaches in Physical Education: A Systematic Review**. *Review of Educational Research*, 95(2), 293-336. <https://doi.org/10.3102/00346543241227236>

Effective teaching pedagogies and curriculum frameworks in school physical education have been regularly changing and widely debated. However, teachers have predominately used technical and sport-based approaches, but tactical game-centered approaches (TGAs) are becoming more common when teaching games in physical education. This review systematically described the content and the quality of research that compared TGAs with other teaching approaches within school physical education. All 24 studies that were found compared a technical approach (TA) or control group with a TGA, and most originated from Western Europe. Studies were

conducted equally in primary and secondary schools, most research was mixed-gender, and the majority incorporated a single sport to compare teaching approaches. The quality of reporting was mostly low with a moderate to serious risk of bias. Studies commonly showed that TGAs improved student outcomes in tactical skill; skill execution; affective, procedural knowledge and/or physical activity; and TAs improved skill execution and technical skill.

Buontempo, J., Riegler-Crumb, C., & Morton, K. (2025). **Exploring Deficit Beliefs Among High School Math Teachers.** *Educational Researcher*, 54(2), 111-115. <https://doi.org/10.3102/0013189X251317135>

This brief uses national data from the High School Longitudinal Study of 2009 to investigate deficit beliefs, or beliefs that students' academic underperformance is primarily attributable to deficiencies in their home environments, among high school math teachers. Descriptive results reveal that students in low-level math courses have teachers with more deficit beliefs. Regression results show that net of extensive control variables for both student and teacher characteristics, having a math teacher with stronger deficit beliefs is significantly and negatively associated with students' math performance. However, this negative association is not more pronounced for youth from minoritized and low socioeconomic status backgrounds.

Butterfuss, R., & Doran, H. (2025). **An Application of Text Embeddings to Support Alignment of Educational Content Standards.** *Educational Measurement: Issues and Practice*, 44(1), 73-83. <https://doi.org/10.1111/emip.12641>

Large language models are increasingly used in educational and psychological measurement activities. Their rapidly evolving sophistication and ability to detect language semantics make them viable tools to supplement subject matter experts and their reviews of large amounts of text statements, such as educational content standards. This paper presents an application of text embeddings to find relationships between different sets of educational content standards in a content mapping process. Content mapping is routinely used by state education agencies and is often a requirement of the United States Department of Education peer review process. We discuss the educational measurement problem, propose a formal methodology, demonstrate an application of our proposed approach, and provide measures of its accuracy and potential to support real-world activities.

Cadiou, S., & Gauthié, C. (2025). **L'orientation post-troisième des Mineurs non Accompagnés: comment les personnels de l'Éducation Nationale vivent-ils leur fonction ?** In *ouverture PSY. Accompagner la migration, des représentations à l'action* (p. 300). Consulté à l'adresse <https://hal.science/hal-04963606>

Castellano, K. E., McCaffrey, D. F., & Martineau, J. A. (2025). **Demystifying Adequate Growth Percentiles.** *Educational Measurement: Issues and Practice*, 44(1), 31-43. <https://doi.org/10.1111/emip.12635>

Growth-to-standard models evaluate student growth against the growth needed to reach a future standard or target of interest, such as proficiency. A common growth-to-standard model involves comparing the popular Student Growth Percentile (SGP) to Adequate Growth Percentiles (AGPs). AGPs follow from an involved process based on fitting a series of nonlinear quantile regression models to longitudinal student test score data. This paper demystifies AGPs by deriving them in the more familiar linear regression framework. It further shows that unlike SGPs, AGPs and on-track classifications based on

AGPs are strongly related to status. Lastly, AGPs are evaluated in terms of their classification accuracy. An empirical study and analytic derivations reveal AGPs can be problematic indicators of students' future performance with previously not proficient students being more likely incorrectly flagged as not on-track and previously proficient students as on track. These classification errors have equity implications at the individual and school levels.

Chan, A. W.-Y., Leigh, T.-N., Böke, B. N., Wang, H., So, C.-N., & Heath, N. (2025). **Evaluation of a Wellness Programme for Preservice Teachers in Hong Kong: Promoting Educational Excellence Through Resilience to Stress (PEERS)**. *European Journal of Education*, 60(1), e70018. <https://doi.org/10.1111/ejed.70018>

This study aimed to evaluate the effectiveness of a wellness programme for preservice teachers, Promoting Educational Excellence through Resilience to Stress (PEERS). The intervention group participants, who took part in the 4-week PEERS programme, and the comparison group participants were recruited online. A battery of self-report scales assessed various psychological constructs, including coping self-efficacy, resilience, mental health, well-being, mindfulness and self-compassion. Data were collected at three time points: before the intervention (T1), immediately after programme completion (T2) and 4 weeks after programme completion (T3). Results suggested that the intervention group participants reported significant improvements in coping self-efficacy, resilience and the nonjudging facet of mindfulness. High programme satisfaction was also reported, with 96% of the participants rating the overall programme as good or excellent. Therefore, the results demonstrate the effectiveness and positive impact of the PEERS programme on the resilience and coping efficacy of preservice teachers in Hong Kong.

Charles, M., Athieno, M., Kaweesi, M., Taddeo, K. Y., & Mugagga, A. M. (2025). **Contribution of Infrastructural Availability for School Growth and Sustainable Improvement in Academic Performance in Selected Secondary Schools in Tororo District**. *European Journal of Education*, 60(1), e12905. <https://doi.org/10.1111/ejed.12905>

The study sought to establish the contribution of infrastructural availability to school growth and sustainable improvement of academic performance in selected secondary schools in Tororo District. The study employed a qualitative approach, and data were collected from school administrators, the management team and teachers using open-ended questions based on interviews. Results were analysed thematically and presented verbatim. Findings showed that teaching aids, such as lesson plans, blackboard rulers, chalkboards, and textbooks are available and help improve academic performance, but overcrowded classrooms, poor ventilation and small space compared with the number of learners for a particular class are linked to lower levels of student engagement and learning. Noise levels have a significant impact on both teacher and student performance, and proper levels of natural illumination increase test results and teacher and student moods. Lack of commitment leads to skipping school and failing to complete assessment tasks. It was concluded that the Ugandan government supports the building of classrooms, libraries and laboratories in schools; teaching aids, such as textbooks lesson plans, blackboard rulers and chalkboards, raise teachers' morale to hold classes consistently, which helps schools expand and sustain improvements in academic performance. However, classrooms have poor ventilation and are overcrowded because of large enrolments. It is recommended that the government should improve the school infrastructure by renovating the classrooms, providing desks

for children, making supplementary funding available to low-performing schools and providing teachers with accommodations at schools to check the late coming, early departure and regular absenteeism of teachers on duty.

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.

Ciavaldini-Cartaut, S. (2025, janvier). **Innovations pédagogiques et bienveillance éducative pour le bien-être à l'école et l'entrée dans les apprentissages (SA3Pnudges).**

Point d'étape d'une recherche collaborative en éducation. Consulté à l'adresse <https://hal.science/hal-04963504>

Depuis quelques années, le bien être scolaire et la qualité de vie en milieu scolaire s'inscrivent à l'agenda des politiques éducatives à partir de raisonnements simples : un élève bien à l'école apprend mieux, est plus performant et sera ainsi capable, à plus long terme, de s'intégrer socialement et professionnellement en société (Konu & Rimpelä, 2002 ; Rousseau & Espinosa, 2018). Certaines méta-analyses (Durlak & al., 2011) mettent en évidence le fait que les activités visant le renforcement des compétences émotionnelles et le bien-être subjectif sont associées à de meilleurs résultats scolaires (Seligman et le modèle PERMA sur l'épanouissement prospectif et le bonheur, 2011 ; Goodman, Disabato, Kashdan & al., 2017). D'autres études mettent en évidence la nécessité d'une approche systémique et longitudinale du bien-être scolaire en tenant compte de la perception de différents groupes sociaux qui vivent et travaillent ensemble à l'école (élèves, enseignants, équipe éducative et de direction). Dans cette perspective c'est le modèle multidimensionnel de Konu et Rimpelä (2002) qui est recommandé (School Well-being Model traduit en français par l'équipe du CNESEO, (Florin & Guimard, 2017). D'une manière générale, ces activités contribuent à plus d'attention, de motivation, d'engagement et moins d'angoisse scolaire lors des phases d'évaluation ou de travail. En pédagogie, l'autorégulation qui est contributive de l'autonomie et de la responsabilisation des élèves face aux tâches scolaires peut être soutenue par des nudges éducatifs (incitations comportementales douces) qui visent le renforcement de la confiance en soi, du sentiment d'efficacité personnel, de l'attention et des compétences émotionnelles : in fine le bien-être perçu pour bien apprendre. D'autres médiations comme certains rituels scolaires peuvent aussi y contribuer par l'intermédiaire d'une communication positive et de relations interpersonnelles bienveillantes. Ces innovations dites sociales (au sens de Cros, 2019) aspirent toutes à une forme scolaire moins coercitive, organisée par des artefacts communs et une réflexion sur la flexibilité des espaces d'apprentissage et un mobilier adapté pour tendre vers l'exigence fondée sur la confiance entre enseignants et élèves. Comment ces innovations sociales s'inscrivent-elles dans le modèle de la bienveillance éducative et du bien-être scolaire ? Quels en sont les effets sur les élèves et les personnels éducatifs ? Le projet SA3Pnudges, une recherche quasi-expérimentale de trois ans, initiée en 2021-2022 dans le cadre de l'INSPE de l'académie de Nice et du PIA3 AMPIRIC, explore ces questions à travers une démarche d'evidence-based practices. Ce projet s'appuie sur un LéA (Lieu d'Éducation Associé), qui met en avant la bienveillance comme condition essentielle à l'amélioration des apprentissages.

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.

Clark, S., & Sayers, E. (2025). **Skateparks as communities of care: the role of skateboarding in girls' and non-binary youth's mental health recovery during lockdown.** *Pedagogy, Culture & Society*, 33(2), 613-632. <https://doi.org/10.1080/14681366.2023.2258382>

This paper details findings from our research into girls' and non-binary young people's take-up of skateboarding during the COVID-19 pandemic. Our analysis contributes to wider discussions on gendered relations, young people's embodied capacities and leisure adaptations in response to ongoing changes such as the pandemic. Based on qualitative interviews with 18 young people at a London skatepark, we found that the physical culture enacted there facilitated recovery from mental unwellness developed during or preceding the Covid crisis. This recovery was generated within new patterns of embodied movement, through relationships engendered in the space, and within the collective community ethic that was fostered at the skatepark. The temporal pause from usual routines during the pandemic created a space for collective critical reflection, healing and renewal within what we describe as a feminist ethic of care. We argue that this ethic contrasted in particular with the growing expectations of schooling and 'intensified girlhoods' that have come to characterise gendered everyday lives and therefore represents an alternative pedagogy of hope and recovery for these young people.

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.

Cohn, C., Snyder, C., Fonteles, J. H., T. S., A., Montenegro, J., & Biswas, G. (2025). **A multimodal approach to support teacher, researcher and AI collaboration in STEM+C learning environments.** *British Journal of Educational Technology*, 56(2), 595-620. <https://doi.org/10.1111/bjet.13518>

Recent advances in generative artificial intelligence (AI) and multimodal learning analytics (MMLA) have allowed for new and creative ways of leveraging AI to support K12 students' collaborative learning in STEM+C domains. To date, there is little evidence of AI methods supporting students' collaboration in complex, open-ended environments. AI systems are known to underperform humans in (1) interpreting students' emotions in learning contexts, (2) grasping the nuances of social interactions and (3) understanding domain-specific information that was not well-represented in the training data. As such, combined human and AI (ie, hybrid) approaches are needed to overcome the current limitations of AI systems. In this paper, we take a first step towards investigating how a human-AI collaboration between teachers and researchers using an AI-generated multimodal timeline can guide and support teachers' feedback while addressing students' STEM+C difficulties as they work collaboratively to build computational models and solve problems. In doing so, we present a framework characterizing the human component of our human-AI partnership as a collaboration between teachers and researchers. To evaluate our approach, we present our timeline to a high school teacher and discuss the key insights gleaned from our discussions. Our case study analysis reveals the effectiveness of an iterative approach to using human-AI collaboration to address students' STEM+C challenges: the teacher can use the AI-generated timeline to guide formative feedback for students, and the researchers can leverage the teacher's feedback to help improve the multimodal timeline. Additionally, we characterize our findings with respect to two events of interest to the teacher: (1) when the students cross a difficulty threshold, and (2) the point of intervention, that is, when the teacher (or system) should intervene to provide effective feedback. It is important to note that the teacher explained that there should be a lag between (1) and (2) to give students a chance to resolve their own difficulties. Typically, such a lag is not implemented in computer-based learning environments that provide feedback. Practitioner notes What is already known about this topic Collaborative, open-ended learning environments enhance students' STEM+C conceptual understanding and practice, but they introduce additional complexities when students learn concepts spanning multiple domains. Recent advances in generative AI and MMLA allow for integrating multiple datastreams to derive holistic views of students' states, which can support more informed feedback mechanisms to address students' difficulties in complex STEM+C environments. Hybrid human-AI approaches can help address collaborating students' STEM+C difficulties by combining the domain knowledge, emotional intelligence and social awareness of human experts with the general knowledge and efficiency of AI. What this paper adds We extend a previous human-AI collaboration framework using a hybrid intelligence approach to characterize the human component of the partnership as a researcher-teacher partnership and present our approach as a teacher-researcher-AI collaboration. We adapt an AI-generated multimodal timeline to actualize our human-AI collaboration by pairing the timeline with videos of students encountering difficulties, engaging in active discussions with a high school teacher while watching the videos to discern the timeline's utility in the classroom. From our discussions with the teacher, we define two types of inflection points to address students' STEM+C difficulties—the difficulty threshold and the intervention point—and discuss how the feedback latency interval separating them can inform educator interventions. We discuss two ways in which our

teacher-researcher-AI collaboration can help teachers support students encountering STEM+C difficulties: (1) teachers using the multimodal timeline to guide feedback for students, and (2) researchers using teachers' input to iteratively refine the multimodal timeline. Implications for practice and/or policy Our case study suggests that timeline gaps (ie, disengaged behaviour identified by off-screen students, pauses in discourse and lulls in environment actions) are particularly important for identifying inflection points and formulating formative feedback. Human-AI collaboration exists on a dynamic spectrum and requires varying degrees of human control and AI automation depending on the context of the learning task and students' work in the environment. Our analysis of this human-AI collaboration using a multimodal timeline can be extended in the future to support students and teachers in additional ways, for example, designing pedagogical agents that interact directly with students, developing intervention and reflection tools for teachers, helping teachers craft daily lesson plans and aiding teachers and administrators in designing curricula.

Contreras Salinas, S., Herrera-Seda, C., Ferrada Quezada, N., Rozas Vidal, C., & Espinoza Espinoza, J. P. (2025). **Collaborative ethnography and teacher re-signification in reinsertion and re-entry programs in Chile: a path of reflection and opening up.** *International Journal of Qualitative Studies in Education*, 38(3), 356-373. <https://doi.org/10.1080/09518398.2025.2454293>

In recent decades, Latin American countries have experienced increased enrollment, yet many children and youth remain outside the education system, questioning its relevance. In this context, teachers are called to be aware of and value children and youth's cultural diversity to harness it as the basis for relevant and transformative education. In this article, we analyse the teachers' and teacher educators' reflections about their practices sparked by collaborative ethnography experiences with children and youth in Chilean reinsertion and re-entry programs. In the results, teachers and teacher educators reflect on the value of collaborative ethnographies in mobilising transformative reflections about children and youth as active makers of the social world. We also discuss the openings of this methodological approach to reduce asymmetries between adults, children, and youth and the latter's role as co-producers of teacher professional development programmes.

Cosentino, G., Anton, J., Sharma, K., Gelsomini, M., Giannakos, M., & Abrahamson, D. (2025). **Hybrid teaching intelligence: Lessons learned from an embodied mathematics learning experience.** *British Journal of Educational Technology*, 56(2), 621-649. <https://doi.org/10.1111/bjet.13525>

As AI increasingly enters classrooms, educational designers have begun investigating students' learning processes vis-à-vis simultaneous feedback from active sources—AI and the teacher. Nevertheless, there is a need to delve into a more comprehensive understanding of the orchestration of interactions between teachers and AI systems in educational settings. The research objective of this paper is to identify the challenges and opportunities when AI intertwines with instruction and examine how this hybrid teaching intelligence is being perceived by the students. The insights of this paper are extracted by analysing a case study that utilizes an AI-driven system (MOVES-NL) in the context of learning integer arithmetic. MOVES-NL is an advanced interactive tool that deploys whole-body movement and immediate formative feedback in a room-scale environment designed to enhance students' learning of integer arithmetic. In this paper, we present an in-situ study where 29 students in grades 6–8 interacted individually with

MOVES-NL for approximately 1 hour each with the support of a facilitator/instructor. Mixed-methods analyses of multimodal data sources enabled a systematic multifaceted account of students' cognitive–affective experiences as they engaged with MOVES-NL while receiving human support (eg, by asking students to elaborate on their digital actions/decisions). Finally, we propose design insights for instructional and technology design in support of student hybrid learning. The findings of this research contribute to the ongoing discourse on the role of hybrid intelligence in supporting education by offering practical insights and recommendations for educators and designers seeking to optimize the integration of technology in classrooms. Practitioner notes What is already known about this topic Students and teachers develop different relations with and through AI, beyond just interacting with it. AI can support and augment the teachers' capabilities. Hybrid intelligence (HI) has already demonstrated promising potential to advance current educational theories and practices. What this paper adds This research identifies the important learning opportunities and adversities emerging when AI intertwines with instruction and examines how learners perceive those moments. The results show that the system and the facilitator's feedback were complementary to the success of the learning experience. AI-enabled students to reflect upon and test their previous knowledge and guided teachers to work with students to consolidate challenging topics. Findings provide insights into how the teacher–AI collaboration could engage and motivate students to reflect conceptually upon mathematical rules. Implications for practice and/or policy This study encourages practitioners and scholars to consider hybrid teaching intelligence when designing student-centred AI learning tools, focusing on supporting the development of effective teacher–AI collaborative technologies.

Davidoff, Y., & Jayusi, W. (2025). **Effective online teaching and learning strategies: interdisciplinary research of student perceptions in higher education.** *Education and Information Technologies*, 30(3), 3717-3742. <https://doi.org/10.1007/s10639-024-12958-8> Higher Education has serious challenges regarding academic online teaching-learning-evaluation methods and tools. This study examined 980 students from diverse disciplines about their social-emotional-psychological (SEP) perceptions. We also examined the presence and desirability of 14 TLE (teaching-learning-evaluation) tools in the online learning environment. Findings indicate that current academic online learning does not meet students' social-emotional needs and reveals a significant demand for practical and engaging methods like simulations and interactive platforms. Diverse disciplines expose different needs (e.g., business and engineering students reported a greater lack of empowerment and lowered acquisition of skills than students from disciplines characterized by higher engaging online learning, such as education and social sciences). Diversified teaching methods, interactive platforms, group support and assessment are needed to address diverse needs. This study extends the international understanding of SEP and TLE theoretical and methodological concepts and suggests practical solutions for effective online teaching-learning and evaluation for diverse disciplines.

de Haan, M. (2025). **The 'every day' of polarisation in schools; understanding polarisation as (not)dialogue.** *Pedagogy, Culture & Society*, 33(2), 481-501. <https://doi.org/10.1080/14681366.2023.2237986>

This paper analyses how 'polarisations' in which social tensions between the religious, ethnic and socio-economic groups are believed to increase are experienced and understood by secondary school teachers in the Netherlands. Based on the idea that

polarisation is present in everyday interactions, this study contributes to an everyday perspective on polarisation by unravelling the everyday contradictions, tensions, and incongruities that constitute and keep polarisation in place. Borrowing from critical discourse analyses and linguistic ethnography perspectives the analyses shows that the everyday reproduction of polarisation in schools consists not only of the local reproduction of existing minority and majority viewpoints, but also reproduces the interactive dynamics that make it hard to maintain dialogue in concrete situations of polarisation. Making use of Lyotard's idea that heterogeneous narratives produce different languages of justice, the paper explains polarisation not just as a clash between incommensurable world views, but between different rules of 'how to play the game'. Such a view also explains why it is complicated to use dialogue to overcome incommensurable worlds. The paper ends by providing conditions that can help overcome the reproduction of existing controversies in schools through dialogue.

Delavergne, C. (2024). **L'institutionnalisation du travail collectif des enseignants du second degré : des orientations ministérielles paradoxales**. *Administration & Éducation*, 184(4), 101-107. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-101>

Delboé, G., & Rousseau, M. (Éd.). (2025). **Rémobilisés (Dossier)**. *Cahiers pédagogiques*, (598), 17-61. Consulté à l'adresse <https://www.cahiers-pedagogiques.com/sommaire-revue-598/>

Le dossier montre d'abord comment des gestes simples, un regard bienveillant, une tâche porteuse de sens, un travail coopératif, peuvent bouleverser la perception de l'élève et le remettre à l'ouvrage. Il décrypte ensuite ce qui conduit l'élève à explorer des contenus exigeants et mobilisateurs. La troisième partie explicite le sens de l'activité, ce lien entre les apprentissages, le parcours personnel de l'élève et sa capacité à mobiliser ses ressources tout en construisant de nouvelles. Ces diverses contributions montrent qu'en vivant autrement les apprentissages, il est possible de réenchanter l'école pour certains élèves.

Delbreil, M. (2024). **Co-construire des dispositifs de formation en situation de travail : vers une pédagogie de l'opportunité. Mise en oeuvre d'une recherche-intervention avec les sapeurs-pompiers du département de la Haute-Garonne**. (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04957495>

Cette thèse, inscrite dans une CIFRE au Service Départemental d'Incendie et de Secours de la Haute-Garonne (SDIS 31), explore la formation en situation de travail des Sapeurs-Pompiers (SP), confrontés quotidiennement à des situations d'urgence, imprévisibles, dynamiques et évolutives. Face à la mouvance des pratiques professionnelles en proie aux évolutions socio-environnementales et à une exigence croissante d'efficacité opérationnelle, cette démarche vise à tisser davantage de liens entre travail et formation. La recherche-intervention (RI), comme cadre privilégié pour accompagner le changement, menée avec les SP, a permis de co-construire trois Dispositifs Expérimentaux de Formation En Situation de Travail (DEFEST) et de contribuer à théoriser une pédagogie de l'opportunité. En effet, les sphères de la recherche et de l'intervention se construisent simultanément et sont réciproquement liées à travers le tiers-espace socio-scientifique. Six casernes ont participé à l'expérimentation des DEFEST, à travers trois groupes de travail, chacun portant sur un dispositif : « Immersions et Parcours », « Sous-Officier de Garde » et « Formation continue focus conduite ». La méthodologie adoptée,

inspirée de l'ingénierie de formation, comprend les étapes d'analyse, de conception, de mise en œuvre et d'évaluation. La co-analyse, s'appuyant sur une approche socio-ethnographique et des méthodes qualitatives (comme les entretiens semi-directifs et les focus groups), met en relation trois focales contextuelles du travail des SP (la situation opérationnelle, la situation hors opérationnelle et la mise en situation professionnelle) avec les dimensions théoriques du travail articulées autour du triptyque statut, activité et expérience. Les étapes suivantes, co-construites au sein du tiers-espace socio-scientifique et documentées dans un carnet de bord, ont révélé des éléments fondamentaux pour une pédagogie de l'opportunité. Les descripteurs de la pédagogie s'appuient sur quatre pôles (axiologique, praxéologique, épistémique et environnemental) et trois temporalités (« avant », « pendant » et « après » la saisie d'une opportunité). Cette thèse révèle une pédagogie centrée sur l'exploitation d'occasions imprévues pour favoriser l'apprentissage, en lien avec l'idée d'une éducation problématisante de Freire. L'approche pédagogique proposée suit un cycle itératif de perception, d'analyse et d'exploitation, de l'occasion potentielle en opportunité effective, et intègre trois temporalités : Chronos, Kairos et Aïôn. Cette thèse met en lumière que la formation en situation de travail, en vue d'une reconnaissance institutionnelle et pédagogique de l'AFEST, peut à la fois intégrer les spécificités socio-temporelles et relever les défis associés à l'évaluation des compétences, tout en répondant aux exigences opérationnelles des SP (qu'ils soient volontaires ou professionnels). Finalement, les apports de cette RI sont : heuristiques, en contribuant à une théorisation d'une pédagogie de l'opportunité ; praxéologiques, en proposant des modèles opérationnels pour la formation des SP ; critiques, en participant à l'émancipation des acteurs à travers la réflexivité ; méthodologiques, en développant des outils qualitatifs et participatifs ; et épistémologiques, en positionnant la pédagogie comme l'objet d'une RI en Sciences de l'Éducation et de la Formation.

Denfeld, A.-P., Canrinus, E. T., & Daleheffe, I. M. (2025). **Triggering the Duty to Act: Teachers' Approach to the Norwegian Law on Students' Psychosocial Environment.** *European Journal of Education*, 60(1), e70046. <https://doi.org/10.1111/ejed.70046>

Chapter 9A of the Norwegian Education Act obligates teachers to act upon any suspicion of deficits in the school environment. This cross-sectional study explores teachers' (n = 140) perceptions and motivations in terms of initiating cases according to 9A, considering both accountability and responsibility. Teachers' job satisfaction and self-efficacy are associated with their approach to 9A. The strongest predictor of case initiation is how difficult teachers perceive taking action to be. Other significant predictors are their content knowledge and the law's perceived effect. These findings have significance for policymakers, teacher education, and professional communities in schools.

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., & Colognesi, S. (2023). **Comment l'écriture des rapports d'autoévaluation de stage des futurs enseignants évolue-t-elle en fonction de leur profil?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 30-56. <https://doi.org/10.26443/mje/rsem.v58i3.10026>

In this article, we focused on the evolution of future teachers' writing in their internship self-assessment reports. Specifically, we explored (1) what students discuss in these self-assessments, (2) how their writing evolves throughout their training, and (3) whether indicators of reflexivity are present in these writings. To answer these questions, we analyzed all the self-assessment reports produced by six students during their training. The content analysis revealed links between the progression of students' writing, their reflective writing, and their progress from one internship to the next.

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.

Detoni, M., Allan, A., Connelly, S., Summerfield, T., Townsend, S., & Shephard, K. (2025). **University teachers' perspectives on student attendance: a challenge to the identity of university teachers before, during and after Covid-19.** *Educational Research for Policy and Practice*, 24(1), 41-59. <https://doi.org/10.1007/s10671-024-09375-6>

This article addresses university teachers' perspectives, gathered via interviews, on issues involved in their students' decreasing attendance in formal taught-events, before and during the pandemic, and the implications of this for university teaching in the future. The research was part of a broad enquiry into learning and teaching during the Covid-19 pandemic, conducted in one research-led university in New Zealand by a research team of 19 university academics from multiple departments in this institution. We undertook 11 semi-structured interviews with eight professors, one lecturer and two teaching fellows, anonymous to all but the interviewer. A sub-group (authors of this article) used a general inductive approach to seek an underlying structure of experiences evident in

participants' interviews, in the form of emergent and reoccurring themes in the data. Self-determination theory was used as a theoretical framework for analysis. Themes suggest that university teachers may be stressed about attendance, increasingly uncertain about the links between how they teach and what and how students learn, and feel personally rather than collectively responsible as they address matters that they perceive to be only partially under their control. Researchers concluded that interviewed teachers may be collectively experiencing some form of crisis of confidence relating to their roles, responsibilities and identity as university teachers. Although perceptions of limited autonomy, relatedness and competence all suggest solutions at the institutional level, their combination and link to generic academic identity suggests that Covid-19 may have exposed broader limitations in university teaching as a collegiate, rather than professional, activity.

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.

Diamond, F., & Bulfin, S. (2025). **Care of the profession: teacher professionalism and learning beyond performance and compliance**. *Pedagogy, Culture & Society*, 33(2), 503-521. <https://doi.org/10.1080/14681366.2023.2239820>

Dominant policy discourses in Australia define teacher professionalism as a technical accomplishment. Within this technical framing, teacher learning is largely understood as the acquisition of skills, with teacher practice helping students meet pre-determined outcomes. Despite the dominance of such discourses, teacher professionalism and learning have not always been thought of in these reductive ways. This paper reports on an intergenerational, dialogic inquiry into the careers of 12 long-serving English teachers, presenting two cases from the project. The study used life history methods to interview retired or late career English teachers in the state of Victoria, Australia. An analysis of the interviews indicated that professional learning was vital in sustaining generative careers. Many of the professional engagement activities described by teachers in the project involved acts of stewardship or care for the teaching profession itself. The paper advances 'care of the profession' as a concept that makes visible the many acts of professional engagement and learning beyond individualistic and performative understandings of teaching and that invest in education as a 'going concern'. We argue that practices constituting 'care of the profession' are sites for democratic participation

in the teaching profession and are essential elements of a critically engaged and agentive professionalism.

Dille, K. B., Sandvik, L. V., & Einum, E. (2025). **School-based teacher educators' experiences of collaboration in field practice.** *International Journal of Educational Research Open*, 8, 100415. <https://doi.org/10.1016/j.ijedro.2024.100415>

This study explores Norwegian school-based teacher educators' (SBTEs) experiences of tripartite collaboration in teacher education. Using a mixed-method approach, the study combines quantitative survey data (n = 242) with qualitative insights from reflective journals (n = 21). Despite governmental directives on facilitating third-space activity in teacher education, the findings reveal a considerable discrepancy between trends and actual practices. Most SBTEs work alone and lack arenas to collaborate, both within their partner schools and with the university. The study underscores the importance of mentoring competence, and structured third-space activities to enhance the quality of teacher education. Closer attention to the role of school leadership and mentor education programmes can be key factors in fostering enhanced collaboration and coherence among different parties.

Dimitriadou, E., & Lanitis, A. (2025). **Evaluating the impact of an automated body language assessment system.** *Education and Information Technologies*, 30(3), 3509-3539. <https://doi.org/10.1007/s10639-024-12931-5>

The body language of an educator during a class can affect student's level of interest and concentration. As an attempt to assist educators to improve their body language and speaking characteristics, a pilot body language analysis system that assesses the body language of educators was developed. The proposed application makes use of specific biometric features for determining body language quality during class delivery. The aim of the current study is to examine whether the proposed application can contribute to improving the teachers' body language, whether the application can provide satisfactory feedback related to the teachers' body language, and whether the use of the application in real classroom conditions is acceptable. As part of this effort the pilot application has been assessed by teachers of primary, secondary and university education. The experimental investigation involved two phases. In the first phase participants delivered a short lecture that was evaluated using the automated body language analysis application. After the lecture participants were informed about the operation of the application and they were presented with the feedback generated by the body language analysis. During the second phase participants delivered a second short lecture. By comparing the body language quality between the two phases, conclusions related to the impact of the application in improving body language were derived. Experimental results demonstrate that the application provides satisfactory feedback, it is acceptable to use the application in real class conditions, and the feedback provided can be used for self-assessment, reflection and improvement regarding educator's body language.

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.

Drot-Delange, B., Bourdeau-Julien, S., Deschênes, M., Monney, N., & Therriault, G. (2025). **Les rapports aux savoirs d'enseignant es et de formateur rices d'enseignant es**. Consulté à l'adresse <https://uca.hal.science/hal-04938346>

Du, L., Tang, X., & Wang, J. (2025). **Different types of textual cues in educational animations: Effect on science learning outcomes, cognitive load, and self-efficacy among elementary students**. *Education and Information Technologies*, 30(3), 3573-3596. <https://doi.org/10.1007/s10639-024-12929-z>

Educational animation, recognized for its potential accessibility and engaging qualities, has become increasingly prevalent in classroom instruction. However, not all educational animations exhibit high quality or significantly enhance learning outcomes. This study addresses the need for optimizing educational animation design to enhance student learning outcomes and experiences, employing the construction-integration model. We developed three types of educational animations: subtitled textual cue (STC), keyword textual cue (KTC), and structured textual cue (CTC). Through a quasi-experimental research design, 257 fifth-grade students were assigned to three groups, each exposed to one type of textual cue. The results indicate that CTC leads to superior achievement, knowledge retention, higher self-efficacy, and the lowest cognitive load. In comparison, KTC demonstrates moderate results, while STC yields the poorest outcomes. Furthermore, there is a significant negative correlation between achievement and cognitive load, and a significant positive correlation between achievement and self-efficacy. Additionally, there is a significant positive correlation between the « faded effect » of knowledge retention and self-efficacy. These findings highlight the superior learning outcomes and experiences associated with CTC. Based on these findings, recommendations are provided for future educational animation design and instructional practices.

Du, Y., & Zhang, S. (2025). **Detecting Compromised Items With Response Times Using a Bayesian Change-Point Approach**. *Journal of Educational and Behavioral Statistics*, 50(2), 296-330. <https://doi.org/10.3102/10769986241290713>

Item compromise has long posed challenges in educational measurement, jeopardizing both test validity and test security of continuous tests. Detecting compromised items is therefore crucial to address this concern. The present literature on compromised item

detection reveals two notable gaps: First, the majority of existing methods are based upon a non-Bayesian framework; second, many of these approaches exclusively rely on examinees' responses for detection, neglecting valuable data such as response times. In this study, we propose a Bayesian change-point method that integrates both responses and response times to detect compromised items in continuous tests. This two-phase approach is designed for iterative use. The accuracy and efficiency of the proposed method are assessed in three simulations and an operational data example. The results demonstrate the method's effectiveness in accurately and efficiently detecting compromised items. Additionally, the incorporation of response times significantly enhances both detection accuracy and efficiency.

Edling, S. (2025). **Broadening and Deepening Teachers' Professional Vision through Science and Scientific Theories: A Conversation between John Dewey and Hans-Georg Gadamer.** *Educational Theory*, 75(1), 107-128. <https://doi.org/10.1111/edth.12679>

While some researchers argue that theories and abstract knowledge are unreliable bases for teachers' work, a wide range of research stresses the need to overcome the gap between theory and practice, or abstract academic knowledge and experience-based knowledge. Here, Silvia Edling maintains that it is relevant to ask why the relationship is necessary in the first place and in so doing revive the notions of teacher seeing in education. The purpose of this article is to contribute knowledge about the role of teacher vision by turning to how two different theoretical researchers, John Dewey and Hans-Georg Gadamer, approach the notion of vision and its related concepts in relation to science. Aided by a hermeneutic conversation, the article provides a roadmap of similarities and differences between Dewey and Gadamer that can facilitate more nuanced reflections and deliberations among teachers and educational researchers on the meaning and usefulness of stimulating a broad and deep repertoire for teacher's professional vision.

EğİN, 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.

El-Sayed, M., El-Sayed, J., Burke, K., & Apple, D. (2025). **Holistic Education Framework for Individualised Anti-Stigma Quality Learning.** *European Journal of Education*, 60(1), e70001. <https://doi.org/10.1111/ejed.70001>

In any educational setting, stigmatisation and implicit biases can stifle growth and reduce the quality of the learning experience of students from low socio-economic status by creating invisible barriers to opportunity and achievement. Furthermore, due to the lack of monitoring and mentoring, these invisible barriers become harder to detect and overcome. Considering that human learning potential has no limits, there is a need for quality teaching and learning processes that provide fitting unstigmatized learning experience to each individual learner. To achieve the fitting learning experience and desired outcomes, understanding teaching quality is essential for continuous improvement of educational objectives, curricular contents and instructional delivery. Considering that teaching and learning are two interconnected phases of any educational process, both teaching and learning have distinctive subphases leading to desired outcomes that are tied to the long reaching educational objectives. It is evident that, at the end of any successful education process, the learning outcomes demonstrated by the constructed learning of the learner are strongly linked to the quality of the instituted educational objective, curricular contents, and quality unstigmatized delivery of the teacher to each individual learner. In fact, studies of the quality of the learning experiences show that one of the main keys to maximising learners' success is the quality of course contents and instructional activities. To ensure quality of the learning experience to all the learners in the class, these instructional activities must provide the needed monitoring and mentoring to each individual learner. In this paper, a framework for individualised unstigmatized holistic education process teaching and learning phases is discussed from quality of education perspective. The framework addresses the full learner development, the corresponding holistic teaching, and the teacher learner interface. The essential elements, subphases and key characteristics are discussed through the development of the three educational framework domains. The development and deployment of the presented framework are illustrated in higher education context.

El-Soussi, A. (2025). **Teacher identity continuum: A framework for teacher identity shifts online.** *International Journal of Educational Research Open*, 8, 100411. <https://doi.org/10.1016/j.ijedro.2024.100411>

In March 2020, due to COVID-19, English faculty in higher education institutions (HEI) in the United Arab Emirates (UAE) had to migrate to and administer online courses despite limited familiarity and training in online delivery. Moving online, teachers had to negotiate their long-held beliefs, teaching practices and roles as they navigated a new educational context, thus further reinterpreting their professional identities. In the face of change, teachers may experience a sense of insecurity that influences their identity development, and research is still early in understanding teacher identity formation, factors impacting identity changes, and the role of identities in teachers' motivation and learning (Schutz et al., 2018). Therefore, this research draws on identity theory to examine how 14 English faculty members in HEIs in the UAE negotiated their beliefs, roles, and practices as they shifted online due to the pandemic. Through a qualitative exploratory multimethod approach, including mind maps and semi-structured interviews, and thematic analysis, my findings led to the development of a new framework instrumental in understanding the reshaping of teacher identities through the forced transition from FTF to online teaching. My research positioned teachers' online identities on a Teacher Identity Continuum (TIC) with Digital Adapters, Digital Resisters, and Digital Ambivalents, including a spectrum of related beliefs, roles and practices. This framework has several

practical implications for teachers, teacher education, and institutional leadership as they manage transitions and times of change.

European Commission. Directorate general for education, youth, & Tilbury, D. (2025). **Youth engagement in schools student voices, participation, and action in learning for sustainability: input paper**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/0e71c844-e393-11ef-be2a-01aa75ed71a1>

De plus en plus de jeunes s'expriment sur des questions importantes pour leur communauté et leur génération. Cependant les jeunes perçoivent un manque d'opportunités pour influencer les décisions et les décideurs politiques. L'apprentissage pour la durabilité offre l'occasion de relever ce défi social et de faire progresser la transition écologique. Une première étape pourrait être de reconnaître que les jeunes ont une perspective unique sur les questions qui les concernent et qu'ils peuvent apporter une contribution précieuse à un avenir plus durable. Les acteurs de l'éducation doivent non seulement tenir compte des points de vue des jeunes qui souhaitent participer activement à la société, mais aussi de la meilleure façon de doter les jeunes apprenants des compétences et de l'expérience nécessaires pour s'engager efficacement. Le document porte sur l'éducation scolaire et la participation des apprenants, dans le but d'informer sur la manière de contribuer à intensifier les efforts et de créer des espaces supplémentaires pour l'engagement des jeunes dans et par l'éducation formelle.

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.

Fox, J.-P. (2025). **Redefining Item Response Models for Small Samples.** *Journal of Educational and Behavioral Statistics*, 50(2), 272-295.
<https://doi.org/10.3102/10769986241269886>

Popular item response theory (IRT) models are considered complex, mainly due to the inclusion of a random factor variable (latent variable). The random factor variable represents the incidental parameter problem since the number of parameters increases when including data of new persons. Therefore, IRT models require a specific estimation method and large samples for accurate parameter estimation. The two-parameter IRT model is redefined by analytically integrating out the random person factor in the latent response formulation of the model to make it suitable for small sample applications. This IRT Bayesian covariance structure model (IRT-BCSM) describes the clustering of (latent) responses by persons through a structured covariance matrix in which a common covariance parameter represents the dependence implied by a unidimensional random factor variable. The IRT-BCSM is a latent-variable-free model and consists of (fixed) item parameters and a common covariance parameter, where person parameters can be post-hoc sampled. An efficient Gibbs sampler is proposed for parameter estimation. In simulation studies, the performance of the IRT-BCSM is compared to two-parameter IRT models for small samples, and results show an optimal performance of the IRT-BCSM even in sample sizes as small as 50 to 100 persons and 5 to 10 items. Generalizations of the IRT-BCSM show that a redefinition of more complex IRT models also lead to much more efficient parameterizations, which can broaden the scope of IRT applications.

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.

Gatrell, D., Mark, K., Au-Yeung, C., & Leung, K. Y. (2025). **Using expansive learning to design and implement video-annotated peer feedback in an undergraduate general education module.** *Education and Information Technologies*, 30(3), 2999-3033. <https://doi.org/10.1007/s10639-024-12934-2>

Existing studies have measured the effect of video-based feedback on student performance or satisfaction. Other issues are underacknowledged or merit further investigation. These include sociocultural aspects which may shape the design and implementation of video-based feedback, the ways students use technology to engage in feedback, and the processes through technology may transform learning. This study investigates the design and implementation of a video-annotated peer feedback activity to develop students' presentation skills and knowledge of climate science. It explores how their use of a video annotation tool re-mediated established feedback practices and how the systematic analysis of contradictions in emerging practices informed the subsequent redesign and reimplementing of the approach. Employing a formative intervention design, the researchers intervened in the activity system of a first-year undergraduate education module to facilitate two cycles of expansive learning with an instructor and two groups of Hong Kong Chinese students (n = 97, n = 94) across two semesters. Instructor interviews, student surveys, and video annotation and system data were analysed using Activity Theory-derived criteria to highlight contradictions in each system and suggest how these could be overcome. The findings highlight the critical importance of active instructor facilitation; building student motivation by embedding social-affective support and positioning peer feedback as an integrated, formative process; and supporting students' use of appropriate cognitive scaffolding to encourage their interactive, efficient use of the annotation tool. Conclusions: In a field dominated by experimental and quasi-experimental studies, this study reveals how an Activity Theory-derived research design and framework can be used to systemically analyse cycles of design and implementation of video-annotated peer feedback. It also suggests how the new activity system might be consolidated and generalised.

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.

Geng, Y., Alshahrani, R., & Mujlid, H. M. (2025). **Enhancing Foreign Language Learning Through Social Media Applications: A Fuzzy Analytic Hierarchy Process Approach.** *European Journal of Education*, 60(1), e70057. <https://doi.org/10.1111/ejed.70057>

The Fuzzy Analytic Hierarchy Process (FAHP) was employed to evaluate and rank language-learning applications based on criteria such as engagement, interactivity, feedback, content quality and usability. A pairwise comparison matrix was constructed, fuzzy logic was applied to convert qualitative judgements into numerical values, and these values were normalised to calculate crisp weights for each criterion. These weights assessed and ranked five popular language-learning apps: Duolingo, Busuu, Babbel, Memrise and Tandem. The results show Duolingo ranking highest with an aggregate score of 20.912, demonstrating superior performance across all criteria. Busuu and Babbel followed with scores of 18.541 and 18.485, respectively, while Memrise and Tandem scored 17.260 and 17.024. The FAHP methodology effectively addresses uncertainty in the evaluation process, offering a structured and reliable framework for users and educators to select the most suitable language-learning tool.

Geven, S. (2025). **Tracking Procedures and Criteria and the SES Bias in Teacher Track Recommendations.** *American Educational Research Journal*, 62(2), 271-304. <https://doi.org/10.3102/00028312241288212>

The allocation of students to ability tracks is often based on teacher recommendations. These recommendations tend to be biased in favor of students from higher socioeconomic status (SES) backgrounds. While tracking procedures and criteria have been proposed to play a role herein, empirical research is lacking. Using a survey experiment and information from 221 teachers in 69 Dutch schools, I find that teachers in the same school vary in their interpretation of their school's procedure and (relatedly) their own tracking criteria. Teachers who perceive the school procedure to put more weight on students' home environment, and/or (relatedly) put more weight on this themselves, show a stronger SES bias in track recommendations in the survey experiment.

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.

Godsk, M., & Møller, K. L. (2025). **Engaging students in higher education with educational technology.** *Education and Information Technologies*, 30(3), 2941-2976. <https://doi.org/10.1007/s10639-024-12901-x>

There is a widespread agenda of improving teaching and learning in higher education by engaging students with educational technology. Based on a large-scale literature review, the article presents 61 specific, research-based recommendations for realising the engagement potential of eight types of educational technologies in higher education. These recommendations can be used, for example, by educators to incorporate specific, available educational technologies into their teaching or as an educational development method to enhance particular forms of student engagement. Based on the evidence, the article points out that some educational technologies have a more documented and sometimes also broader potential to engage the students behaviourally, affectively, and/or cognitively than others and that this likely is related to the extent the technology supports structure, active learning, communication, interaction, and activities on the higher levels on the learning taxonomies.

Gomes, L. (2024). **L'élève-origine dans une recherche en didactique de l'histoire : le cas Louna.** *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115505ar>

Lors d'une recherche internationale sur le transfert de compétences critiques historiennes à l'étude de l'actualité, le monde de la recherche est confronté à une masse de données recueillies en classe. Cet article vise à expérimenter le concept d'élève-origine utilisé dans la théorie de l'action conjointe en didactique (TACD) pour isoler un cas et l'analyser afin de produire des résultats pertinents pour poursuivre cette recherche. Les productions orales et écrites de l'élève choisie mènent à des modélisations et des schématisations qui remettent en question les dispositifs. Une séquence intéressante a été étudiée pour comprendre ce qui a permis une exploration des possibles par cette élève-origine.

Gorgun, G., & Bulut, O. (2025). **Instruction-Tuned Large-Language Models for Quality Control in Automatic Item Generation: A Feasibility Study.** *Educational Measurement: Issues and Practice*, 44(1), 96-107. <https://doi.org/10.1111/emip.12663>

Automatic item generation may supply many items instantly and efficiently to assessment and learning environments. Yet, the evaluation of item quality persists to be a bottleneck for deploying generated items in learning and assessment settings. In this study, we investigated the utility of using large-language models, specifically Llama 3-8B, for evaluating automatically generated cloze items. The trained large-language model was able to filter out majority of good and bad items accurately. Evaluating items automatically with instruction-tuned LLMs may aid educators and test developers in understanding the quality of items created in an efficient and scalable manner. The item evaluation process with LLMs may also act as an intermediate step between item creation and field testing to reduce the cost and time associated with multiple rounds of revision.

Gouellec, M. L. (2024). **Se former aux relations avec les élèves : une comparaison France/Québec de l'apprentissage du métier d'enseignant** (Phdthesis, Université Paris Cité; Université de Montréal (1878-....)). Consulté à l'adresse <https://theses.hal.science/tel-04965293>

Depuis les années 1990, la formation des enseignants français et québécois a évolué au rythme des réformes et du mouvement de professionnalisation de l'enseignement (Malet, 2010). La France et le Québec n'ont pas opté pour les mêmes configurations de leurs programmes de formation. La formation à l'enseignement est plus longue au Québec qu'en France et correspond à un diplôme de premier cycle universitaire. Cependant, dans un pays comme dans l'autre, l'insertion professionnelle vient faire naître chez les nouveaux enseignants un sentiment de manque de préparation au métier (Broccolichi, Joigneaux et Mierzejewski, 2018 ; Borges, Tardif et Tremblay-Gagnon, 2021). Cette thèse s'intéresse à cette période particulière de la carrière enseignante qu'est l'insertion professionnelle et, plus particulièrement, aux apprentissages propres aux relations avec les élèves qui s'effectuent à cette période. La maîtrise de ces relations est aujourd'hui une condition indispensable pour pouvoir « faire la classe » (Barrère, 2002). À partir d'une analyse sous le prisme de la sociologie du travail enseignant, de la sociologie de l'expérience mais aussi de concepts plus proches des sciences de l'éducation tels que les « savoirs pour enseigner », le « développement professionnel » ou encore « l'apprentissage par l'expérience », cette recherche permet d'articuler des objets qui jusque-là ont plutôt été analysés séparément : la formation initiale, l'entrée dans le métier, la formation continue et les difficultés du travail enseignant. Ce travail repose sur l'analyse d'entretiens semi-directifs menés auprès d'enseignants québécois et d'enseignants français. Les résultats mettent en avant les épreuves relationnelles que les enseignants rencontrent lorsqu'ils débutent dans le métier ainsi que les stratégies qu'ils mobilisent afin de leur faire face. Ils montrent que les enseignants débutants s'appuient sur des ressources telles que la formation, la division du travail éducatif, les collègues ou encore les parents d'élèves. Enfin, ces enseignants sont présentés comme étant détenteurs de connaissances relationnelles constituées à la fois de connaissances sur les élèves et de connaissances sur eux-mêmes en situation d'interaction en classe. Cette thèse ouvre trois axes de réflexion. Premièrement, le manque de formalisation de l'interaction avec autrui est ce qui fait frein à la professionnalisation des métiers de la relation (Demailly, 2008). La réflexion autour de l'objection d'un « savoir relationnel » détenu par les enseignants chevronnés et transmis de génération en génération a donc été amorcée. Deuxièmement, l'approche comparée a permis de mettre en avant le poids de l'organisation scolaire et des choix politiques en matière de formation sur l'apprentissage de la dimension relationnelle du métier. Une réflexion sur les contenus des formations à l'enseignement mais aussi sur leur organisation a donc été proposée. Troisièmement, cette recherche propose une réflexion théorique et pratique sur les relations entre enseignants et élèves. L'injonction à l'individualisation n'a pas été couplée avec une réorganisation des espaces scolaires et du travail des enseignants. Par conséquent, il semble aujourd'hui difficile de considérer ces relations comme étant individualisées.

Graham, K. M., Lin, T.-B., & Huang, H.-L. (2025). **Self-directed computer-assisted professional development in Taiwanese bilingual schools: an exploratory study.** *Asia Pacific Education Review*, 26(1), 183-193. <https://doi.org/10.1007/s12564-024-10029-8>

This exploratory study utilized a conceptual framework for self-directed computer-assisted professional development (PD) to evaluate the implementation and outcomes of a six-month PD pilot program. The program was designed to enhance the English proficiency of Taiwanese bilingual school teachers through a computer-assisted learning platform. Using a narrative-based methodology, we constructed and analyzed vignettes from seven participating teachers using a conceptual framework that integrates

motivation, self-management, platform readiness (ease of use), and self-monitoring. While self-directed computer-assisted PD offers promising opportunities for teacher development, this study reveals significant challenges, particularly in sustaining engagement and ensuring the platform aligns with teachers' specific needs. Drawing on these insights, we offer several recommendations for schools to enhance the effectiveness of self-directed computer-assisted PD across diverse educational contexts based on the study's conceptual model. These recommendations convey an overarching message: Self-directed PD should not be viewed as an isolated endeavor for teachers. Specifically, we underscore the importance of appointing a PD program administrator to facilitate the program model and guide teachers throughout the self-directed learning process.

Griffiths, T.-L., & Dickinson, J. (2025). **There's power in the community: a sociomaterial analysis of university learning spaces.** *Higher Education*, 89(2), 387-405. <https://doi.org/10.1007/s10734-024-01227-9>

Internationally, the significance of the relationship between the university environment and the student experience is well-documented. In response, UK university leaders have driven forward policies that focus on estates' expansion and regeneration. The restrictions necessitated by the COVID-19 pandemic presented an opportunity to explore questions around the importance of the materiality of campus and its impact on the student experience. This case study examines students' experiences over time within a post-1992 UK university during the 2020/2021 academic year and makes a tri-fold contribution. First, it explores how restrictions placed on learning spaces can foreground the relationship(s) between space and learning practice. Second, through adopting a sociomateriality perspective, the paper examines students' reactions to the top-down approach taken to Higher Education (HE) policymaking, and the potential for exposing manifestations of power within the student experience. Third, the paper illustrates how photovoice methodology can encourage reflections on the impact of materiality on the student experience. The findings reveal two principal themes: power dynamics and community participation. The authors make recommendations for university leaders to adopt a community-first, co-creation approach towards future policymaking that enables meaningful dialogue with students and educators and drives forward sustainable, inclusive change.

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.

Güldal, H., & Dinçer, E. O. (2025). **Can rule-based educational chatbots be an acceptable alternative for students in higher education?** *Education and Information Technologies*, 30(3), 3979-4012. <https://doi.org/10.1007/s10639-024-12977-5>

The purpose of this study was to investigate student perceptions and acceptance of a rule-based educational chatbot in higher education, employing the TAM (Technology Acceptance Model) framework. The researchers developed a rule-based chatbot for this purpose and examined the students' technology acceptance using qualitative research methods. Therefore, the study was design-based research using qualitative research methods. The participants of the study comprised 22 students studying in the Science Teaching program of Trakya University Faculty of Education and enrolled in the Modern Physics Course in the 2021–2022 fall semester. The research revealed that students' technology acceptance towards rule-based chatbots was high, even though these chatbots had technological limitations when compared to machine learning or deep learning-based ones. The students found rule-based chatbots to be useful, especially in terms of response quality, information quality, and access. Additionally, some technical details and open-source codes were also presented in the study, which can be a guide for rule-based chatbots to be designed for other areas of education.

Güner, P., Kılıç, Ç., Sevimli, E., & Gökçe, S. (2025). **Mapping routes from teacher identity to TPACK: mediating roles of technostress, belief and competency.** *Social Psychology of Education*, 28(1), 28. <https://doi.org/10.1007/s11218-024-09996-y>

The purpose of this study was to investigate the effect of preservice teachers' identity on TPACK regarding the mediating roles of mathematics teaching competency, teacher belief, and technostress across grade levels. A total of 926 preservice mathematics teachers participated in the study. We used structural equation modeling to determine and compare the path coefficients. The results indicated that the effect of teacher identity on TPACK was positive and significant from freshman to senior. In all grades, the mediating effects of technostress and mathematics teaching competency were significant, but the mediating effect of teacher belief was generally insignificant.

Hahs-Vaughn, D. L., DeStefano, C. D., Charles, C. D., & Little, M. (2025). **Challenges and Adjustments in a Multisite School-Based Randomized Field Trial.** *American Journal of Evaluation*, 46(1), 128-144. <https://doi.org/10.1177/10982140241236390>

Randomized experiments are a strong design for establishing impact evidence because the random assignment mechanism theoretically allows confidence in attributing group differences to the intervention. Growth of randomized experiments within educational studies has been widely documented. However, randomized experiments within education have received criticism for implementation challenges and for ignoring context. Additionally, limited guidance exists for programs that are tasked with both implementation and evaluation within the same funding period. This study draws on a research team's experiences and examines opportunities and challenges in conducting a multisite randomized evaluation of an internship program for teacher candidates. We discuss how problems were collaboratively addressed and adjusted to align with local realities and demonstrate how the research team, in consultation with local stakeholders, addressed methodological and program implementation problems in the field. Recommendations for future research are provided.

Hansen, J. H., Jensen, C. R., Molbæk, M., & Schmidt, M. C. S. (2025). **Cross-professional collaboration and inclusive school development in Denmark.** *International Journal of Inclusive Education*, 29(1), 48-62. <https://doi.org/10.1080/13603116.2021.1965800>

The paper is based on a study of cross-professional collaboration in Denmark and its impact on inclusive school development. The study takes its starting point in the understanding that all kinds of schools constitute a social practice, which is created through inclusion and exclusion processes, and characterised by both individuality and diversity, collectivity and homogeneity. Hence, we argue that inclusion is a right and an obligation for students with and without special needs, and that inclusive education is primarily a matter of supporting all students in learning to be participants in learning activities and social life at school. It is also a matter of transforming the social structure so as to displace the border between inclusion and exclusion to better ensure equity for all students. Based on an analysis of how collaborative processes take place in a school practice, the present study offers a complex and nuanced understanding of cross-professional collaboration, influenced by many different mechanisms and factors that interact and affect each other. The study concludes that collaborative processes do not have any real impact on inclusive school development. The tendency is to focus on the student's deficits, compensation, and treatment.

Hasan, F. M. M., Wahsheh, M. A., & Hassan, Z. M. (2025). **Undergraduate students' satisfaction with flexible learning in humanities and health during COVID-19: An application of self-determination theory.** *International Review of Education*, 71(1), 81-107. <https://doi.org/10.1007/s11159-024-10091-9>

The COVID-19 pandemic has led to the widespread adoption of flexible learning, which allows students to access educational materials and participate in classes remotely. Self-determination theory, a focus of this article, promotes self-motivation in the digital world of flexible learning. This study aimed to determine the link between undergraduate students' satisfaction with flexible learning and the following variables: (a) student-instructor connection; (b) the technological competency of students and instructors; and (c) the association between students' satisfaction and health and humanities courses. A descriptive correlational research design and binary logistic regression model were used to analyse data from 610 undergraduate students (53% female, 47% male) enrolled in at least one flexible learning course at a university in Jordan in 2020/2021, during the COVID-19 pandemic. The study found that 63.4% of participants were enrolled in three or more flexible learning courses, while 27.2% were enrolled in two or more. However, 52.8% expressed dissatisfaction with these courses. Additionally, the study showed a moderately positive relationship between students' satisfaction and connection to their instructor, as well as a significant positive relationship between student-instructor connection and students' technological competency. Students in humanities courses were more satisfied and did better academically with flexible learning than those in health courses. High technological competency in instructors led to two times greater satisfaction with flexible learning and a positive perception of online education quality. Finally, a significant difference was found between students' attitudes towards flexible learning and their courses in humanities and health. Thus, applying self-determination theory is crucial for designing effective online learning during challenging times.

Hava, K., & Babayiğit, Ö. (2025). **Exploring the relationship between teachers' competencies in AI-TPACK and digital proficiency.** *Education and Information Technologies*, 30(3), 3491-3508. <https://doi.org/10.1007/s10639-024-12939-x>

In recent years, there has been a growing emphasis on integrating Artificial Intelligence (AI) applications in educational settings. As a result, it is essential to assess teachers' competencies in Technological, Pedagogical, and Content Knowledge (TPACK) as it pertains to AI and examine the factors that influence these competencies. This study aims to analyze the impact of digital proficiency on teachers' AI-TPACK competencies. The study utilized a correlational survey model and involved 401 teachers from various provinces and departments in Turkey. The data collection tools included a personal information form, an AI-TPACK scale, and a digital proficiency scale. The collected data were analyzed using structural equation modeling. The research findings revealed that teachers' AI-TPACK competencies were below average, whereas their levels of digital proficiency were above average. Furthermore, a significant relationship between teachers' AI-TPACK and digital proficiency levels was identified, with digital proficiency as a significant predictor of AI-TPACK competencies. Based on the research findings, recommendations for future studies are provided.

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.

Hentzen, P., & Terrien, P. (2024). **La transcription d'entretien, une trace formative de l'épistémologie pratique et personnelle du professeur d'éducation musicale.** *Traces et écritures à et pour l'école*. Présenté à NANCY, France. Consulté à l'adresse <https://hal.science/hal-04982566>

Hernández-Ocampo, S. P., Chala-Bejarano, P. A., & Rodríguez-Uribe, M. (2025). **Pre-service english teachers' perceptions of language assessment in a colombian language teacher education program.** *International Journal of Educational Research Open*, 8, 100405. <https://doi.org/10.1016/j.ijedro.2024.100405>

This phenomenological study explored the perceptions of pre-service English teachers about language assessment in a private university in Colombia. Using a survey and a focus group, data were collected from 179 participants. Results show that many pre-service teachers limit their view of assessment merely to testing and tend to criticize

teachers' subjectivity, understood as the teacher's judgement on the basis of their opinion rather than stated criteria, and the adverse feelings caused by testing (e.g. frustration, anxiety and fear). Other participants see assessment as an integrative practice and highlight the benefits for their learning process, mainly as a result of feedback. For these pre-service teachers, feedback allows them to understand the topics and helps them to identify their weaknesses. Implications discuss the importance of leading processes of reflection and awareness about assessment as well as about the purposes and forms of feedback given to students, essential topics in the knowledge base of English language teachers. This could be achieved through in-class discussions that help students to understand what is assessed together with how and why they are assessed; in this way, they can reflect on their own learning process and later be able to assess their future students soundly.

Heyder, A., & Pegels, H. (2025). **Detrimental effects of instructors' fixed mindsets on students' anticipated motivation and emotions in secondary and higher education.** *Social Psychology of Education*, 28(1), 32. <https://doi.org/10.1007/s11218-024-10001-9>
Experimental evidence of effects of instructors' growth or fixed mindsets has so far been provided only by studies on U.S. university students. Research outside the US and on primary and secondary school students has relied on correlational data. In two preregistered vignette experiments with secondary school and university students in Germany (N = 214 in total), we therefore tested for effects of fictitious instructors' growth and fixed mindsets. Both studies revealed detrimental effects of fictitious instructors' fixed mindsets. In Study 1, the fixed mindset teacher elicited lower anticipated positive emotions, stronger anticipated negative emotions, stronger anticipated performance-avoidance goals, and less anticipated help-seeking in fifth-to-seventh graders compared with the growth mindset teacher. In Study 2, the fixed mindset professor elicited lower anticipated positive emotions, stronger anticipated negative emotions, higher anticipated stress, less anticipated help-seeking, lower anticipated success expectancies, and less anticipated motivation in university students than the growth mindset professor did. Moreover, larger effects were found for female than male university students. These findings provide a more fine-grained perspective on the risks of being taught by a fixed mindset teacher or professor and support the idea that growth mindset instructors are an important part of a learning environment that helps every student flourish.

Hong, X., Jiang, Z., Liu, H., & Cai, F. (2025). **Weighting Content Specifications for the National Medical Licensing Examination via Group Analytic Hierarchy Process.** *Educational Measurement: Issues and Practice*, 44(1), 7-17. <https://doi.org/10.1111/emip.12620>

Job and practice analysis is a commonly used method for determining examination content specifications. However, difficulties arise when many domains are present, as mainstream approaches do not fully adhere to the essence of the weighing process, namely a "comparison-evaluation-decision" framework for assigning percentage values to the content. Stemming from the principle of comparing multiple criteria for making decisions, the Analytic Hierarchy Process (AHP) provides an appropriate solution that circumvents the aforementioned obstacle. We propose using an extended version of AHP called Group AHP (GAHP) to weight content specifications for standardized medical education assessment. Specifically, GAHP is integrated with the Delphi method and expected to aid exam developers in integrating feedback from diverse experienced

physicians when determining content specifications for the National Medical Licensing Examination (NMLE) in China. The complete flow of the proposed approach was demonstrated in this study with an application to the NMLE.

Islam, M. S., Fujimoto, Y., Haque, A., & Uddin, M. J. (2025). **Responsible leadership in higher education in developing countries.** *Higher Education*, 89(2), 465-485. <https://doi.org/10.1007/s10734-024-01231-z>

Responsible leadership is crucial for higher education institutions (HEIs) in developing countries to build an institutional reputation by generating advanced knowledge and strengthening socioeconomic development. Drawing on signaling theory, this study investigates the relationship between responsible leadership and academics' job insecurity, and examines the mediating role of institutional reputation in public and private universities in Bangladesh. The study highlights the differing impacts of responsible leadership on job insecurity in HEIs. Notably, responsible leadership was found to reduce job insecurity in private universities, while it increased in public universities. Institutional reputation, however, played a significant role in mitigating job insecurity in public universities, a trend not observed in private universities. By investigating a model of university responsible leadership on academics' job insecurity and comparing the public and private sectors in Bangladesh, this study advances our understanding of the complex relationship between responsible leadership and job insecurity in HE within developing countries. Specifically, in a private university, responsible leaders who interact with faculty members in ethical and responsive manners reduce academics' job insecurity, whereas in public universities, it is only possible by building an institutional reputation. Our findings have important implications for HE leaders who aspire to strengthen the development of HEIs in developing countries and to enhance national well-being and the economy.

Jääskö-Santala, K., Laine, S., & Tirri, K. (2025). **Finnish teachers' mindsets and conceptions of neuroplasticity.** *Social Psychology of Education*, 28(1), 45. <https://doi.org/10.1007/s11218-025-10025-9>

Teachers' mindsets play a significant role in supporting and advancing students' learning trajectories. While considerable research has focused on the impact of teacher mindsets on instructional practices and motivational factors, less attention has been paid to their understanding of neuroplasticity – one of the fundamental concepts behind a growth mindset – and its potential link with mindsets. The purpose of this study is to examine Finnish pre- and in-service elementary school and special education teachers' (N = 312) mindsets and conceptions of neuroplasticity, which were measured using an online survey. Using exploratory factor analysis, we examined the factor structure of the instrument measuring conceptions of neuroplasticity. We identified one factor, "Scientific knowledge about the brain," with an acceptable internal consistency. By contrast, the items of the other factor, "Neuromyths," were examined individually because they lacked the necessary internal consistency. In line with previous Finnish studies, the teachers tended toward a growth mindset, and their mindsets were more growth-oriented regarding intelligence than giftedness. Moreover, we found that being a pre-service teacher explained stronger growth mindset tendency toward intelligence based on the results of regression analysis. Furthermore, teachers' understanding of neuroplasticity was grounded in scientific knowledge. Regarding the connection between mindsets and conceptions of neuroplasticity, we found a relationship between mindsets about intelligence and giftedness, and certain neuromyth items. Further

research is required to explore the extent to which mindsets play a potential role in either promoting or reducing misconceptions related to the brain and learning.

Jacquemart, J., De Clercq, M., & Galand, B. (s. d.). **The black box revelation of instructional practices: a mixed study of the transition to HE.** *European Journal of Higher Education*, 0(0), 1-22. <https://doi.org/10.1080/21568235.2024.2327315>

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.

James-Gallaway, A. D. (2025). **Framing Black feminist pedagogy through the contours of Black feminist thought: Black feminist praxis in and beyond the traditional classroom.** *Pedagogy, Culture & Society*, 33(2), 747-764. <https://doi.org/10.1080/14681366.2024.2305724>

Marked by the tireless labour and contributions of Black women, the Black feminist tradition has significantly influenced the field and practice of education, broadly conceived, in which pedagogy plays a vital part. Little scholarship, however, has explored the relationship between Black feminist thought's knowledge validation process and Black feminist pedagogy. This conceptual paper addresses that gap, using the contours of Black feminist thought to structure Black feminist pedagogy. Two primary questions are explored: 1) In which ways are Black feminist thought and Black feminist pedagogy compatible? and 2) How can Black feminist thought's contours serve as a framework for analysing practices of Black feminist pedagogy? Illustrating how the contours of Black feminist thought help operationalise Black feminist pedagogy, the paper draws on diverse cultural examples from politics, religion, higher education, and public media to demonstrate that Black feminist thought and Black feminist pedagogy are deeply compatible and that their merger represents one form of Black feminist praxis. This paper contributes to scholarship seeking to uplift the work of Black women through critical appraisals of their labour and that which seeks to further Black feminist theories and practices in the interest of intersectional racial justice.

Jang, J., Yoo, H., & Rubadeau, K. (2025). **Profiles of instructional practices and associations with teachers' self-efficacy, classroom autonomy, teacher collaboration, and school climate in Korea.** *Asia Pacific Education Review*, 26(1), 75-90. <https://doi.org/10.1007/s12564-023-09892-8>

The dearth of large-scale profile studies in the context of the Republic of Korea (hereafter Korea) has limited the understanding of classroom praxis and factors that predict instructional practices. To fill this gap, we employed the data from the 2018 Teaching and

learning international survey to identify instructional profiles of Korean schoolteachers in relation to cognitive activation, the clarity of instruction, classroom management, and the use of enhanced activities. We then examined how teachers' perceived self-efficacy, satisfaction with classroom autonomy, engagement in teacher collaboration, and school climate differed across each profile. A latent profile analysis revealed four distinct profiles: Laissez-faire, Controlling, Typical, and Versatile, primarily distinguished by the use of classroom management practices. First, Laissez-faire and Controlling teachers reported strong levels of self-efficacy in classroom management. Second, as satisfaction with classroom autonomy increased, the likelihood of belonging to the Controlling and Versatile profiles increased. Third, collaboration was the key to Versatile profile membership. Fourth, innovative instructional practices and a positive school climate were related. Finally, controlling membership was associated with a negative school climate and a low sense of efficacy in engaging students. These findings have important implications for professional development programs and policies in the Korean educational system.

Jerrim, J., Prieto-Latorre, C., Marcenaro-Gutierrez, O. D., & Shure, N. (2025). **Teacher Self-Efficacy, Instructional Practice, and Student Outcomes: Evidence from the TALIS Video Study.** *American Educational Research Journal*, 62(2), 378-413. <https://doi.org/10.3102/00028312241300265>

In this paper we use novel data to test the direct and indirect paths between teacher self-efficacy and student outcomes. This includes how teacher self-efficacy is linked to student, teacher, and expert rater views of lesson quality. Our results illustrate how the link between teacher self-efficacy and instructional quality is sensitive to how lesson quality is measured, with large effects when based on teacher reported outcomes but no association when based on the ratings of expert observers. Virtually no relationship is found between teacher self-efficacy and student outcomes. We thus conclude that while there is probably some positive association between teacher self-efficacy and the quality of their instruction, the strength of this relationship is relatively weak.

Joxe, L. (2024). **Dependency, Vulnerability, and Harassment at University. PhD Supervision Through the Lens of Care.** Consulté à l'adresse <https://hal.science/hal-04986158>

While both institutional and individual factors can explain PhD attrition, several studies highlight the existence of conflictual relationships between doctoral students and their supervisors, or even physical and psychological harassment by the latter. Through a monograph located in France, this article proposes to study a dysfunctional situation of doctoral supervision through the lens of care. Such an approach reveals first of all the multiple factors of dependence to which a PhD student is subjected, then the power of the supervisor who can participate in making this dependence disappear through care work or, on the contrary, reinforce it, or even abuse it through a lack of attention, called « discare », and, finally, the ambivalent importance of academic and friendly supports, called « substitute care ». Implicitly, this monograph indicates the social reproduction in which the French doctoral institution participates, by selecting, among PhD students suffering from discare, the most privileged and leaving aside the most vulnerable.

Kang, H., & Chen, H. (2025). **Effects of teachers' rapport-building strategies on EFL learners' cognitive load and computer-assisted language learning motivation.** *Education and Information Technologies*, 30(3), 3911-3952. <https://doi.org/10.1007/s10639-024-12961-z>

This study investigates the effects of online instructors' use of initiation and maintenance rapport-building strategies (RBS) on Chinese EFL learners' CALL motivation and cognitive load management. Mixed methods research was used to concurrently triangulate different strands of data on the effects of RBS on 86 randomly sampled EFL learners. The interpretations were made based on methodological triangulation of QUAN + QUAL data and running one-way ANOVA. The results show that the interactive use of initiation and maintenance RBS is statistically significant in enhancing CALL motivation ($F(1,84) = 23.45, p < .001$) and lowering cognitive load ($F(1,84) = 17.89, p < .001$) compared to isolated use of these strategies. The study reveals that teachers' interactive use of RBS enhances learners' CALL motivation by increasing learning interests (mean difference = 1.98, $p < .001$), catering to dynamic motivational needs (mean difference = 1.64, $p < .001$), and creating a learner-friendly environment (mean difference = 1.42, $p < .001$). Moreover, the study confirms the psychological effects of interactive use of RBS in lowering cognitive load through information-sharing (mean difference = 1.89, $p < .001$), common-grounding (mean difference = 1.56, $p < .001$), and personalized instruction strategies (mean difference = 1.34, $p < .001$) during the CALL course. The implications of the study inform researchers and practitioners of CALL about the efficacy of using a static and flexible combination of initiation and maintenance RBS to enhance EFL learners' motivation and cognitive load.

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.

Kobayashi, T., & Ogawa, K. (2025). **Community and parental participation in Ugandan public primary education: A mixed-method analysis**. *International Journal of Educational Development, 113*, 103225. <https://doi.org/10.1016/j.ijedudev.2025.103225>

Previous studies suggest that community and parental participation can positively contribute to the quality of primary education; however, controversial debates and a lack of comprehensive analysis persist. This study applies a mixed-method approach and reveals that active participation can improve educational quality. However, community and parental participation does not always positively correlate with quality education, especially when conflicts arise within communities with higher levels of participation. Furthermore, higher educational quality often results from effective school management by School Management Committees and Parent-Teacher Associations, which fosters trust among parents and, in turn, encourages them to actively participate in their children's education.

Kong, S.-C., Lai, M., Li, Y., & Chan, T.-Y. D. (2025). **Co-development of senior primary students' computational thinking concepts and practices: Implications for teaching and learning.** *Education and Information Technologies*, 30(3), 2859-2886. <https://doi.org/10.1007/s10639-024-12922-6>

Concepts and practices are widely used to assess students' development in computational thinking (CT). However, less is known about how the development of each construct relates to that of the other. With a sample of 997 grade 6 students (average age = 11.43 at the beginning of the school year) from 14 primary schools, we examined the co-development of students' CT concepts and practices based on the research method commonly used in the literature on conceptual and procedural knowledge for studying the relations between the two constructs. We first designed an instrument to measure CT concepts using an evidence-based approach, and validated it through item response theory. By applying multidimensional item response theory, we confirmed the four dimensions of CT practices using an instrument applied in a previous study. We found that after one year of CT learning, the students had improved in terms of both concepts and practices, indicating the effectiveness of the CT intervention. Structural equation modelling indicated that CT concepts and practices facilitated each other's development; practices played a particularly important role in facilitating the development of CT. Our study provides solid evidence for the importance of the problem-solving aspect of CT as reflected in the dimension of practices. It also provides valuable insights for future pedagogical models, such as allocating sufficient time for students to practise in programming tasks.

Koyuncu, M. K. (2025). **Time-travelling in philosophy of mathematics courses: From classroom to newsroom.** *Education and Information Technologies*, 30(3), 3463-3489. <https://doi.org/10.1007/s10639-024-12940-4>

This article presents a new teaching method that embraces media production as a principle in education, aimed at effectively conveying the philosophy of mathematics. Based upon this premise, the content of the philosophy of mathematics course was reimagined as a digital newspaper, reminiscent of past printed editions. This transformation was carried out collaboratively with participants, shaping the course delivery accordingly. The effect of this method on the participants' technological pedagogical content knowledge was investigated using a mixed methodological approach with a sample of forty pre-service mathematics teachers. By digitally recreating historical contexts, participants had the opportunity to explore the philosophers and scientists of the relevant period, along with the social conditions they experienced. Adopting this method helped participants overcome the anachronistic epistemology fallacy, allowing them to develop their imagination and perception of the past compared to the traditional approach. It also highlights how the method transformed the class into a more engaging and entertaining part of the curriculum. Research findings reveal that creating a newspaper not only encourages the technological pedagogical development inherent in the teaching profession but also contributes to the development of the roles expected from the individual in the educational environment in the technology age. Therefore, this method may serve as a source of inspiration for teacher educators, especially those teaching courses in related contexts.

Kumar, A., & Petersen, B. (2023). **Engaging with meditative inquiry in academia and beyond: A conversation.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 285-305. <https://doi.org/10.26443/mje/rsem.v58i3.10312>

In this conversational MJE Forum piece, Ashwani Kumar and Bonnie Petersen discuss the importance of meditative inquiry in academia and beyond. The primary focus of the conversation is Kumar's new edited book, *Engaging with Meditative Inquiry in Teaching, Learning, and Research: Realizing Transformative Potentials in Diverse Contexts*. This book is a collection of chapters written by authors representing a wide range of perspectives, each discussing their own engagement with meditative inquiry. The conversation explores the underlying ideas behind Kumar's meditative inquiry as an approach for learning and life, and the creation of the book.

Kurata, L., Ayanwale, M. A., Molefi, R. R., & Sanni, T. (2025). **Teaching religious studies with artificial intelligence: A qualitative analysis of Lesotho secondary schools teachers' perceptions.** *International Journal of Educational Research Open*, 8, 100417. <https://doi.org/10.1016/j.ijedro.2024.100417>

Artificial intelligence (AI) integration in education is expanding globally due to machine learning and big data advancements. AI has the potential to revolutionize teaching and learning practices by providing personalised experiences and enhancing engagement. However, it also raises concerns regarding technology infrastructure and ethical considerations. This study investigates the integration of AI in secondary religious studies in Lesotho, focusing on teachers' perspectives. Semi-structured interviews were conducted with 20 secondary religious studies teachers in Lesotho using an interpretive paradigm and qualitative approach. Thematic analysis identified patterns and themes within the data, revealing that teachers perceive AI as improving teaching efficiency and student learning outcomes. However, concerns about access, ethical use, and pedagogical implications remain significant. Recommendations include policy initiatives, infrastructure improvements, and targeted teacher training programs. This study provides insights into the adoption of AI in educational contexts, highlighting the benefits and challenges specific to Lesotho's secondary religious studies curriculum.

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.

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.

Latt, K. M., & Wei, G. (2025). **How Teacher Efficacy and Receptivity Affect the Perceived Outcomes of Curriculum Reform in Myanmar Basic Education.** *European Journal of Education*, 60(1), e70022. <https://doi.org/10.1111/ejed.70022>

There are few published studies on teacher efficacy and receptivity in Myanmar basic education curriculum reform. The purpose of this study was to examine the perceptions of teacher efficacy and receptivity to the new curriculum implementation and their impact on perceived outcomes of the curriculum reform, using SEM. A mixed-method inquiry was applied, and the sample was 800 primary teachers to conduct surveys and eight teachers to interview. The test items were calculated to determine whether there was reliability and validity or not. Results showed that primary teachers feel assured that they have the ability and skills to influence their students' achievement in the new curriculum and they positively perceive the new curriculum reform and are receptive to its implementation. Primary teachers from urban and more experienced teachers are more acceptable the new curriculum rather than those from rural and less-experienced ones. In examining SEM, teachers with strong self-efficacy beliefs, the practicality of the new curriculum, feelings in comparison with the previous education system, and behavioural intentions are better able to implement the new curriculum successfully in Myanmar and the correlation of teacher efficacy and receptivity was a novel finding and the relationship between them was very high. With great expectations on Myanmar's educational system, primary teachers encounter the challenges in the implementation of curriculum reform though they can perceive the outcomes of curriculum reform.

Laurie, T., & Grealy, L. (2025). **Curious care: tacit knowledge and self-trust in doctoral training.** *Pedagogy, Culture & Society*, 33(2), 581-596. <https://doi.org/10.1080/14681366.2023.2255220>

Building on recent literature on supervision practice that has turned away from previous efforts to construct typologies, and towards 'dialogic' models that emphasise iterative feedback processes between students and supervisors in situ, this article examines how

the curiosity of the supervisor expressed in supervision meetings can both model a relationship to scholarship and collegiality and support the development of confidence and self-trust in the doctoral candidate. Drawing on a qualitative study of video-recorded supervision meetings across multiple Australian universities, this article examines the entanglements of scholarly discourse, interpersonal conviviality, and curiosity within supervision relationships. To understand this, we adopt a 'post-critical' approach to doctoral training and borrow the concept of 'tacit knowledge' to consider the role of trust, conviviality, and informal 'know-how' in the development of formalised expertise. Analysis of exchanges within supervision meetings encourages the consideration of care as a relational structure linked to practices of curiosity and the sharing of tacit knowledge. We argue that although institutional pressures may continue to reshape doctoral candidatures in the neoliberal university, supervision meetings offer important sites for developing doctoral candidates' intellectual self-trust, including through the expression of curiosity by their supervisors.

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.

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.

Levy, R., & McNeish, D. (2025). **Measurement and Uncertainty Preserving Parametric Modeling for Continuous Latent Variables With Discrete Indicators and External Variables.** *Journal of Educational and Behavioral Statistics*, 50(2), 239-271. <https://doi.org/10.3102/10769986241254348>

Research in education and behavioral sciences often involves the use of latent variable models that are related to indicators, as well as related to covariates or outcomes. Such models are subject to interpretational confounding, which occurs when fitting the model with covariates or outcomes alters the results for the measurement model. This has

received attention in models for continuous observable variables but to date has not been examined in the context of discrete variables. This work demonstrates that interpretational confounding can occur in models for discrete variables, and develops a multistage Bayesian estimation approach to deal with this problem. The key features of this approach are that it is (a) measurement preserving, in that it precludes the possibility of interpretational confounding, and (b) uncertainty preserving, in that the uncertainty from the earlier stage of estimating the measurement model is propagated to the second stage of estimating the relations between the latent variable(s) and any covariates or outcomes. Previous work on these methods had only considered models for continuous observed variables, and software was limited to models with a single latent variable and either covariates or outcomes. This work extends the approach and software to a more general class of solutions, including discrete variables, illustrating the procedures with analyses of real data. Functions for conducting the analyses in widely available software are provided.

Li, W., Coelen, R., & Otten, S. (2025). **Enhancing interaction quality in interdisciplinary group work: The impact of student motivation and teacher-initiated diversity climate.** *Social Psychology of Education*, 28(1), 41. <https://doi.org/10.1007/s11218-024-10004-6>

Interdisciplinary Group Work (IGW) is increasingly being adopted in higher education settings to foster interdisciplinary competencies among students. The effectiveness of IGW hinges largely on the quality of student interactions across different disciplines. Understanding how students interact in IGW, along with the role of institutions and educators in facilitating such interaction, is crucial for enhancing interdisciplinary education quality. This study responds to the need for integrated research that considers both individual and environmental factors, employing Expectancy-Value Theory to assess perceived task value and constructing the notion of perceived teacher-initiated diversity climate as an environmental factor. It specifically examines the interactive influence of perceived benefits and costs on interdisciplinary interactions within group work and examines the impacts of perceived teacher-initiated diversity climate in boosting student's perceptions and interactions in IGW contexts. Data collected from 108 third-year undergraduate students participating in team-based interdisciplinary programs reveals that positive perceptions of diversity significantly enhance interdisciplinary interactions, while perceived costs detract from them. It also shows that the challenges of interdisciplinarity do not substantially diminish students' willingness to learn from various disciplinary perspectives. Importantly, perceived teacher-initiated diversity climate is related to greater positive perceptions in IGW, thereby improving interdisciplinary interaction. The paper concludes with suggestions for teachers and educational institutions on optimizing interdisciplinary education.

Li, Z., Hampson, P., Thurston, A., & O'Keeffe, J. (2025). **The outcome of peer tutoring for second language (L2) writing: A meta-analysis.** *International Journal of Educational Research Open*, 8, 100422. <https://doi.org/10.1016/j.ijedro.2024.100422>

This meta-analysis aims to examine the overall effect of a form of peer-assisted learning, peer tutoring, on students' L2 writing performance and abilities across educational levels and contexts. A literature search via five databases (Scopus, ERIC, Education Source, British Education Index, and APA PsycINFO) retrieved 26 eligible experimental studies, yielding 190 individual effect sizes for meta-analysis. The meta-analysis suggested a large favourable overall effect size (Hedges' $g = 0.84$, $P < .001$) of peer tutoring on L2 writing performance and abilities. The regression model showed that the integration of

metacognitive prompts with peer tutoring will significantly increase the treatment effect. Given the significant large average positive treatment effect, L2 writing educators are recommended to adopt peer tutoring in their classrooms.

Liaw, Y.-L. (2025). **On the Cover: Unraveling Reading Recognition Trajectories: Classifying Student Development through Growth Mixture Modeling.** *Educational Measurement: Issues and Practice*, 44(1), 6-6. <https://doi.org/10.1111/emip.12667>

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.

Lindahl-Wise, M. (2025). **I just saved you – does it matter what I look like? Reading and discussing feminist fairy tales with a group of 12-year-old girls.** *Pedagogy, Culture & Society*, 33(2), 463-479. <https://doi.org/10.1080/14681366.2023.2236111>

Using a post-structural lens which situates gender as discursively produced, this study investigates how four 12-year-old girls read feminist fairy tales and what feminist issues and concerns they discern and relate to in these texts. The study used a dialogic approach in Action Research informed reading groups to stimulate their thinking and explore their experience of gender constraints. The article explores how the girls drew on discourses and discursive practices to position themselves in relation to the texts, often breaking the frame of the text and creating 'counter-fictionals' and using performativity to construct their versions of femininity. The author argues that the book group acted as a liminal space that allowed the girls a safe space for exploring and subverting gender constructs and constraints.

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, 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, emphasizing 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, S. (2025). **Navigating Equality in Schools: The Sociological Impact of Leadership on Student Success.** *Education and Urban Society*, 57(3), 245-298. <https://doi.org/10.1177/00131245241304404>

In the pursuit of a just and equitable society, the role of education is vital. One of the key determinants of this success lies in the quality of leadership within educational institutions. The study aims to analyze the multifaceted impact of leadership characteristics, bias mitigation (BM) efforts, and community engagement (CE) on academic achievement (AA) within the school context. This article aims to examine the sociological impact of leadership in schools and its direct influence on promoting equality and ensuring the success of all students. The study employed a mixed-method research approach, utilizing structured questionnaires and interviews to collect data from diverse stakeholders, including 26 school leaders, 154 educators, 1,750 students, and 32 community members across 7 purposively selected schools. PLS-SEM statistical analysis techniques were employed to analyze the collected data. The findings suggest that inclusive and equity-focused leadership is positively correlated with higher academic achievement among diverse student populations. Mitigating biases among educators enhances educational outcomes. Community engagement by school leaders enhances fairness in the education system. Based on the existing body of knowledge, this research contributes by validating the critical role of inclusive leadership in enhancing AA across diverse student populations. It innovates by integrating strategies to mitigate biases among educators

and promoting active CE as novel approaches to bolster equitable educational outcomes. The implications of policymakers prioritizing leadership training in diversity and equity include schools adopting bias awareness programs and enhancing community partnerships to improve educational equity and student support.

Liu, Xi, Garner, P. W., & Halberstadt, A. G. (2025). **When you believe in change: Teachers' growth mindsets of student intelligence and emotion and student-teacher relationships.** *Social Psychology of Education*, 28(1), 63. <https://doi.org/10.1007/s11218-024-09967-3>

In the classroom, teachers' growth mindsets about students can support beneficial changes for students, but along the way, may also produce tension and conflict in student-teacher relationships. In the present research, we modified a measure used with adults to examine growth mindsets about emotional control and introduced it to the educational setting by examining associations between teachers' mindsets about students' intelligence and emotion. In addition, we investigated associations between teachers' growth mindsets and student-teacher relational conflict from both teachers' and students' perspectives. Lastly, we evaluated the extent to which teachers' growth mindsets were associated with students' perceptions of relational conflict with teachers, even after first considering teachers' conceptions of their relationships with students. Participants were 41 teachers (85.4% female) and 576 of their 4th- and 5th-grade students (51.1% female). Teachers reported their growth mindsets regarding students' intelligence and emotion and the extent to which they experienced conflict in their individual relationships with students. Students also reported their perceptions of the relational conflict they experienced with teachers. Results indicated a moderate to strong correlation ($r = .563$) between the two mindsets, with teachers reporting stronger growth mindsets about intelligence than emotion. Additionally, teachers' growth mindsets about students' emotion were positively associated with students' but not teachers' perceived relational conflict. Findings suggest the importance of a shared growth mindset about emotion control in the classroom, especially in the context of power-differentiated relationships, and highlight the distinctive perspective of students about the quality of their relationships with teachers.

Liu, Xiaoyan, Wang, B., Yin, X., & Bai, B. (2025). **Quantitative study of technology integration and professional happiness among special education teachers in smart schools.** *Education and Information Technologies*, 30(3), 2809-2836. <https://doi.org/10.1007/s10639-024-12942-2>

In recent years, the incorporation of technology into education has transformed teaching methods and learning settings, especially within the domain of special education. The emergence of Special Education (SPED) Smart Schools represents a significant advancement in offering customized assistance and materials to accommodate the varying learning requirements of students. This quantitative study delves into the intricacies of professional happiness among SPED teachers within the context of Smart Schools. Employing a questionnaire survey, data was collected from 600 SPED teachers and analyzed using SPSS software. The result demonstrates that higher levels of technology integration in SPED classrooms within smart schools positively correlate with increased professional happiness among SPED teachers. The findings indicate that increased administrative support in smart SPED schools is found to be positively associated with higher levels of professional happiness among SPED teachers. The findings reveal that adequate access to relevant and ongoing professional development opportunities positively correlates with increased professional happiness

among SPED teachers in smart schools. The uniqueness of this research stems from its examination of the particular environment within SPED Smart Schools and its impact on the professional happiness of SPED teachers. Furthermore, the findings reveal that higher levels of Transformational Leadership (TL) behaviors within the administration positively impact the professional happiness of SPED teachers. The findings highlight the crucial role of social and environmental elements in enhancing career satisfaction and professional happiness among special education teachers in smart schools.

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.

Lomholt, R. (2025). **What is 'teacher awareness' and can teachers use it to overcome their expectation bias?– a thematic analysis of research.** *Social Psychology of Education*, 28(1), 29. <https://doi.org/10.1007/s11218-024-09999-9>

In many teacher expectation studies, it is suggested that teachers can overcome expectation bias through enhanced awareness. In this exploratory paper, I extrapolate and map the conceptual demarcations of 'teacher awareness' based on a thematic analysis of twenty-six teacher expectation studies identified in a systematic literature search (2018–2023). I identify three analytical themes in the literature, and my analysis suggests that there is often a fundamental assumption of cognitive control attached to teacher awareness. In many teacher expectations studies, the formation of teacher expectations is characterised as an active process in which teachers integrate, assimilate and interpret student information using critical reasoning and analytical thinking. Furthermore, the analysis suggests that the conceptualisations of teacher awareness and the teacher expectation construct are interdependent. With reference to recent research which shows that teachers unconsciously process student information and have implicit bias when they form academic expectations, I argue that different conceptualisations of teacher awareness of expectation bias do not have equally practical applicability for teachers. By drawing on Dual Process Theory and educational sociological research, I argue that greater theoretical explication of the teacher

expectation construct is necessary in future research to develop a concept of teacher awareness that is applicable to overcome expectation bias in teacher practice.

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 ($I_s I_{\text{mathrms}} = 1.37$) 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 ($T_{ef} T_{\text{mathrmef}} = 9.7$) exceeded that of improvised pieces ($T_{ef} T_{\text{mathrmef}} = 9.3$). 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.

Ma, Ye, & Harris, D. J. (2025). **Investigating Approaches to Controlling Item Position Effects in Computerized Adaptive Tests.** *Educational Measurement: Issues and Practice*, 44(1), 44-54. <https://doi.org/10.1111/emip.12637>

Item position effect (IPE) refers to situations where an item performs differently when it is administered in different positions on a test. The majority of previous research studies have focused on investigating IPE under linear testing. There is a lack of IPE research under adaptive testing. In addition, the existence of IPE might violate Item Response Theory (IRT)'s item parameter invariance assumption, which facilitates applications of IRT in various psychometric tasks such as computerized adaptive testing (CAT). Ignoring IPE might lead to issues such as inaccurate ability estimation in CAT. This article extends research on IPE by proposing and evaluating approaches to controlling position effects under an item-level computerized adaptive test via a simulation study. The results show that adjusting IPE via a pretesting design (approach 3) or a pool design (approach 4) results in better ability estimation accuracy compared to no adjustment (baseline approach) and item-level adjustment (approach 2). Practical implications of each approach as well as future research directions are discussed as well.

Ma, Ying, & Wang, H. (2025). **A pedagogy of emptiness: a daoist perspective.** *Asia Pacific Education Review*, 26(1), 133-143. <https://doi.org/10.1007/s12564-023-09920-7>

In a time of intellectual and emotional overload in education, this paper offers room for breathing through a pedagogy of emptiness from a Daoist perspective. It begins by

introducing the concept of Daoist emptiness through three intertwining features—generative, transcendent, and inclusive—important for rethinking pedagogy. It then moves to four significant pedagogical implications: emptiness as opening pedagogical possibilities, pedagogical relationships in an empty space, self-transformation and self-transcendence in teaching and learning, and a playful pedagogy beyond dualism. First, emptiness opens pedagogical possibilities by clearing the ground and leaving space in the esthetic imagination. Second, pedagogical relationships in an empty space can be enacted through teaching without (or beyond) words, dwelling in time, suspending judgment, and creating space by cultivating the educator's inner emptiness. Third, an empty space of relationality provides a generative condition for the possibility of personhood re/formation and self-transformation. Fourth, a playful pedagogy in a creative flow from emptiness breathes improvisational lightness to unsettle dualism, dissolve rigidity, and give birth to students' new understandings, awareness, and relationships.

Mamprin, C., & Papazian-Zohrabian, G. (2023). **Between welcome space and welcome culture: A systemic study.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 205-229. <https://doi.org/10.26443/mje/rsem.v58i3.10118>

Over the past decade in Quebec, enrollment has risen noticeably in “reception classes,” a program oriented toward teaching the French language. In this article, we study the experience of a department of second-language teachers from a systemic perspective. Eight high school teachers from the Greater Montreal area participated in this qualitative multiple-case study. Using a systemic model, we studied how the recent opening of new reception classes, the relationships between teachers from in and outside the classes, and the misunderstanding of the program by school staff created a gap between the reception department and the regular programs. Our results shed light on the importance of promoting a welcoming culture within the school.

Mao, D., & Yao, W. (2025). **The Impact of Social Entrepreneurship Education on Students' Social Entrepreneurial Intention: The Mediating Role of Social Entrepreneurial Competence.** *European Journal of Education*, 60(1), e12930. <https://doi.org/10.1111/ejed.12930>

While extensive research has been conducted on social entrepreneurship education and its potential to enhance university students' social entrepreneurial intentions, questions persist in relation to whether social entrepreneurial competence plays a relevant role in this context. This paper presents the findings from a Chinese study that aims to investigate the impact of social entrepreneurship education in universities on students' social entrepreneurial competence and their intentions toward social entrepreneurship. Our findings highlight the importance of competence-based education in fostering social entrepreneurial intentions. Social entrepreneurship education increases university students' emotional competence and functional competence, which are crucial for developing social entrepreneurial intentions. This paper contributes to social entrepreneurship education literature by emphasizing the need to integrate a competence-based view into social entrepreneurship education programs. Some implications and suggestions for further practice and research are also put forward based on the result analysis.

Martín-Sanz, C., Curbelo González, Ó., & Martínez-Izaguirre, M. (2025). **Protocol for a scoping review on the contribution of music education to the development of the key**

competence in cultural awareness and expression in primary education. *International Journal of Educational Research Open*, 8, 100436.
<https://doi.org/10.1016/j.ijedro.2025.100436>

Music education in Primary Education in Spain is currently integrated into the curriculum with a focus on contributing to the development of key competences. One competence with a strong connection to the field of music is the key competence in cultural awareness and expression. However, this relationship is not adequately reflected in the interventions described in the available literature. This scoping review protocol aims to systematize information about the contributions of music education to the development of cultural awareness and expression competence. A systematic search of studies will be conducted in Scopus, Web of Science, ERIC, Google Scholar, and ProQuest, complemented by reference lists of identified studies. The review will follow the methodological recommendations proposed by the Joanna Briggs Institute (JBI) for scoping reviews and adhere to PRISMA guidelines. Literature review will be carried out by identifying population, concept, and context. For the extraction and analysis of qualitative studies, the SPIDER approach will be employed. This will be the first scoping review to explore how music education contributes to the development of the competence in cultural awareness and expression in Primary Education, potentially supporting cross-disciplinary educational practices that enhance competence development within music education.

Mavi, D., Tuti, G., & Ozdemir, M. (2025). **How Does Teacher Academic Optimism Affect Teacher Self-Efficacy: Mediating Role of Teacher Professional Development and Teacher Subjective Well-Being?** *Psychology in the Schools*, 62(4), 1013-1025.
<https://doi.org/10.1002/pits.23373>

Teacher self-efficacy is a critical component of school life quality, leading scholars to explore the mechanisms behind it. Most studies have focused on this factor's mediation and moderation functions, with some indicating a strong link between teachers' academic optimism and self-efficacy. However, the roles of teachers' professional development and subjective well-being in this connection require further investigation. Our study takes an exclusive approach by positioning teacher self-efficacy as the outcome variable and examining how teacher academic optimism is predicted through teacher professional development and subjective well-being. Data were collected from 405 teachers working in K-12 schools in Türkiye and analyzed using a cross-sectional design. Using the bootstrapping technique, structural equation modeling results confirm the relationship between teacher academic optimism and self-efficacy. The findings reveal that teachers' professional development and subjective well-being mediate the relationship between teacher academic optimism and self-efficacy. In this regard, our paper makes original contributions to the education literature by highlighting the importance of teachers' self-efficacy. Importantly, our findings carry practical implications for practitioners and policymakers, and we offer specific suggestions based on the results to help them make informed decisions.

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 littérature, 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.

Medina-Gual, L., & Parejo, J.-L. (2025). **Perceptions and Use of AI in Higher Education Students: Impact on Teaching, Learning, and Ethical Considerations.** *European Journal of Education*, 60(1), e12919. <https://doi.org/10.1111/ejed.12919>

The present research explores AI's impact on education among Mexican undergraduate students through a non-experimental, correlational, cross-sectional study. A validated public questionnaire was distributed to 840 students via Google Forms from February to May 2024. Analysis revealed significant AI exposure and use patterns, primarily influenced by mass media and personal connections. Psychometric evaluations showed strong internal consistency (Cronbach's alpha = 0.97), with PCA and clustering identifying two student profiles: a knowledgeable majority and an optimistic minority with lower formal knowledge. Significant correlations were found between AI familiarity and perceived educational impact. These findings underscore the need for integrating formal AI training into curricula to bridge the gap between enthusiasm and practical knowledge, promoting ethical and effective AI use in higher education. This study informs policy and practice for aligning AI technologies with educational goals.

Merzifonluoglu, A., & Gunes, H. (2025). **Shifting Dynamics: Who Holds the Reins in Decision-Making With Artificial Intelligence Tools? Perspectives of Gen Z Pre-Service Teachers.** *European Journal of Education*, 60(1), e70053. <https://doi.org/10.1111/ejed.70053>

Artificial intelligence (AI) is significantly shaping education and currently influencing pre-service teachers' academic and professional journeys. To explore this influence, the present study examines 389 Generation Z pre-service teachers' attitudes towards AI and its impact on educational decision-making at two state universities, using an explanatory sequential mixed-methods research design. Quantitative data were collected through the General Attitudes to Artificial Intelligence Scale (GA AIS) and an AI decision-making survey. It was followed by qualitative data gathered via semi-structured interviews to enrich the statistical trends with deeper thematic insights. SPSS was used for quantitative data analysis while MAXQDA was employed for a systematic analysis of the qualitative data. The analysis revealed that female pre-service teachers held more positive attitudes towards AI, with higher levels of AI knowledge contributing to these attitudes. Negative attitudes, however, were independent of gender, academic discipline or AI familiarity. Findings also reveal that AI tools, particularly ChatGPT, are primarily used as advisors, and pre-service teachers often adapt AI's suggestions to their preferences. AI is predominantly preferred for assignments, reports, projects and presentations. In AI acceptance, time and effort savings, innovative suggestions and unbiased recommendations are stated as key factors. However, there are ongoing trust concerns highlighting the necessity of keeping final decisions under human control. Based on these findings, comprehensive AI training for teachers and students in higher education is suggested.

Messiou, K., de los Reyes, E. J., Potnis, C., Dong, P., & Rwang, V. K. (2025). **Student voice: bringing about change in primary schools.** *International Journal of Qualitative Studies in Education*, 38(3), 374-389. <https://doi.org/10.1080/09518398.2025.2455982>

This paper focuses on an exploration of the use of participatory approaches for facilitating change in schools. Lesson observations, fieldnotes from meetings, and interviews with teachers and children were collected in a study that aimed at exploring how inclusion can be promoted through an engagement with student voice in primary (elementary) schools (5-11-year-olds), in one city in the South of England, U.K. Data analysis highlighted how participatory approaches and methods (student researchers, sticky notes with unfinished sentences, visual methods and observations) allowed students to be actively involved in the research process and led to changes in their schools. We argue that participatory methods can be a powerful means for change, only if they are used in ways that enable sustained dialogues between teachers and students in schools. Of all the methods that we explore, we highlight observation as important in facilitating such efforts.

Miao, F., & Cukurova, M. (2025). **Référentiel de compétences en IA pour les enseignants.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000392652>

Le cadre de compétences en intelligence artificielle (IA) pour les enseignants présente une vision globale de la manière de définir et de développer les compétences en IA pour une utilisation éthique et efficace de l'IA dans l'enseignement, l'apprentissage et l'évaluation. Il offre un schéma directeur sur les principes éthiques, les connaissances et les compétences concrètes (15 réparties en 5 dimensions) en matière d'IA à couvrir et sur la façon dont les méthodologies spécifiques à un domaine peuvent être exploitées lors de l'élaboration des programmes de formation des enseignants. Cet outil souligne que la préparation des enseignants aux compétences en IA est une condition préalable à l'utilisation efficace de l'IA dans l'éducation et qu'elle doit être fondée sur les principes d'inclusivité, de centralité de l'action humaine, de non-discrimination et de respect de la diversité linguistique et culturelle.

Michel, C. (2024). **Praticiens réflexifs et pouvoir d'entendre en travail social : quelle place pour les approches biographiques en formation ?** (Phdthesis, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-04984763>

Intéressée par les personnes accompagnées et l'écoute des souffrances psycho-sociales des usagers par les professionnels de l'intervention sociale, l'auteure interroge les dispositifs de formation dans ce domaine d'activité. Après avoir observé une injonction forte à la réflexivité dans le parcours de formation des futurs travailleurs sociaux, elle questionne ce tournant réflexif à partir des liens qui existent entre la figure idéal-typique de l'individu contemporain et la prise en compte des surdéterminations sociales dans le travail d'écoute et d'accompagnement chez les professionnels du champ de l'éducation spécialisée. Préoccupée de la façon dont le dispositif de formation pourrait davantage soutenir une perspective « techniciste » de l'intervention sociale, l'auteure introduit la pratique des récits de vie à partir d'un dispositif d'accompagnement collectif et clinique, auprès de huit étudiants. La recherche biographique, et plus précisément la sociologie clinique, semblent s'avérer particulièrement pertinentes, en complémentarité de l'approche par compétences, pour la formation des futurs travailleurs sociaux et la construction de leur identité professionnelle. Favorisant le développement du « pouvoir d'entendre » des futurs professionnels, ces approches accordent en effet une place

prépondérante aux processus de subjectivation, tout en mettant en commun le projet collectif du « prendre soin d'autrui ». Il s'agit alors de porter attention à la construction d'une posture professionnelle spécifique à partir d'un travail de relecture existentielle visant, pour les étudiants, à mieux préciser « ce que je fais avec ce que je suis » dans l'activité professionnelle.

Mikander, P., & Satokangas, H. (2025). **From influencing school food to handling hate speech: Methods, areas, and limitations of active citizenship in Finnish social studies textbooks.** *Education, Citizenship and Social Justice*, 20(1), 77-92. <https://doi.org/10.1177/17461979231197409>

Historically, education for active citizenship has not been a high priority in Finnish schools. In this discursive study of Finnish social studies textbooks for grades 4–6, we investigate how students are encouraged to practice active citizenship, where the focus of active citizenship lies, and how active citizenship is limited in antidemocratic ways. Referring to the theoretical discussion about democracy in education, we note a discursive focus on individual influencing and communication skills as methods for active citizenship education. We find that active citizenship focuses on students' immediate surroundings, the school, and the local area as potential fields of influence. We note how antidemocratic threats to active citizenship are often portrayed with a focus on individual feelings and manners, not on understanding democratic structures and antidemocratic threats such as silencing voices through online hate speech. We welcome a discussion about how young students can become active citizens, by encouraging a more democratic classroom culture within social studies, thereby creating space for imagining alternative futures and utopian thinking.

Moilanen, A. (2025). **The Plausibility of Klafki's Model of Exemplary Teaching.** *Educational Theory*, 75(1), 81-106. <https://doi.org/10.1111/edth.12680>

In this article Antti Moilanen assesses criticisms of Wolfgang Klafki's model of exemplary teaching made by Meinert Meyer and Hilbert Meyer and by Chi-Hua Chu. "Exemplary teaching" is a style of discovery-based teaching in which students study concrete examples of general principles in such a way that they acquire transferable knowledge and skills. Put differently, the aim of exemplary teaching is to foster categorical Bildung. Klafki's model of exemplary teaching is based on Martin Wagenschein's didactics and his own theory of the categorical Bildung. Here, Moilanen explicates and analyzes Klafki's theory of categorical Bildung, Wagenschein's concepts related to exemplary teaching, Klafki's conception of the conditions and principles of exemplary teaching, and criticisms of Klafki's didactics set out by Meyer and Meyer and by Chu. He then examines whether Meyer and Meyer as well as Chu have adequately understood Klafki's model of exemplary teaching and whether their criticisms are justified, concluding that their criticisms do not credibly question the validity of exemplary teaching.

Morales-Verdejo, J. (2025). **Students' and teachers' social representations of the student-teacher relationships at disadvantaged secondary schools in Chile.** *International Journal of Educational Research Open*, 8, 100432. <https://doi.org/10.1016/j.ijedro.2024.100432>

There is robust evidence that the student-teacher relationship impacts students' cognitive, affective, and behavioural outcomes and contributes to the development of individual and academic secondary students; however, research carried out at disadvantaged school contexts shows that stereotypes and myths about poverty mediate the student-teacher relationship hindering the development of strong

studentteacher relationships. This research explores the students' and teachers' social representations of the student-teacher relationship within the classroom at disadvantaged secondary schools. I conducted exploratory-qualitative research in four disadvantaged secondary schools in Chile, where 46 students and 27 teachers participated. The methods used were interviews and focus groups. The data were coded and interpreted using thematic analysis. The findings show that the studentteacher relationship could be understood: (1) as a social role, (2) as ways of treating, (3) so something related to classroom climate or (4) as an ideal student-teacher relationship. In this article, I argue that using social representations theory allows us to identify and understand more deeply the stereotypes and myths that underlie studentteacher relationships, which reinforce educational inequalities and inequities in disadvantaged school contexts. Implications for initial teacher education, teaching practice and educational public policies are discussed.

Moran, E., Walsh, E., & Sloan, S. (2025). **Promoting a restorative culture in schools: Insights from school leaders.** *International Journal of Educational Research Open*, 8, 100397. <https://doi.org/10.1016/j.ijedro.2024.100397>

Restorative practice is widely acknowledged as an approach to conflict resolution centred on repairing harm and proactively building relationships. The current study aimed to investigate the factors that contribute to the establishment of a restorative culture in Irish primary schools. Using sociocultural theory, this study explores how school communities adopt a restorative culture considering the interplay between social interactions and cultural influences. Employing a qualitative research design, nine school leaders from mainstream primary schools across Ireland were interviewed about their insights into promoting a restorative culture in their schools. Data were analysed using reflexive thematic analysis. Findings suggest that the restorative practice journey begins with practical actions and evolves into a subtle cultural transformation, marked by enhanced student autonomy and a more harmonious school environment. This process underscores the enduring commitment required to fully integrate restorative practice into the fabric of a school's culture.

Mouta, A., Torrecilla-Sánchez, E. M., & Pinto-Llorente, A. M. (2025). **Comprehensive professional learning for teacher agency in addressing ethical challenges of AIED: Insights from educational design research.** *Education and Information Technologies*, 30(3), 3343-3387. <https://doi.org/10.1007/s10639-024-12946-y>

Continuing professional development plays a pivotal role in creating opportunities for teachers to explore the evolving educational landscape. With the integration of Artificial Intelligence into education, these opportunities involve grasping teachers' attitudes, expectations, and pedagogical approaches, with a focus on ethical considerations. Nevertheless, existing research and professional learning opportunities often overlook the perspectives of educators on these themes. Aiming to bridge this gap, this Educational Design Research approach began with a systematic literature review, followed by a Delphi study to gather educational stakeholders' insights on the ethical concerns of using AI in education. The current study presents the research third phase. It explores findings from focus groups with educators responsible for K-12 teacher education, informing the design of a training programme that addresses ethical concerns and agency. Four groups were conducted using a semi-structured script, centred on pre-provided scenarios. Data analysis involved thematic coding using both deductive and inductive approaches, revealing key themes related to: employing AI applications in course

delivery for a mindful, hands-on exploration; discussing ethical and policy frameworks with a focus on contextual needs and technogeographies; addressing uncertainty, resistance, and transition; and fostering individual and collective agency regarding ethical issues through informal learning channels to build a nuanced narrative that challenges the corporate one. The study concludes by highlighting the importance of greater investment in professional development to enable educators to critically assess and reshape the values associated with education in the context of Artificial Intelligence, thereby contributing to the movement of aligning AI with our humanity.

Munandar, M. I. (2025). **Interculturality, native-speakerism and authenticity: paradoxes in Indonesia's EFL pedagogy**. *Pedagogy, Culture & Society*, 33(2), 689-709. <https://doi.org/10.1080/14681366.2023.2298441>

Intercultural language pedagogy goes beyond native speaker and target culture norms. Using an intercultural lens, this study examines the extent to which native-speakerism and authenticity inform the pedagogic belief and practice of Indonesian high-school teachers of English as a foreign language (EFL) and in particular how first language use shapes the teacher's instruction and classroom discourse. Data were obtained from classroom observations, narrative frames, stimulated-recall, and in-depth interviews with five teachers, and a focus group discussion involving seven students. The data were analysed using a qualitative thematic framework. Findings show that the teachers often used home languages and lived cultural realities as a springboard to navigate and mediate between first and target language-and-culture. They displayed agency in dealing with local aspirations and the situatedness of EFL pedagogy and interculturality in the multilingual society. Evidence also revealed that native speaker models of English competence and pedagogic performance and English-speaking West concepts of authenticity tended to create paradoxes in the classroom. This paper forefronts the need to work towards a more culturally-responsive and critically-conscious EFL pedagogy.

Nadim, M. A., & Di Fuccio, R. (2025). **Unveiling the Potential: Artificial Intelligence's Negative Impact on Teaching and Research Considering Ethics in Higher Education**. *European Journal of Education*, 60(1), e12929. <https://doi.org/10.1111/ejed.12929>

Higher education has witnessed remarkable technological advancements; however, the rapid rise of generative artificial intelligence (Gen AI) presents substantial challenges for teaching and research. This growing reliance has expanded educators' roles, underscoring the need for ethical and selective AI integration while preparing students and researchers for an AI-driven future. Adopting an argumentative perspective, this article analyzes core insights from comparative literature and key reports that highlight Gen AI's potential to diminish critical thinking and negatively impact educational outcomes. Although Gen AI holds transformative promise, its swift expansion raises significant concerns about its long-term implications for education. This research emphasises the need to address Gen AI's drawbacks, advocating for greater awareness and equitable educational practices that support both teaching and learning in academic contexts. Ultimately, the article calls for professional development to equip educators with responsible AI skills, fostering a balanced and ethical approach to Gen AI integration in higher education.

Nakas, R. (2024). **Pratiques enseignantes et ressentis de stress chez les élèves. Exemple dans cinq disciplines scolaires dans le second degré français**. *Revue des sciences de l'éducation*, 50(1). <https://doi.org/10.7202/1115500ar>

Cette recherche vise à déterminer les pratiques pédagogiques ressenties comme les plus stressantes par des collégiens en France. Un échantillon (n = 809) de 395 garçons et 414 filles de 6e et de 3e du niveau collège ont répondu à un questionnaire portant sur les pratiques enseignantes dans cinq matières (mathématiques, français, histoire-géographie, éducation musicale, éducation physique et sportive). Ce questionnaire de comparaison par paires (CPP) est issu de la procédure de Condorcet. Les résultats mettent en évidence les deux facteurs les plus stressants communs à toutes ces disciplines : se produire devant les autres et le fait d'être interrogé par surprise.

Navarro-Medina, E., Ross, E. W., Pérez-Rodríguez, N., & De-Alba-Fernández, N. (2025). **Towards an Ideal Model of Education for Critical Citizenship. An Analysis of the Spanish Curricular Change in Social Sciences.** *European Journal of Education*, 60(1), e70010. <https://doi.org/10.1111/ejed.70010>

In this study, we analysed the presence of citizenship education in the new Spanish social sciences curriculum, focusing on both the primary and secondary education stages. The relevance of the study stems from the need to adapt to a new reality, in which it is crucial to develop in children and young people the skills to understand, interpret and make critical decisions. Considering the model outlined as ideal, and being aware of the difficulty involved in achieving it, we took as a reference a possible model to analyse the Spanish curriculum, the ICCS study framework. The research presented is based on a review of policy documents and analyses the curricula of compulsory education stages through a content analysis technique. The results show that in the Spanish curriculum, under the logic of the ICCS framework, cognitive skills and citizen content are more prevalent than those based on attitudes and engagement. This issue prompts us to reflect on the future changes that should be made to approach the model we consider relevant.

Nelson, J. L., Ahn, J., & Hegtvedt, K. A. (2025). **Fair Across the Board? Relating Teacher Commitment to Teachers' Perceptions of Principal Versus Assistant Principal Leadership.** *Educational Administration Quarterly*, 61(1), 104-147. <https://doi.org/10.1177/0013161X241300623>

Purpose: Little is known about how teachers view the leadership of assistant principals in comparison to that of principals, especially in relationship to teachers' work outcomes. We examine whether a gap exists between teachers' perceptions of fairness from principals and assistant principals, and whether this gap is associated with teachers' commitment to their school. Research Methods: We employ mixed methods with a converging evidence model to understand the relationship between teachers' perception gaps and commitment outcomes. We analyze interview data from 98 teachers across five high schools in one metropolitan area in the U.S. South to describe these gaps, and analyze survey data from 354 teachers from these same schools using structural equation modeling. Findings: Our qualitative analysis uses a typology to show examples of typical work scenarios where a teacher perceives a gap or no gap in fairness. Results from our quantitative data analysis suggest teachers express more commitment when they assess as fair (i.e., unbiased) the performance feedback from assistant principals rather than head principals. Yet, teacher commitment hinges on greater considerate interpersonal treatment from principals than from assistant principals. Overall, gaps in administrator fairness are associated with lower average teacher commitment. Implications for Research and Practice: Our investigation advances understandings of school leadership by clarifying role distinctions between

principals and assistant principals that go beyond task types and considering expectations teachers hold of different school administrators. These perception differences matter as they appear associated with levels of teacher commitment.

Ngai, C. S. B., Singh, R. G., Huang, Y., Ho, J. W. Y., Khong, M. L., Chan, E., ... Koon, A. C. (2025). **Development of a systematic humor pedagogical framework to enhance student learning outcomes across different disciplines in Hong Kong.** *International Journal of Educational Research Open*, 8, 100438. <https://doi.org/10.1016/j.ijedro.2025.100438>

Teachers' content-related humor is highly relevant for student outcomes in higher education (HE). Yet, teachers' use of different types of humor and frequency and other factors make generalizations about the effective use of humor on students' learning hard to establish. Specifically, little research attention has been paid to the impact of the use of a systematic humor pedagogical framework across different disciplines in HE. Here, we developed a standardized planned humor pedagogical framework, termed Planned Humor Incorporation System for Teaching and Learning Enhancement (PHISTLE), to systematically incorporate content-related humor into teaching practices to consistently generate beneficial learning outcomes across different disciplines. To evaluate the effectiveness of the system, we investigated the impact of content-related humor as exhibited in the identification with teachers' teaching style on students' learning outcomes in the sciences, humanities and social sciences disciplines. Retrospective pre-post surveys were distributed and semi-structured interviews were conducted to gain insights into the ways humor was used and their effects. Pearson correlation analysis of the surveys and thematic analysis of interview transcriptions indicate that content-related humor as exhibited in the teaching style was positively correlated to students' learning competence, personal attributes, and future behaviors, and may contribute to a more relaxed and stress-free classroom environment. Therefore, the strategic use of PHISTLE can likely generate positive learning outcomes in a replicable and generalizable manner.

Nguyen, N., Dang-Van, T., Vo-Thanh, T., Thai, T. D.-H., & Nguyen, H. V. (2025). **Academic community engagement on social networking sites, creative behaviour and work performance: The mediating mechanisms of knowledge sharing and relationship quality.** *Education and Information Technologies*, 30(3), 2787-2808. <https://doi.org/10.1007/s10639-024-12918-2>

Researchers have increasingly engaged in academic communities on social networking sites (SNSs). This study seeks to examine the impact of academic community engagement on Facebook (ACEF) on researchers' creative behaviour and work performance, with the mediating mechanisms of relationship quality and knowledge sharing. Data were obtained from 213 researchers in an emerging country, i.e., Vietnam. Results of structural equation modelling demonstrate that ACEF indirectly influences researchers' creative behaviour and work performance in dualistic approaches. In particular, the relationships between ACEF and work performance and between ACEF and creative behaviour are positively mediated by relationship quality. Furthermore, knowledge sharing positively mediates the ACEF-creative behaviour and relationship quality-creative behaviour links. This study is among the first to develop and validate a unique model explaining the mechanism through which ACEF impacts researchers' work and behavioural outcomes. The findings have important implications for researchers and educational institutions in promoting academic community engagement on SNSs, which can enhance knowledge sharing, creative behaviour and work performance.

Ni, J. (2025). **Positive teacher feedback and academic emotions among primary school children in China: A study within the control-value theory framework.** *International Journal of Educational Research Open*, 8, 100409. <https://doi.org/10.1016/j.ijedro.2024.100409>

Based on Pekrun's control-value theory, this study investigates the specific effects of positive teacher feedback (e.g., praise, classroom interaction, and academic support) on the academic emotions of Chinese primary school students in grades five and six. The study was conducted with 20 primary school grade 5 and 6 students (aged 10 to 13 years old) to analyse their emotional responses in different feedback contexts through a drawing task and semi-structured interviews. The results of the study showed that teachers' praise helped enhance students' pride and satisfaction, classroom interaction was effective in stimulating students' interest and pleasure, and academic support boosted students' confidence and eased their anxiety. These emotional responses not only enhanced students' motivation to learn, but also strengthened the emotional bond between teachers and students. In addition, it was found that in the Chinese cultural context, students were more inclined to perceive teachers' positive feedback as a recognition of their personal value. This study provides a new cultural perspective for the application of control-value theory and a useful reference for the design of classroom feedback strategies.

Noreen, S., & Iqbal, Z. (2025). **Effectiveness of Social Practice Approach for Academic Achievement of Adult Learners in Basic Literacy: A Mixed-Methods Study.** *European Journal of Education*, 60(1), e70015. <https://doi.org/10.1111/ejed.70015>

This study explores the effectiveness of social practice approach by integrating social practices along with modern teaching strategies, and teacher training to address the challenge of low academic achievement among adult learners in basic literacy programs. For a 4-month experiment, two of a metropolitan city's fourteen adult literacy centres were chosen as intact groups. There were 35 adult learners in each group, which included a control group and an experimental group. A mixed-methods study design was employed to experimentally ascertain the impact of social practices along with modern teaching strategies, and teacher training on learners' academic attainment and explore the underlying elements influencing this effect. While the control group got conventional teaching utilising a literacy book and a chalkboard, the experimental group's literacy activities were incorporated into their daily tasks as adult learners. For quantitative data, a pre-test and post-test based on worksheets with items pertaining to the social setting and daily chores were used to gather data from both groups. For qualitative data, 10 learners from the experimental group were interviewed to obtain a better understanding of how the social practice approach had improved their academic achievement. Thematic analysis was used to examine the qualitative data, while independent-sample t tests were used to assess the quantitative data. According to the results, the experimental group outperformed the control group in terms of knowledge, comprehension, and application. The experimental group's learners credited their improved academic achievement to the regular practice of acquired skills in the classroom and in real-world scenarios, as well as to interactive, engaging, and everyday reading exercises. This study emphasises the need for socially inclusive and contextually relevant adult literacy programs in by integrating real-world issues and fostering collaboration among various stakeholders. It also highlights the importance of active community involvement in the design and implementation of literacy programs,

as this approach can enhance educational opportunities, address disparities, and ensure that the programs are relevant to the needs of local populations.

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.

Nunez Moscoso, J. (2024). **L'expérience du stage comme émergence du savoir-relation.** In *Le savoir-relation. Penser l'éducation du troisième millénaire*. Consulté à l'adresse <https://hal.science/hal-04956828>

Bien que Morin ait dénoncé la disjonction des savoirs provoquée par l'hyper-disciplinarité et l'hyperspécialisation de la connaissance depuis des nombreuses décennies, la question opérationnelle sur la place de la relation (entre les savoirs, entre les sujets) dans la formation aux métiers de l'humain ou dans les professions adressées à autrui (Piot, 2005) reste en suspens. Dans ce cadre, ce chapitre propose d'interroger la place de la relation dans la formation des enseignants, particulièrement durant le stage. Pour ce faire, nous convoquons la notion de savoir-relation (Durpaire et Mabilon-Bonfils, 2014) pour la mettre en dialogue avec la notion d'expérience (Dewey, 1938a, 1938b). C'est à travers cette visée pragmatiste que nous allons réinterroger quatre recherches menées autour du stage dans la formation initiale des enseignants. La première partie présente brièvement un ensemble d'études autour des savoirs des enseignants, pour ensuite présenter la typologie de Shulman (1987). Cette partie se poursuit par l'intégration de la notion de savoir-relation et celle d'expérience. La deuxième partie présente quatre recherches empiriques. La troisième partie discute les résultats en mettant en évidence les éléments du modèle sur le savoir-relation présents dans l'expérience de stage, mais aussi pour (re)penser le modèle, notamment la place de l'expérience et du faire du stagiaire comme une composante centrale ; ainsi, la contribution pragmatiste alimente un modèle actualisé sous la forme de « savoir-fairerelation ».

O'Brien, K. E., & Woody, B. A. (2025). **Maybe They're Born With It? Maybe It's Mentoring. A Test of the Rising Star Hypothesis.** *Journal of Career Development*, 52(2), 115-133. <https://doi.org/10.1177/08948453241313193>

The rising star hypothesis proposes that characteristics of "rising star" protégés already set them up for success, such that mentoring is a byproduct of their ambition. Alternatively,

the influential mentor hypothesis states that protégés experience success due to the positive influence of mentoring. Herein, we test whether rising star characteristics (need for achievement and career initiative behaviors) precede or follow informal mentorship. Using data from a sample of 94 protégés (recruited from a hospital) over two time points (six-week lag), we found best evidence for a mix of the rising star and influential mentor hypotheses, in which career initiative behaviors predict the number of informal mentors, and in turn, need for achievement. Cross-lagged effects were probed and provide evidence that the benefits of informal mentoring does not seem to extend to formal mentoring. Practical implications are highlighted, including the benefits of multiple mentors and alternatives to traditional mentoring.

O'Connell, K., & Berger, E. (2025). **Experiences and support needs of teachers implementing trauma-informed practice for students with intellectual disability.** *Social Psychology of Education*, 28(1), 46. <https://doi.org/10.1007/s11218-024-09984-2>

People with intellectual disability are more likely to experience traumatic life events during childhood compared to children without intellectual disability. However, there is a lack of research exploring trauma-informed practice in schools for this student population. This study aimed to explore Australian teachers' experiences supporting students with intellectual disability who have been impacted by trauma and sought to understand how educators conceptualise trauma-informed approaches when supporting these students. Participants in the current study included seven females and one male, ages ranging from 24 to 32 years old ($M_{age} = 29.63$), who taught in mainstream or specialist education settings. Teachers participated in semi-structured interviews via Zoom, excluding two which were conducted face-to-face. Results were analysed using thematic analysis and generated four themes, including clarifying the role of a teacher, teachers working alongside others to support students, barriers to supporting students, and opportunities to learn. Teachers' ongoing training and support needs regarding trauma and intellectual disability are highlighted, alongside increased education in pre-service teacher training to better prepare them for the field. The current study contributes to the research surrounding the implications of trauma-informed training for teachers supporting students with trauma backgrounds and intellectual disability.

Odebiyi, O. M. (2025). **Care and justice: How elementary teachers adapt experiences for social issues.** *Education, Citizenship and Social Justice*, 20(1), 107-122. <https://doi.org/10.1177/17461979231206917>

This study explored how elementary teachers identified and adapted their personal experiences, or lack of them, to address social issues that students face in classrooms. The study involved six elementary school teachers. Using ethics of care and justice theories, the findings show that teachers use their own experiences to help them make decisions about social issues for students and to engage in practices that center care and justice for young learners. However, not all teachers react the same way to these issues. Some are resistant to addressing social issues facing young learners in their classrooms, while others are more open to taking responsibility for addressing such issues. If a teacher has not experienced social issues themselves or has not learned about social issues from others, it is harder to understand teachers' intention to extend practices focusing on care and justice to their students. Representing these dimensions are themes (1) resonance and in/experience of the margin, (2) evoking interest group pedagogy, and (3) fostering empathy as a curriculum of care. Implications are discussed in light of

deploying in/experience and pedagogy centered on social justice, care, and needs in elementary education.

Ordu, Y., & Çalışkan, N. (2025). **The Effect of the Jigsaw Technique on Nursing Students' Learning of Employee Safety and Retention of Knowledge: A Randomized Controlled Research.** *European Journal of Education*, 60(1), e70038. <https://doi.org/10.1111/ejed.70038>

The purpose of this study was to determine the effect of the Jigsaw technique on nursing students' learning and retention of knowledge about employee safety. The study was conducted between December 2022 and January 2023 with 84 first-year students enrolled in the Nursing Department of a state university in a province of Turkey. Data were collected using the Descriptive Characteristics Form and Employee Safety Research/Test Instrument. During the study, the experimental group (n = 42) learned about employee safety using the Jigsaw technique, while the control group (n = 42) used the traditional method. Then, the students filled out the data collection forms (Post-test). Four weeks after the post-test, students again filled out the data collection forms to evaluate the retest of knowledge (Retest). The data were analysed with SPSS 22.0 package program. It was determined that the mean research/test instrument score of the experimental group in the employee safety post-test and retest was statistically significantly higher than the control group (p = 0.000). It was determined that the Jigsaw technique was effective in nursing students' learning of employee safety and retest of knowledge.

Ormiston, H. E., Nygaard, M. A., & Husmann, P. (2025). **School-Based Mental Health Practices Within a Multi-Tiered System of Support: A Mixed Methods Investigation of Targeted and Intensive Services.** *Psychology in the Schools*, 62(4), 1087-1099. <https://doi.org/10.1002/pits.23380>

Research supports the use of multi-tiered systems of support (MTSS) for meeting student academic, behavioral, and socioemotional needs. MTSS is viewed as an ideal model to deliver school-based mental health (SBMH) services to students. However, limited research has examined what this framework for service delivery looks like in practice. Utilizing a national participant sample and a mixed-methods convergent (quan + QUAL) design, the purpose of this study is to examine participant use of MTSS for SBMH and to examine practitioners' perspectives on the implementation of Tier 2 and 3 services. Respondents in our current sample indicated a level of uncertainty regarding the identification of students for SBMH services and the delivery of Tier 2 and Tier 3 services, particularly as this relates to special education. Additionally, respondents indicated "insufficient" supports for the provision of Tier 3 services. Limitations, implications for practice, and future directions are discussed.

Özbaşı, D., & Yılmaz, D. (2025). **Gifted Identification Inventory for Teacher Awareness: Development, Validation, and Measurement Invariance.** *Psychology in the Schools*, 62(4), 1071-1086. <https://doi.org/10.1002/pits.23378>

The purpose of this study is to develop a self-awareness tool for teachers to help them in identification, and support the gifted and talented students in educational settings via more accurate nominations by educators. The Gifted Identification Inventory for Teacher Awareness (GIIFTA) was developed via fourth stages of writing essay (n = 5), Delphi method (n = 10), the exploratory factor analysis (EFA) (n = 273), and the confirmatory factor analysis (CFA) (as a different group from EFA, n = 286). The construct of GIIFTA consists of 22 items in three dimensions with a 5-point Likert scale. The three dimensions of

the inventory are: Noticing the Gifted Students, Distinguishing Cognitive Traits, and Distinguishing Emotional Social Traits. The fit index values of the CFA analysis were calculated ($\chi^2/SD = 2.65$; GFI = 0.86; CFI = 0.92; IFI = 0.86; NFI = 0.88; NNFI = 0.91; SRMR = 0.05 and RMSEA = 0.07). In addition, convergent and divergent validity were also examined and found to be within acceptable limits. The measurement invariance of the emerging dimensions was also examined in terms of gender variable and it was found that the structure did not change. The item-total correlation values of the items in the measurement tool ranged from 0.51 to 0.77. Its structure does not change by gender. The reliability coefficients for the entire scale were calculated to range from 0.88 to 0.95. These results indicate that GIFTA has good psychometric properties to assess teachers' awareness of gifted students in their classrooms.

Paljakka, A. (2024). **Teachers' responses to a case of relational bullying: a typology based on teachers' strategies and reasoning.** *Social Psychology of Education*, 28(1), 15. <https://doi.org/10.1007/s11218-024-09980-6>

Although there is a growing body of research on teachers' responses to bullying, the question of how teachers decide to respond is still under-researched. The present paper investigates participants' intended responses to a case of relational bullying, the structure of the proposed intervention, the implicit aims of that intervention and the teachers' reasoning. The study is based on a qualitative vignette study with open-ended questions. The sample comprised 38 secondary school teachers (58% female, 42% male). Qualitative content analysis and type formation were used to analyse the data. Ten different (sub)types of teachers' responses were constructed based on patterns in the way teachers responded regarding things they would do, things they would avoid, and their reasoning: the relaxed, the cautious, the investigator, the impartial, the enlightened, the situation-oriented, the principle-oriented, the responsible, the experienced and the personally-affected type. The findings are interpreted in the light of previous research, and practical implications as well as implications for teacher education are discussed.

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.

Pan, Z., & Wang, Y. (2025). **From Technology-Challenged Teachers to Empowered Digitalized Citizens: Exploring the Profiles and Antecedents of Teacher AI Literacy in the Chinese EFL Context.** *European Journal of Education*, 60(1), e70020. <https://doi.org/10.1111/ejed.70020>

Artificial Intelligence (AI) literacy has come to the spotlight, empowering individuals to adeptly navigate the modern digitalised world. However, studies on teacher AI literacy in the English as a Foreign Language (EFL) context remain limited. This study aims to identify intraindividual differences in AI literacy and examine its associations with age and years of teaching experience among 782 English teachers. Given the absence of a reliable instrument to measure teacher AI literacy, we first constructed and validated a scale encompassing five sub-scales: AI Knowledge, AI Use, AI Assessment, AI Design, and AI Ethics. Subsequently, latent profile analysis (LPA) was conducted using Mplus 7.4, with the results revealing four distinct profiles: Poor AI literacy (C1: 12.1%), Moderate AI literacy (C2: 45.5%), Good AI literacy (C3: 28.4%), and Excellent AI literacy (C4: 14.1%). Multinomial logistic regression analyses indicated significant associations between teacher AI literacy and both age and years of teaching experience. Additionally, 32 respondents participated in semi-structured interviews. The qualitative data analysed with MAXQDA 2022 triangulated the quantitative results and offered deeper insights into teachers' perceptions of their AI literacy. This study provides both theoretical and practical implications for understanding teacher AI literacy in the Chinese EFL context.

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.

Park, J. Y., Joo, S., Li, Z., & Yoon, H. (2025). **Measurement Invariance for Multilingual Learners Using Item Response and Response Time in PISA 2018.** *Educational Measurement: Issues and Practice*, 44(1), 55-65. <https://doi.org/10.1111/emip.12640>

This study examines potential assessment bias based on students' primary language status in PISA 2018. Specifically, multilingual (MLs) and nonmultilingual (non-MLs) students in the United States are compared with regard to their response time as well as scored responses across three cognitive domains (reading, mathematics, and science). Differential item functioning (DIF) analysis reveals that 7–14% of items exhibit DIF-related problems in scored responses between the two groups, aligning with PISA technical report results. While MLs generally spend more time on the test than non-MLs across cognitive levels, differential response time (DRT) functioning identifies significant time differences in 7–10% of items for students with similar cognitive levels. It was noticeable that items with DIF and DRT issues show limited overlap, suggesting diverse reasons for student struggles in the assessment. A deeper examination of item characteristics is

recommended for test developers and teachers to gain a better understanding of these nuances.

Parks, P. (2023). **Pas de deux: The complicated relationship between cooperating teachers and pre-service teachers.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 10-29. <https://doi.org/10.26443/mje/rsem.v58i3.10136>

The practicum experience is a crucial moment of learning for a pre-service teacher (PST). At the heart of the experience is the relationship PSTs have with their cooperating teachers (CTs). To examine how this relationship was negotiated during the practicum, this article applied Cortazzi's analysis of narrative approach to stories told by 13 PSTs, stories that comprised part of a larger mixed-method study. Findings from analysis of the more than 200 narratives told by the 13 PSTs disclosed the several ways in which PSTs experienced support from their CTs, including planned introductions of the PST to the classroom students, the CT's explicit support of PST decisions, and a negotiated withdrawal of the CT's presence.

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.

Peach, L. (2025). **Stories as data and stories of data: methodological memories as post-inquiry.** *International Journal of Qualitative Studies in Education*, 38(4), 531-545. <https://doi.org/10.1080/09518398.2024.2416695>

Stories are more than they seem. Stories can connect humans with other humans, more-than-human things, animals, places and times. And stories can disrupt dominant ways of knowing and being in the world (Ranco & Haverkamp, 2022). Re-telling stories of connection and disruption in research, this paper shares four short autoethnographic musings, or methodological memories. These are thoughts and events which got stuck (MacRae et al., 2018) during-after ethnographic research of an intergenerational music programme, Rebuilding Bridges. Additionally, to illustrate the un/expected, un/comfortable and un/knowable nature of attempting to do intergenerational research post-qualitatively, fragments of an intergenerational story titled 'Alfred the

Gorilla', itself curated from storied data, are diffractively (Barad, 2007, 2014) woven into the discussion. These stories as and of data, I suggest, hold promise through their resistance to bounded accounts of the research process, their affective resonances and residues, and their potential for thinking, doing and writing research differently.

Peller, S. L., Marcotte, A. M., Ketan, Wells, C. S., Press, N., & Kos, M. (2025). **Teacher training, coaching and school libraries in rural indigenous Guatemala: A multi-pronged approach to improving reading proficiency.** *International Journal of Educational Research Open*, 8, 100437. <https://doi.org/10.1016/j.ijedro.2025.100437>

Efforts to address persistent intergenerational poverty in the Global South have focused, in part, on improving both access to and quality of schooling for all children, often including teacher training and provision of materials. Child Aid supports literacy development in hundreds of primary schools in indigenous communities in the rural highlands of Guatemala through an innovative and scalable teacher training program. The program works in over 100 schools at a time offering a four-year intervention with a three-pronged approach: workshops; professional instructional coaching; and providing thousands children's literature books to school libraries and classrooms. Child Aid's program is uniquely focused on improving not only basic reading ability, but reading comprehension skill and critical thinking among students. This study examined whether Child Aid's multifaceted but scalable intervention had a positive effect on children's reading comprehension through two large-scale quasi-experimental studies, with the first serving as the initial study and the second serving as a replication study. Hierarchical linear modeling was used to explore differences in reading comprehension gains between two large samples comparing students' reading comprehension gains in Child Aid schools with those of students in control schools. In both studies, students in Child Aid schools consistently demonstrated significantly greater gains in their reading comprehension skills than students who were not in Child Aid schools. Additionally, we learned students with weaker skills at the start of the year had the greatest gains. These findings will be presented and implications for the Child Aid program and other literacy interventions will be discussed.

Peter, A., & Muehlfeld, K. (2025). **Job Choice Under Crisis Conditions: Differences in Motivational Systems and Job-Attribute Preferences of Young Adults.** *Journal of Career Development*, 52(2), 153-172. <https://doi.org/10.1177/08948453251313800>

The COVID-19 pandemic delivered a fundamental shock that significantly impacted individual working conditions and increased job insecurity across numerous occupations and industries. Against this background, this study analyzes how two basic motivational systems, the behavioral activation system (BAS) and behavioral inhibition system (BIS), which shape human responses to (perceived) threats, influence the formation of job-attribute preferences. BIS and BAS have been shown to impact human decision-making and behavior in many different domains pervasively. However, despite their fundamental nature, they have remained understudied as possible deep-level influences on the formation of occupational preferences of young people about to choose a job to embark on. We address this research gap by applying an adaptive choice-based conjoint experiment based on a sample of 1,005 young adults. Results show that the perceived relative importance of significant job attributes in a crisis-ridden environment is related to the sensitivity of specific BIS and BAS subscales.

Phelan, D., Maguire, H., & Finnegan, C. (2025). **Scoping Review of Universal Design for Learning Principles Embedded in Subjects in Secondary Education.** *European Journal of Education, 60*(1), e70016. <https://doi.org/10.1111/ejed.70016>

To date, much of the research on UDL has focussed on higher education, with a dearth of research surrounding UDL within secondary education. This study aimed to identify the application of the principles of UDL embedded in subjects in secondary education worldwide. The PRISMA ScR methodological framework was employed, and numerical summaries and thematic analysis were utilised to describe the data quantitatively and qualitatively, respectively. Results demonstrate that most of the articles were based in North America, used an intervention study approach and reported positive results on student engagement post-intervention. While all articles displayed evidence of UDL pedagogical practices, some articles did not specifically identify these practises as UDL. This could suggest that (1) an awareness of UDL as an inclusive pedagogical framework is lacking in current educational research, and/or (2) UDL may be incorporated into teaching practices more frequently than is currently being identified. The findings suggest that future research from a European context may provide novel insight into the operationalisation and potential of UDL in secondary education.

Pietsch, M., Aydin, B., & Gümüş, S. (2025). **Putting the Instructional Leadership–Student Achievement Relation in Context: A Meta-Analytical Big Data Study Across Cultures and Time.** *Educational Evaluation and Policy Analysis, 47*(1), 29-64. <https://doi.org/10.3102/01623737231197434>

Aggregated data meta-analyses indicate a correlation between instructional leadership and student achievement. However, it is unclear to what extent this relationship can be generalized across cultural contexts, as most primary studies stem from Anglophone regions. Drawing on international large-scale assessment data, this 3-level individual participant data (IPD) meta-analysis examines this relationship over a 6-year period using a sample of 1.5 million students in more than 50,000 schools from 75 countries. The findings show that the mean correlation is close to 0 and that the relationship between instructional leadership and student achievement varies significantly across contexts. This is mainly due to the level of human development and cultural factors. Implications for policy, practice, and education research are discussed.

Placido, C. D. (2023). **Teachers' noticing of the social development of students with special needs.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill, 58*(3), 306-314. <https://doi.org/10.26443/mje/rsem.v58i3.10213>

Learning disabilities are common among students in grades K-12. When I was a student teacher, I noticed that students with learning disabilities were struggling socially both in and outside of the classroom. As such, I decided to explore this aspect, but through a teacher's point of view where I interviewed four individuals who are professionals in the field of education. Findings suggest that teachers felt that the social competence of students with learning disabilities is dependent on whether they acknowledge their learning disability. Moreover, teachers believed they (as teachers) played a role in helping students with learning disabilities to overcome their social challenges; however, teachers did not feel prepared to help students overcome such challenges.

Polat, E., Kadirhan, Z., Hopcan, S., Yildiz Durak, H., & Canbazoglu Bilici, S. (2025). **Teaching Motivation of In-Service Teachers, Professional Identity, and Self-Efficacy for Teaching**

Computational Thinking. *European Journal of Education*, 60(1), e12928.
<https://doi.org/10.1111/ejed.12928>

This study aims to examine the structures that affect the teaching motivation of in-service teachers. In this context, self-efficacy in teaching computational thinking and professional identity have been focused on. To that end, the relational screening model has been used. A demographic information form and three different scales were used to collect the data. The Teacher Professional Identity Scale has been adapted to Turkish culture for teachers in the context of this study. The Structural Equation Model was used in the analysis of the data. As a result of the research, teachers with a solid commitment to subject knowledge and academic standards are more likely to prioritise specific teaching orientations. However, no significant relationships were found between Instructor Identity Orientation (IIO) and T-STEM Computational Thinking Self-efficacy (SE), T-STEM Computational Thinking Outcome Expectation (OE), Intrinsic Motivation (IM) and Extrinsic Motivation (EM). SE, in teaching computational thinking, displayed positive associations with Teacher-centered Orientation (TCO), OE, and IM. This implies that teachers who feel confident in their ability to teach computational thinking tend to adopt a more teacher-centered approach, have positive outcome expectations, and experience intrinsic motivation. Teaching motivation was positively associated with teachers' self-efficacy and outcome expectancy beliefs for teaching computational thinking. The fact that teachers have the necessary equipment for their professional identities, examining the variables related to this competence, and developing suggestions is an essential reason for the importance of the current research and shedding light on future studies.

Polatcan, M., Bellibaş, M. Ş., & Apaydın, Ç. (2025). **Cultural and Psychological Dynamics in School Leadership: The Moderating Role of Trust in the Relationship Between Teachers' Cultural Values and Their Expectations for Paternalistic Leadership.** *European Journal of Education*, 60(1), e70002. <https://doi.org/10.1111/ejed.70002>

Although a growing body of theoretical work indicated that the cultural orientation of societies shapes their understanding of leadership, there is a lack of empirical research to explore how individual cultural value orientations shape teachers' expectations for school leadership. This empirical research addresses this gap by examining the relationship between teachers' cultural value tendencies and their expectations for principals' paternalistic leadership behaviours, considering the moderating role of trust in the principal. This study analysed data collected from 738 teachers in Türkiye, employing a moderated structural equation modelling (SEM) approach. The results indicate that teachers' cultural value orientations are significantly related to their paternalistic leadership expectations, meaning that teachers who indicate that they are more collectivist, feminine, short-term orientated, avoidant of uncertainty, and open to power distance tend to expect their principals to exert stronger paternalistic leadership practices. Additionally, we found a significant moderating role of teachers' trust in the principal, suggesting that higher trust levels strengthen the relationship between cultural values and paternalistic leadership expectations. These results contribute to a deeper understanding of cultural and psychological dynamics in schools, especially concerning the role of individual cultural value dispositions and trust influencing the extent to which teachers desire their principals to demonstrate paternalist leadership behaviours.

Prairat, E. (2025, mars 10). **Châtiments corporels à l'école : depuis quand sont-ils interdits ?** Consulté 11 mars 2025, à l'adresse The Conversation website:

<http://theconversation.com/chatiments-corporels-a-lecole-depuis-quand-sont-ils-interdits-251292>

Malgré leur interdiction au début du XIX^e siècle dans les salles de classe, les châtiments corporels ont perduré jusqu'au milieu du XX^e siècle.

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 connaître 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.

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.

Quevedo Piratova, D. A., Sánchez Duarte, M. M., Chiappe, A., & Sáez Delgado, F. M. (2025). **Intelligent Classrooms: How AI and IoT Can Reshape Learning Spaces.** *European Journal of Education*, 60(1), e70000. <https://doi.org/10.1111/ejed.70000>

This review examines the design and configuration of AI-powered 21st-century classrooms to align with modern pedagogical approaches. The objective was to identify the main characteristics of innovative classroom design through a systematic literature review analysing 90 articles from the Scopus database. The SPAR-4-SRL protocol guided the selection, organisation and assessment of articles, with analysis conducted using descriptive statistics and topic modelling in AtlasTi. Key findings include (a) determinants like acoustics, lighting, temperature, ventilation and dimensions impact learning; (b)

flexible furniture arrangements promote collaboration and active learning over traditional row seating; (c) inclusive designs consider sensory needs of students with disabilities; and (d) technology integration is crucial, including smart boards, cameras and connectivity. This comprehensive synthesis highlights some insights into the effect of the use of Artificial Intelligence and the Internet of Things on the architectural principles and environmental factors that optimise classroom spaces for evolving educational practices. Educators, designers and policymakers can apply these insights to create student-centred, technology-enhanced learning environments fostering engagement and inclusivity.

Ramchand, M. (2025). **Conceptions, perceptions and practices of inclusive education in schools in Karnataka (India): moving beyond normative prescriptions and blame-game.** *International Journal of Inclusive Education*, 29(1), 32-47. <https://doi.org/10.1080/13603116.2021.1965803>

The elementary education sector in India has been changing rapidly over the past three decades. Government policies and programmes have facilitated the inclusion of children from disadvantaged groups, including children with disabilities. While there is near universal enrolment in practice, inclusion is fraught with difficulties. This paper analyses classroom practice and the perspectives of teachers in Karnataka, a state in the South of India, in the light of national policy directives. It is based on a field study of five schools across different districts in Karnataka. This study focused on understanding the context of inclusion primarily in terms of classroom practices, teachers' perspectives of inclusion, and their professional needs for catering to diverse classrooms. Our findings suggest that the Indian state is attempting to make the education system inclusive drawing from international treaties, declarations and commitments such as the Sustainable Development Goals, but with little contextual engagement. Additionally, teachers have little conceptual understanding and methodological awareness about how to make schools inclusive. This paper argues that to effectively adopt and adapt international policy prescriptions, an aligned vision of inclusive education along with systemic support, and robust teacher education is needed to support inclusive classroom practices.

Ramírez-Baraldes, E., García-Gutiérrez, D., & García-Salido, C. (2025). **Artificial Intelligence in Nursing: New Opportunities and Challenges.** *European Journal of Education*, 60(1), e70033. <https://doi.org/10.1111/ejed.70033>

To explore the opportunities and challenges of artificial intelligence (AI) in nursing and its impact. Bibliographic review using Arksey and O'Malley's framework, enhanced by Levac, Colquhoun and O'Brien and following PRISMA guidelines, including qualitative and mixed studies. MeSH terms and keywords such as nursing education and ethical considerations were used in databases such as PubMed, Scopus, Web of Science, CINAHL, IEEE Xplore and Google Scholar. Of all, 53 studies were included, highlighting various opportunities and challenges of AI integration and opportunities for personalised learning, training improvement and evaluation. Highlighting challenges related to academic integrity, accuracy, data privacy and security, for the development of critical thinking skills. The integration of AI in nursing education offers significant advantages for improving the quality and effectiveness of education, such as academic integrity, critical thinking and equitable access, for this reason, faculty training should be geared toward the integration of AI in nursing education.

Ramírez-Echeverry, J. J., Restrepo-Calle, F., & Jiménez, S. T. (2025). **Self-Regulated Learning Strategies in Computer Programming Education.** *European Journal of Education*, 60(1), e70052. <https://doi.org/10.1111/ejed.70052>

This study investigates the self-regulated learning strategies employed by students in computer programming courses. Utilising the Questionnaire on Learning Strategies in Computer Programming (CEAPC), the research aims to identify specific strategies used by students. The findings reveal a variety of effective learning strategies, including problem-solving, knowledge acquisition and study environment management in the context of computer programming learning. However, difficulties in idea organisation were noted, suggesting a need for enhanced support in structuring and documenting thought processes and code. The study also highlights the interdependence of learning strategies, particularly the role of metacognition in conjunction with practice, problem-solving and time management. Differences in strategy use across course levels and gender were observed, with advanced courses prompting more complex strategies and female students excelling in structured and collaborative learning. These insights provide educators with valuable guidance for developing targeted interventions to improve students' self-regulated learning abilities in programming education.

Rekik, G., Belkhir, Y., Jouira, G., Jarraya, M., Kuo, C.-D., & Chen, Y.-S. (2025). **Using video modelling to teach motor knowledge in a physical education context: A morning-afternoon differences investigation.** *Education and Information Technologies*, 30(3), 3067-3093. <https://doi.org/10.1007/s10639-024-12902-w>

The current study was designed to investigate how varied time of day (ToD) could affect the acquisition of basketball game actions from different video formats. First-year physical education students (i.e., novice practitioners) were quasi-randomly assigned to three experimental conditions: continuous video, macro-segmented video, or micro-segmented video. Morning (between 08:00 and 09:00) and late afternoon (between 16:00 and 17:00) sessions were conducted, involving study phases (i.e., observation of the scenes of play) and immediate-recall tests (i.e., game comprehension test and game performance test). Oral temperature and mood states were also collected at the beginning of each session. Compared to the morning, the results revealed that afternoon hours resulted in higher oral temperature, higher negative mood states (e.g., anxiety and fatigue), and lower positive mood (i.e., vigor) in all experimental conditions. For both short-term learning tests, the results showed that: (i) students performed significantly better in the morning rather than in the late afternoon (regardless of video formats), (ii) students exposed to the two segmented videos performed better than those exposed to a continuous video at the two ToD (without any significant difference between macro-segmented and micro-segmented videos). The findings highlight the morning's superiority in the acquisition of motor knowledge from different video formats, due to mood disturbances and lower arousal levels. The present experiment encourage basketball teachers to use segmented videos, especially in the morning, to explain tactical information for novices.

Ress, S., Njobati, F., & Scheunpflug, A. (2025). **Change of perspective in transformation processes: A case study of online teaching targeting underserved adult students.** *International Review of Education*, 71(1), 137-158. <https://doi.org/10.1007/s11159-024-10097-3>

This article draws on a case study of an international master's degree programme in educational quality and leadership for senior professionals in sub-Saharan Africa. It

reflects the experience of adapting a blended learning approach to a purely online format in response to pandemic-induced lockdowns and travel bans in 2020–2021. Based on this case study, the authors propose a model for a change of perspective in transformation processes targeting underserved adult students which combines insights from complex problem-solving with culturally responsive teaching (CRT). The article highlights the vitality of intentional changes of perspective reified through systematic communication with relevant stakeholders, networks and (new) partners. The authors demonstrate that managing change has instructional, operational and emotional components. Their article contributes to the scholarship on lifelong learning by offering in-depth reflection on a rapid transformation process addressing reflexivity, resources and ethics of care as key dimensions.

Roblez, A. (2025, février 25). **Intelligence évaluative et évaluation artificielle**. Présenté à Webinaire du Réseau de la Pédagogie Mardi 25 février 2025. Consulté à l'adresse <https://univ-catholille.hal.science/hal-04967764>

Dans ce webinaire, j'ai présenté les résultats d'une réflexion sur la relation entre l'évaluation en pédagogie et l'IA, à la suite de travaux de recherche dans la communauté scientifique de l'ADMEE.

Rogers, C. J., Knowland, V. C. P., Vitikainen, A., Gondwe, P., & Thomas, M. S. C. (2025). **The application of a mind, brain and education approach to the Literacy for Women in Africa programme and recommendations for practitioners**. *International Review of Education*, 71(1), 35-53. <https://doi.org/10.1007/s11159-024-10095-5>

A mind, brain and education (MBE) approach applies the best evidence regarding how people learn to real classroom settings. Much of the work in the field to date has involved child learners, but MBE is increasingly turning to the study of adult education, supported by a growing understanding of how adults and children differ in their learning styles. MBE's systematic, evidence-driven interdisciplinary approach has much to offer the field of adult literacy. The Literacy for Women in Africa (LWA) programme in Malawi seeks to improve and develop its provision for adult learners using MBE's interdisciplinary, evidence-based approach. This article reports on that programme, showing how its design and future development have benefited from the MBE framework. The authors suggest that the field of adult literacy could gain from the development of a strong, shared, scientific evidence base which allows all programme practitioners to benefit from the best knowledge available. The authors offer their experience with the LWA programme as a small contribution towards that goal. It is their hope that this article will be of use to those involved in the development, design and implementation of adult literacy programmes, particularly in the Global South.

Rohil, M. K., Mahajan, S., & Paul, T. (2025). **An architecture to intertwine augmented reality and intelligent tutoring systems: towards realizing technology-enabled enhanced learning**. *Education and Information Technologies*, 30(3), 3279-3308. <https://doi.org/10.1007/s10639-024-12951-1>

Intelligent Tutoring Systems (ITS) and Augmented Reality (AR) have become greatly popular in current scenario, especially for helping students in mastering difficult subjects through a variety of different methods with the implementation of smart algorithms. There are many papers in the current literature that discuss the ITS architecture and the AR architecture independently; a few papers have even proposed designs for combining these systems, but the need for this article arises in order to suggest improvements that

could theoretically increase the performance and overall robustness of the system for learning basic, complex, domain-specific and AR related concepts. This article discusses the existing ITS and AR systems and their flaws, followed by some potential benefits that can be achieved by combining ITS and AR effectively. We propose a novel architecture for improving the combined AR and ITS system scalable for supporting interaction for the diverse users and domain. The proposed system makes an effective use of three tier architecture, load sharing algorithms, data management techniques, multiple servers, marker-less AR, and modeling 3D object models on the fly, in order to make the system more effective, secure, reliant, and seamless for the users. For realizing 3D object modeling on the fly, the article presents an improved method by combining Level of Detail and Rasterization techniques in order to render in steps in accordance with the demand (i.e. processing up to adequate and sufficient level of details), which will help us use the architecture for small scale to large scale systems. Although 3D object modeling on the fly needs storage up to 33% more than the conventional geometrical structure of the mesh, the speed-up achieved can be as high as six times for coarse mesh and up to 1.46 times for fine mesh. At the core of the proposed system, is to make the ITS extendible to multiple domains of learning and education, and to reduce the response time and latency.

Roman, S. (2025). **Teaching about political violence in Canada: the everyday diplomatic challenges and strategies of secondary teachers.** *Pedagogy, Culture & Society*, 33(2), 765-783. <https://doi.org/10.1080/14681366.2024.2317853>

Utilising data from 10 semi-structured interviews (n = 5), this article explores the diplomatic challenges and concerns Canadian secondary teachers faced when teaching about political violence and the strategies they employed while navigating these. Drawing insight from the notion of 'everyday diplomacy', the article frames teaching as a kind of diplomatic practice, where teachers employ a variety of strategies, ranging from avoidance to forthright resistance, in response to interested actors' challenges and concerns. The findings also suggest the nature of these strategies depend on the teachers' teaching contexts and relations to interested actors, the perceived and/or real power of these interested actors' pressures, and the teachers' own professional maturity, and thus confidence in advocating for this type of professional work. My contribution is to offer insight into teachers' diplomatic knowledge, skills, and practices, and in doing so, highlight their importance as part of teachers' day to day professional work.

Rorije, M., Damen, S., Janssen, M. J., & Minnaert, A. (2025). **Implementation fidelity of video-feedback coaching for communication partners of individuals with congenital deafblindness.** *International Journal of Educational Research Open*, 8, 100428. <https://doi.org/10.1016/j.ijedro.2024.100428>

Video-feedback (VF) coaching is considered to be an effective part of interventions that aim to improve interactions between individuals with deafblindness and their communication partners. However, there is a lack of research on how VF coaching is implemented and the extent to which such implementation adheres to the designed intervention. Implementation fidelity is essential to successfully applying evidence-based practices, but a certain flexibility is needed to tailor interventions to individual circumstances. This study examined the process of implementing the newly developed Influencing Communication and Language (IC&L) intervention. It focused on implementation fidelity and the adherence and moderator elements described in Carroll et al.'s (2007) conceptual framework. Four coaches and thirteen communication

partners participated in the study. Multiple data sources were used to examine the extent to which the coaches adhered to the content and dose of the VF coaching sessions as designed in the IC&L intervention and how potential moderators played a role in coaches' implementation of the VF coaching sessions. The study underscores the importance of flexibility and adaptation in implementing the IC&L intervention. The variability in adherence and strategy use among coaches highlights the necessity of tailored approaches based on the specific needs and experiences of communication partners. Additionally, the intervention generally lasted longer than intended, primarily due to the COVID-19 pandemic. Despite challenges mostly related to the intervention's complexity, the IC&L intervention was overall well received and effectively implemented.

Ruegg, R., & Galloway, N. (2025). **Educational materials in East Asian English-medium higher education settings.** *Asia Pacific Education Review*, 26(1), 173-181. <https://doi.org/10.1007/s12564-024-10017-y>

Despite posing challenges for teachers and students in English-medium instruction (EMI) contexts, materials are a relatively under-researched area of EMI. Our preliminary study takes a humanistic perspective to examine the extent of English-language material use, and faculty and student perceptions of materials used for EMI in Japan and China. Data in this concurrent mixed-methods research came from two selected-response and one open-ended questionnaire question, as well as interactions during interviews and focus groups with teaching staff and students. Although a wide range of English-language materials are available, many of them are not suitable for use by EFL, ESL and Anglophone students. There is also a lack of breadth of cultural content and of cultural perspectives on content in English-language materials. Therefore, although EMI aims to internationalize curricula, materials, which are usually sourced from Anglophone contexts, may have the effect of Westernizing the curriculum in EMI contexts.

Saamong, C. R. S., Oropilla, C. T., Bautista, A., & Capió, C. M. (2025). **A context-specific exploration of teacher agency in the promotion of movement and physical activities in early childhood education and care settings.** *Pedagogy, Culture & Society*, 33(2), 711-728. <https://doi.org/10.1080/14681366.2024.2301836>

Early childhood teachers utilise a variety of strategies to promote movement and physical activity (MOPA) in ECEC settings. However, less is known about the processes that underpin these strategies. Using the ecological view of teacher agency, we explored how early childhood education and care (ECEC) teachers from the Philippines actively contribute to MOPA promotion. Through in-depth interviews, 25 teachers from public and private early childhood centres in the Philippines shared their teaching experiences relating to the MOPA of young children. Through reflexive thematic analysis of the interviews, we found key experiences among ECEC teachers that illuminate their agency in promoting MOPA. The findings suggest that teacher agency involves processes such as fostering a supportive class atmosphere for MOPA, creating novel MOPA ideas, sharing MOPA with others, and finding solutions to apparent MOPA concerns. We propose that teacher agency deepens our current understanding of ECEC teachers' contributions in promoting MOPA in ECEC settings. The practical implications of these new ideas are also discussed.

Sabeti, S. (2025). **'You think you know, but you have no idea': on anger, critical pedagogy and the dilemmas of being a teaching artist.** *Pedagogy, Culture & Society*, 33(2), 633-653. <https://doi.org/10.1080/14681366.2023.2259404>

What constitutes 'teacher identity' and 'artist identity' have received considerable scholarly attention but there has been little exploration of how these identities intersect in the practice of 'teaching artists'. This article argues that paying close attention to that practice, as well as the artist's own perspectives and reflections on it, produces important insights into this intersection, including where it becomes both productive and problematic. Drawing on portraiture methodology, it analyses how the Marshallese spoken word artist, Kathy Jetñil-Kijiner, structures and delivers workshops in order to develop the critical consciousness of participants. Drawing on Webb Keane's discussion of consciousness-raising and 'ethical feeling' in the feminist movement of the 1960s, as well as insights derived from Sara Ahmed's reconceptualisation of the 'feminist killjoy', the central role that the emotion of anger plays in her approach is explored. The article goes on to share some of Jetñil-Kijiner's own reflections on the workshops, their outcomes, and her complex positionality as a Marshallese artist engaged in de-colonial work within a neo-colonial context. In conclusion, some broader questions about the artist/teacher intersection, the transferability of critical pedagogical approaches, and the challenges of teaching through emotion are raised.

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. <https://doi.org/10.7202/1116125ar>

Notre recherche porte sur la place donnée à l'évaluation de l'oral dans le dispositif d'enseignement SEMO au cycle 3 (élèves âgés de 9 à 11 ans). Nous interrogeons la possibilité de répondre à la double contrainte à laquelle sont soumis les enseignants lorsqu'ils évaluent : tenir compte des compétences des prescrits et aussi des progrès d'apprentissage des élèves. Après avoir présenté le dispositif qui articule programmes et apprentissages des élèves, nous rendrons compte de son opérationnalité et de la place de l'évaluation pour soutenir l'enseignement de l'oral et les apprentissages des élèves à partir d'entretiens avec cinq enseignants qui ont mis en oeuvre ces séquences.

Santori, D., & Holloway, J. (2025). **Knowledge-based resistance: the role of professional organisations in the struggle against statutory assessments in England.** *Pedagogy, Culture & Society*, 33(2), 561-579. <https://doi.org/10.1080/14681366.2023.2254782>

This paper aims to map and understand tactics and practices of resistance to standardised testing in England by focusing on the More Than a Score (MTAS) campaign. More specifically, this paper examines the role of professional organisations affiliated to the MTAS campaign in the production and mobilisation of expert knowledge as a tool for resistance. In particular, by examining their transactions and exchanges, we identify three main tactics of resistance: i) a diffused policy approach, ii) expert reports, and iii) a deep understanding of network boundaries. The development and use of these tactics allowed MTAS to move beyond traditional forms of resistance, towards more complex and granular modes of refusal and contestation. We conclude with a discussion about how this work can extend our understanding of resistance and the tensions and compromise that multi-stakeholder resistance involve.

Saoke, V. O., Ndwiga, Z. N., Githaiga, P. W., Gitonga, C. M., Kubai, K. I., Nzomo, C. M., ... Ngicho, D. O. (2025). **The Relationship Between Teachers' Planning and Content Delivery Using the Five-Stage Lesson Plan Structure: An Analysis of Age, Gender, Experience and Academic Qualifications in Kenya.** *European Journal of Education*, 60(1), e70021. <https://doi.org/10.1111/ejed.70021>

Effective instruction is vital for quality education in Kenya, with learners' success mainly dependent on structured methods like the five-stage lesson plan (5-SLP). Nonetheless, the effectiveness of instruction may differ depending on the demographic and professional attributes of the teachers. Although the value of planning for content delivery is well acknowledged, there is limited information on how teachers' characteristics (age, gender, experience and academic qualification) influence their planning and content delivery. Thus, this study examined the relationship between teachers' planning and content delivery through the 5SLP, focusing on their characteristics. A sample of 226 CRE teachers was analysed using an observation checklist and a semi-structured questionnaire. The impact of gender, age, experience and academic qualification on teachers' planning and content delivery was investigated in the study using multivariate analysis of variance (MANOVA) and tests of between-subjects effects. Results indicated that age significantly affects both planning and content delivery ($p = 0.003$, $p = 0.002$, $p = 0.000$), while gender, experience and educational qualifications did not show a substantial impact. Nevertheless, significant combined effects were observed between age and gender ($p = 0.010$), gender and experience ($p = 0.045$), age and experience ($p = 0.004$) and age and academic qualification ($p = 0.016$). Furthermore, tests of between-subjects effects indicated significant interactions among age, academic qualifications and experience ($p = 0.039$, $p = 0.016$, $p = 0.004$) affecting content delivery. The study findings recommended a policy on the need for customised training programmes that consider these complex interactions to enhance instructional effectiveness. Generally, the study contributes to understanding how demographics influence educational practices, offering valuable insights for improving teacher preparation and professional development.

Sarkar, T. (2025). **Dhyaan se: care-ful translations and traveling with theories.** *International Journal of Qualitative Studies in Education*, 38(4), 546-558. <https://doi.org/10.1080/09518398.2024.2416698>

This paper examines translation in qualitative research as an ethic of care. I conceptualize care-ful translation in conversation with teachers in India who enact care as a complex entanglement of establishing normativity, carrying out responsibility, and being responsive. I focus my examination on dhyaan, a Hindi term used by teachers when describing their practices of care and inclusive education. I demonstrate how efforts at translations are also an act of care, require care, and call on us to be care-ful. I engage with Tronto's ethics of care to consider care-ful translations, to handle with care, stories across the borderlands of traveling with theories. As a researcher located in the United States and conducting research in India, I examine tensions around identity and knowledge in translating between the global North and the South. I describe translation through a variety of ways: language, knowledge, policy, theory; examining how these processes are entangled.

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. L'ouvrage comporte deux parties : La “recherche avec”, sous le signe de la diversité et Petit lexique de la “recherche avec”. La première partie est organisée en 6 chapitres qui rendent compte de démarches participatives et de résultats de recherche dans le champ de l'éducation et des sociétés inclusives. Pour la seconde, il s'agit d'un lexique de 25 occurrences, écrites à plusieurs mains, sur les enjeux de la “recherche avec”. Lectrice, lecteur, que vous soyez professionnel de la recherche, de l'éducation, doctorant ou masterant, nous vous proposons d'aborder cet ouvrage comme vous le souhaitez, en privilégiant une lecture linéaire des chapitres puis des occurrences, ou bien en préférant l'art du détour. Nous espérons que le principe d'accessibilité qui a guidé notre projet d'édition permettra de nourrir vos propres grilles de lecture sur les questions complexes d'éducation inclusive et participera ainsi à une réflexion renouvelée sur l'articulation sciences et sociétés.

Schürmann, V., Bodemer, D., & Marquardt, N. (2025). **Applying debriefings in the context of higher education: How joint reflection fosters students' collaborative problem solving.** *Social Psychology of Education*, 28(1), 62. <https://doi.org/10.1007/s11218-024-09991-3>

During collaborative problem solving, higher education students experience various challenges like communication and coordination issues. Moreover, they often report feeling unprepared to work in collaborative environments. Hence, despite the benefits of learning and working together, some groups fail to function, resulting in poor performance, low learning gains and dissatisfaction among group members. The current study investigates the potential of group reflexivity interventions (i.e., debriefings) as a means to foster students' collaboration, performance and learning gain. Using a pretest–posttest design, 38 higher education students worked together in 14 teams to solve a collaborative problem-solving task in a hackathon-like setting. At the midpoint of the teams' collaboration, they conducted either a debriefing (experimental condition) or a filler task (control condition). Quantitative (e.g., questionnaires) and qualitative data (e.g., video recordings) were collected and evaluated. Statistical analyses revealed beneficial effects for collaboration, but not for performance and learning gain.

Observing the teams during the debriefings provided further insights into students' joint reflection processes. The findings emphasize the potential of self-led debriefings in fostering students' collaboration. Our study helps in understanding the linkage between debriefing and collaboration more precisely. Implications for research and practice are discussed.

Segura Castillo, Y. F. (2025). **Reflexivity as a pedagogical act: unveiling the self in the shadows of complicity and coloniality in teaching and academia.** *Pedagogy, Culture & Society*, 33(2), 675-687. <https://doi.org/10.1080/14681366.2023.2283176>

This article is a deep dive into the realms of self-exploration and self-reflection, emanating from the perspective of a Black Latin American male doctoral student based in the global north. Building upon the works of Sofia Villenas and Nina Asher, it reevaluates the author's academic journey and teaching practice, highlighting his dichotomous experiences in the system of global domination. The study investigates the arguably, contradictory colonising practices that the author has inadvertently engaged in, presenting them through the lens of his unique ethnic-racial background. By exploring Fanon and Grande's theoretical contributions, the paper contributes to the understanding of complicity in perpetuating systems of domination. Crucially, it emphasises self-recognition and self-reflection as vital pedagogical tools for educators and researchers, offering avenues for deconstructing prevailing power dynamics. This article is an honest, self-reflexive and critical effort that places the author's experiences and situatedness in conversation with decolonial work and literature.

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.

Şeren, N., Çetinkaya, F. Ç., & Yıldırım, K. (2025). **Promoting Gender Equality in Preservice Teachers Through Creative Drama Activities Integrated With Children's Picture Books: A Mixed-Methods Research.** *European Journal of Education*, 60(1), e70039. <https://doi.org/10.1111/ejed.70039>

The current research investigated the effect of creative drama activities combined with children's picture books on preservice teachers' attitudes towards gender equality. The study employed an explanatory sequential mixed methods research design. While the quantitative stage used a quasiexperimental pretest–posttest control group research design, the qualitative stage involved a focus group interview. The quantitative data were analysed using analysis of covariance (ANCOVA) and the participants' pretest scores were assigned as the covariate variable. The qualitative data were analysed using

content analysis. The quantitative data showed that the treatment group had significantly higher estimated marginal mean posttest gender role attitudes (GRAS) scores compared to the control group. The qualitative data indicated that the intervention made the participants more active and helped them identify and resolve problems associated with traditional gender role stereotypes. The intervention allowed the participants to develop positive attitudes towards eliminating inequalities caused by gender role stereotypes.

Sguela, V. E. (2023). **The neurolinguistic approach (NLA) to second or foreign language acquisition: An attempt to adapt this method to DELF exam preparation.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 315-324. <https://doi.org/10.26443/mje/rsem.v58i3.10236>

The neurolinguistic approach (NLA), a teaching method for French in particular, and for second or foreign language acquisition in general, transforms the conception of language learning processes and, therefore, teaching strategies. This note from the field provides an appraisal of the implementation of this method within a group of learners who, at the time, were demonstrating signs of lower self-confidence and engagement in their studies. It also provides an account of the author's attempt to adapt the strategies of the NLA to the exam context and requirements of the Diplôme d'études en langue française (DELF), which corresponds to the first four levels of the Common European Framework of Reference for Languages.

Shahzad, M. F., Xu, S., An, X., Zahid, H., & Asif, M. (2025). **Learning and Teaching in the Era of Generative Artificial Intelligence Technologies: An In-Depth Exploration Using Multi-Analytical SEM-ANN Approach.** *European Journal of Education*, 60(1), e70050. <https://doi.org/10.1111/ejed.70050>

The arrival of generative artificial intelligence (GAI) technologies marks a significant transformation in the educational landscape, with implications for teaching and learning performance. These technologies can generate content, simulate interactions, and adapt to learners' needs, offering opportunities for interactive learning experiences. In China's education sector, incorporating GAI technologies can address educational challenges, enhance teaching practices, and improve performance. This study scrutinises the impact of GAI technologies on learning performance in the education sector, focusing on the mediating roles of e-learning competence (EC), desire for learning (DL), and beliefs about the future (BF), as well as the moderating role of facilitating conditions amongst Chinese educators. Data was collected from 411 teachers across various educational institutions in China using purposive sampling. PLS-SEM and ANN were employed to assess the suggested structural model. The study results indicate that GAI technologies significantly influence learning performance by mediating EC, DL, and BF roles. Furthermore, facilitating conditions positively moderate the association amongst GAI technologies and EC, DL, and BF. This study underscores the critical role of self-determination theory in shaping the effective incorporation of GAI technologies in education, offering valuable insights to improve teaching and learning outcomes in the Chinese education sector.

Shan, N., & Xu, P.-F. (2025). **Bayesian Adaptive Lasso for the Detection of Differential Item Functioning in Graded Response Models.** *Journal of Educational and Behavioral Statistics*, 50(2), 187-213. <https://doi.org/10.3102/10769986241233777>

The detection of differential item functioning (DIF) is important in psychological and behavioral sciences. Standard DIF detection methods perform an item-by-item test iteratively, often assuming that all items except the one under investigation are DIF-free. This article proposes a Bayesian adaptive Lasso method to detect DIF in graded response models (GRMs), where the DIF effects for all items can be identified simultaneously. The multiple-group GRMs are specified, and the possible DIF effects for each item are reparameterized using the increment components. Then, a Bayesian adaptive Lasso procedure is developed for parameter estimation, in which DIF effects can be automatically obtained. Our method is evaluated and compared with the commonly used likelihood ratio test method in a simulation study. The results show that our method can recover most model parameters well and has better control of false positive rates in almost all conditions. An application is presented using data from the National Longitudinal Study of Adolescent to Adult Health (Add Health).

Sharmin, N., & Chow, A. (2023). **Teaching Philosophy Statement: It is time to think outside the box.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 58(3), 325-332. <https://doi.org/10.26443/mje/rsem.v58i3.10283>

The teaching philosophy statement in Canadian academia is integral to applying for faculty positions, promotions, awards, and grants. However, the notion of philosophy is quite unfamiliar to many science students and educators, which is one main audience for this Note from the Field. Moreover, teaching is no longer limited to a traditional didactic model. During the COVID-19 pandemic, many new technology-infused, online, and hybrid teaching models became popular. Years-old philosophies no longer fit with many of the latest innovative teaching approaches. We suggest considering some creative but equally effective alternatives for formal teaching philosophy statements. A reflective essay or short video introduction are two such possibilities which can be equally effective in evaluating one's teaching practices and goals.

Sierra-Martínez, S. (2025). **What have we learned about participation? Reflections from practice.** *International Journal of Qualitative Studies in Education*, 38(3), 407-423. <https://doi.org/10.1080/09518398.2025.2454276>

The aim of this study is to analyse the process of gestation, development and scope of student participation as a movement for change and transformation in two participatory action research projects. Based on a common thematic axis, educational transitions, the construction process and the methodological development of participation are explored in a transversal manner in both cases. The first study, developed with the local community, achieves the involvement of 9 educational centres and various social entities from the surrounding area. The second case involves the school community of an Infant and Primary School, made up of students, families and teachers. In order to analyse the processes developed the comparative method assisted by the Maxqda22 software is used. The results outline 4 principles of action as pillars to promote participatory processes in the school community (both inter and intra-school) spaces/times for participation; recognition; respectful relationships; and training in participation.

Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Goodrich, J., ... Anders, J. (2025). **Effective Teacher Professional Development: New Theory and a Meta-Analytic Test.** *Review of Educational Research*, 95(2), 213-254. <https://doi.org/10.3102/00346543231217480>

Multiple meta-analyses have now documented small positive effects of teacher professional development (PD) on pupil test scores. However, the field lacks any validated explanatory account of what differentiates more from less effective in-service training. As a result, researchers have little in the way of advice for those tasked with designing or commissioning better PD. We set out to remedy this by developing a new theory of effective PD based on combinations of causally active components targeted at developing teachers' insights, motivating change, developing teaching techniques, and then embedding these changes in teachers' practice. We test two important implications of the theory using data identified through a systematic review and meta-analysis of 104 randomized controlled trials, finding qualified empirical support for the theory. The main contribution of the article is to provide a testable theory of what makes PD more effective, which can be used to guide future empirical research on this topic.

Soe, H. Y., Zhang, D., Fu, D., & Cui, Y. (2025). **How an autonomy-supportive learning environment influences students' achievements in science and mathematics.** *Social Psychology of Education*, 28(1), 53. <https://doi.org/10.1007/s11218-024-09970-8>

In Eastern cultures, teaching is challenging due to students' increasing needs for autonomy and refusal to be controlled in traditional ways. Understanding the relationship between autonomy-supportive practices and students' learning outcome is essential for assisting teachers to create supportive learning environment to satisfy the needs for autonomy and intrinsic motivation. Using self-determination theory, we investigated how an autonomy-supportive environment related to students' need of autonomy, motivation, and achievement in science and mathematics. We considered the association between the autonomy support from school, teacher, and family and the students' achievement in both science and mathematics. A sample of 810 8th grade students, 15 science teachers and 15 mathematics teachers from 15 schools in Myanmar were included. Multilevel structure equation modelling was used to examine the relationships among variables from both individual and school level. Overall findings indicated that students' perceived teacher and parent autonomy support were significantly associated with the students' engagement, anxiety, and academic achievement in both science and mathematics. Teachers' perceived autonomy from school significantly related to students' perceived autonomy support from their teachers. In addition, teachers' perceived autonomy from school indirectly related to students' achievement in science and directly related to students' achievement in mathematics. The finding also showed no synergistic effect between teacher autonomy support and parent autonomy support on students' outcome variables.

Spilles, M., Nicolay, P., Hank, C., Plutz, R., & Huber, C. (2025). **Negative teacher feedback toward students decreases the probability of empathic classmates making a sociometric choice.** *Social Psychology of Education*, 28(1), 19. <https://doi.org/10.1007/s11218-024-09977-1>

Numerous studies in recent decades have shown that teacher feedback significantly influences the sociometric choices of students by their classmates. Most of these studies refer to social referencing theory, which suggests that the teacher's emotional communication expressing sympathy or antipathy toward the feedback-receiving student influences the perceptions of the feedback-observing classmates. Therefore, the classmates' emotional competencies could moderate the relationship between teacher feedback and sociometric choices. This study investigates the correlation between teacher feedback, affective empathy, and sociometric choices, taking specific student

dyads into account. The research questions are: (1) Is a classmate's perception of teacher feedback related to their sociometric choice of the feedback-receiving student? (2) Is a classmate's affective empathy related to their sociometric choices? (3) Does a classmate's affective empathy moderate the relationship between their perception of teacher feedback and their sociometric choice of the feedback-receiving student? 826 primary school students from 41 classes (49% female, Mage = 9.15) participated in a cross-sectional study. Multilevel models indicate that a classmate's perception of positive and negative teacher feedback toward a feedback-receiving student and a classmate's affective empathy are both predictors of their sociometric choices. Furthermore, a classmate's affective empathy moderates the relationship between negative teacher feedback and their sociometric choices, but not between positive teacher feedback and their sociometric choices. The results suggest that empathic classmates generally seem to make more sociometric choices. However, if a student receives a lot of negative feedback, they are also less likely to get a sociometric choice by an empathic classmate.

Stevenson, B. J., Reed, C., Falcón, A., Hunt, T., Kathawalla, U.-K., Mueller, L., ... Blustein, D. (2025). **Purposeful Pathways: An Integrative Career Development Intervention for Vocational, Mental Health, and Substance Use Recovery.** *Journal of Career Development*, 52(2), 214-235. <https://doi.org/10.1177/08948453241313192>

Veterans who are unemployed and living with mental health or substance use conditions are in need of integrative interventions that support their career development, mental wellness, and sobriety. However, career development interventions are often developed and implemented separate from mental health services. This paper introduces a novel intervention that supports career development of veterans with mental health and substance use concerns: Purposeful Pathways. This paper presents the results from three phases of intervention development: (1) retreats with clinical and vocational psychology experts (n = 13) to develop the theoretical mechanisms of Purposeful Pathways, (2) focus groups with Veterans Health Affairs vocational counselors (n = 6) who provide employment services to veterans with mental health conditions, and (3) an open trial in which veterans with mental health conditions (n = 10) received Purposeful Pathways and provided feedback. Descriptions of the iterative processes of developing the Purposeful Pathways intervention are presented as a model for developing vocational interventions.

Student, S. R., Briggs, D. C., & Davis, L. (2025). **Growth across Grades and Common Item Grade Alignment in Vertical Scaling Using the Rasch Model.** *Educational Measurement: Issues and Practice*, 44(1), 84-95. <https://doi.org/10.1111/emip.12639>

Vertical scales are frequently developed using common item nonequivalent group linking. In this design, one can use upper-grade, lower-grade, or mixed-grade common items to estimate the linking constants that underlie the absolute measurement of growth. Using the Rasch model and a dataset from Curriculum Associates' i-Ready Diagnostic in math in grades 3–7, we demonstrate how grade-to-grade mean differences in mathematics proficiency appear much larger when upper-grade linking items are used instead of lower-grade items, with linkings based on a mixture of items falling in between. We then consider salient properties of the three calibrated scales including invariance of the different sets of common items to student grade and item difficulty reversals. These exploratory analyses suggest that upper-grade common items in vertical scaling are more subject to threats to score comparability across grades, even though these items also tend to imply the most growth.

Suen, H.-Y., & Hung, K.-E. (2025). **Enhancing learner affective engagement: The impact of instructor emotional expressions and vocal charisma in asynchronous video-based online learning.** *Education and Information Technologies*, 30(3), 4033-4060. <https://doi.org/10.1007/s10639-024-12956-w>

In the rapidly evolving landscape of higher education and adult learning, asynchronous video-based online learning has not only become the new norm but has also emerged as the cornerstone of instructional delivery for Massive Open Online Courses (MOOCs). Despite its widespread adoption, this learning mode confronts a critical challenge: the inherent lack of social presence, posing a significant risk of diminishing learner affective engagement and, consequently, jeopardizing the efficacy of learning outcomes. Addressing this pressing issue, our study conducted a comprehensive analysis of 240 instructional videos from 240 distinct instructors on a MOOC platform, supplemented by 845 post-course learner feedback surveys from a diverse cohort of college students and adult learners. Using deep learning and statistical analysis, the research revealed that the on-screen presence of instructors does not inherently affect students' affective engagement. The study revealed that learners' affective engagement is affected by distinct combinations of the instructor's facial and paraverbal expressions, including happiness, surprise, and anger, which vary depending on whether the instructor is visible. The discovery that vocal attractiveness is a pivotal element in enhancing learners' affective engagement with instructional videos marks a paradigm shift in our understanding of digital andragogy and heutagogy. This study propels academic discourse by illuminating the critical role of instructor non-verbal cues in establishing social presence and facilitating emotional contagion within asynchronous video-based online learning but also provides educators and content creators with empirically-backed techniques to revolutionize video instruction and amplify affective engagement.

Tabourin, F. (2024). **Enseigner-apprendre dans un monde post-Covid : défis humains dans un environnement complexe et en voie d'hybridation numérique.** *Séminaire de LHUMAIN 2023-2024*. Présenté à Montpellier (Virtual Conference), France. Consulté à l'adresse <https://hal.science/hal-04949896>

The Covid-19 pandemic has had a significant impact on the education sector. Beyond this, the complex and digitally hybridising environment in which we work is a source of human challenges. Based on interviews with FLE teachers (or FFL, French as Foreign Language) working in universities in China during this health crisis, this presentation aims to share their feedback and discuss the implications of this period on their current teaching practices. This work is part of research for a thesis on the impact of the Covid-19 pandemic on language training systems and their stakeholders, and more generally on the integration of digital tools into teaching practices and on distance and hybrid teaching-learning methods.

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.

Testa, S., Miceli, R., & Miceli, R. (2025). **Linking Unlinkable Tests: A Step Forward.** *Educational Measurement: Issues and Practice*, 44(1), 66-72. <https://doi.org/10.1111/emip.12638>

Random Equating (RE) and Heuristic Approach (HA) are two linking procedures that may be used to compare the scores of individuals in two tests that measure the same latent trait, in conditions where there are no common items or individuals. In this study, RE—that may only be used when the individuals taking the two tests come from the same population—was used as a benchmark for evaluating HA, which, in contrast, does not require any distributional assumptions. The comparison was based on both simulated and empirical data. Simulations showed that HA was good at reproducing the link shift connecting the difficulty parameters of the two sets of items, performing similarly to RE under the condition of slight violation of the distributional assumption. Empirical results showed satisfactory correspondence between the estimates of item and person parameters obtained via the two procedures.

Thibeault, J., & Forget, M.-H. (2023). **Perspectives d'un tandem d'enseignantes intégrant l'écriture de genres textuels en français et en anglais au primaire québécois: McGill Journal of Education / Revue des sciences de l'éducation de McGill**, 58(3), 179-204. <https://doi.org/10.26443/mje/rsem.v58i3.10100>

This article presents the results of an exploratory study conducted in an intensive English program in Québec. A French classroom teacher and an English as a second language teacher simultaneously cotaught two units on writing genres (recommendations and opinion letters) to grade-6 students. Using data from a series of individual semi-structured interviews conducted after each unit, we focus on the teachers' points of view regarding the parameters of each integrated unit, the students' experiences throughout the linguistic integration as well as the coteaching of languages in an integrated way.

Thornton, M. (2025). **“The Kids can Handle it”: A Culturally Responsive Case Study of Four Detracking School Leadership Teams.** *Educational Administration Quarterly*, 61(1), 71-103. <https://doi.org/10.1177/0013161X241289111>

Purpose: This comparative case study focused on high schools in California, New York, Pennsylvania, and Virginia using the lens of Culturally Responsive School Leadership to investigate the actions of school leaders in implementing detracking and asks How do school leaders' actions regarding detracking fit into the larger framework of Culturally Responsive School Leadership? Research Methods: This study uses a qualitative comparative case study method involving interviews with leadership team members at detracking high schools. Findings: Leaders in all the schools explicitly demonstrated creating inclusive spaces, embracing community assets, and enacting culturally responsive instructional leaders. Leaders at three of the schools explicitly celebrated students' identities. Leaders at two of the schools suggested they engage in critical self-reflecting aimed at combating biases against minoritized students but did not explicitly mention this self-reflection. Implications for Researchers and Practitioners: Though emergent in nature, these findings add to our collective knowledge about practices in detracking schools that may be beneficial elsewhere and being to fill in gaps in our knowledge about specific detracking conditions over which school leaders have control. These findings also demonstrate a need for researchers, professors of leadership education, and policy makers to support school leaders in becoming culturally responsive and sustaining the practices at the heart of CRSL. Applying this framework allows for a rigorous discussion of leaders' specific actions along with avenues of detailed consideration for researchers, educators of future school leaders, and policy makers in a coherent manner to create and sustain schools that can serve all children well.

Tricot, A. (2024). **L'innovation pédagogique** (2e éd.). Consulté à l'adresse https://www.editions-retz.com/enrichir-sa-pedagogie/mes-connaissances-educatives/l-innovation-pedagogique-9782725645063.html?srsId=AfmBOoqS_6bCWsU066iG8b8dHDs5EhweFXfNqPLnfLsR2jXd8KQDBspl

Tsang, K. K., Zhang, Y., Li, G., & Song, H. (2025). **Moving the Debate Forward: A Cross-Sectional Study Examining Marxist and Interactionist 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.

Tulagan, N. B., Soto-Lara, S., Puente, K., Carranza, P. R., Pantano, A., & Simpkins, S. D. (2025). **"If I can't help, I find someone who can": Lower-SES Latine parents' adaptive responses to math support challenges.** *Social Psychology of Education, 28*(1), 30. <https://doi.org/10.1007/s11218-024-09986-0>

Latine parents from lower socioeconomic backgrounds in the United States (US) often face challenges when supporting their adolescents' education in subjects like math. Guided by strengths-based, culturally grounded frameworks, this study explored the challenges Latine parents faced when supporting adolescents' math learning and how they leveraged their community cultural wealth via specific strategies to address challenges. We conducted semi-structured qualitative interviews with 20 Latine-descent parents (19 mothers, one father; 12 with less than a high school education, five with a high school education, three with some college education) of adolescents (eight girls, 12 boys; eight 6th graders, seven 7th graders, and five 8th graders) attending four middle schools in southern California. Systematic coding and theming of the interview data were used to help identify challenges parents experienced at the individual level (e.g., gaps in content/curriculum knowledge, problems with technology, linguistic differences) and at the contextual level (e.g., conflicting obligations, nonideal circumstances). Parents used their community cultural wealth by employing five strategies: (a) working closely with adolescents, (b) seeking help from their social networks, (c) providing learning spaces and organized activities to help, (d) using digital tools, and (e) hoping to build their knowledge and skills in the future. Finally, analyses revealed emergent linkages between specific math support challenges and adaptive strategies. The findings underscore the utility of leveraging parents' cultural funds of knowledge and community cultural wealth to understand not just the math-specific needs of Latine families but also how families already actively address challenges to math support.

Valade, T. (2023). **Postfeminism at play: Pretend play with Disney princess transmedia in the early childhood education classroom.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill, 58*(3), 57-80. <https://doi.org/10.26443/mje/rsem.v58i3.10092>

This article examines how young children take up gender and sexuality discourses embedded in Disney Princess transmedia narratives and merchandise. A feminist ethnographic study conducted in two Canadian early childhood education and care (ECEC) classrooms found that young children often take up stereotypically gendered, heteronormative roles from princess transmedia during pretend play. The author contends that princess play includes problematic postfeminist themes, yet also offers agentic, pleasurable roles for children to embody. Disney's hyperfeminine princess aesthetic is sometimes utilized by girls to subvert inequitable gender hierarchies and claim powerful positions within play scenarios. However, femmephobia can result in reinforcement of hegemonic gender discourses via gender policing. Implications for gender equity in ECEC environments are discussed.

Vangrunderbeeck, P. (2024). **Intégrer l'IA générative dans les stratégies pédagogiques.** Consulté à l'adresse https://oer.uclouvain.be/jspui/bitstream/20.500.12279/1089/1/CahierLLL_IAG_02.pdf

Ce document vise à accompagner les enseignants de l'enseignement supérieur dans l'appropriation de l'IA générative (IAG) et l'analyse de son impact sur leurs pratiques pédagogiques. Il invite à une approche critique et réfléchie de cette technologie, en mettant en lumière ses opportunités ainsi que ses défis. Après une introduction aux

concepts d'intelligence artificielle et d'IA générative, il explore les enjeux liés à l'évaluation et propose des pistes pour adapter les pratiques existantes. Enfin, il souligne l'importance d'un usage responsable de l'IAG dans l'apprentissage et propose un cadre structuré d'interaction avec l'IA en plusieurs étapes.

Variacion, F. D., Castulo, N. J., & Marasigan, A. C. (2025). **Promoting Environmental Justice: A Case Study of E-Waste Management Practices in Selected Public Schools in the Philippines.** *European Journal of Education*, 60(1), e70042. <https://doi.org/10.1111/ejed.70042>

Proper waste management, aimed at making cities inclusive, safe, resilient, and sustainable, has been one of the goals of the 2030 Agenda for Sustainable Development. This, in turn, contributes to quality education and environmental justice. Thus, this study examined e-waste management practices in selected public secondary schools in the Philippines. A qualitative descriptive case study was conducted to explore e-waste management practices. Purposive sampling was used to interview nine key informants from teaching and non-teaching personnel in three selected public secondary schools in Sorsogon Province, Philippines. The findings revealed that school-based waste was mainly collected without proper sorting, observing the 3Rs (reduce, reuse, recycle), or establishing composting areas. The challenges in e-waste management practices were revealed to be a limited understanding of government e-waste policies and laws, weak program implementation and insufficient e-waste and recovery facilities. Although opportunities include promoting proper sorting, monitoring practices and sustaining the 3Rs, based on the results of the study, to achieve environmental justice and translate it into praxis (i.e., action and reflection), the study recommends enhanced training and EducAction, policy to praxis, and improved infrastructure, facilities and resources.

Vinatea-Elorrieta, A., Haya-Salmón, I., & Rojas-Pernia, S. (2025). **The voices of learners with intellectual disabilities: putting their experiences on the agendas of educational professionals.** *International Journal of Qualitative Studies in Education*, 38(3), 424-442. <https://doi.org/10.1080/09518398.2025.2454289>

Compulsory education is a reality for students in Spain, but the percentage of students referred to special education has increased in recent years, especially in secondary education. As part of an inclusive research, the aim of this article is to present the main barriers to learning and participation in secondary education reported by 30 young people with intellectual disabilities. In a first phase, the young people narrated their educational trajectories. In the second phase, the results were analysed jointly by the research team and an advisory group of young people with intellectual disabilities. The findings were discussed with educational professionals. The findings reveal some educational responses that continue to be based on segregation and special education, particularly at secondary level. The meeting with the school counselors promoted reflection on some educational practices. It also allowed the advisory group to see the scope of their approaches and how these can generate changes in others.

Vogt, B., & Wahlström, N. (2025). **A Reconceptualization of Schooling and Teaching: A Renewed Interest in Bildung-Oriented Didaktik and Transactional Realism.** *Educational Theory*, 75(1), 129-152. <https://doi.org/10.1111/edth.12687>

This study aims to contribute to the ongoing scholarly conversation about education through the lenses of the German philosophy of Bildung and the American philosophy of pragmatism. More concretely, in this article, the two philosophies are represented by the

traditions of critical-constructive Didaktik, based on Wolfgang Klafki's work, and transactional realism, based on John Dewey's. Against the background of the widespread outcomes-based modes of education today, the authors seek to shed light on the necessary reconceptualization of schooling and teaching and to explore the possibilities for constructive routes forward for curriculum theorizing. They outline the aspects of knowledge and the learning concepts that the two philosophies share and those about which they differ. The authors also analyze the consequences that these similarities and differences have for the educational approaches of critical-constructive Didaktik and transactional realism. Finally, the authors present an empirical example from a Swedish year-eight classroom, drawing conclusions based on their findings and considering corresponding implications about the two traditions' potential to contribute to an understanding of teaching as a pedagogical responsibility.

Walker, V. L., Carpenter, M. E., Kurth, J. A., Zagona, A., & Loman, S. (2025). **Special Education Teacher Preparation in PBIS for Students With Extensive Support Needs.** *Psychology in the Schools*, 62(4), 1048-1060. <https://doi.org/10.1002/pits.23371>

School-wide positive behavioral interventions and supports (PBIS) is a multi-tiered system of supports that promotes a safe and equitable school environment by supporting the social, emotional, and behavioral needs of all students, including those with extensive support needs (ESN). Research suggests not all students with ESN access and meaningfully participate in all aspects of PBIS, in part due to teachers' misconceptions and negative beliefs concerning the involvement of students with ESN in PBIS. In response to calls for research focused on teacher preparation in this area, we conducted an exploratory survey study of 34 course instructors in undergraduate and graduate teacher preparation programs that prepare special education teachers of students with ESN with a specific focus on universal, Tier 1 PBIS. Instructors at the undergraduate and graduate levels reported addressing a wide range of content focused largely on knowledge acquisition, with fewer reports of course activities involving skill development and practice-based applications. Overall, instructors viewed the inclusion of content focused on PBIS for students with ESN as important. We present detailed findings, implications for special education teacher preparation programs, and directions for future research extending this line of inquiry.

Wang, F., & Cheung, A. C. K. (2025). **Robots' Social Behaviors for Language Learning: A Systematic Review and Meta-Analysis.** *Review of Educational Research*, 95(2), 175-212. <https://doi.org/10.3102/00346543231216437>

Although robots' social behaviors are known for their capacity to facilitate learner-robot interaction for language learning, their application and effect have not been adequately explored. This study reviewed 59 empirical articles to examine the contexts and application of various social behaviors of robots for language learning, and conducted a meta-analysis of 18 study samples to evaluate the effect of robots' social supportive behaviors on language learning achievement. Results indicate that robots' social behaviors have mostly been applied in the studies with K-12 students, for learning vocabulary in English, including small sample sizes of below 80 participants, and lasting for one session. Second, various verbal and non-verbal behaviors of robots have been identified and applied, showing mixed results on language learning achievement. Third, robots' social supportive behaviors have produced a positive effect on language learning achievement compared to neutral behaviors ($g = 0.269$). Finally, detailed suggestions for future research are discussed.

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.

Warren, A. (2025). **A posthumanist critical multilogue: storytelling as bicultural teaching and learning in early childhood education in Aotearoa New Zealand.** *International Journal of Qualitative Studies in Education*, 38(4), 571-587. <https://doi.org/10.1080/09518398.2024.2416700>

A posthumanist critical multilogue may be understood as a many-voiced conversation where the concept of voice encompasses multiple ways of expressing in networks of enmeshed relations among humans and non-humans. A multilogue is critical when power relations are mapped, and posthumanist when contributions to multilogue conversations emerge from relations among human and non-human agencies. During research into how bicultural teaching and learning is lived in one early childhood education setting, teachers shared accounts of children engaging playfully with the Māori pūrākau/story of Hatupatu and Kurangaituku (Birdwoman). A posthumanist critical multilogue explores what might be produced in critical, curious, and creative entanglements of Māori and posthumanist concepts and theories, policies and practices of bicultural teaching and learning, and human and non-human bodies. Through transversal processes wandering from children to teachers, to communities, landscapes, and histories, creative possibilities are glimpsed.

Webb, D. (2025). **Rethinking Schools: Transformative Hope and Utopian Possibility.** *Educational Theory*, 75(1), 27-50. <https://doi.org/10.1111/edth.12677>

This article explores the work of Rethinking Schools (RS). RS is at one and the same time a grassroots movement of teacher-activists, a quarterly journal, and a publishing house. For almost four decades the movement has sought to enact Freirean-inspired curricular/pedagogical initiatives within US public schooling. What makes the work of RS significant is the way it connects critical pedagogy to specific examples of concrete practice. It thus provides an invaluable corrective to the abstruseness and high levels of theoretical abstraction one finds in critical pedagogy as an academic field. Of particular

interest is the explicitly utopian dimension to the work of the movement. Underpinning all the curriculum materials, resources, lesson plans, reading lists, and pedagogical strategies is a desire to provide children and young people with an opportunity to flex their utopian imaginations. Drawing on Freirean theory to reflect on the practice of the movement, Webb highlights the ways in which RS finds utopian possibility blooming in that most unpromising of grounds — public schooling. While the context for utopian praxis feels unpropitious to say the least, *Rethinking Schools* offers a corrective to doom-laden assessments of the scope for radical pedagogical initiatives within public schooling, not only in the US but more widely.

Woodcock, S., & Anderson, J. (2025). **Conceptions to classrooms: The influence of teacher knowledge on inclusive classroom practice.** *International Journal of Educational Research Open*, 8, 100412. <https://doi.org/10.1016/j.ijedro.2024.100412>

The broad and subjective nature of inclusive education has led to varied interpretations, posing a significant challenge for its advocates, as there is no universally agreed-upon method for its implementation. Additionally, ongoing concerns persist regarding the « inclusion for all » approach, with arguments suggesting it cannot adequately meet the educational needs of every student due to limitations in time, resources, and support. Teachers play a pivotal role in inclusive education. Their actions influence classroom culture, and the decisions they make about how lessons are taught and assessed, directly impact on student engagement and success in learning. This study examined 140 primary teachers' perceptions of inclusion and inclusive education practices across New South Wales, Australia. Semi-structured interviews were carried out and thematic analysis was used to investigate and probe the qualitative data. Findings reveal that while teachers who perceive inclusive education as a categorical and ambivalent paradigm enact teaching practices supported by research, they may not necessarily demonstrate inclusion in all practices. Inclusion can often be conceptually confusing, making the need for consistency across all stakeholders (e.g., policymakers, school leaders) imperative if teachers are going to meet the educational and social needs of diverse cohorts of students.

Woodroffe, T., Yuhun, P., Ford, L., & Worthington, S. (2025). **Effectiveness of a locally developed cultural responsiveness tool for Australian teachers.** *International Journal of Educational Research Open*, 8, 100404. <https://doi.org/10.1016/j.ijedro.2024.100404>

Australian Indigenous students are underperforming academically. Northern Territory students show the most significant underperformance. Few studies investigate resources for preparedness of teachers to cater to Indigenous students. This study aimed to test a teacher tool created to support teacher professional development. The study participants comprised of teachers, department staff, registration board representatives, and education lecturers. Most respondents believed the tool had potential to improve cultural competence and suggested other improvements. The low response rate from teachers could be considered a limitation of the study but findings contribute to literature on teacher efficacy and Australian teacher development in reducing Indigenous disadvantage.

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.

Wu, X., Chen, X., Wang, X., & Wang, H. (2025). **Effect of students' deep learning in virtual venue environment: a meta-analysis based on 45 experiments and quasi-experiments at home and abroad.** *Education and Information Technologies*, 30(3), 4013-4031. <https://doi.org/10.1007/s10639-024-12985-5>

With the application of virtual venues in the field of education, numerous educational empirical studies have examined the impact of deep learning in the learning environment of virtual venues, but the conclusions are not always in agreement. The present study adopted the meta-analysis method and RStudio software to test the overall effect of 45 domestic and foreign experimental and quasi-experimental studies, and eight moderating variables (experiment period, knowledge type, virtual venue type, and feedback strategy) were analyzed. The research results indicated that moderating variables had different degrees of influence on the deep learning effect of students in the learning environment of virtual venues. There were no intra-group differences in the type of virtual venue and the experiment period, while there were intra-group differences in other moderating variables. According to the results of meta-analysis, suggestions were put forward from four aspects (course design of virtual venues, selection and application of feedback strategies, knowledge type design of virtual venues, and empirical research suggestions) to serve as references for strengthening the deep learning impact of students and the scientific design of course content of virtual venues.

Xu, Yangmeng, & Wind, S. A. (2025). **Examining the Psychometric Impact of Targeted and Random Double-Scoring in Mixed-Format Assessments.** *Educational Measurement: Issues and Practice*, 44(1), 18-30. <https://doi.org/10.1111/emip.12636>

Double-scoring constructed-response items is a common but costly practice in mixed-format assessments. This study explored the impacts of Targeted Double-Scoring (TDS) and random double-scoring procedures on the quality of psychometric outcomes, including student achievement estimates, person fit, and student classifications under various conditions that reflect operational performance assessments. Using a simulation study, our results suggest no notable advantages for TDS over the random double-scoring approach across various psychometric outcomes, regardless of conditions related to student misfit, rater misfit, and rater severity. This study holds significant implications for mixed-format assessments, offering insights into a comprehensive evaluation of double-

scoring methods. We recommend that researchers consider these findings when considering among double-scoring procedures.

Xu, Yuwei, Brooks, C., Gao, J., & Kitto, E. (2025). **The manifestations of universality and cultural specificity in national curriculum policy frameworks: negotiations for culturally reflective practice in early childhood education.** *Pedagogy, Culture & Society*, 33(2), 655-674. <https://doi.org/10.1080/14681366.2023.2267594>

This paper presents findings from a review of 19 national curriculum policy frameworks (NCPFs) across the globe and discusses dominant and culturally specific discourses that shape early childhood education (ECE). We combine two frameworks of developmental universality and specificity and culturally contextualised pedagogy to explore whether and how NCPFs are venues where culturally reflective practice is negotiated. Culturally reflective practice embraces minimum, globally universal standards of children's rights and evidence-based practice, meanwhile critically reflects on the dominance of global and local discourses that impede a glocalised interpretation of quality in ECE. The paper argues that culturally reflective policy and practice is an alternative framework to cultural appropriateness/relevance in ECE.

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.

Yan, Z., Lin, W., & Wang, Z. (2025). **Kindergarten Principals' Ethical Leadership and Teachers' Work Engagement: The Chain-Mediating Role of Perceived Organizational Support and Voice Behavior.** *European Journal of Education*, 60(1), e70011. <https://doi.org/10.1111/ejed.70011>

Kindergarten principals' ethical leadership, preschool teachers' perceived organizational support, voice behavior, and work engagement are important components that promote high-quality development in kindergartens. In order to understand the relationship between the four variables, this study conducted an online survey of 819 preschool teachers. The results indicated that (1) ethical leadership was positively correlated with teachers' work engagement; (2) teachers' perceived

organizational support and voice behavior play a simple mediating role between ethical leadership and work engagement; and (3) teachers' perceived organizational support and voice behavior also play a chain-mediating role between ethical leadership and work engagement.

Yeh, C., Reinholz, D. L., Lee, H. H., & Moschetti, M. (2025). **Beyond Verbal: A Methodological Approach to Highlighting Students' Embodied Participation in Mathematics Classroom.** *Educational Researcher*, 54(2), 103-110. <https://doi.org/10.3102/0013189X241310169>

Despite the growing availability of classroom measures, such measures rarely attended to the embodied nature of learning. This article describes the collaborative development of a practical measure to capture embodied participation in mathematics classrooms with four elementary school teachers—working with students at the intersections of multiply marginalized identities: students of color, emergent bilinguals, and students with disabilities—who informed the measure design and ensured that the data were actionable in their contexts. This article contributes to existing research on classroom measures by highlighting the value of attending to embodied learning through multiple modalities and representations of student participation. We further highlight how such a measure provides practical insights into participation that extend beyond verbal only measures.

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.

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.

Ytterhus, B., & Åmot, I. (2025). **Kindergartens: inclusive spaces for all children?** *International Journal of Inclusive Education*, 29(2), 137-153. <https://doi.org/10.1080/13603116.2021.1950976>

Norwegian Kindergartens are seen as one of the most important social infrastructures for all children below five years. Kindergarten attendance is a legal right for children from the age of one year in Norway, and consequently 97 per cent of children aged four to five years attend these institutions. However, we still have little knowledge to what extent children regardless of abilities can develop social capital and experience inclusion in Kindergarten. Our point of departure is a human rights perspective on children and a relational perspective on disability and materiality. Through a cross sectional multi-method study design, based on qualitative methods, we, in collaboration with children with and without disabilities identified which places indoors and outdoors these children defined to be comfortable and inclusive spaces, and what characterise them. All children preferred stable organisational structure, physically small places equipped with different types of construction materials and available and reliable staff. Children showed that (dis)abilities are a spatial phenomenon and thereby guide inclusive pedagogy closer to the dynamic between children, place, and space. Children's preferences and meaning-making contrasts the pedagogical epistemology which manifests itself as fluid and flexible organisation, based on children's 'free choice'.

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.

Yu, J., Yu, S., & Chen, L. (2025). **Using hybrid intelligence to enhance peer feedback for promoting teacher reflection in video-based online learning.** *British Journal of Educational Technology*, 56(2), 569-594. <https://doi.org/10.1111/bjet.13559>

Video-based teacher online learning enables teachers to engage in reflective practice by watching others' classroom videos, providing peer feedback (PF) and reviewing others' work. However, the quality and reliability of PF often suffer due to variations in teaching proficiency among providers, which limits its usefulness for reviewers. To improve the quality of PF, hybrid intelligence is a promising approach that enhances human evaluation with AI-based techniques. Thus, we developed a hybrid intelligence feedback (HIF) system, where PF is categorized and summarized by large language models (LLM), and accompanied with AI multimodal data analysis, all in accordance with a knowledge structure. To investigate the effectiveness of the HIF, we conducted a study involving 58 pre-service mathematics teachers. After their initial feedback provision on a classroom video, they were divided into two groups. One group received HIF, while the other received traditional PF. Both groups revised their initial feedback based on the same video with PF or HIF report, and were assigned two tasks, namely in-depth reflection and extensive reflection. We analysed the reflective writings generated in in-depth reflection using the Structure of Observed Learning Outcomes taxonomy, and examined the diversity of teachers' attentions in extensive reflection using information entropy. Compared to traditional PF, our findings indicated that HIF (a) facilitated more comments added in feedback revision, (b) promoted multi-structural and extended abstract level thinking in in-depth reflection, (c) encouraged more diverse attentions in extensive reflection. These results demonstrate the effectiveness of HIF in enhancing PF to promote reviewers' reflection. This efficacy can be attributed to the utilization of LLM to identify common elements within PF, guided by the human knowledge-based framework, as well as the integration of data-driven evidence to complement PF.

Practitioner notes What is already known about this topic? Video-based teacher online learning allows teachers to reflect on their own or others' videos flexibly while providing and reviewing peer feedback using reflection tools. While the benefits of reflecting on one's own videos with peer feedback are widely recognized, there is limited empirical evidence supporting the advantages of reflecting on others' videos with peer feedback. The effectiveness of this process may be affected by the quality and reliability of the peer feedback provided. Using natural language processing techniques to enhance peer feedback can be feasible and effective. However, it is primarily used to address textual-level issues and is less effective in promoting professionalism. Multimodal data analysis has shown effectiveness in enhancing teaching behaviours and facilitating reflection. However, despite the widespread use of AI-based analysis on classroom videos, they often lack educational interpretations. Hybrid intelligence is a novel concept in learning science research, aiming to leverage both human and machine intelligence to enhance the overall effectiveness. What this paper adds? This study applied the concept of hybrid intelligence to video-based teacher learning by proposing a hybrid intelligence feedback (HIF) system, aiming to promote teachers' reflection on others' videos during the peer feedback review process. This study proposed the design of HIF module, where human peer feedback was enhanced by large language models, and machine data analysis was complemented with educational interpretations, all structured according to an expert knowledge structure. The results showed that the HIF was effective to stimulate teachers' higher-level thinking in in-depth reflection and enhanced the diversity of their attentions in extensive reflection. However, it may still be challenging for novices to comprehend and integrate newly noticed pedagogical strategies in the HIF with their internal knowledge structures during reflection. Implications for practice and/or policy With the rapid advancement of generative artificial intelligence, the utilization of large language models becomes more flexible and effective, enabling multitasking

enhancement for peer feedback in collaboration with human's professional knowledge. Multimodal data analysis effectively collaborates with human observations by managing low-level observation aspects, allowing humans to concentrate on higher-level thinking guided by the educational interpretations. The effectiveness of the HIF system is influenced by teachers' pedagogical knowledge, prior feedback provision experience and data literacy. In the future research, these diversities need to be taken into account in the design of video-based PD incorporating HIF to assess its long-term efficacy.

Yzaguirre, M. M. (2025). **From Roots to Practice: Ongoing Professional Development Experiences of Family Therapists Following Ethnic-Racial Socialization Discussions with Latino Families.** *Journal of Hispanic Higher Education*, 24(2), 98-116. <https://doi.org/10.1177/15381927241301469>

This qualitative study explored couple/marriage and family therapists' experiences following ethnic-racial socialization conversations with Latino families in therapy. Semi-structured interviews with therapists (n=20) were conducted. A rigorous thematic analysis revealed how multifaceted contextual influences shaped participants' ongoing professional development, emphasizing growth from experiences and advocacy for justice. The results provide recommendations for enhancing inclusive practices among therapists working with Latino families, leveraging awareness of exposures and interactions across contexts.

Zadok, A., Benoliel, P., & Schechter, C. (2025). **School middle leaders' personality traits and collective teachers' efficacy: the moderating role of resource support.** *Social Psychology of Education*, 28(1), 26. <https://doi.org/10.1007/s11218-024-09982-4>

Drawing upon trait-activation-theory, this study explores the moderating role of resource support in the relationship of middle-leaders' personality traits, namely extraversion, conscientiousness, and openness to collective teacher efficacy. The study used a two-source survey design with data from 609 participants: middle-leaders and teachers in 103 secondary schools in Israel. The findings reveal that resource support served as a moderator in the relationship of the personality traits of extraversion and openness to experience and collective teacher efficacy. Specifically, when resource support was low, negative correlations between middle-leaders' extraversion and openness to experience and collective teacher efficacy were found. However, no correlations were found when resource support was high. No significant influence of resource support was found on the relationship of conscientiousness to collective teacher efficacy. This study adds and deepens our understanding regarding the complex interplay among middle-leaders' personality traits, school resources support and collective teacher efficacy, emphasizing the need for adequate resource support to maximise middle-leader traits' influences and to promote collective teacher efficacy. These findings have significant practical implications for teacher and teaching education, teacher development programmes and practices, resource allocation decisions, and professional development initiatives.

Zembylas, M. (2025). **Pedagogies of generosity: Towards a multidimensional understanding that nurtures 'critical generosity'.** *Education, Citizenship and Social Justice*, 20(1), 19-30. <https://doi.org/10.1177/17461979231189183>

This paper builds on discussions about what sort of generosity might be nurtured in pedagogy when perspectives of affectivity, corporeality, and politics are foregrounded. The paper focuses on highlighting a multidimensional understanding of generosity with

specific emphasis on the ways in which affective/embodied/corporeal and political dimensions reframe the dominant discourse of generosity as a personal moral conduct. In particular, the paper takes up the challenge of theorizing generosity beyond dualisms of active giving and passive receiving, by thinking through how affectivity and corporeality motivate political action. In bringing together different thinkers and concepts around generosity to theorize 'pedagogies of generosity', the reader is invited to reconsider how 'critical generosity' as an ethical, affective and political practice invokes insights about the role of the teacher in nurturing modalities of 'generous' actions that can be socially and politically transformative.

Zhang, Q., Yin, J., & Jiang, K. (2025). **Glocalization of early childhood curriculum: an ethnographic study on the integration of the Reggio Emilia approach into the Chinese Kindergarten curriculum.** *Asia Pacific Education Review*, 26(1), 49-60. <https://doi.org/10.1007/s12564-023-09851-3>

In the globalized age, Chinese kindergartens are exposed to numerous western curriculum perspectives and practices. To construct a kindergarten-based curriculum (KBC), Chinese kindergartens tend to borrow western ideas. Using the Reggio Emilia approach (REA) as an example, this focused ethnographic study conducts an empirical investigation into such a borrowing process. The sample included 15 kindergartens located in seven cities in Jiangsu Province, China. Data were collected through interviews, site visit, and pedagogical documentation, and were analyzed using a combination of thematic and content analyses. The study found that the process of borrowing the REA constituted the glocalization of the kindergarten curriculum, which included four phases. Specifically, the kindergarten was attracted by a certain practice of the REA (Phase 1), decided to borrow a preferred practice of the REA (Phase 2), implemented the selected practice (Phase 3), and internalized the implemented practice (Phase 4). Instead of copying or imitating, Chinese kindergartens integrated the REA into their KBCs by experimenting, recontextualizing, and hybridizing with varying proportions. Further, the glocalization of the early childhood curriculum in China was greatly influenced by the social, political, and cultural contexts in China's new era. In particular, the major melody of being confident in the Chinese path and culture effectively prevented any importation of a western curriculum model as a whole. Lastly, the study discussed the implications of the findings.

Zhao, X., Byun, S., & Jeon, L. (2025). **Professional commitment and satisfaction of teachers in head start within a systemically marginalized community: associations with perceived psychological distress and physical safety.** *Social Psychology of Education*, 28(1), 55. <https://doi.org/10.1007/s11218-025-10029-5>

The quality of early care and education (ECE) is related to early childhood teachers' positive work attitudes, as prior research suggests committed and satisfied educators provide effective support and instruction to children. It is important to understand the relationships between psychological and physical factors in relation to teachers' commitment and satisfaction, especially those working within systematically marginalized communities. Using a sample of 166 Head Start teachers, predominantly Black/African American with low salaries, the study examined how teacher-perceived psychological distress and physical safety relate to their professional commitment and satisfaction. These Head Start programs were in a systemically marginalized community in the United States. Additionally, the study examined the unique variance explained by teachers' perceptions of physical safety beyond psychological distress as a predictor of

four distinct indicators of professional commitment and satisfaction. Three models using hierarchical linear regression were tested to explore the research questions. The results indicate that teachers' perceptions of psychological distress and physical safety were significantly associated with their job attitudes. Additionally, teachers' perceptions of physical safety demonstrated incremental validity above and beyond perceived psychological distress on professional commitment and satisfaction. The relationships between teachers' psychological distress and distinct indicators of professional commitment and satisfaction were transformed after adding physical safety. This study suggests the importance of ECE teachers' psychological well-being and physical safety in improving their job attitudes, especially for female African American teachers working in systemically marginalized communities.

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.

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 (ILL) 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 ILL, 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 ILL 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 ILL is possible through digital platforms to meet their diverse, tailored needs for professional growth.

Relation formation-emploi

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.

Antoine, R., & Gauvin, C. (2025). **Enseignement agricole : insertion des lycéens professionnels et étudiants de niveau CAPa à BTSa, six mois après leur sortie d'études en 2023.** *Note d'Information*, (25.11), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/enseignement-agricole-insertion-des-lyceens-professionnels-et-etudiants-de-niveau-capa-btsa-six-mois-416744>

Parmi les lycéens professionnels et étudiants de niveau CAP à BTSa inscrits en dernière année d'un cycle d'études en 2022-2023 dans un établissement agricole public ou privé sous contrat, la moitié (51 %) sont toujours en formation l'année suivante.

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.

ETF : European training foundation. (2024). **Education, skills and employment: trends and developments 2024: an ETF cross-country monitoring report**. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-11/ETF%20CrossCountry%20Monitoring%20Report%202024_EN%20FINAL%20%281%29.pdf

S'appuyant sur l'édition 2023, ce rapport de suivi transfrontalier fournit un aperçu complet des tendances en matière d'éducation, de formation et d'emploi en 2024 dans 26 pays partenaires de l'ETF. En mettant l'accent sur l'apprentissage tout au long de la vie avec des données mises à jour, il examine la flexibilité, l'adaptabilité et l'équité des opportunités d'apprentissage dans des contextes socio-économiques et démographiques en évolution et présente les résultats des politiques liées à l'accès, la qualité, la pertinence et l'organisation des systèmes pour différents groupes d'apprenants.

Grafnetterova, Ortega, & Del Real Viramontes. (2025). **Experiences of 2-Year Transfer Athletes: "There should be More of an Education Process"**. *Community College Journal of Research and Practice*, 49(3), 169-186. <https://doi.org/10.1080/10668926.2023.2283600>

Community colleges make up an important sector of postsecondary education by providing access to students from all backgrounds, including athletes with aspirations to find an alternative path to become recruited to the National Collegiate Athletic Association Division I. This qualitative dent capital framework to examine the experiences of college athletes who transferred from a community college to a Division I institution. Organized by themes, interviews with 11 participants revealed they faced several challenges, including (1) societal pressures of overcoming a community college stigma; (2) issues with meeting eligibility rules, transferring credits, and navigating recruitment; and (3) athletic challenges in dealing with the pressure to perform and fit in a new team. Participants utilized (4) transfer capital originating in the athletic space at the university to overcome these challenges and successfully transition to the environment at the 4-year institution.

Hocquelet, M., & Nathalie, M. (2025). **Adjusting to a Greener World: Radical changes or continuing adaptation for workers and firms in France?** *European Journal of Workplace Innovation*, 9(1 & 2), 45-62. <https://doi.org/10.46364/ejwi.v9i1.1403>

Starting from the hypothesis that the greening of production supposedly impacts three interconnected levels (employment systems, value chains and company strategies, occupations, skills, and work activities), the article provide insights resulting from mixed method research conducted by a Cereq team from 2020 to 2023. Firstly, analysis of statistical Cereq databases display two types of macrolevel results: the distribution of young people across green and greening jobs is shaped by segmentation between low skilled and high skilled jobs; the scope and way environmental norms impact workers' activities depends on workplace organisations and management practices. Secondly, a three cases qualitative study in the construction; food retailing, solidarity economy sectors, underlines the importance of the relationship between companies and the market. This linkage remains a determining factor setting two greening trends at work: making profitable what is virtuous or making virtuous what is profitable, each organisation being able to be situated on a continuum from one to the other of these principles. Moreover, whereas environmental norms constrain workers to integrate new operating

methods, the company surveys show how essential voluntary standards can be in orienting the trajectory of structures towards a more advanced and complex consideration of ecology in their activities, articulated with the health of the workers, their working conditions and the collective organisation of daily work. Keywords: Greening, dynamics, workers, collective skills, health at work, deliberation, pathdependency

Jabbari, J., Chun, Y., Huang, W., & Roll, S. (2025). **Disaggregating the Effects of STEM Education and Apprenticeships on Economic Mobility: Evidence From the LaunchCode Program.** *Educational Evaluation and Policy Analysis*, 47(1), 135-158. <https://doi.org/10.3102/01623737231199985>

We conduct an impact analysis on a unique technology certificate and apprenticeship program offered by LaunchCode. We merge administrative data containing entrance exam scores with survey data for individuals that were (a) not accepted, (b) accepted but did not complete the course, (c) completed the course but not the apprenticeship, and (d) completed the course and the apprenticeship. By using entrance exam scores as an instrumental variable, we conduct an intent-to-treat model, finding that program acceptance was significantly associated with increased earnings and probabilities of working in a science, technology, engineering, and math (STEM) profession. Then, by using machine learning-generated multinomial propensity score weights, we conduct a treatment-on-treated analysis, finding that these increases appear to be primarily driven by the apprenticeship component.

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.

Réussite scolaire

Ali, J. A., Muse, A. H., Abdi, M. K., Ali, T. A., Muse, Y. H., & Cumar, M. A. (2025). **Machine learning-driven analysis of academic performance determinants: Geographic, socio-demographic, and subject-specific influences in Somaliland's 2022–2023 national primary examinations.** *International Journal of Educational Research Open*, 8, 100426. <https://doi.org/10.1016/j.ijedro.2024.100426>

This study examined factors influencing academic performance among primary school students in Somaliland. It utilizes data from 20,638 students who participated in the 2022–2023 national primary examination. The research employed a combination of machine

learning algorithms and traditional regression methods to investigate subject-specific, socio-demographic, and geographic influences on achievement performance. The findings indicate that proficiency in mathematics and science are the strongest predictors of academic success. Performance exhibits significant variation by location, school type, and region. Urban students demonstrate superior performance compared to their rural counterparts, and private school students outperform those in public schools. Among the machine learning models evaluated, the Support Vector model proves the most effective for predicting outcomes, with an RMSE of 43.23 and MAE of 33.71. The regression model accounts for 77.9 % of the variance in performance, demonstrating the robustness of the predictors. This study highlights the inevitability for battered involvements to enhance STEM education and mitigate inequalities. It also underlines the potential of integrating machine learning with traditional analysis in resource-limited settings. These understandings can inform policymakers and educators in improving equity and quality in Somaliland's education system, thereby improving progress toward Sustainable Development Goal 4.1.

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.

Bank, A. D. (2025). **Building Resilience in Education Systems**. Consulté à l'adresse <https://www.adb.org/publications/building-resilience-in-education-systems>
Disasters, pandemics, and conflicts have disrupted education for millions of students in Asia and the Pacific, with long-term consequences for their futures.

Basu, A. K., Chau, N. H., & Wang, Y. (2025). **On Grade Option Choice and Grade Performance Expectation When Instruction Goes Virtual – The Role of Peers at a Distance** (IZA Discussion Paper N° 17599). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17599.htm>

Campus closures due to COVID19 created uneven student-level exposures to the challenges of home-based virtual learning. Using university administrative data, and exogenous class-level differences in pre-pandemic on-campus housing assignments for parallel trend validation, this paper unpacks student-by-course variations in grade

expectations using within-semester switches in grade option choice as a lens. We find causal evidence that distance from campus and internet access affected grade option choices in select student groups (female, non-URM, non-STEM). By tracking access to friends at the student-course level using administrative records, we find that within-class peer support can offset learning challenges even in virtual environments.

Benneker, I. M. B., Lee, N. C., de Swart, F., & van Atteveldt, N. M. (2025). **Similarities in mindset between adolescents' friends and cooperation partners.** *Social Psychology of Education*, 28(1), 67. <https://doi.org/10.1007/s11218-025-10028-6>

Peers, in terms of both friends and cooperation partners, are a very important aspect of the social context of adolescents. They may affect adolescents' intelligence mindsets and therefore their school motivation and success. Being friends or cooperating with a peer with a similar mindset might either enhance (in case of a growth mindset) or hinder (in case of a fixed mindset) adolescents' motivation to learn. In this cross-sectional social network study, we first examined whether friendship networks and cooperation partners networks within school classes differ from each other. Second, we investigated whether adolescents' friends and cooperation partners have similarities in mindsets. We analysed peer nominations and intelligence mindsets within 26 Dutch classes of early and mid-adolescents (N = 558) using the quadratic assignment procedure (QAP). Our data showed that three unique networks could be distinguished: a friendship only network, a combined friends and cooperation partners network and a cooperation only network. Multiple regression quadratic assignment procedures (MRQAP) indicated no evidence for similarity in mindset in all the three networks. However, we did find that adolescents with a growth mindset select more peers to cooperate with than adolescents with a fixed mindset. This latter finding shows that mindset influences social interactions in the context of cooperation between adolescents. It might be valuable to take the social context into consideration in the development of new mindset interventions.

Brabet, P. (2024). **Primary education quality in sub-Saharan Africa: Three essays on improving student achievement** (Phdthesis, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-04903845>

Over the past decades, primary school enrollment has significantly increased in Sub-Saharan Africa. Nevertheless, a large proportion of students do not master basic skills (reading, writing, arithmetic) by the end of the primary cycle. To improve student learning, numerous studies have focused on teacher quality or school governance. The objective of this thesis is to advance the understanding of education quality and student achievement through three distinct studies. The first focuses on the role of school principals and their involvement in school management. The results show that the involvement of school principals has no impact on student achievement, and that other characteristics, such as leadership, might play a more important role. The second chapter examines the competency-based reforms that have changed teaching practices in many Francophone African countries. This study shows that the competency-based approach has a positive impact on students' language test scores. Finally, the last study analyzes the relationship between teacher contract types and student outcomes. The results suggest that contract teachers are as effective as tenured teachers, and that the type of teacher contract may not significantly impact student outcomes.

Buontempo, J., Riegle-Crumb, C., & Morton, K. (2025). **Exploring Deficit Beliefs Among High School Math Teachers.** *Educational Researcher*, 54(2), 111-115. <https://doi.org/10.3102/0013189X251317135>

This brief uses national data from the High School Longitudinal Study of 2009 to investigate deficit beliefs, or beliefs that students' academic underperformance is primarily attributable to deficiencies in their home environments, among high school math teachers. Descriptive results reveal that students in low-level math courses have teachers with more deficit beliefs. Regression results show that net of extensive control variables for both student and teacher characteristics, having a math teacher with stronger deficit beliefs is significantly and negatively associated with students' math performance. However, this negative association is not more pronounced for youth from minoritized and low socioeconomic status backgrounds.

Café pédagogique. (2025a, mars 4). **Maths : l'écart fille-garçon s'établit en CP.** Consulté 7 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/04/maths-lecart-fille-garcon-setablit-en-cp/>

Les maths, une histoire de « mental » ? Une note de la Depp dresse un état des lieux des écarts de résultats entre les filles et les garçons en mathématiques.

Café pédagogique. (2025b, mars 6). **120 000 élèves n'ont pas eu leur brevet en 2024.** Consulté 7 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/06/120-000-eleves-nont-pas-eu-leur-brevet-en-2024/>

Et non, tout le monde n'obtient pas le DNB, loin de là ! Les chiffres publiés par la DEPP indiquent une chute de 3.4 points pour le taux de réussite

Carlhed Ydhag, C., & Osman, A. (2025). **Configurations, dynamics, and temporality: Exploring the social networks of students and their relevance for successful transitions into higher education.** *International Journal of Educational Research Open*, 8, 100419. <https://doi.org/10.1016/j.ijedro.2024.100419>

This study examines social networks' role in high-achieving students' transitions from upper secondary school to higher education. A specific focus is on the configuration of their social network, its' stability over time, and how the students experience the nature of the relationships in the network. The case study is based on three student cases selected from a pool of 52 students, and the data includes three waves of interviews with students over two years, interviews with a significant other to the students, and a subjective mapping of their social network. Analytical tools are the concepts of cultural and social capital and weak and strong ties. The study shows how social and cultural capital works within a social network, experienced from the students' perspectives. In addition, we conclude that the transition process is fragile for students with low cultural capital regarding network configurations, significantly when changing fields of interest from upper secondary to tertiary education. Here, the importance of having weak ties is illustrated in terms of the need for field-specific influx for a bridging support role in the transition. The active involvement and reciprocal nature of the relationships are vital, and the strength of the network depends on whether it pertains over time. The results have implications for practice due to the emerging interrupted transitions to higher education and how to support students in their apparent situations, which are characterised as being in a state of limbo with no clear resolution.

Castellano, K. E., McCaffrey, D. F., & Martineau, J. A. (2025). **Demystifying Adequate Growth Percentiles**. *Educational Measurement: Issues and Practice*, 44(1), 31-43. <https://doi.org/10.1111/emip.12635>

Growth-to-standard models evaluate student growth against the growth needed to reach a future standard or target of interest, such as proficiency. A common growth-to-standard model involves comparing the popular Student Growth Percentile (SGP) to Adequate Growth Percentiles (AGPs). AGPs follow from an involved process based on fitting a series of nonlinear quantile regression models to longitudinal student test score data. This paper demystifies AGPs by deriving them in the more familiar linear regression framework. It further shows that unlike SGPs, AGPs and on-track classifications based on AGPs are strongly related to status. Lastly, AGPs are evaluated in terms of their classification accuracy. An empirical study and analytic derivations reveal AGPs can be problematic indicators of students' future performance with previously not proficient students being more likely incorrectly flagged as not on-track and previously proficient students as on track. These classification errors have equity implications at the individual and school levels.

Çelik, O. T., Kahraman, Ü., Kaçmaz, C., & İçen, B. K. (2025). **The Happiness Experiences of Refugee Children at School: a Phenomenological Study**. *Child Indicators Research*, 18(2), 473-499. <https://doi.org/10.1007/s12187-024-10206-6>

This study utilized the phenomenological research approach to examine the school happiness experiences of refugee children who migrated to Türkiye. This research builds on Bronfenbrenner's ecological model. The research was conducted with 27 Syrian refugee middle school students studying in Malatya, and data were collected using a semi-structured interview form. The data were analyzed through content analysis. The findings revealed that friendship, language, and communication skills, activities suited to their interests and talents, and teacher support were of critical importance in the school happiness experiences of refugee students. While refugee students expressed great happiness in spending time with their friends, they also experienced negative situations such as bullying and social exclusion. Language and communication problems constituted a significant barrier in the school adaptation process of refugee students and led to their isolation. Additionally, activities suited to their interests and talents reinforced their sense of belonging to the school and contributed to their social acceptance. Consequently, strategies should be developed to positively enhance friendships, strengthen language and communication skills, encourage activities suited to their interests and talents, and increase teacher support to improve the school happiness of refugee students and support their social integration.

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 entraîner un recul des apprentissages. Cette étude vise à examiner les effets d'activités de lecture interactive et de littérature 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.

Charles, M., Athieno, M., Kaweesi, M., Taddeo, K. Y., & Mugagga, A. M. (2025). **Contribution of Infrastructural Availability for School Growth and Sustainable Improvement in Academic Performance in Selected Secondary Schools in Tororo District.** *European Journal of Education*, 60(1), e12905. <https://doi.org/10.1111/ejed.12905>

The study sought to establish the contribution of infrastructural availability to school growth and sustainable improvement of academic performance in selected secondary schools in Tororo District. The study employed a qualitative approach, and data were collected from school administrators, the management team and teachers using open-ended questions based on interviews. Results were analysed thematically and presented verbatim. Findings showed that teaching aids, such as lesson plans, blackboard rulers, chalkboards, and textbooks are available and help improve academic performance, but overcrowded classrooms, poor ventilation and small space compared with the number of learners for a particular class are linked to lower levels of student engagement and learning. Noise levels have a significant impact on both teacher and student performance, and proper levels of natural illumination increase test results and teacher and student moods. Lack of commitment leads to skipping school and failing to complete assessment tasks. It was concluded that the Ugandan government supports the building of classrooms, libraries and laboratories in schools; teaching aids, such as textbooks lesson plans, blackboard rulers and chalkboards, raise teachers' morale to hold classes consistently, which helps schools expand and sustain improvements in academic performance. However, classrooms have poor ventilation and are overcrowded because of large enrolments. It is recommended that the government should improve the school infrastructure by renovating the classrooms, providing desks for children, making supplementary funding available to low-performing schools and providing teachers with accommodations at schools to check the late coming, early departure and regular absenteeism of teachers on duty.

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, 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.

Cho, H., Park, S. Y., & Lee, E. S. (2025). **Longitudinal trajectories of the career barriers of school dropouts using latent class growth analysis.** *Asia Pacific Education Review*, 26(1), 103-116. <https://doi.org/10.1007/s12564-023-09899-1>

This study aims to determine the changes in the career barrier (CB) trajectory of South Korean school dropouts over time and to identify the number of groups that can be categorized according to CB trajectory. The study analyzed three years of panel data on school dropouts from the Korean National Youth Policy Institute, which comprises adolescents in middle (ages 12–14 years) and high (ages 14–17 years) school. A total of 656 adolescents participated and were composed of 385 men (58.7%) and 271 women (41.3%). We used the latent growth model and conducted latent class growth analysis to classify CB trajectories and logistic regression to identify the influencing factors. Specifically, 6.6%, 15.7%, 22.9%, and 54.9% of the participants were classified into four groups, namely, 'low level-increase,' 'low level-decrease,' 'high level-increase,' and 'middle level-maintained.' Self-esteem, parental attachment, life satisfaction, depression, and career search behavior significantly influenced the classification of the groups. Lastly, the study discussed the theoretical and clinical implications and limitations.

Choi, Y., Hyun, S. H., & Lee, S. (2025). **The (mis)understood image of the Korean students: how do high-achieving college students navigate their college experiences?** *Asia Pacific Education Review*, 26(1), 61-74. <https://doi.org/10.1007/s12564-023-09878-6>

In higher education research, it is critical to identify and explore factors, experiences, and institutional environments influencing students' academic performance and success. Korean students have the international image as higher achievers and a model minority in their academic performance, and several studies have explained that the characteristics of Confucian heritage culture widely influence students' passive learning approach in Korea and other regions of Asia. While previous research on high-achieving Korean students in higher education highlighted the narrow side of learning strategies inside the classroom, this study explored how high-achieving college students navigate their college experience inside and outside of the campus in a top elite Korean university by applying a convergent parallel mixed-method approach. In the quantitative analysis results, there were statistically significant differences between the high-GPA group and middle- and low-GPA groups. The high-achieving college students not only focused more on research and academic activities but also put more academic effort into their college courses, connected learning experiences, and applied knowledge in various disciplines. Furthermore, in the qualitative analysis findings, the high-achieving students were deeply

academic oriented in navigating college experiences. They were not only mobilizing knowledge resources and spaces but also maximizing individual viability to accomplish goals. These findings expanded our perspectives on understanding the college experiences of high-achieving students in-depth and explained the process of how a student who entered a university as a knowledge receiver becomes an independent knowledge agent through college experiences.

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.

Clayton, Faria, & Witkowsky. (2025). **Concurrent Enrollment Outcomes by Course Location.** *Community College Journal of Research and Practice*, 49(3), 153-168. <https://doi.org/10.1080/10668926.2023.2283597>

In this paper, we compared the initial outcomes of students who took concurrent enrollment (CE) at their high school with those who did so at a local college. We use propensity score matching to produce like groups and compare grades and credit hours earned at three time points. At the end of high school, we compare CE credit hours and grade point average (GPA). After matriculation, we compare GPA and credit hours earned at the end of the first and second postsecondary semesters. Data come from the state of Colorado comprising a panel covering all concurrent enrollment students in the state between 2012 and 2016. Our results indicate that matched students do not have statistically significant differences in GPA or credit hours earned at any point. The results offer some support that CE grades that were awarded highly similar regardless of whether delivered in a high school or a college setting, and there are no statistically significant differences after postsecondary enrollment. The results support high schools offering CE in a format that best fits the local conditions. Institutions can use this information when considering transfer agreements and when entering into provider agreements with high schools.

Déage, M. (2025). **Devenir des sortant es des premiers cycles universitaires.** Consulté à l'adresse <https://www.cereq.fr/sortants-universite-abandon>

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.

Diaconu-Gherasim, L. R., Maffei, A., Zancu, A. S., Măirean, C., Brumariu, L. E., Tepordei, A.-M., ... Nicuta, G. (2025). **Children's perceived parental control and academic achievement during the COVID-19 pandemic.** *Social Psychology of Education*, 28(1), 50.
<https://doi.org/10.1007/s11218-024-09961-9>

This study examined how children's perceptions of parental psychological control are related to their academic achievement during the COVID-19 pandemic, and the potential moderating role of the perceived COVID-19 threat on these relations. The sample included 199 fourth-grade children (M = 10.97, 57.8% girls) and one of their parents. Children completed a questionnaire assessing their perceptions of two dimensions of parental psychological control: achievement and emotional dependency. Both parents and children reported their worries related to the COVID-19 threat. Teachers reported children's grades for the first and second semesters. Children's perceptions of parental achievement-oriented and dependency-oriented control were negatively related to their academic achievement. Children's perceptions of the COVID-19 threat were positively related to their academic achievement and they moderated the relation between parental achievement-oriented psychological control and academic achievement. Our results highlighted the significant role of specific domains of parental psychological control on children's school outcomes.

Eryilmaz, N. (2025). **School leadership support and socioeconomic status inequalities in mathematics and science achievement: Evidence from TIMSS 2019.** *International Journal of Educational Research Open*, 8, 100427. <https://doi.org/10.1016/j.ijedro.2024.100427>

This study examines the role of school leadership support in moderating the relationship between student socioeconomic status (SES) and academic achievement in mathematics and science at the 8th-grade level. Using data from the 2019 Trends in International Mathematics and Science Study (TIMSS) across 46 countries, meta-analytic regression models were employed to analyze country-specific results. While SES was found to have a significant positive impact on achievement in both subjects, school leadership support exhibited a negative and significant relationship with mathematics achievement and a negative but non-significant relationship with science achievement. Contrary to expectations, no significant moderating effect of school leadership support on SES-related achievement gaps was observed at the country-specific level. These findings highlight the variability in the influence of leadership practices across diverse educational contexts and underscore the challenges of leveraging leadership support to reduce inequities in achievement. The study emphasizes the need for further research into the contextual factors shaping leadership effectiveness, advocating for tailored

approaches that address the unique sociocultural and educational dynamics of individual countries.

Espinoza, G., & Mariano, J. E. (2025). **The Transition to In-Person Schooling Following the COVID-19 Pandemic: A Qualitative Study Among Latinx Adolescents.** *Youth & Society*, 57(3), 470-489. <https://doi.org/10.1177/0044118X241273335>

The aim of this study was to better understand Latinx adolescents' experiences in their transition to in-person schooling following the COVID-19 pandemic. The study focuses on the challenges and sources of support that Latinx adolescents faced as they pivoted to fully in-person learning. Participants were 40 Latinx high school students from Southern California (28 female, 12 male) who ranged in ages from 14 to 17 years old. Semi-structured interviews were conducted; a thematic analysis approach was utilized to identify key themes. Three themes emerged as the main barriers when transitioning to in-person learning: COVID-19 concerns, academics, and daily routine. The three main themes of support or facilitators were teacher support, friend interactions, and extracurriculars and events. These findings provide insights into Latinx adolescents' lived experiences navigating in-person schooling after the COVID-19 pandemic, both positive and negative. The themes further highlight the importance of teachers and peers in adolescents' school experiences.

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.

Fuller, S. C., Swiderski, T., Mikkelsen, C., & Bastian, K. C. (2025). **In School, Engaged, on Track? The Effect of the Pandemic on Student Attendance, Course Grades, and Grade Retention in North Carolina.** *Educational Researcher*, 54(2), 78-90. <https://doi.org/10.3102/0013189X241299397>

We examine effects of the pandemic on student attendance, course grades, and grade retention in North Carolina in 2020–2021 and 2021–2022 using descriptive and regression analyses. We find each outcome worsened on average in 2020–2021, with larger changes at the high end of the absence distribution, the low end of the grade distribution, and among historically marginalized student groups. In 2021–2022, grade and retention outcomes recovered, but attendance worsened. Furthermore, gaps between students narrowed, driven by greater recovery in grades for students who were initially

most negatively impacted but worsening absenteeism among students who initially maintained high attendance. These findings highlight the substantial variation in impacts of the pandemic across students and differing patterns of impact and recovery across outcomes.

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.

Hasan, F. M. M., Wahsheh, M. A., & Hassan, Z. M. (2025). **Undergraduate students' satisfaction with flexible learning in humanities and health during COVID-19: An application of self-determination theory.** *International Review of Education*, 71(1), 81-107. <https://doi.org/10.1007/s11159-024-10091-9>

The COVID-19 pandemic has led to the widespread adoption of flexible learning, which allows students to access educational materials and participate in classes remotely. Self-determination theory, a focus of this article, promotes self-motivation in the digital world of flexible learning. This study aimed to determine the link between undergraduate students' satisfaction with flexible learning and the following variables: (a) student–instructor connection; (b) the technological competency of students and instructors; and (c) the association between students' satisfaction and health and humanities courses. A descriptive correlational research design and binary logistic regression model were used to analyse data from 610 undergraduate students (53% female, 47% male) enrolled in at least one flexible learning course at a university in Jordan in 2020/2021, during the COVID-19 pandemic. The study found that 63.4% of participants were enrolled in three or more flexible learning courses, while 27.2% were enrolled in two or more. However, 52.8% expressed dissatisfaction with these courses. Additionally, the study showed a moderately positive relationship between students' satisfaction and connection to their instructor, as well as a significant positive relationship between student–instructor connection and students' technological competency. Students in humanities courses were more satisfied and did better academically with flexible learning than those in health courses. High technological competency in instructors led to two times greater satisfaction with flexible learning and a positive perception of online education quality. Finally, a significant difference was found between students' attitudes towards flexible learning and their

courses in humanities and health. Thus, applying self-determination theory is crucial for designing effective online learning during challenging times.

Hidayat, R., & Saad, M. R. M. (2025). **A Meta-analysis of the effect of peer tutoring in Science, Technology, Engineering and Mathematics (STEM) subjects.** *International Journal of Educational Research Open*, 8, 100446. <https://doi.org/10.1016/j.ijedro.2025.100446>

Currently, researchers have started to become interested in studying the impact of peer tutoring on academic achievement. Based on cognitive constructivism ideas, peer tutoring, founded on focuses on the significance of social interactions in learning and how they influence children's cognitive development. As such, this meta-analysis aims to look into the overall effect of peer tutoring, emphasising on STEM disciplines. The researchers utilised the PRISMA procedure to conduct a literature search across resources such as Web of Science, Scopus, and Google Scholar. The process yielded 24 works with 3311 participants. The researchers calculated the effect size with standardized mean differences (SMD) and 95 % confidence interval using the R software packages. The results indicated that peer tutoring has a significant effect on academic achievement (effect size [ES] = 1.23, 95 % confidence interval [CI] [0.75, 1.70], $p < 0.001$) and other learning outcomes (effect size [ES] = 0.40, 95 % CI [0.20, 0.59], $p < 0.001$). The subgroup analysis showed revealed substantial changes in effect sizes between subjects; however, no significant differences by the type of peer tutoring were found. Thus, this suggests that studying this effect has the potential to significantly improve academic performance, specifically in STEM fields.

Hima, H. (2025). **Learning on the move facilitating the continuation of learning for children in conflict-affected settings in the Sahel.** Consulté à l'adresse <https://www.brookings.edu/wp-content/uploads/2024/12/Niger-FINAL2.pdf>

Plus de 9 000 écoles sont fermées en raison de l'insécurité dans la région du Sahel central et 3,3 millions de personnes ont été déplacées. La crise éducative se prolonge, nécessitant des mesures d'urgence et une planification à long terme. Cette note analyse les effets de l'insécurité sur l'éducation au Sahel, en mettant en évidence comment les attaques contre les écoles et les déplacements forcés perturbent l'apprentissage. Les conditions difficiles influencent les aspirations et résultats éducatifs de manière genrée. Les besoins spécifiques des adolescentes, en particulier des filles, sont souvent ignorés, ce qui aggrave l'exclusion. Dans les zones insécurisées, les filles sont exposées à la violence, ce qui augmente les taux de décrochage. Une approche multisectorielle, incluant la protection de l'enfance, l'assainissement, la nutrition et la santé mentale, peut atténuer les obstacles à l'éducation des filles déplacées.

Hong, Y., Rosen, J. A., Rutledge, S. A., Cannata, M., & Rotermund, S. (2025). **Improving Ninth Graders' Academic Outcomes Through Personalization for Academic and Social-Emotional Learning (PASL).** *American Educational Research Journal*, 62(2), 305-335. <https://doi.org/10.3102/00028312241296102>

Personalization for academic and social-emotional learning (PASL) is a systemic approach to high school reform that works to strengthen and bridge preexisting academic and social-emotional systems within schools and classrooms. Analyzing student administrative records from 12 schools in a large Florida urban district, we found that, on average, PASL was associated with fewer unexcused absences of ninth graders. Its effects were stronger for students with prior disciplinary incidents in increasing credits

earned and reducing unexcused absences. PASL effects did not vary by student race/ethnicity or family income status. The findings provide evidence for the school reform model with an improvement-science approach and suggest directions for supporting students with middle to high school transition.

Honorato-Errázuriz, J., Bastidas-Schade, V., & Ramírez-Montoya, M.-S. (2025). **Reading for all implementing public policies: Quantitative method and process evaluation in early literacy.** *International Journal of Educational Research Open*, 8, 100420. <https://doi.org/10.1016/j.ijedro.2024.100420>

Learning to read in the first grade is essential for reducing educational inequalities, highlighting the need to evaluate and enhance reading programs. This study examines « Plan Leo Primero, » an innovative national initiative to ensure that all first-grade students in Chile effectively learn to read and comprehend texts. A total of 715 educational stakeholders—including principals, technical leaders, teachers, and guardians—participated in the evaluation, which used validated questionnaires across two regions of the country. The study employed a quantitative and descriptive methodological approach to evaluate the implementation process of the program, fidelity, and impact on literacy outcomes. Despite challenges posed by the COVID-19 pandemic, such as reduced student attendance, shorter implementation periods, and limited resources, the findings indicated successful program implementation with significant improvements in first-grade literacy. Key results included high acceptance and frequent use of the program's instructional guides and pedagogical tools by teachers, widespread adoption of structured methods aligned with cognitive theory, enhanced teachers' digital competencies, and strong engagement from guardians in reading activities. Grounded in action theory, the study emphasizes the alignment between program strategies, stakeholder participation, and systemic actions, fostering sustainable literacy progress. The process evaluation identified areas for improving program fidelity, demonstrating that structured evaluation frameworks ensure robust implementation and open avenues for future research. Future projections include assessing the use of technology and communication tools and promoting the social appropriation of knowledge among all stakeholders to drive inclusive and impactful literacy reforms in Chile and the broader Spanish-speaking world.

Huang, M., & Kaplan, D. (2025). **Predictive Performance of Bayesian Stacking in Multilevel Education Data.** *Journal of Educational and Behavioral Statistics*, 50(2), 214-238. <https://doi.org/10.3102/10769986241255969>

The issue of model uncertainty has been gaining interest in education and the social sciences community over the years, and the dominant methods for handling model uncertainty are based on Bayesian inference, particularly, Bayesian model averaging. However, Bayesian model averaging assumes that the true data-generating model is within the candidate model space over which averaging is taking place. Unlike Bayesian model averaging, the method of Bayesian stacking can account for model uncertainty without assuming that a true model exists. An issue with Bayesian stacking, however, is that it is an optimization technique that uses predictor-independent model weights and is, therefore, not fully Bayesian. Bayesian hierarchical stacking, proposed by Yao et al. further incorporates uncertainty by applying a hyperprior to the stacking weights. Considering the importance of multilevel models commonly applied in educational settings, this paper investigates via a simulation study and a real data example the predictive performance of original Bayesian stacking and Bayesian hierarchical stacking

along with two other readily available weighting methods, pseudo-BMA and pseudo-BMA bootstrap (PBMA and PBMA+). Predictive performance is measured by the Kullback–Leibler divergence score. Although the differences in predictive performance among these four weighting methods in Bayesian stacking are small, we still find that Bayesian hierarchical stacking performs as well as conventional stacking, PBMA, and PBMA+ in settings where a true model is not assumed to exist.

Huffaker, E., Novicoff, S., & Dee, T. S. (2025). **Ahead of the Game? Course-Taking Patterns Under a Math Pathways Reform.** *Educational Researcher*, 54(2), 91-102. <https://doi.org/10.3102/0013189X241309642>

A controversial, equity-focused mathematics reform in the San Francisco Unified School District (SFUSD) featured delaying Algebra I until ninth grade for all students. This study examines student-level longitudinal data on mathematics course-taking across successive cohorts of SFUSD students who spanned the reform's implementation. We observe large changes in ninth and 10th grades (e.g., delaying Algebra I and geometry). Participation in Advanced Placement (AP) math initially fell 15% (6 percentage points), driven by declines in AP calculus and among Asian/Pacific Islander students. However, growing participation in acceleration options attenuated these reductions. Large ethnoracial gaps in advanced math course-taking remained.

Hwang, N., & Koedel, C. (2025). **Helping or Hurting: The Effects of Retention in the Third Grade on Student Outcomes.** *Educational Evaluation and Policy Analysis*, 47(1), 65-88. <https://doi.org/10.3102/01623737231197639>

We evaluate the effects of grade retention on students' academic, attendance, and disciplinary outcomes in Indiana. Using a regression discontinuity design, we show that third-grade retention increases achievement in English Language Arts (ELA) and math immediately and substantially, and the effects persist into middle school. We find no evidence of grade retention effects on student attendance or disciplinary incidents, again into middle school. Our findings combine to show that Indiana's third-grade retention policy improves achievement for retained students without adverse impacts along (measured) nonacademic dimensions.

IDRC-CRDI: Centre de recherches pour le développement international & PME: Partenariat mondial pour l'éducation. (2024). **Early learning: A research synthesis.** Consulté à l'adresse <https://www.gpekix.org/sites/default/files/2024-12/KIX%20ECE%20Synthesis%20Report%20241208v2.pdf>

Jia, X., Zhang, X., Rule, A., & Ma, Y. (2025). **A decomposition of the Han-minority achievement gap in rural China.** *Social Psychology of Education*, 28(1), 69. <https://doi.org/10.1007/s11218-025-10021-z>

Despite increased investment in rural education in recent years, the academic achievement of ethnic minority students in rural China continues to lag behind their Han Chinese peers. Few studies have used up-to-date data to measure the size of this achievement gap, and none have examined whether differential math attitudes and math anxiety play a role in perpetuating it. Using data from a survey of 16,747 students in 235 rural primary schools, we find a significant disparity in math performance between ethnic minority and Han students, with minority students scoring 0.25 standard deviations lower than their Han peers. Multivariate analysis reveals that differences in math affinity and math anxiety were significantly associated with math achievement among ethnic minority and Han students. Decomposition analysis further reveals that up to 37% of the

achievement gap can be explained by variations in student, parent, and teacher characteristics. The difference in household asset was the largest explained contributor to the Han-minority achievement gap, followed by math affinity and math anxiety. This study underscores the importance of addressing students' math affinity and math anxiety in narrowing rural achievement gaps and promoting equitable educational outcomes in rural China and abroad.

Jia, Y., Xie, R., Wang, X., Chen, Y., Ding, W., & Li, W. (2025). **Bidirectional longitudinal relationships between beliefs about adversity, teacher–student relationships and academic engagement of left behind children.** *Social Psychology of Education, 28*(1), 22. <https://doi.org/10.1007/s11218-024-09956-6>

Focusing on the academic engagement and its influence mechanism for left-behind children can enhance their autonomy and passion, which is crucial for their future growth. Nevertheless, the factors that impact the academic engagement of left-behind children and the intricate interaction between these factors and their underlying mechanisms remain unclear. This study seeks to investigate the interconnectedness and cyclical functions of left-behind children's beliefs about adversity, teacher–student relationship, and academic engagement, considering both intrapersonal and interpersonal resources and the dynamic growth of children. A total of 613 left-behind children (Mage = 9.52, SD = 0.78) completed the measurements of adversity about beliefs, teacher–student relationships and academic engagement, and the data were provided in three waves (T1, T2, and T3). The results indicated an interaction between left-behind children's beliefs about adversity, teacher-student relationships and academic engagement. Specifically, teacher-student relationships and beliefs about adversity positively predicted left-behind children's academic engagement, and academic engagement significantly predicted left-behind children's teacher-student relationships and beliefs about adversity. The findings support the developmental resources model and the developmental ecology theory, and also suggest that there may be a virtuous cycle between beliefs about adversity, teacher-student relationships and left-behind children's academic engagement, respectively. These findings extend existing research on left-behind children's learning and have theoretical and practical value for improving left-behind children's academic engagement.

Jiao, J., & Borbievna, N. B. (2025). **The impact of technology-based education in the Russian language on eagerness to learn, academic performance, and academic self-regulation in the conversation of Russian language curriculum.** *Education and Information Technologies, 30*(3), 3597-3619. <https://doi.org/10.1007/s10639-024-12996-2>

This study, conducted in 2024, investigates the transformative impact of Technology-based Education (TBE) within the context of the Russian Language Curriculum (RLC). The research aims to examine how TBE influences eagerness to learn (ETL), academic performance (AP), and academic self-regulation (ASR) in the RLC, an area that has received limited attention despite extensive research on TBE in education. The study employs a quasi-experimental design, featuring a control group (CG) and an experimental group (EG), as well as pretest and posttest assessments. Participants were selected through cluster sampling. The research instruments utilized encompass the ETL Scale, AP Scale, and ASR Scale. The EG experienced one semester of TBE intervention, while the CG adhered to traditional teaching methods. The findings suggest a substantial enhancement in ETL, AP, and ASR within the conversational aspects of the RLC as a result of TBE integration. This research holds significant implications for educators, curriculum

developers, and policymakers, highlighting the potential of TBE to elevate the quality of teaching and learning in Russian language education. It underscores how TBE can establish a more effective and engaging learning environment for Russian language acquisition, addressing the ETL, AP, and ASR.

Jiménez Ramírez, M., & González Faraco, J. C. (2024). **Choix des études et abandon scolaire précoce dans l'enseignement secondaire espagnol** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (97), 75-85. <https://doi.org/10.4000/139bv>

Les données montrent régulièrement que les taux espagnols d'abandon scolaire précoce et de chômage des jeunes restent, malgré des améliorations récentes, les plus élevés d'Europe. Une part importante de ce problème trouve son origine dans l'enseignement secondaire et, en particulier, dans ses transitions. Cet article analyse cette situation et ses conséquences sur les trajectoires de vie des étudiants. Il étudie également les actions que l'on souhaite mettre en œuvre pour atténuer ces problèmes, notamment : la promotion de la formation professionnelle duale, la diversification et la flexibilisation des itinéraires de formation, et le développement de l'orientation scolaire et familiale, en ce qui concerne le choix des études pendant et à la fin de l'enseignement secondaire obligatoire.

Ju, A. (2025). **The Impact of Teacher Unions on School District Finance and Student Achievement: Evidence From the Great Recession**. *Educational Evaluation and Policy Analysis*, 47(1), 185-207. <https://doi.org/10.3102/01623737231204349>

I examine whether the impact of the Great Recession on school district spending, the allocation of resources, and student achievement varied depending on the strength of state's teachers' unions. Employing a diff-in-diff-in-diff identification strategy, I find that school districts in states with strong teachers' unions experienced significantly larger declines in per-pupil expenditures during the economic downturn compared with otherwise similar districts in states with weak teachers' unions. The larger decline in expenditures in strong union states, however, did not lead to a differential decline in student achievement relative to weak union states.

Karabay, F. H., & Meşe, C. (2025). **The effect of mobile scaffolding on academic achievement and cognitive load of third grade students in mathematical problem solving**. *Asia Pacific Education Review*, 26(1), 227-246. <https://doi.org/10.1007/s12564-024-09951-8>

In the study, problem-solving educational software (ProSES) was developed to reduce the challenges and mistakes experienced by primary school third-grade students in mathematical problem solving and to provide scaffolding and hint support for teacher help for the students using mobile technologies. The study aimed to determine the impact of the employment of this educational software on academic achievements and cognitive load of the students. The study was conducted with the experimental design, a quantitative research method, with 130 third grade students during the 2019–2020 academic year fall semester. Based on the study aim, ProSES was employed in two experimental and one control groups. All group members were assigned with simple random sampling method. Mental effort scale, task completion speed and academic achievement test were used to collect the study data. The findings showed that scaffolding was effective in academic achievement. Thus, this study adds to the current literature by showing that mobile scaffolding effective to improve students' problem solving in mathematical problems of teacher support in primary education.

Khurma, O. A., Jarrah, A., & Ali, N. (2025). **PISA 2022 insights on intellectual curiosity, perspective-taking, and science achievement: Examining the mediating pathways.** *International Journal of Educational Research Open*, 8, 100414. <https://doi.org/10.1016/j.ijedro.2024.100414>

The purpose of the study is to investigate the predictive roles of intellectual curiosity and perspective-taking on science achievement among Emirati early adolescents. Utilizing data from 24,600 participants of the 2022 Program for International Student Assessment (PISA), this non-experimental, correlational study employs a Structural Equation Modeling Partial Least Squares (SEM-PLS) approach to explore these relationships. The study addresses four key research questions: (1) the direct impact of intellectual curiosity on science achievement, (2) the direct impact of perspective-taking on science achievement, (3) the combined predictive power of intellectual curiosity and perspective-taking, and (4) the mediating role of perspective-taking in the relationship between intellectual curiosity and science achievement. Results reveal that intellectual curiosity significantly predicts science achievement with a path coefficient of 0.19. Perspective-taking also shows a substantial direct effect with a path coefficient of 0.15 and additionally mediates the relationship between intellectual curiosity and science achievement with an indirect path coefficient of 0.09. These findings demonstrate the significant influence of these cognitive skills on educational outcomes, suggesting that both intellectual curiosity and perspective-taking are crucial for enhancing science achievement. This underscores the importance of integrating educational strategies that foster these cognitive skills to improve science education outcomes. Recommendations for educational policy include enhancing curricula to foster curiosity and perspective-taking and developing assessments that evaluate these competencies. The study highlights the need for further research using longitudinal designs and intervention studies to confirm these findings and refine educational practices.

Kim, K. M., Park, Y., & Bong, M. (2025). **Adolescent achievement goal profiles and their relationships with predictors and outcomes.** *Social Psychology of Education*, 28(1), 52. <https://doi.org/10.1007/s11218-024-10006-4>

We aimed to identify adaptive and maladaptive patterns of achievement goal pursuits among adolescents. To achieve this aim, we investigated (a) achievement goal profiles that existed among Korean middle school students, (b) predictors of students' achievement goal profile membership, and (c) the relationships of the profiles with various outcomes. Latent profile analyses generated three profiles (Approach, Performance, and Amotivation) in the first semester and four profiles (Approach, Performance, Moderate, and Amotivation) in the second semester. Both individual (self-efficacy and test anxiety, but not theories of intelligence) and contextual variables (classroom goal structures, parent achievement goals, and peer achievement goals) proved to be significant predictors. The Approach profile with high mastery and high performance-approach goals proved most adaptive with the highest scores on Bandura-type self-efficacy, task value, self-regulation, cognitive strategy use, and the final exam, along with the lowest score on help-seeking avoidance. The present findings are discussed in the context of Korean culture.

Kitole, F. A., Kihwele, J. E., Kalimasi, P. J., Ojo, T. O., Elhindi, K. M., & Kassem, H. S. (2025). **Exploring the influence of sports betting on academic performance among students in**

higher learning institutions in Tanzania. *International Journal of Educational Development*, 113, 103227. <https://doi.org/10.1016/j.ijedudev.2025.103227>

Despite gambling contributing significantly to the economies of many countries, especially in developing nations, its impact on students' academic performance and productivity is profound. This study examines the determinants and effects of sports betting on academic performance among higher learning students in Tanzania, focusing on Mzumbe University, Saint Augustine University, and the University of Dodoma. Using logistic regression, instrumental variable models, structural equation modeling (SEM), and the Relative Importance Index (RII), the study identifies key factors influencing betting engagement, including year of study, parental occupation, university residency, attitudes, subjective norms, perceived behaviors, and proximity to gambling outlets. SEM results reveal that students' behaviors significantly affect betting decisions, which in turn negatively impact academic performance. RII analysis highlights subjective norms as the strongest motivator for betting, followed by mimetic pressure and normative pressure, while financial motivations and attitudes play a comparatively smaller role. The study concludes that sports betting negatively affects students' academic performance and recommends targeted interventions. These include implementing financial literacy programs to teach effective budgeting and saving strategies, creating campus-based part-time work opportunities and internships, expanding student loan schemes, and enhancing family-level support programs. Such efforts are essential to equip students with healthier financial management options and reduce the negative impact of gambling on academic success.

Kutluay, E., & Karaca, F. (2025). **A model proposal explaining the influence of smartphone addiction related factors on high school students' academic success.** *Education and Information Technologies*, 30(3), 4061-4098. <https://doi.org/10.1007/s10639-024-12947-x>

An exploratory sequential mixed-method study is designed to develop and test a comprehensive model explaining the relationships between factors associated with smartphone addiction and high school students' academic achievement. Involving two main phases of qualitative and quantitative, focus group discussions with high school students and interviews with teachers were conducted in the first phase, both to decide on the factors and to reveal the relationships between the factors in the model. According to the qualitative results, the most important factors were found as social media usage, cyberloafing, academic procrastination, external and internal academic locus of control. Then, a hypothesis model involving these factors was developed to explain high school students' academic achievement. Obtained from 410 high school students, quantitative data are collected online by the use of some scales measuring the factors included in the model. Using the path analysis method, the hypothesis model was tested, and it was observed that the model fit the data well. As a result, the factors that most influence academic achievement were found as duration of social media usage, external academic locus of control, smartphone addiction, internal academic locus of control, academic procrastination, and cyberloafing respectively. The uniqueness of the presented model in this research is believed to lie in its holistic perspective on the relationships between smartphone addiction and related factors, and their effects on academic achievement. Looking from a big picture, this model is expected to provide a roadmap for practitioners and decision-makers in terms of how to improve students' academic achievement.

Lalot, F., & Houston, D. M. (2025). **Comparison in the classroom: motivation for academic social comparison predicts academic performance.** *Social Psychology of Education*, 28(1), 18. <https://doi.org/10.1007/s11218-024-10008-2>

Reviews of social comparison processes in school contexts have concluded that individual differences in propensity to compare with others are likely to be important in the classroom, but that there is a paucity of evidence testing this key proposition. To address this gap, we developed and validated a new measure of propensity to engage in academic social comparison (Motivation for Academic Social Comparison Scale, MASCS) among 11 samples of UK school pupils and two samples of university students (N = 1,991). The instrument showed good psychometric properties across samples. We then assessed the relationship between MASCS and actual academic performance in public examinations in a subsample of Year 11 and Year 13 students (n = 1,427). The MASCS positively predicted subsequent academic performance. Specifically, greater propensity to engage in academic comparison led to better objective academic achievement. This research thus establishes a valuable new measure and has meaningful implications, both theoretically and for education strategies.

Liang, S., King, R. B., & Sing, C. C. (2025). **Mapping the Terrain of Students Well-Being: Implications for Academic Achievement.** *Child Indicators Research*, 18(1), 57-92. <https://doi.org/10.1007/s12187-024-10201-x>

Positive education emphasizes the importance of student well-being as a critical outcome. Well-being is a complex construct involving both hedonic and eudaimonic aspects. However, existing literature predominantly concentrates on hedonic well-being, with less attention given to eudaimonic well-being. Furthermore, how these two aspects of well-being are associated with academic outcomes is underexplored. To address these gaps, this study examines the hedonic and eudaimonic well-being profiles of 41,396 15-year-old students from six high-performing East Asian regions (Mainland China, Macao SAR, Hong Kong SAR, Chinese Taipei, Japan, and Korea) using a person-centered approach (latent profile analysis). Students from the six regions exhibited both commonalities and differences in their well-being profiles. Across the six regions, we identified three standard profiles: flourishing (high well-being), moderate (average levels of well-being), and discouraged (low well-being) profiles. While in mainland China, aside from the three standard profiles, we identified a fourth profile characterized by low hedonic and high eudaimonic well-being (i.e., resilient). Overall, students in the flourishing group demonstrated the best academic outcomes, while those in the discouraged group showed the poorest. An interesting finding was the emergence of the resilient group among mainland Chinese students. This group displayed academic outcomes that were superior to the moderate and discouraged groups, but slightly worse than the flourishing group. The study reveals the importance of adopting an integrative perspective that includes both hedonic and eudaimonic well-being. It offers valuable insights into the intricate associations between different well-being profiles and academic-related outcomes. Theoretical and practical implications are discussed.

Liu, H., & Guo, W. (2025). **Effectiveness of AI-Driven Vocal Art Tools in Enhancing Student Performance and Creativity.** *European Journal of Education*, 60(1), e70037. <https://doi.org/10.1111/ejed.70037>

In contemporary music education, innovative technologies, particularly artificial intelligence (AI)-based tools, play a crucial role. The objective of this study was to assess the effectiveness of AI-based tools in enhancing students' success and creativity. The

study involved 158 students from a leading music institution, who were divided into control and experimental groups. Methods employed included surveys and testing, along with AI-based tools: Vocal AI Analyzer and Smart Vocal Coach. The results indicated a significant improvement in vocal skills (from 3.5 to 4.5 in the experimental group) and creativity (from 2.9 to 4.1 in the experimental group) compared with the control group. The AI-based tools demonstrated high effectiveness, providing individualised instruction and immediate feedback. The practical significance of the research lies in the potential implementation of such technologies in music educational institutions to enhance teaching effectiveness and the development of students' creative abilities.

Liu, Q., Dong, Z., & Han, H. (2025). **The influence of peers' parental education on adolescent academic performance: the mediating role of educational aspirations.** *Social Psychology of Education*, 28(1), 36. <https://doi.org/10.1007/s11218-024-09995-z>

Peers' parents with a certain educational status generate spillover effects on adolescents' education outcomes through several extrinsic channels. However, evidence on the intrinsic mechanisms driving these spillover effects remains limited. Exploiting the data from China Education Panel Survey (CEPS) and a quasi-random class assignment design, we examine how exposure to peers with college-educated parents influences adolescents' academic performance. Our findings indicate that such exposure significantly enhances adolescents' academic performance, with a noted partial mediation effect through their own educational aspirations. In addition, heterogeneous analysis indicates that girls, adolescents with less-educated parents, and adolescents in non-key schools are particularly susceptible to peers' parental education through this mediating influence. The results advocate for educational policies to facilitate social interactions between students and college-educated adults, such as through guest lectures and mentoring programs, which could improve the educational aspirations and outcomes of adolescents.

Liu, S. (2025). **Navigating Equality in Schools: The Sociological Impact of Leadership on Student Success.** *Education and Urban Society*, 57(3), 245-298. <https://doi.org/10.1177/00131245241304404>

In the pursuit of a just and equitable society, the role of education is vital. One of the key determinants of this success lies in the quality of leadership within educational institutions. The study aims to analyze the multifaceted impact of leadership characteristics, bias mitigation (BM) efforts, and community engagement (CE) on academic achievement (AA) within the school context. This article aims to examine the sociological impact of leadership in schools and its direct influence on promoting equality and ensuring the success of all students. The study employed a mixed-method research approach, utilizing structured questionnaires and interviews to collect data from diverse stakeholders, including 26 school leaders, 154 educators, 1,750 students, and 32 community members across 7 purposively selected schools. PLS-SEM statistical analysis techniques were employed to analyze the collected data. The findings suggest that inclusive and equity-focused leadership is positively correlated with higher academic achievement among diverse student populations. Mitigating biases among educators enhances educational outcomes. Community engagement by school leaders enhances fairness in the education system. Based on the existing body of knowledge, this research contributes by validating the critical role of inclusive leadership in enhancing AA across diverse student populations. It innovates by integrating strategies to mitigate biases among educators

and promoting active CE as novel approaches to bolster equitable educational outcomes. The implications of policymakers prioritizing leadership training in diversity and equity include schools adopting bias awareness programs and enhancing community partnerships to improve educational equity and student support.

Loder, A. K. F. (2025). **Master's programs' dropout and graduation clusters in a university system with a multiple enrollment policy.** *International Journal of Educational Research Open*, 8, 100423. <https://doi.org/10.1016/j.ijedro.2024.100423>

Austria (Europe) allows students to enroll in multiple degree programs simultaneously or consecutively. On the master's degree level this may offer advantages for students, such as a chance for graduation instead of dropping out. This study aimed to identify groups among master's students' outcomes (graduation, dropout), considering the possibility of enrolling in multiple programs. Data from 21,412 master's degree students between 2010/11 to 2022/23 were used as a base for analyses. All possible outcome constellations of dropout and graduation have been considered and the dimensions workload and overall study duration in semesters were used for the clustering. Cluster analyses per outcome constellation, set up on the four algorithms kmeans, clara, pam and hclust, revealed differently sized clusters. Clusters were categorized into low, medium, high workload and low, medium, long duration and their frequencies were aggregated. The results suggest that enrolling in multiple programs increases overall study duration and student workload, but also that groups of students with reduced workload exist, possibly profiting from multiple enrollments. Future studies are needed to examine knowledge transfer between programs and to obtain information on differences between single-enrollment students and multiple-enrollment students in their performance in the job market.

Luo, Y., Yu, X., Tang, Y., & Zhang, H. (2025). **Teacher–Student Relationship and Academic Achievement Among Adolescents: A Moderated Mediation Model.** *Psychology in the Schools*, 62(4), 1112-1121. <https://doi.org/10.1002/pits.23377>

The current study investigated the mediating role of academic engagement in the association between the teacher–student relationship and academic achievement, and whether self-control moderates the mediating process. The sample consisted of 1411 Chinese adolescents (Mage = 16.77 years, 543 boys) aged between 11 and 19 years. Self-reported questionnaires were used to collect data. The results show that (1) the teacher–student relationship has a significant positive predictive effect on adolescents' academic achievement; (2) academic engagement has a positive mediating effect between the teacher–student relationship and academic achievement; and (3) the indirect effect of the teacher–student relationship on adolescents' academic achievement through academic engagement is moderated by self-control, in which self-control plays a role as a protective factor, and the indirect effect is more significant for adolescents with low self-control than for those with high self-control. These findings extend our understanding of how teacher–student relationships influence academic achievement among adolescents. The results have theoretical and practical value for guiding educational work in schools and improving the academic achievement of adolescents.

Lynch, P., & Soni, A. (2025). **Widening the focus of school readiness for children with disabilities in Malawi: a critical review of the literature.** *International Journal of Inclusive Education*, 29(1), 97-111. <https://doi.org/10.1080/13603116.2021.1965801>

In recent years, school readiness has become increasingly contested by early childhood researchers resulting in a lack of agreement on how it should be conceptualised and assessed, particularly in relation to children with disabilities. This article responds to some of these arguments by carrying out a critical examination of the literature surrounding early childhood education and care, assessment procedures, and cultural background in relation to school readiness. Evidence from the review revealed that there are few assessment instruments that capture the contextual aspects of children's early learning and development, such as their cultural background, linguistic diversity or level of impairment or disability. We draw on the evidence to propose a holistic model of school readiness that can be used to help us to understand the transition of children with disabilities into primary educational settings in a low-income country in sub-Saharan Africa. We conclude that children's assessment instruments should provide an accurate yet nuanced picture of children, within their context, alongside information that can support them into primary school. In doing this, it is vital to use contextual measures that are inclusive of children with different abilities and consider the constraints that may prevent them from going to school.

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.

Matthewes, S., & Borgna, C. (2025). **De-tracking at the margin: how alternative secondary education pathways affect student attainment** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/126595.htm>

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.

Meneses, F., Ortega, L., Kuzmanic, D., & Valenzuela, J. P. (2025). **Analyzing the impact of COVID-19 on gender gaps in mathematics: The role of socioeconomic status in Chile.** *International Journal of Educational Development*, 113, 103221. <https://doi.org/10.1016/j.ijedudev.2025.103221>

In many countries, the COVID-19 pandemic widened pre-existing gaps in educational outcomes. This study estimates the differential effect of the pandemic on girls' and boys' mathematics achievement progress from Grades 6–10 in Chile, where extended school closures took place. To this end, we analyzed data from a national standardized test (N = 415,046 students) using multilevel models. The gender gap in mathematics achievement gains increased significantly to the detriment of girls during the pandemic. The widening of the gap was larger in high-SES schools. These findings underscore the gendered nuances of socioeconomic advantage within the Chilean school system.

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 mathematics 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.

Meston, T., Ballangarry, J., Van Issum, H., Klieve, H., Smith, C., & Riley, T. (2025). **Capturing the protective value of culture: The 'Deadly Gaming' pilot.** *Pedagogy, Culture & Society*, 33(2), 417-437. <https://doi.org/10.1080/14681366.2023.2223218>

This paper details the 'Deadly Gaming' pilot (DG). DG centred research has been designed to exploit the protective value of Indigenous culture, to nurture translational literacies (e.g., cultural capital, academic confidence, teamwork, problem solving, critical thinking, and 21st century skills) necessary for academic success in an urban Australian school. Underpinning this pilot was the research question, 'how does the use of curriculum aligned digital gaming impact on Indigenous engagement and performance in a non-conventional school-based learning space'? DG operated across three phases:(1) development of a culturally responsive digital gaming curriculum, (2) implementation of this curriculum across a mixed age (e.g., P-Year 6) Indigenous only cohort, and (3) evaluation of the efficacy of digital gaming as a culturally responsive learning tool. In phase three, the research team aligned case study methodology with aspects of action research and in-class portfolio assessment to appraise student and teacher attitudes across the implementation phase. The evaluation revealed the significance of culturally responsive digital gaming as a motivation and engagement tool for learners across our cohort. Our findings highlight the broader role 21st century technologies (i.e., digital gaming), and culturally responsive pedagogy can play in addressing the embedded sociocultural challenges that Indigenous learners continue to face in school. Future educational design might explore methods to integrate digital gaming as a tool to build translational literacies for learners who struggle in mainstream learning contexts.

Miklósi, M., & Kovács, K. E. (2025). **Factors influencing school bonding among juvenile offenders – The experience of a systematic review.** *International Journal of Educational Research Open*, 8, 100441. <https://doi.org/10.1016/j.ijedro.2025.100441>

Background School attendance and school bonding have protective effects against later criminal behaviour, with young people who are not strongly attached to prosocial individuals and conventional institutions more likely to engage in criminal behaviour. Problems with school bonding reinforce the gradual disengagement of students from school, which, together with other personal, social and contextual variables, contributes to the development of deviant behaviour. Methods A systematic PRISMA review was conducted using EBSCO Discovery Service Search Engine (using 85 databases during searching) to access studies which investigated the association of school bonding of juvenile offenders with risk of subsequent reoffending and successful reintegration into society, finally 10 studies were reviewed. The PICOS format was used to define inclusion criteria, and the Joanna Briggs Institute (JBI) critical appraisal tool was used to assess the quality of the studies. Results The research reviewed confirmed our hypothesis that increasing school bonding and engagement can support the reintegration of juvenile offenders into society, particularly through extracurricular activities and mentoring. At the same time, we cannot ignore the study of social influences, because family dynamics, peer relationships and partner relationships have a strong influence on school bonding and consequently on the likelihood of delinquency. Conclusions Although this review has highlighted important links with school bonding among juvenile offenders, future research on this less researched topic would be worthwhile to better understand the

nature of school bonding and the opportunities and good practices to strengthen school bonding, thereby increasing the chances of desistance.

Mulyaningsih, T., Miranti, R., Dong, S., & Suryandari, R. T. (2025). **Why are low-income eligible students reluctant to apply for financial aid? An empirical study from Central Java, Indonesia.** *Asia Pacific Education Review*, 26(1), 247-261. <https://doi.org/10.1007/s12564-024-09973-2>

Despite generous financial aid provided by the government for low-income students studying at universities, eligible students are still reluctant to apply for such aid. This study aimed to assess the effects of students' expectations; knowledge, attitudes, and actions toward higher education; financial aid; parental, school, and student characteristics; and intentions to apply for scholarships among low-income students in two districts of Central Java, Indonesia. Students from disadvantaged backgrounds were invited to participate in the survey, and logistic regression was employed to assess the determinants of students' intentions to apply for financial aid. This study revealed that more than 70% of low-income students have low expectations, which is mainly attributed to a lack of academic performance. Moreover, expectations play a significant role in increasing students' intention to apply for financial aid by 3.026. In addition, the level of knowledge, positive attitude toward higher education, and financial aid and action were demonstrated to be statistically significant in affecting students' intention to apply for aid.

N'guia, G. (2025). **Résultats définitifs de la session 2024 du diplôme national du brevet (DNB).** *Note d'Information*, (25.09), 1-4. <https://doi.org/10.48464/ni-25-09>

Lors de la session 2024 qui a vu la disparition des correctifs académiques, 841 400 candidats se sont présentés au diplôme national du brevet (DNB) et 720 400 d'entre eux ont été admis. Le taux de réussite est de 85,6 %, soit 3,4 points de moins qu'à la session précédente. Il est de 75,2 % (- 2 ,9 points) en série professionnelle et de 86,8 % en série générale (- 3,4 points). En série professionnelle, 33,9 % des candidats sont « en retard » dans leur parcours scolaire (5,8 % en série générale), 49,4 % sont d'origine sociale défavorisée (27,8 % en série générale) et 61,8 % sont des garçons. En série générale, les filles ont un taux de réussite supérieur de 5,9 points à celui des garçons et les candidats d'origine sociale très favorisée ont un taux de réussite supérieur de 21,5 points à celui des candidats d'origine sociale défavorisée. Les lauréats de la série générale du DNB sont 84,0 % à valider les deux composantes de l'examen: le socle commun de connaissances, de compétences et de culture (« socle ») et les épreuves de l'examen terminal. C'est le cas de 64,3 % des lauréats de la série professionnelle. Les filles obtiennent de meilleures notes aux épreuves terminales de français ainsi qu'à l'oral et font jeu égal avec les garçons en mathématiques, en sciences et en histoire-géographie-éducation morale et civique.

Niyongabo, J. (2024). **La réussite à l'université : comparaison entre l'Université du Burundi (UB), l'Université Sagesse d'Afrique (USA) et l'Université Lumière de Bujumbura (ULBU)** (Thesis). Consulté à l'adresse https://docnum.univ-lorraine.fr/public/DDOC_T_2024_0171_NIYONGABO.pdf

Noreen, S., & Iqbal, Z. (2025). **Effectiveness of Social Practice Approach for Academic Achievement of Adult Learners in Basic Literacy: A Mixed-Methods Study.** *European Journal of Education*, 60(1), e70015. <https://doi.org/10.1111/ejed.70015>

This study explores the effectiveness of social practice approach by integrating social practices along with modern teaching strategies, and teacher training to address the challenge of low academic achievement among adult learners in basic literacy programs. For a 4-month experiment, two of a metropolitan city's fourteen adult literacy centres were chosen as intact groups. There were 35 adult learners in each group, which included a control group and an experimental group. A mixed-methods study design was employed to experimentally ascertain the impact of social practices along with modern teaching strategies, and teacher training on learners' academic attainment and explore the underlying elements influencing this effect. While the control group got conventional teaching utilising a literacy book and a chalkboard, the experimental group's literacy activities were incorporated into their daily tasks as adult learners. For quantitative data, a pre-test and post-test based on worksheets with items pertaining to the social setting and daily chores were used to gather data from both groups. For qualitative data, 10 learners from the experimental group were interviewed to obtain a better understanding of how the social practice approach had improved their academic achievement. Thematic analysis was used to examine the qualitative data, while independent-sample t tests were used to assess the quantitative data. According to the results, the experimental group outperformed the control group in terms of knowledge, comprehension, and application. The experimental group's learners credited their improved academic achievement to the regular practice of acquired skills in the classroom and in real-world scenarios, as well as to interactive, engaging, and everyday reading exercises. This study emphasises the need for socially inclusive and contextually relevant adult literacy programs in by integrating real-world issues and fostering collaboration among various stakeholders. It also highlights the importance of active community involvement in the design and implementation of literacy programs, as this approach can enhance educational opportunities, address disparities, and ensure that the programs are relevant to the needs of local populations.

Nunès, É. (2025, février 25). **Le pari gagnant des « prépas pro » qui accueillent des élèves cabossés par le système scolaire.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/02/25/le-pari-gagnant-des-prepas-pro-qui-accueillent-des-eleves-cabosses-par-le-systeme-scolaire_6562627_4401467.html

Hisser académiquement des lycéens issus de la voie professionnelle et les faire concourir aux côtés des meilleurs de la voie générale est le pari de ces classes préparatoires de la seconde chance, qui ne sont encore qu'une poignée en France.

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.

OECD : Organisation for Economic Co-operation and Development. (2025). **Teenage part-time working: how schools can optimise benefits and reduce risks for secondary school students.** Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/02/teenage-part-time-working_75275b29/0dd35152-en.pdf

Des études suggèrent que le travail à temps partiel peut aider les élèves à acquérir des compétences techniques et générales, à développer des réseaux sociaux de valeur et à renforcer leur confiance dans la planification de carrière. Cependant, on peut penser que le travail, parallèlement à des études secondaires à temps plein, a un impact négatif sur la réussite scolaire. Cette note d'orientation vise à répondre à trois questions principales : quels sont les impacts du travail à temps partiel sur les futurs résultats professionnels des élèves et pourquoi peut-on s'attendre à des avantages ? Quels types d'élèves sont plus susceptibles de travailler à temps partiel dans l'OCDE ? Comment les écoles peuvent-elles optimiser les résultats positifs pour les jeunes ?

Ordu, Y., & Çalışkan, N. (2025). **The Effect of the Jigsaw Technique on Nursing Students' Learning of Employee Safety and Retention of Knowledge: A Randomized Controlled Research.** *European Journal of Education*, 60(1), e70038. <https://doi.org/10.1111/ejed.70038>

The purpose of this study was to determine the effect of the Jigsaw technique on nursing students' learning and retention of knowledge about employee safety. The study was conducted between December 2022 and January 2023 with 84 first-year students enrolled in the Nursing Department of a state university in a province of Turkey. Data were collected using the Descriptive Characteristics Form and Employee Safety Research/Test Instrument. During the study, the experimental group (n = 42) learned about employee safety using the Jigsaw technique, while the control group (n = 42) used the traditional method. Then, the students filled out the data collection forms (Post-test). Four weeks after the post-test, students again filled out the data collection forms to evaluate the retest of knowledge (Retest). The data were analysed with SPSS 22.0 package program. It was determined that the mean research/test instrument score of the experimental group in the employee safety post-test and retest was statistically significantly higher than the control group (p = 0.000). It was determined that the Jigsaw technique was effective in nursing students' learning of employee safety and retest of knowledge.

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.

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.

Peller, S. L., Marcotte, A. M., Ketan, Wells, C. S., Press, N., & Kos, M. (2025). **Teacher training, coaching and school libraries in rural indigenous Guatemala: A multi-pronged approach to improving reading proficiency.** *International Journal of Educational Research Open*, 8, 100437. <https://doi.org/10.1016/j.ijedro.2025.100437>

Efforts to address persistent intergenerational poverty in the Global South have focused, in part, on improving both access to and quality of schooling for all children, often including teacher training and provision of materials. Child Aid supports literacy development in hundreds of primary schools in indigenous communities in the rural highlands of Guatemala through an innovative and scalable teacher training program. The program works in over 100 schools at a time offering a four-year intervention with a three-pronged approach: workshops; professional instructional coaching; and providing thousands children's literature books to school libraries and classrooms. Child Aid's program is uniquely focused on improving not only basic reading ability, but reading comprehension skill and critical thinking among students. This study examined whether

Child Aid's multifaceted but scalable intervention had a positive effect on children's reading comprehension through two large-scale quasi-experimental studies, with the first serving as the initial study and the second serving as a replication study. Hierarchical linear modeling was used to explore differences in reading comprehension gains between two large samples comparing students' reading comprehension gains in Child Aid schools with those of students in control schools. In both studies, students in Child Aid schools consistently demonstrated significantly greater gains in their reading comprehension skills than students who were not in Child Aid schools. Additionally, we learned students with weaker skills at the start of the year had the greatest gains. These findings will be presented and implications for the Child Aid program and other literacy interventions will be discussed.

Phelan, D., Maguire, H., & Finnegan, C. (2025). **Scoping Review of Universal Design for Learning Principles Embedded in Subjects in Secondary Education.** *European Journal of Education*, 60(1), e70016. <https://doi.org/10.1111/ejed.70016>

To date, much of the research on UDL has focussed on higher education, with a dearth of research surrounding UDL within secondary education. This study aimed to identify the application of the principles of UDL embedded in subjects in secondary education worldwide. The PRISMA ScR methodological framework was employed, and numerical summaries and thematic analysis were utilised to describe the data quantitatively and qualitatively, respectively. Results demonstrate that most of the articles were based in North America, used an intervention study approach and reported positive results on student engagement post-intervention. While all articles displayed evidence of UDL pedagogical practices, some articles did not specifically identify these practises as UDL. This could suggest that (1) an awareness of UDL as an inclusive pedagogical framework is lacking in current educational research, and/or (2) UDL may be incorporated into teaching practices more frequently than is currently being identified. The findings suggest that future research from a European context may provide novel insight into the operationalisation and potential of UDL in secondary education.

Pietsch, M., Aydin, B., & Gümüş, S. (2025). **Putting the Instructional Leadership–Student Achievement Relation in Context: A Meta-Analytical Big Data Study Across Cultures and Time.** *Educational Evaluation and Policy Analysis*, 47(1), 29-64. <https://doi.org/10.3102/01623737231197434>

Aggregated data meta-analyses indicate a correlation between instructional leadership and student achievement. However, it is unclear to what extent this relationship can be generalized across cultural contexts, as most primary studies stem from Anglophone regions. Drawing on international large-scale assessment data, this 3-level individual participant data (IPD) meta-analysis examines this relationship over a 6-year period using a sample of 1.5 million students in more than 50,000 schools from 75 countries. The findings show that the mean correlation is close to 0 and that the relationship between instructional leadership and student achievement varies significantly across contexts. This is mainly due to the level of human development and cultural factors. Implications for policy, practice, and education research are discussed.

Pitthan, F., & Witte, K. D. (2025). **Game over or continue? How gamification can improve completion rate in adaptive learning.** *Education and Information Technologies*, 30(3), 2757-2786. <https://doi.org/10.1007/s10639-024-12928-0>

Despite the potential for personalized learning, e-learning courses often suffer from low completion rates. In order to address this issue, we propose and empirically test a theoretical mechanism that examines how gamification can enhance the completion rate in adaptive learning courses by promoting a more positive behavioral response and attitude among students. To identify causal effects, we employ a quasi-experimental design with a time-discontinuity in treatment attribution. Our study involves a sample of 6592 adults who participated in a Belgian financial education platform. The effect sizes were estimated using non-parametric survival analysis. Our findings indicate that gamification led to a 5.7% increase in the number of questions answered and a 1.6 percentage point rise in the completion rate. These effects were particularly pronounced among younger individuals, single adults, and in relation to socioeconomic status questions used in the personalization survey. However, gamification did not significantly impact the completion rate for decision-making questions. By demonstrating that gamification serves as a causal mechanism for enhancing completion rates in adaptive learning courses, our study contributes to the underlying e-learning theory. Specifically, we highlight the role of psychological factors, such as improved behavior and attitude, which are particularly relevant during personalization surveys.

Revaz, S., & Fouquet-Chauprade, B. (2025). **Réduire les inégalités ou améliorer la performance ? Discours de légitimation de deux réformes de l'enseignement secondaire à Genève.** *Canadian Journal of Educational Administration and Policy*, (205), 19-27. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77550>

À Genève, deux types d'organisation du secondaire I sont depuis longtemps débattus. L'un favorise le regroupement des élèves niveau scolaire, l'autre privilégie l'hétérogénéité « académique » au sein des classes. Ces modèles, qui reposent sur des conceptions et valeurs différentes relatives à la justice et à l'hétérogénéité à l'école, ont donné lieu à une véritable « guerre scolaire ». Bien que ce soit l'organisation par filières qui est en vigueur depuis plusieurs décennies, des tentatives de changement ont été entreprises lors d'une réforme en 2011 et d'un projet de loi en 2022 ravivant les querelles idéologiques sur la gestion des inégalités à l'école. Cet article met en perspective les débats tenus dans le cadre de ces deux projets de réformes. L'analyse du discours des acteurs impliqués (élus parlementaires, responsables gouvernementaux, enseignants, chefs d'établissement et membres de syndicats) montre qu'une ambivalence persiste autour du rôle de l'école dans la gestion des inégalités. Elle montre aussi, et surtout, que les inégalités sont rarement pensées en termes de construction systémique face à l'injonction de performance à laquelle les systèmes éducatifs sont de plus en plus soumis.

Sahu, T. N., Sen, N., & Maity, S. (2025). **Revisiting, Reframing and Recovering Learning Loss: An Arched Impression on Primary Education During Covid Epoch.** *Education and Urban Society*, 57(3), 217-244. <https://doi.org/10.1177/00131245241293141>

Amidst the pandemic phase, students have not learned what they were supposed to learn in normal classroom days while many forgot the lessons taught in pre-pandemic time. As a result of the extended and unprecedented shutdown of schools, educational institutes globally happen to be in a state of unfortunate extremity with prodigious dissipation in the learning process. The present study intended to find out the aspect of learning loss of children consequential to the protracted shutdown of schools. Based on 1200 primary students, the study employs various parametric and non-parametric tests. The study found learning loss about 1.530 points with standard deviation 0.468. Further,

though learning loss is not significantly evident among genders but differs regionally. Due to learning loss, numerical skill and hand writing fluency also note a marked difference in many primary classes. The study proposed recommendations for achieving universal primary education during the Covid-19 pandemic era. The study envisaged an exclusive inquiry in the domain of socio-economic literature by scanning the lifestyle patterns of an academic community in a distinct empirical approach. The outcomes delivered from the study undertaken may strive to assist in the formulation of developmental policies for the growth and betterment of future generations.

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.

Schueler, B. E., & Larned, K. E. (2025). **Interscholastic Policy Debate Promotes Critical Thinking and College-Going: Evidence From Boston Public Schools.** *Educational Evaluation and Policy Analysis*, 47(1), 108-134. <https://doi.org/10.3102/01623737231200234>

Few interventions reduce inequality in reading achievement, let alone higher-order thinking skills, among adolescents. We study policy debate—an extracurricular activity focused on improving middle and high schoolers' critical thinking, argumentation, and policy analysis skills—in Boston schools serving large concentrations of economically disadvantaged students of color. Student fixed effects estimates show debate had positive impacts on English Language Arts (ELA) test scores of 0.13 SD, equivalent to 68% of a full year of average ninth-grade learning. Gains were concentrated on analytical more than rote subskills. We find no harm to math, attendance, or disciplinary records, and evidence of positive effects on high school graduation and postsecondary enrollment. Impacts were largest among students who were lowest achieving prior to joining debate.

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.

Shahzad, M. F., Xu, S., & Zahid, H. (2025). **Exploring the impact of generative AI-based technologies on learning performance through self-efficacy, fairness & ethics, creativity, and trust in higher education.** *Education and Information Technologies*, 30(3), 3691-3716. <https://doi.org/10.1007/s10639-024-12949-9>

Artificial Intelligence (AI) technologies have rapidly transformed the education sector and affect student learning performance, particularly in China, a burgeoning educational landscape. The development of generative artificial intelligence (AI) based technologies, such as chatbots and large language models (LLMs) like ChatGPT, has completely changed the educational environment by providing individualized and engaging programs. This study brings forward a model and hypothesis based on social cognitive theory and appropriate research. This investigation centers on how generative AI-based technologies influence students' learning performance in higher education (HE) institutions and the function of self-efficacy, fairness & ethics, creativity, and trust in promoting these connections. Data is collected from 362 students at Chinese universities using purposive sampling. The proposed structural model was evaluated using partial least squares–structural equation modeling (PLS-SEM). The findings reveal that generative AI technologies such as LLM models exemplified by ChatGPT and chatbots significantly influence students' learning performance through self-efficacy, fairness & ethics, and creativity. Furthermore, trust significantly moderates the relationship between fairness & ethics, creativity, and learning performance but negatively moderates the relationship between self-efficacy and learning performance. This study supports the new explanatory potential of social cognitive theory in technological practices. Additionally, this research suggests using generative AI technologies to enhance students' digital learning and boost academic achievement.

Shi, Q., Phillips, K., & Lambrinou, M. (2025). **Latina English Learners' persistence in STEM undergraduate programs: framed within the Community Cultural Wealth Model.** *International Journal of Qualitative Studies in Education*, 38(3), 443-462. <https://doi.org/10.1080/09518398.2024.2386238>

This study seeks to understand the challenges Latina English Learner (EL) students encounter in STEM and investigate how Latina ELs persist in these academic domains. Using an interpretive phenomenological design, we interviewed 15 Latina ELs to explore the strategies Latina ELs employ to persist through undergraduate STEM programs. We also seek to understand the cultural wealth that Latina EL students draw upon to persist in STEM programs. Major themes highlight Latina EL students using strong generational links that facilitate resiliency, taking advantage of bilingualism, having a clear career vision, prioritizing their mental and emotional health, forming strong social connections, and combatting discrimination and microaggressions. The study makes important recommendations to guide higher education institutions and STEM departments to promote diversity and inclusivity within their domains.

Singal, N., Mbukwa-Ngwira, J., Taneja-Johansson, S., Lynch, P., Chatha, G., & Umar, E. (2025). **Impact of Covid-19 on the education of children with disabilities in Malawi: reshaping parental engagement for the future.** *International Journal of Inclusive Education*, 29(1), 112-128. <https://doi.org/10.1080/13603116.2021.1965804>

Covid-19 has led to unparalleled school closures and brought about extraordinary and unique challenges to ensuring continuity of learning for children across countries. This paper focuses on the educational experiences of children with disabilities in Malawi. Using a telephone survey, 99 parents/carers were interviewed about the impact of school closure on them and their child with disabilities. Parents reported as being overwhelmingly dissatisfied with the educational experiences of their child with disabilities, with a significant number reporting that they had no contact with the school or the teachers during closures. Children with disabilities were reported as spending very little time on formal learning activities. Nonetheless, parents were confident that their child with disabilities would return to school once these re-opened, as parents noted the loss of structure for their child's day and increased loneliness arising from lack of contact with their friends. As schools reopen, the mental health of children with disabilities, alongside their learning, will need to be a priority. Finally, parents highlighted the need for more active involvement in their child's schooling, so that they are able to support them better when they are at home.

Soe, H. Y., Zhang, D., Fu, D., & Cui, Y. (2025). **How an autonomy-supportive learning environment influences students' achievements in science and mathematics.** *Social Psychology of Education*, 28(1), 53. <https://doi.org/10.1007/s11218-024-09970-8>

In Eastern cultures, teaching is challenging due to students' increasing needs for autonomy and refusal to be controlled in traditional ways. Understanding the relationship between autonomy-supportive practices and students' learning outcome is essential for assisting teachers to create supportive learning environment to satisfy the needs for autonomy and intrinsic motivation. Using self-determination theory, we investigated how an autonomy-supportive environment related to students' need of autonomy, motivation, and achievement in science and mathematics. We considered the association between the autonomy support from school, teacher, and family and the students' achievement in both science and mathematics. A sample of 810 8th grade students, 15 science teachers and 15 mathematics teachers from 15 schools in Myanmar were included. Multilevel structure equation modelling was used to examine the relationships among variables from both individual and school level. Overall findings indicated that students' perceived teacher and parent autonomy support were significantly associated with the students' engagement, anxiety, and academic

achievement in both science and mathematics. Teachers' perceived autonomy from school significantly related to students' perceived autonomy support from their teachers. In addition, teachers' perceived autonomy from school indirectly related to students' achievement in science and directly related to students' achievement in mathematics. The finding also showed no synergistic effect between teacher autonomy support and parent autonomy support on students' outcome variables.

Son, S., Jang, Y., & Yoon, M. (2025). **Developmental Trends in the Relationships Between Adolescent Career Maturity and Predictors in South Korea: A Meta-Analysis of Longitudinal Studies.** *Journal of Career Development*, 52(2), 256-273. <https://doi.org/10.1177/08948453241311887>

This study examines how self-esteem and social support (parental, teacher, and peer) influence the career maturity of Korean adolescents over time. By synthesizing findings from 18 longitudinal studies, a meta-analysis was conducted. Results reveal that while self-esteem initially shows a strong correlation with career maturity, this relationship weakens significantly as adolescents age. In contrast, peer support maintains a relatively stable correlation with career maturity, even in late adolescence. Parental support also shows a gradual decline in its effect, but less sharply than self-esteem. Teacher support, though initially the weakest predictor, remains consistently correlated with career maturity throughout adolescence. These findings underscore the critical role of early self-esteem and social support in fostering career maturity and highlight the differing impacts of these factors over time.

Stancea, A., Corbu, N., & Buzoianu, C. (2025). **Regional Disparities in Literacy and Numeracy Skills Among Romanian Adults: Evidence From e-PASS 2023.** *European Journal of Education*, 60(1), e70032. <https://doi.org/10.1111/ejed.70032>

This article investigates regional disparities in Romanian adults' numeracy and literacy skills. We analyse a novel data set that combines the assessment of numeracy and literacy competencies of the adult population in Romania with information about regional economic conditions and educational administrative data. Using a background questionnaire and a cognitive test following e-PASS methodology and tools (everyday-life Practices and Skills Survey), the study is one of the first to assess the key skills of the Romanian adult population. The e-PASS survey is based on the Literacy Assessment and Monitoring Programme (LAMP), developed by the UNESCO Institute for Statistics (UIS), and corresponds to PIAAC levels 1 and below 1. The findings indicate that individuals performing better at literacy and numeracy assessments have higher levels of education, are part of younger generations, and live in urban areas and economically developed Romania's regions. The results of this study provide a detailed picture of the current situation and can serve as a benchmark against which to compare current results in the region or future longitudinal findings.

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.

Tobih, D. O., Ayanwale, M. A., & Ndlovu, M. (2025). **Development and validation of an attitudinal mathematics word problems scale for secondary school learners in Nigeria.** *International Journal of Educational Research Open*, 8, 100440. <https://doi.org/10.1016/j.ijedro.2025.100440>

Mathematics word problems (MWP) are essential for cultivating learners' problem-solving skills. However, many learners perceive them as challenging and anxiety-inducing, leading to negative attitudes towards mathematics. Although various scales have been developed to assess learners' attitudes towards mathematics, there is a lack of validated scales focusing specifically on MWPs. In this study, we developed and validated an Attitudinal Mathematics Word Problem Scale (AMWPS) for secondary school learners. We employed a comprehensive scale development process using a sample of 958 secondary school learners, including item generation, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and multidimensional graded response modelling. Our results revealed a nine-factor structure comprising 58 items representing distinct dimensions: passion, emotional connection, cognitive skills, relational support, sarcasm, presumption, engagement, evasion, and pessimism. The AMWPS exhibited strong psychometric properties with good reliability (Composite Reliability ≥ 0.70) and validity (Average Variance Extracted ≥ 0.50). Furthermore, measurement invariance was established across gender and school type, ensuring the scale's robustness in diverse educational contexts. Our study bridges the gap in attitudinal assessments by offering a reliable and valid scale to evaluate learners' attitudes toward mathematics word problems. We provide a foundation for future research and practical interventions to improve learners' engagement and performance in mathematics.

Tseer, T., Ngmenkpieo, F., & Damwah, A. K. (2025). **Normalised heteropatriarchy and performance disparity among male and female students in Senior High Schools.** *International Journal of Educational Research Open*, 8, 100425. <https://doi.org/10.1016/j.ijedro.2024.100425>

In the field of educational science, scholars have often alluded to the issues of gender disparity in enrolment, transition and completion as well as general academic performance. Yet, the extent to which deeply entrenched heteropatriarchal practices and ideologies intersect to prompt varied academic outcomes for male and female students in mathematics is often overlooked. Investigating this phenomenon amongst a least studied population of senior high school students and within a highly heteropatriarchal society like the Upper West region provided new insights that not just contributes to existing literature but also informs policy formulation. A qualitative approach was employed where 70 participants were recruited for the study using a maximum variation and expert purposive sampling techniques. Primary data were gathered through interviews and focus group discussions and these were complemented by secondary data from school reports as well as reports from the West African Examination Council. The analysis of the collected data revealed that normalised

heteropatriarchal ideologies, reinforced through gender role differentiation, male dominance, sexual harassment, religious teachings on marriage, social stereotypes, and parental preferences for male children, contribute to gender disparities in mathematics performance. The study contributes new knowledge to literature by connecting normalised gender discriminatory practices to performance parity between male and female students in mathematics arguing that male students are poised to outperform their female counterparts for as long as culturally entrenched gender discriminatory practices and ideologies continue to favour them.

Uygun, E., & Cesur, K. (2025). **Teaching English for general purposes through a MOOC in higher education: A quasi-experimental study to explore its effects on learner achievement and satisfaction.** *Education and Information Technologies*, 30(3), 3389-3409. <https://doi.org/10.1007/s10639-024-12948-w>

The COVID-19 pandemic has notably increased the use of distance education, particularly in Türkiye's higher education English courses. Even after the normalisation process, compulsory English courses in Türkiye, the learners of which receive education in English for general purposes, are still being taught via distance education. Such a practice could well be implemented with a massive open online course (MOOC), called a language MOOC (LMOOC). To this end, the current study focused on the development, implementation, and evaluation of a General English Language MOOC (GELMOOC) designed according to the syllabi of Turkish universities. With 2957 participants enrolled, the course's effectiveness was assessed through a single group pretest-posttest design, employing a quasi-experimental study. Accordingly, learners' language achievement levels were assessed prior to and after the GELMOOC treatment. Then, a learner satisfaction survey was also administered post-course. Results showed significant improvements in English proficiency and high satisfaction with the course's content, design, and delivery. The findings highlight the potential of and areas for improvement in LMOOCs in the literature and the foreign language teaching context.

Von Davier, M., Khorramdel, L., Reynolds, K., Aldrich, C. E. A., Bookbinder, A., Kennedy, A., & Gonzalez, E. (2025). **TLaNA 2023 Linking Study Results** (p. 130). Consulté à l'adresse International Association for the Evaluation of Educational Achievement (IEA) website: <https://doi.org/10.6017/lse.tpisc.bk4721>

LaNA is an international assessment that measures foundational early reading and mathematics skills at the end of primary school. It is based on the mathematics and reading frameworks of IEA's international large-scale educational assessments, TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study), both of which engage participants from over 70 countries globally.

Wu, X., Chen, X., Wang, X., & Wang, H. (2025). **Effect of students' deep learning in virtual venue environment: a meta-analysis based on 45 experiments and quasi-experiments at home and abroad.** *Education and Information Technologies*, 30(3), 4013-4031. <https://doi.org/10.1007/s10639-024-12985-5>

With the application of virtual venues in the field of education, numerous educational empirical studies have examined the impact of deep learning in the learning environment of virtual venues, but the conclusions are not always in agreement. The present study adopted the meta-analysis method and RStudio software to test the overall effect of 45 domestic and foreign experimental and quasi-experimental studies, and

eight moderating variables (experiment period, knowledge type, virtual venue type, and feedback strategy) were analyzed. The research results indicated that moderating variables had different degrees of influence on the deep learning effect of students in the learning environment of virtual venues. There were no intra-group differences in the type of virtual venue and the experiment period, while there were intra-group differences in other moderating variables. According to the results of meta-analysis, suggestions were put forward from four aspects (course design of virtual venues, selection and application of feedback strategies, knowledge type design of virtual venues, and empirical research suggestions) to serve as references for strengthening the deep learning impact of students and the scientific design of course content of virtual venues.

Xie, Y., Xie, Z., Chen, S., Shen, L., & Duan, Z. (2025). **An analysis of predictive modeling and factors influencing CET-4 pass rate among Chinese university students: a machine learning-based approach.** *Education and Information Technologies*, 30(3), 3669-3690. <https://doi.org/10.1007/s10639-024-12964-w>

The National College English Test Band 4 (CET-4) is a key test to assess the English language ability of Chinese university students, and the success rate of the test is important to improve the quality of their English learning. Artificial intelligence technology can be used to predict and explore the factors influencing the success rate. This study employed machine learning techniques to analyse a dataset collected from undergraduate students at a full-time university in China who were not majoring in English. The aim of this study is to identify the most appropriate machine learning model for predicting CET-4 success and to understand the factors that most influence this success. These findings are expected to help educators improve their teaching strategies. The research found that LightGBM achieved the highest accuracy rate of 97.04% in predicting whether students could pass CET-4. Further interpretability analysis of LightGBM identified three primary factors that play a significant role in determining students' success in the CET-4 exam: their interest in English learning, GPA performance, and the experience of preparing for or participating in other types of English exams. These findings are closely related to students' learning motivations, choices, and optimization of learning strategies, as well as knowledge transfer and other psychological aspects of learning. Additionally, they are closely tied to the current educational environment in China.

Xu, X., Zhao, W., Li, Y., Qiao, L., Tao, J., & Liu, F. (2025). **The impact of visualizations with learning paths on college students' online self-regulated learning.** *Education and Information Technologies*, 30(3), 2917-2940. <https://doi.org/10.1007/s10639-024-12933-3>

The success of online learning relies on college students' self-regulated learning. The common visualizations (e.g., presentation learning behaviors' frequency and duration) are widely used to enhance online self-regulated learning. But most college students still have difficulty in accurately understanding their learning patterns and self-regulating. Online self-regulated learning follows a phased and cyclical process, and compared with the common visualizations, the learning paths can better show these characteristics. However, learning paths visualizations are seldom provided to students for supporting online self-regulated learning. This study aimed to explore the impact of visualizations with learning paths on students' online self-regulated learning. Sixty-eight college students were randomly divided into two groups (experimental group = 34, control group = 34), and the experiment lasted 12 weeks. The study measured the results including students' learning performance (academic achievements and online self-regulated learning

abilities), behavior patterns and satisfaction. The results indicated the positive effects of visualizations with learning paths on students' academic achievements and partial online self-regulated learning abilities (task strategies, time management, and self-evaluation). In addition, visualizations with learning paths optimized students' online self-regulated learning process, making their learning patterns more regular and efficient. Besides, college students expressed high satisfaction with the visual learning paths. The findings suggest a new direction for optimizing visualizations and have implications for promoting the quality of online learning.

Yamaguchi, K. (2025). **Bayesian Diagnostic Classification Models for a Partially Known Q-Matrix**. *Journal of Educational and Behavioral Statistics*, 50(2), 331-382. <https://doi.org/10.3102/10769986241301055>

This study proposes a Bayesian method for diagnostic classification models (DCMs) for a partially known Q-matrix setting between exploratory and confirmatory DCMs. This Q-matrix setting is practical and useful because test experts have pre-knowledge of the Q-matrix but cannot readily specify it completely. The proposed method employs priors for the Bayesian variable selection to simultaneously estimate the effects of active and nonactive attributes, and the simulations lead to appropriate attribute recovery rates. Furthermore, the proposed method recovers the attribute mastery of individuals at the same as for a fully known Q-matrix. In addition, the proposed methods can be used to estimate the unknown Q-matrix part. A real data example indicates that the proposed Bayesian estimation method for the partially known Q-matrix fits better than a fully specified Q-matrix. Finally, extensions and future research directions are discussed.

Zafeer, H. M. I., Maqbool, S., Rong, Y., & Maqbool, S. (2025). **Beyond the Classroom: How Socioeconomic Status, Parental Involvement and Home Environment Impact on Students' Science Academic Performance at Secondary Schools**. *European Journal of Education*, 60(1), e70023. <https://doi.org/10.1111/ejed.70023>

Science education is crucial for students as it fosters critical thinking, problem-solving skills and a deeper understanding of the natural world. The present study explored factors beyond the classroom that impact students' science academic performance (SSAP) at secondary schools. Based on research questions and literature, three hypotheses were formulated using factors beyond the classroom such as socioeconomic status (SES), parents' involvement (PI) and home environment (HE) that impact SSAP at secondary schools. A quantitative survey approach was employed. Data were collected from 430 participants who were science teachers and currently teaching science courses at secondary schools in Lahore, Punjab, Pakistan. The data collection process included using a survey questionnaire to collect data on SES, PI, HE and SSAP. In order to analyse the given data, two statistical software were used, namely SPSS and AMOS 24. Several statistical methods were used to analyse the collected data, such as exploratory factor analysis (EFA) to uncover the underlying structure of a relatively large set of variables and confirmatory factor analysis (CFA) to test whether the data fit a hypothesised measurement model. Moreover, correlation analysis was conducted to discover the relationship among variables, while regression analysis was conducted to determine the impact of independent variables on the dependent variable. The findings revealed factors beyond the classroom (SES, PI and HE) statistically positive impact SSAP. Based on the results, the study recommends that schools organise workshops and training sessions for parents to support their children's science learning, offer flexible parental involvement opportunities and provide educational resources like books and kits to help the

academic environment at home. Policymakers and other stakeholders should ensure equitable resource distribution across schools, mainly targeting low-SES areas and providing additional funding for science programmes and extracurricular activities.

Zhang, F., & Huang, S. (2025). **Associations among social mobility beliefs, academic coping strategies and academic persistence in adolescents with lower family socioeconomic status.** *Social Psychology of Education*, 28(1), 20. <https://doi.org/10.1007/s11218-025-10019-7>

Exploring the factors that benefit academic persistence may facilitate adolescents' positive outcomes to increase the likelihood of future success, especially for adolescents with low family socioeconomic status (SES). Previous research has highlighted the merits of both motivational beliefs (e.g., self-efficacy and interests) and learning strategies within the self-regulated learning model. Recent evidence has shown that sociocultural-dependent motivators (e.g., social mobility beliefs) could also contribute to learning behaviours. Answers to how social mobility beliefs and coping strategies are associated with academic persistence among lower-SES adolescents should be provided. The cross-sectional data were obtained through adolescent and parental reports. The sample consisted of 738 sixth- to ninth-grade adolescents (Mage = 13.26 years, SD = 0.95) who were recruited from economically disadvantaged counties in China. Social mobility beliefs, academic coping strategies and academic persistence were reported by the adolescents. Information on family SES was collected through parental reports. This study revealed that (1) both social mobility beliefs and academic coping strategies were positively related to academic persistence, (2) social mobility beliefs were indirectly correlated with academic persistence through academic coping strategies, and (3) social mobility beliefs interacted with academic coping strategies to relate to academic persistence. These findings suggest that for adolescents who are exposed to greater economic risk, promoting both social mobility beliefs and academic coping strategies could be conducive for them to be perseverant in the face of academic challenges.

Zhang, M., Thien, L. M., & Ahmi, A. (2025). **Profiling the Research Landscape of Student Leadership From 1930 to 2023: A Bibliometric Analysis.** *European Journal of Education*, 60(1), e70043. <https://doi.org/10.1111/ejed.70043>

This study employs a bibliometric analysis to comprehensively explore 278 publications in student leadership from 1930 to 2023, mapping the literature in the field and revealing research trends, themes and potential areas of research. This study applied the biblioMagika tool and OpenRefine to clean and harmonise the messy data. The biblioMagika tool, VOSviewer and Biblioshiny software were used for data analysis. The United States is the most significant contributor to the literature in this field. Kristin Janke stands out as the most influential author in the field. Through co-occurrence and thematic analyses, the study revealed changes in keywords such as 'leadership', 'student leadership' and 'leadership development'. The results provide insights into the current landscape of student leadership research, guide future research directions, foster international collaboration and encourage further exploration in this field.

Zhang, Y. (2025). **Are Natural Disasters Disastrous for Education? Evidence from Seven Asian Countries.** Consulté à l'adresse <https://www.adb.org/publications/are-natural-disasters-disastrous-for-education-evidence-from-seven-asian-countries>

Floods tend to have the greatest impact on children's educational outcomes.

Zhao, M., Maat, S. M., Azman, N., & Zheng, E. (2025). **Stressors, Achievement Motivation, and Academic Performance Among University Faculty in China: The Moderating Effect of Self-Efficacy.** *Psychology in the Schools*, 62(4), 1182-1195. <https://doi.org/10.1002/pits.23388>

This research scrutinizes the link between academic stressors (both challenge and hindrance types) and the academic performance of university faculty, while also considering the mediating role of achievement motivation. Furthermore, the study evaluates the moderating influence of faculty self-efficacy on the relationship between these stressors and academic performance. The sample encompassed 7000 full-time teachers from universities across Sichuan Province, China, with approximately 55% female participants and an average teaching experience of 13 years. Faculty academic stressors (challenge and hindrance stressors), achievement motivation, self-efficacy, and academic performance were all assessed using self-report techniques. The application of structural equation modeling revealed significant relationships between academic stressors (both challenge and hindrance types) and academic performance. Achievement motivation was found to entirely mediate the effects of academic stressors (challenge and hindrance stressors) on academic performance. In addition, the study underscored the moderating impact of self-efficacy on the relationship between faculty academic stressors and academic performance. The significance of enhancing faculty academic performance through stress reduction, increased achievement motivation, and self-efficacy is discussed.

Zhao, S., Du, H., King, R. B., Lin, D., & Chi, P. (2025). **Growth mindset of socioeconomic status boosts academic-related outcomes.** *Social Psychology of Education*, 28(1), 66. <https://doi.org/10.1007/s11218-024-09972-6>

Much of the research on mindsets has focused on implicit theories of intelligence. However, there are other types of mindsets that might have important implications for learning and achievement. Among those that have received less attention is mindset of socioeconomic status (SES), which pertains to the belief that SES is changeable (i.e., growth mindset of SES) or not (i.e., fixed mindset of SES). We conducted three studies to investigate the role of a growth (vs. fixed) mindset of SES in Chinese college students' academic-related outcomes. Study 1 (a cross-sectional study, n = 342) and Study 2 (a longitudinal study, n = 299) examined whether mindset of SES is associated with academic achievement and whether school engagement explains the association between mindset of SES and academic achievement. The results consistently showed that students with a growth mindset of SES had higher school engagement, which, in turn, was related to higher academic achievement. Study 3 adopted an experimental approach to investigate the causal effect of mindset of SES on school engagement and educational aspiration (n = 174). The results indicated that experimentally inducing a growth mindset of SES increased students' perceived school engagement, which was linked to better educational aspirations. Together, these three studies highlight the role of growth mindset of SES in shaping academic-related outcomes among college students.

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.

Zuiker, A. A. M., Born, M. Ph., & Van Strien, J. W. (2025). **Children's emotional responses to outperforming others: a new angle on excellence policies in education.** *Social Psychology of Education*, 28(1), 33. <https://doi.org/10.1007/s11218-024-09958-4>

Stimulating outperformance has been increasingly emphasized in educational policies. Although personally satisfying, outperformance can also lead to interpersonal strain, which is often overlooked in the educational excellence discourse. Exline and Lobel (1999, *Psychological Bulletin*, 125(3), 307–337) coined Sensitivity about being the Target of a Threatening Upward Comparison (STTUC) to refer to this outperformance-related distress. STTUC has been primarily studied in adults. This article consists of two studies (N = 92 and N = 246) evaluating emotional responses to outperforming others in 9 to 12-year-olds. By means of a scenario-based measure (C-TROO), we examined the relationship between these responses and the personality characteristics sociotropy, narcissism and circular thinking. We found that negative emotions as measured by the C-TROO are linked to sociotropy and C-TROO's positive emotions to narcissism, mirroring adult's responses to outperformance. Additionally, circular thinking correlates positively to negative emotions and negatively to positive emotions. The present study shows that children aged 9–12 can experience Sensitivity about being the Target of a Threatening Upward Comparison (STTUC) and that this sensitivity follows the same nomological network in children as in adults. Because children high on sociotropy are more likely to experience STTUC, and those high on narcissism do not suffer from STTUC but see outperforming as a positive experience, educational excellence policies can have unforeseen repercussions.

Valeurs

Baldelli, M., Mattera, M., & Renou-Wilson, F. (2025). **From Awareness to Action: A Study of Capacity-Building Engagement Techniques for Fostering Climate-Adaptive Behaviours in Citizens.** *European Journal of Education*, 60(1), e70056. <https://doi.org/10.1111/ejed.70056>

Rising threats from climate change have demanded the creation of effective adaptation strategies and frameworks to help prepare communities against adverse environmental impacts. While successful climate adaptation requires support and cooperation between governments and the public, many governments lack the capacity or support necessary to gain public trust and effectively enforce adaptation strategies. Capacity-building strategies can aid governments and the public in this regard. Through a thematic literature review and Delphi study, this research reports on the most effective capacity-building methods for citizen engagement to create

behavioural change towards climate adaptation. Results show that effective citizen engagement can lead to increased climate adaptation support as well as behavioural change in citizens and that multiple capacity-building methods (i.e., education/training, youth empowerment, etc.) are needed for effective citizen engagement in climate adaptation. Hence, governments should focus on bottom-up communication and facilitation techniques when engaging with citizens and communities on climate adaptation.

Borhan, H. (2025). **Civic education as a pathway to inclusive societies: Exploring the role of education in fostering civic and social engagement** (OECD Education Working Papers N° 326; 326^e éd.). <https://doi.org/10.1787/3f128be8-en>

Charlot, B., & Butzbach, É. (2024). **La place des valeurs dans la fabrique des politiques d'éducation.** *Administration & Éducation*, 184(4), 13-19. <https://doi.org/10.3917/admed.184.0013>

Daas, R., Dijkstra, A. B., Karsten, S., & ten Dam, G. (2025). **An open-ended approach to evaluating students' citizenship competences: The use of rubrics.** *Education, Citizenship and Social Justice*, 20(1), 3-18. <https://doi.org/10.1177/17461979231186028>

In this paper, we develop an open-ended approach to evaluating students' citizenship competences. We aim to give students the opportunity to describe what citizenship means for them in personally relevant contexts. We developed three rubrics relevant to students' citizenship in daily life. Students in grade 10 and 11 (Mage = 16) evaluated their competences or completed an assignment which was assessed using rubrics. The results show that for both approaches, the majority of students were able to provide relevant input pertaining to their citizenship competences. However, students' explanations were often brief, limiting the personal context they provided and the extent to which they demonstrated higher levels of proficiency. This study shows that employing rubrics for an open-ended approach to assessing citizenship competences shows promise in allowing students to share and elaborate upon their experiences and viewpoints, but more focus is needed on improving the quantity and quality of student input.

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.

European Commission. Directorate general for education, youth, & Tilbury, D. (2025). **Youth engagement in schools student voices, participation, and action in learning for sustainability: input paper**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/0e71c844-e393-11ef-be2a-01aa75ed71a1>

De plus en plus de jeunes s'expriment sur des questions importantes pour leur communauté et leur génération. Cependant les jeunes perçoivent un manque d'opportunités pour influencer les décisions et les décideurs politiques. L'apprentissage pour la durabilité offre l'occasion de relever ce défi social et de faire progresser la transition écologique. Une première étape pourrait être de reconnaître que les jeunes ont une perspective unique sur les questions qui les concernent et qu'ils peuvent apporter une contribution précieuse à un avenir plus durable. Les acteurs de l'éducation doivent non seulement tenir compte des points de vue des jeunes qui souhaitent participer activement à la société, mais aussi de la meilleure façon de doter les jeunes apprenants des compétences et de l'expérience nécessaires pour s'engager efficacement. Le document porte sur l'éducation scolaire et la participation des apprenants, dans le but d'informer sur la manière de contribuer à intensifier les efforts et de créer des espaces supplémentaires pour l'engagement des jeunes dans et par l'éducation formelle.

Farahmandpour, H., & Zrudlo, I. (2025). **Investigating young people's involvement in participatory budgeting**. *Education, Citizenship and Social Justice*, 20(1), 123-136. <https://doi.org/10.1177/17461979231206948>

It is widely believed that assisting young people to participate in community affairs is a potent way to contribute to both youth and community development. One way in which youth can become involved in their communities is through participatory budgeting (PB) processes. This study investigates young people's understanding of, and experience with, the PB process organized by Toronto Community Housing in Canada. The findings of our qualitative study suggest that some youth understand the primary purpose of PB to be the betterment of the community as a whole; that motivation to become involved can be enhanced through appropriate identity-formation and adult support; and that youth can serve as a litmus test for the fairness of the deliberative practices associated with PB.

GPE Transforming Education & Save the Children. (2025). **Education for climate action: Integrating education into nationally determined contributions: guidance document** (p. 47). Consulté à l'adresse GPE Transforming Education; Save the Children website: <https://www.globalpartnership.org/content/education-climate-action-integrating-education-nationally-determined-contributions>

This document sets out to support Ministries of Education and education sector partners to effectively engage in nationally determined contributions processes.

Johnson, K. M. (2025). **Destination: Wokeness? Possibilities for exploring domestic educational travel as conscientizing praxis**. *Education, Citizenship and Social Justice*, 20(1), 55-76. <https://doi.org/10.1177/17461979231197410>

I explore the possibilities for domestic educational travel to impact students' understandings of racism, and their attitudes and planned behaviors toward enacting change in their communities. Prompted by movements for racial justice and drawing from the critical pedagogies of Paulo Freire, students on the "America's Race Issues" community engagement program traveled throughout the Northern and Southern US to explore issues impacting the Black experience, such as slavery and the Civil War, the civil

rights movement, environmental injustice, contemporary racial justice activism, and community organizing. Six students documented their experiences through photos and participated in interviews that illuminated the program's impact on their process of conscientization. The program contributed to students' conscientization in various ways and to varying degrees, yet shortcomings exist. This study suggests that domestic educational travel with a purposeful focus on race and racial justice activism can contribute to student conscientization, but further research and program improvement is needed.

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.

Kim, J., & Park, E. (2025). **Breathing democratic air: North Korean refugees' journey to sociocultural learning about democracy.** *International Journal of Qualitative Studies in Education*, 38(4), 496–514. <https://doi.org/10.1080/09518398.2024.2401330>

This study investigates the acquisition of normative knowledge and values about democracy by North Korean refugees in the United States through everyday experiences and academic concepts. Drawing on Vygotsky's sociocultural theory, which posits that knowledge is socially constructed and forms the basis of a society's culture, an analysis is conducted on the sociocultural learning experiences of democracy among North Korean refugees. Utilizing Clarke's situational analysis of interview transcripts, various scenes of sociocultural learning about democracy and the interpretation of these experiences by North Korean refugees compared to their past in North Korea are uncovered. A common space (e.g. ESL courses) for teaching refugees about democracy can serve as a valuable platform for non-traditional, adult refugee learners, regardless of their educational background, affordability or status. The study's findings underscore the significance of providing refugees with opportunities for democratic education in a new cultural context, with potential implications for democratic citizenship education.

Koren, N. (2025). **Conceptualizing political information literacy among young people: A systematized review of the literature.** *Education, Citizenship and Social Justice*, 20(1), 31–54. <https://doi.org/10.1177/17461979231189186>

Political Information Literacy (PIL) is a vital and essential set of skills pre-dominantly discussed in Library and Information Studies disciplines. PIL is necessary to navigate the convoluted political information landscape, including the threats to democracy and the spreading of misinformation, disinformation, and fake news. Having PIL is especially

crucial in adolescence and young adulthood as these are prime phases where young people shape their beliefs and attitudes and learn about their political and civic lives. Understanding what it means to have PIL is essential so that educators and practitioners can teach and assess PIL, resulting in young people being able to understand, analyze, critique, and make informed decisions on political information. This systematized review sampled 99 journal articles and conference papers from seven databases in the disciplines affiliated with the social sciences published between 2006 and 2022. The paper discusses how different factors shape and contribute to or hinder young people's political knowledge, skills, and self-efficacy as they navigate political information. This work sheds light on findings from various countries and a diverse age range of young people in various life stages (13–35). It highlights populations that may have been excluded and provides potential questions that can be further investigated.

Kurata, L., Ayanwale, M. A., Molefi, R. R., & Sanni, T. (2025). **Teaching religious studies with artificial intelligence: A qualitative analysis of Lesotho secondary schools teachers' perceptions.** *International Journal of Educational Research Open*, 8, 100417. <https://doi.org/10.1016/j.ijedro.2024.100417>

Artificial intelligence (AI) integration in education is expanding globally due to machine learning and big data advancements. AI has the potential to revolutionize teaching and learning practices by providing personalised experiences and enhancing engagement. However, it also raises concerns regarding technology infrastructure and ethical considerations. This study investigates the integration of AI in secondary religious studies in Lesotho, focusing on teachers' perspectives. Semi-structured interviews were conducted with 20 secondary religious studies teachers in Lesotho using an interpretive paradigm and qualitative approach. Thematic analysis identified patterns and themes within the data, revealing that teachers perceive AI as improving teaching efficiency and student learning outcomes. However, concerns about access, ethical use, and pedagogical implications remain significant. Recommendations include policy initiatives, infrastructure improvements, and targeted teacher training programs. This study provides insights into the adoption of AI in educational contexts, highlighting the benefits and challenges specific to Lesotho's secondary religious studies curriculum.

La Fabrique des communs pédagogiques: une fabrique citoyenne de politiques éducatives. (2024). *Administration & Éducation*, 184(4), 85-91. Consulté à l'adresse <https://shs.cairn.info/revue-administration-et-education-2024-4-page-85>

Lafon, L. **Protéger l'école de la République et les personnels qui y travaillent.** , Pub. L. No. 234 (2024-2025) (2025).

Proposition de loi visant à protéger l'école de la République et les personnels qui y travaillent

Liddle, A. (2025). **'Your School Needs You to Buy a Poppy': Dominance and fragility in school remembrance practices.** *Education, Citizenship and Social Justice*, 20(1), 153-167. <https://doi.org/10.1177/17461979231210997>

Generated by the centenary of the First World War, there has been an increased interest in how war is commemorated in English schools. Whilst other authors have argued that the way in which remembrance is marked in schools is militarised and nationalistic, this article reports on a single school case study to provide a deeper discussion of how this is reproduced in everyday practices and a consideration of how alternative forms of remembrance are resisted. Butler's concept of 'grievability' is deployed to interpret the

practices where some lives are privileged above others in commemoration creating a militarised 'red poppy remembrance discourse'. I go on to argue that this discourse, although dominant, is also fragile in nature and attempts to counter this are treated with suspicion to maintain nationalistic and war-normalising messages for the next generation.

López Portillo, P., Gutiérrez Duarte, M. V., Muñoz-Sepúlveda, J. A., & Hilliard, I. (2025). **Deepening Awareness of Circular Economy Concepts in the Textile Sector Among University Students.** *European Journal of Education*, 60(1), e70034. <https://doi.org/10.1111/ejed.70034>

Any attempt to reverse the catastrophic consequences of climate change requires adaptation or mitigation measures. These measures can be implemented both at institutional and individual levels. For these measures to be effective, it is essential that economic agents are aware of the consequences of their decisions. This article presents the results of an activity carried out with university students to help strengthen their understanding of environmental protection. Specifically, it focuses on the implementation of a circular economy system in the textile sector. The aim is for students to gain a higher level of knowledge about the production, consumption and recycling of their clothes and discover how the circular economy can contribute to sustainability goals and the reduction of greenhouse gas emissions.

Lutte contre l'antisémitisme dans l'enseignement supérieur. (2024, octobre 10). Consulté 26 février 2025, à l'adresse Sénat website: <https://www.senat.fr/dossier-legislatif/pp124-026.html>

proposition de loi relative à la lutte contre l'antisémitisme dans l'enseignement supérieur

Majjate, H., Bellarhmouch, Y., Jeghal, A., Yahyaouy, A., Tairi, H., & Zidani, K. A. (2025). **Assessing the impact of ethical aspects of recommendation systems on student trust and engagement in E-learning platforms: A multifaceted investigation.** *Education and Information Technologies*, 30(3), 3953-3977. <https://doi.org/10.1007/s10639-024-12979-3>

In recent times, there has been a growing interest in enhancing recommendation systems for e-learning platforms to deliver a personalised learning experience that meets each learner's distinct requirements and preferences. Nevertheless, it is crucial to recognise the ethical considerations surrounding this technology, as it heavily relies on gathering and analysing students' data, which could potentially affect their level of engagement and trust in online learning settings. This study delves into the ethical considerations surrounding e-learning recommender systems and their impact on students' behaviours, particularly in relation to privacy concerns, trust, and engagement within the online educational environment. The research emphasises various influential factors such as the transparency of the platform, previous exposure to cybersecurity education, and students' backgrounds, including their gender and educational level. The investigation involved 602 students from various academic levels across 11 distinct regions in Morocco, encompassing both rural and urban areas. Among the key findings from the Structural Modelling Analysis (SEM) is that the level of transparency on online learning platforms is a significant factor in building students' trust. However, an excess of transparency can have the opposite effect, leading to disengagement as students become overwhelmed with information. The study also revealed an inverse relationship between cybersecurity education and platform transparency, as increased knowledge can lead to a more critical examination of platform regulation and a heightened awareness of privacy risks. In addition, the research found that individuals with higher

levels of education have better cognitive abilities and critical thinking skills, enabling them to understand transparency better. Interestingly, those with higher education also tend to have fewer privacy concerns, likely due to their confidence in security measures and understanding of data handling practices.

Manchanda, K., Bhatia, N., & Parida, B. (2025). **Noteworthiness of Sustainable Education in Higher Education: A Qualitative Study**. *European Journal of Education*, 60(1), e12920. <https://doi.org/10.1111/ejed.12920>

The study delves into the integration of sustainability concepts into management curricula and identifies strategies that business leaders can employ to enhance their environmental consciousness. The study delves deeper into the literature on sustainability education in management curricula, addressing the fundamentals, bringing about significant changes and the tactics to be employed throughout each curriculum phase. The qualitative study is significant. It conducts in-depth interviews with three cohorts of seven respondents each, representing subject facilitators, students and support staff. Interpretative thematic analysis revealed the following themes: management institution infrastructure, preference for sustainability skill sets, job market needs, new hires and philosophical knowledge. The study suggests that the implementation of educational strategies and activities aimed at learning transformation and sustainability knowledge should be coordinated with all the levels of an institute's operations. A provision of a holistic environment that takes into account both micro and macro sustainability aspects is required, and should be meticulously managed, so that the students who will become the managers of tomorrow have the potential to become green business leaders.

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.

Mikander, P., & Satokangas, H. (2025). **From influencing school food to handling hate speech: Methods, areas, and limitations of active citizenship in Finnish social studies textbooks**. *Education, Citizenship and Social Justice*, 20(1), 77-92. <https://doi.org/10.1177/17461979231197409>

Historically, education for active citizenship has not been a high priority in Finnish schools. In this discursive study of Finnish social studies textbooks for grades 4–6, we investigate

how students are encouraged to practice active citizenship, where the focus of active citizenship lies, and how active citizenship is limited in antidemocratic ways. Referring to the theoretical discussion about democracy in education, we note a discursive focus on individual influencing and communication skills as methods for active citizenship education. We find that active citizenship focuses on students' immediate surroundings, the school, and the local area as potential fields of influence. We note how antidemocratic threats to active citizenship are often portrayed with a focus on individual feelings and manners, not on understanding democratic structures and antidemocratic threats such as silencing voices through online hate speech. We welcome a discussion about how young students can become active citizens, by encouraging a more democratic classroom culture within social studies, thereby creating space for imagining alternative futures and utopian thinking.

Mouta, A., Torrecilla-Sánchez, E. M., & Pinto-Llorente, A. M. (2025). **Comprehensive professional learning for teacher agency in addressing ethical challenges of AIED: Insights from educational design research.** *Education and Information Technologies*, 30(3), 3343-3387. <https://doi.org/10.1007/s10639-024-12946-y>

Continuing professional development plays a pivotal role in creating opportunities for teachers to explore the evolving educational landscape. With the integration of Artificial Intelligence into education, these opportunities involve grasping teachers' attitudes, expectations, and pedagogical approaches, with a focus on ethical considerations. Nevertheless, existing research and professional learning opportunities often overlook the perspectives of educators on these themes. Aiming to bridge this gap, this Educational Design Research approach began with a systematic literature review, followed by a Delphi study to gather educational stakeholders' insights on the ethical concerns of using AI in education. The current study presents the research third phase. It explores findings from focus groups with educators responsible for K-12 teacher education, informing the design of a training programme that addresses ethical concerns and agency. Four groups were conducted using a semi-structured script, centred on pre-provided scenarios. Data analysis involved thematic coding using both deductive and inductive approaches, revealing key themes related to: employing AI applications in course delivery for a mindful, hands-on exploration; discussing ethical and policy frameworks with a focus on contextual needs and technogeographies; addressing uncertainty, resistance, and transition; and fostering individual and collective agency regarding ethical issues through informal learning channels to build a nuanced narrative that challenges the corporate one. The study concludes by highlighting the importance of greater investment in professional development to enable educators to critically assess and reshape the values associated with education in the context of Artificial Intelligence, thereby contributing to the movement of aligning AI with our humanity.

Nadim, M. A., & Di Fuccio, R. (2025). **Unveiling the Potential: Artificial Intelligence's Negative Impact on Teaching and Research Considering Ethics in Higher Education.** *European Journal of Education*, 60(1), e12929. <https://doi.org/10.1111/ejed.12929>

Higher education has witnessed remarkable technological advancements; however, the rapid rise of generative artificial intelligence (Gen AI) presents substantial challenges for teaching and research. This growing reliance has expanded educators' roles, underscoring the need for ethical and selective AI integration while preparing students and researchers for an AI-driven future. Adopting an argumentative perspective, this article analyzes core insights from comparative literature and key reports that highlight

Gen AI's potential to diminish critical thinking and negatively impact educational outcomes. Although Gen AI holds transformative promise, its swift expansion raises significant concerns about its long-term implications for education. This research emphasises the need to address Gen AI's drawbacks, advocating for greater awareness and equitable educational practices that support both teaching and learning in academic contexts. Ultimately, the article calls for professional development to equip educators with responsible AI skills, fostering a balanced and ethical approach to Gen AI integration in higher education.

Narayanan, M., & McCluskey, M. S. (2025). **#BlackatCMO: Challenging charter schools through youth Instagram counterstories**. *Education, Citizenship and Social Justice*, 20(1), 93-106. <https://doi.org/10.1177/17461979231206941>

As protests flared in 2020, Black students took to Instagram to voice their experiences at 'no-excuses' Charter Management Organizations (CMOs). Such schools have presented a discourse of high achievement and social justice. Yet, in the span of a few weeks, hundreds of posts on Instagram offered rarely heard counter-narratives of the experience of being a student of Color at such schools. This paper analyzes how social media posts combine online discourse and youth culture to provide insight into the racialized experience of schooling. We show how these posts created distinct visual signatures, co-opted the well-crafted narratives of CMOs, and took advantage of features like comments and hashtags to foster solidarity and authenticity. We argue this social movement challenges the legitimacy of CMOs and their authority to teach children of Color.

Navarro-Medina, E., Ross, E. W., Pérez-Rodríguez, N., & De-Alba-Fernández, N. (2025). **Towards an Ideal Model of Education for Critical Citizenship. An Analysis of the Spanish Curricular Change in Social Sciences**. *European Journal of Education*, 60(1), e70010. <https://doi.org/10.1111/ejed.70010>

In this study, we analysed the presence of citizenship education in the new Spanish social sciences curriculum, focusing on both the primary and secondary education stages. The relevance of the study stems from the need to adapt to a new reality, in which it is crucial to develop in children and young people the skills to understand, interpret and make critical decisions. Considering the model outlined as ideal, and being aware of the difficulty involved in achieving it, we took as a reference a possible model to analyse the Spanish curriculum, the ICCS study framework. The research presented is based on a review of policy documents and analyses the curricula of compulsory education stages through a content analysis technique. The results show that in the Spanish curriculum, under the logic of the ICCS framework, cognitive skills and citizen content are more prevalent than those based on attitudes and engagement. This issue prompts us to reflect on the future changes that should be made to approach the model we consider relevant.

Odebiyi, O. M. (2025). **Care and justice: How elementary teachers adapt experiences for social issues**. *Education, Citizenship and Social Justice*, 20(1), 107-122. <https://doi.org/10.1177/17461979231206917>

This study explored how elementary teachers identified and adapted their personal experiences, or lack of them, to address social issues that students face in classrooms. The study involved six elementary school teachers. Using ethics of care and justice theories, the findings show that teachers use their own experiences to help them make

decisions about social issues for students and to engage in practices that center care and justice for young learners. However, not all teachers react the same way to these issues. Some are resistant to addressing social issues facing young learners in their classrooms, while others are more open to taking responsibility for addressing such issues. If a teacher has not experienced social issues themselves or has not learned about social issues from others, it is harder to understand teachers' intention to extend practices focusing on care and justice to their students. Representing these dimensions are themes (1) resonance and in/experience of the margin, (2) evoking interest group pedagogy, and (3) fostering empathy as a curriculum of care. Implications are discussed in light of deploying in/experience and pedagogy centered on social justice, care, and needs in elementary education.

Ondobo, J. (2024). **Enseignement et formation en éducation au développement durable des peuples autochtones exclus de la scolarisation classique promulguée dans le cadre formel : cas des peuples riverains au complexe binational Sena-Oura au Tchad et Bouba Ndjidda au Cameroun** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04980338>

L'éducation est un droit universellement proclamé dans la Déclaration universelle des droits de l'Homme (1948) et dans le Pacte international relatif aux droits économiques, sociaux et culturels (1966). Mais, même si ces textes juridiques et normatifs et ces engagements réitérés de la communauté internationale impulsent une nouvelle perception sociale, politique et philosophique de la démarche éducative, la question demeure entière. Comment atteindre au plus tôt l'objectif de l'inclusion cognitive et offrir, partout et à toutes les communautés, les mêmes chances d'accès au savoir ? Comment envisager l'éducation pour que les sociétés apprenantes soient ouvertes à tous, et pas seulement aux pays, aux familles et aux individus qui ont les moyens de s'offrir les savoirs pertinents et valorisés ? Autrement dit, comment éviter que l'éducation ne vienne accentuer les clivages entre des populations de plus en plus éduquées et des populations qui n'auraient qu'un accès limité à une éducation de qualité, et ne creuse ainsi cette fracture cognitive qui constitue le principal écueil d'une économie globale de la connaissance ? Notre problème est de repérer et d'analyser les facteurs d'exclusion et les potentialités des systèmes éducatifs formels à se renouveler afin de répondre à la question de l'exclusion en formation des communautés autochtones sans éducation scolaire. L'étude a été menée dans l'espace géographique du BSB Yamoussa au Cameroun et au Tchad. Elle a porté sur une série de trente-huit (38) entretiens ethnographie auprès de communautés autochtones et huit (8) entretiens menés avec les responsables du système éducatif formel (soit six au Cameroun et deux au Tchad). Notre travail de recherche s'appuie principalement sur l'analyse des politiques et stratégies éducatives, le discours des agents de l'éducation instituée, le discours engagé des acteurs issus des communautés autochtones et sur l'observation des pratiques locales. La thèse que nous défendons est que l'approche socioconstructiviste de l'éducation peut contribuer à l'émergence des «éducatifs À...» et constitue une opportunité d'inclusion cognitive, que l'éducation au développement durable nous permet de décrire et de comprendre. Travail en immersion à travers l'approche phénoménologique par l'expérience, la multiréférentialité sont les principes d'action qui vont interroger l'exclusion en formation des communautés autochtones sur le territoire du Complexe BSB Yamoussa.

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.

Piedade, F., Malafaia, C., Neves, T., Loff, M., & Menezes, I. (2025). **The role of emotions in critical thinking about European politics: Confronting anti-immigration rhetoric in the classroom.** *Education, Citizenship and Social Justice*, 20(1), 137-152. <https://doi.org/10.1177/17461979231208163>

The rise of anti-immigration arguments within the European Union (EU) poses significant challenges to our democratic existence. As such, the promotion of critical thinking (CT) for the development of a multicultural citizenship education has been underlined. Recent research also shows a close connection between emotions and cognition with positive effects over students' motivation to engage in CT. Through the analysis of focus groups with 61 Portuguese secondary school students, this research shows that they are critical about democratic political values and practices at the EU level, and highly motivated to discuss controversial political and humanitarian issues that are emotionally engaging. Educational practices that encourage the discussion of controversial topics in the classroom, welcoming students' emotional engagement with these topics, can increase their resilience to anti-immigration rhetoric.

Poissenot, C. (2025, mars 12). **Le pass culture permet-il aux jeunes de se forger des références communes et ainsi, de faire société ?** Consulté 17 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/le-pass-culture-permet-il-aux-jeunes-de-se-forger-des-references-communes-et-ainsi-de-faire-societe-251671>

Le Pass culture peut être considéré comme contribuant à la fabrique moderne de la citoyenneté.

Ramírez-Baraldes, E., García-Gutiérrez, D., & García-Salido, C. (2025). **Artificial Intelligence in Nursing: New Opportunities and Challenges.** *European Journal of Education*, 60(1), e70033. <https://doi.org/10.1111/ejed.70033>

To explore the opportunities and challenges of artificial intelligence (AI) in nursing and its impact. Bibliographic review using Arksey and O'Malley's framework, enhanced by Levac, Colquhoun and O'Brien and following PRISMA guidelines, including qualitative

and mixed studies. MeSH terms and keywords such as nursing education and ethical considerations were used in databases such as PubMed, Scopus, Web of Science, CINAHL, IEEE Xplore and Google Scholar. Of all, 53 studies were included, highlighting various opportunities and challenges of AI integration and opportunities for personalised learning, training improvement and evaluation. Highlighting challenges related to academic integrity, accuracy, data privacy and security, for the development of critical thinking skills. The integration of AI in nursing education offers significant advantages for improving the quality and effectiveness of education, such as academic integrity, critical thinking and equitable access, for this reason, faculty training should be geared toward the integration of AI in nursing education.

Samala, A. D., Rawas, S., Wang, T., Reed, J. M., Kim, J., Howard, N.-J., & Ertz, M. (2025). **Unveiling the landscape of generative artificial intelligence in education: a comprehensive taxonomy of applications, challenges, and future prospects.** *Education and Information Technologies*, 30(3), 3239-3278. <https://doi.org/10.1007/s10639-024-12936-0>

The rapid advancement of Generative Artificial Intelligence (GenAI) models, particularly ChatGPT, has sparked widespread discussion among educators and researchers regarding their potential implications for education. This study presents a comprehensive taxonomy of GenAI in academia and education, encompassing a wide range of applications, challenges, ethical considerations, and future prospects. Drawing on a scoping review of 453 articles, including the 50 most cited works throughout 2023, the taxonomy provides a state-of-the-art analysis of the current landscape of GenAI in education. The taxonomy offers a theoretical framework that aligns with the current discourse in GenAI and education, providing a critical evaluation of the existing literature and proposing innovative perspectives and solutions. The practical implications of the taxonomy for educators, researchers, and policymakers are highlighted, emphasizing the need for ethical considerations and informed policies to maximize the benefits of GenAI while minimizing its risks and negative impacts.

Shaked, H. (2025). **How instructional leaders promote social justice.** *Educational Management Administration & Leadership*, 53(2), 279-297. <https://doi.org/10.1177/17411432231168227>

Instructional leadership is a school leadership approach with a strong focus on the development of teaching and learning. This study explores how instructional leaders act to promote social justice and eliminate school inequities. The participants in this qualitative study were 24 Israeli elementary school principals. Data collection was based on semi-structured interviews, and data analysis was theory-driven. The findings revealed that instructional leaders incorporated a social justice perspective into the three key dimensions of instructional leadership—defining the school mission, managing the instructional program, and developing a positive school learning climate—to address three main areas of inequity in the school: outcomes, belongingness, and discipline. This study suggests that as an instructional leader, the principal has to take specific actions supported by particular intentions to ensure fairness and equity.

UNESCO UNEVOC: International centre for technical and vocational education and training & CEDEFOP : European centre for the development of vocational training. (2025). **Meeting skill needs for the green transition: greening TVET for a greener future: UNESCO-**

UNEVOC/Cedefop practical guide vol 1. Consulté à l'adresse <https://unevoc.unesco.org/home/Meeting+skill+needs+for+the+green+transition>

L'enseignement et la formation techniques et professionnels (EFTP) jouent un rôle crucial dans l'économie verte en dotant les individus des compétences nécessaires à des pratiques durables. Alors que les industries s'orientent vers des opérations respectueuses de l'environnement, l'EFTP adapte son programme d'études pour se concentrer sur les technologies respectueuses de l'environnement et le développement durable. Elaboré conjointement par l'UNESCO-UNEVOC et le Cedefop, ce guide propose des approches et des solutions pour améliorer la réponse des systèmes d'EFTP aux besoins de la transition verte. Il vise à aider les utilisateurs à prendre des mesures qui peuvent augmenter les facteurs de réussite. Il s'appuie sur des développements récents, tels que la norme de qualité des écoles vertes 2024 et le guide 2024 « Enseigner et apprendre pour l'action climatique » de l'UNESCO.

Variacion, F. D., Castulo, N. J., & Marasigan, A. C. (2025). **Promoting Environmental Justice: A Case Study of E-Waste Management Practices in Selected Public Schools in the Philippines.** *European Journal of Education*, 60(1), e70042. <https://doi.org/10.1111/ejed.70042>

Proper waste management, aimed at making cities inclusive, safe, resilient, and sustainable, has been one of the goals of the 2030 Agenda for Sustainable Development. This, in turn, contributes to quality education and environmental justice. Thus, this study examined e-waste management practices in selected public secondary schools in the Philippines. A qualitative descriptive case study was conducted to explore e-waste management practices. Purposive sampling was used to interview nine key informants from teaching and non-teaching personnel in three selected public secondary schools in Sorsogon Province, Philippines. The findings revealed that school-based waste was mainly collected without proper sorting, observing the 3Rs (reduce, reuse, recycle), or establishing composting areas. The challenges in e-waste management practices were revealed to be a limited understanding of government e-waste policies and laws, weak program implementation and insufficient e-waste and recovery facilities. Although opportunities include promoting proper sorting, monitoring practices and sustaining the 3Rs, based on the results of the study, to achieve environmental justice and translate it into praxis (i.e., action and reflection), the study recommends enhanced training and EducAction, policy to praxis, and improved infrastructure, facilities and resources.

Warren, A. (2025). **A posthumanist critical multilogue: storytelling as bicultural teaching and learning in early childhood education in Aotearoa New Zealand.** *International Journal of Qualitative Studies in Education*, 38(4), 571-587. <https://doi.org/10.1080/09518398.2024.2416700>

A posthumanist critical multilogue may be understood as a many-voiced conversation where the concept of voice encompasses multiple ways of expressing in networks of enmeshed relations among humans and non-humans. A multilogue is critical when power relations are mapped, and posthumanist when contributions to multilogue conversations emerge from relations among human and non-human agencies. During research into how bicultural teaching and learning is lived in one early childhood education setting, teachers shared accounts of children engaging playfully with the Māori pūrākau/story of Hatupatu and Kurangaituku (Birdwoman). A posthumanist critical multilogue explores what might be produced in critical, curious, and creative entanglements of Māori and posthumanist concepts and theories, policies and practices

of bicultural teaching and learning, and human and non-human bodies. Through transversal processes wandering from children to teachers, to communities, landscapes, and histories, creative possibilities are glimpsed.

Zembylas, M. (2025). **Pedagogies of generosity: Towards a multidimensional understanding that nurtures 'critical generosity'**. *Education, Citizenship and Social Justice*, 20(1), 19-30. <https://doi.org/10.1177/17461979231189183>

This paper builds on discussions about what sort of generosity might be nurtured in pedagogy when perspectives of affectivity, corporeality, and politics are foregrounded. The paper focuses on highlighting a multidimensional understanding of generosity with specific emphasis on the ways in which affective/embodied/corporeal and political dimensions reframe the dominant discourse of generosity as a personal moral conduct. In particular, the paper takes up the challenge of theorizing generosity beyond dualisms of active giving and passive receiving, by thinking through how affectivity and corporeality motivate political action. In bringing together different thinkers and concepts around generosity to theorize 'pedagogies of generosity', the reader is invited to reconsider how 'critical generosity' as an ethical, affective and political practice invokes insights about the role of the teacher in nurturing modalities of 'generous' actions that can be socially and politically transformative.