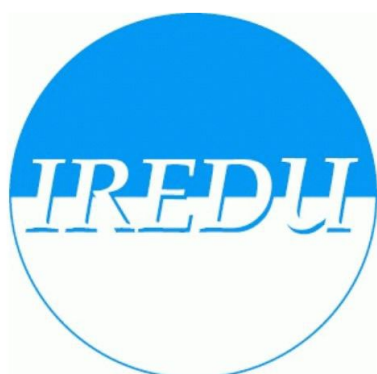


Veille de l'IREDU



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Acquisition de compétences

Baco, C. (2025). **Comment soutenir le développement professionnel des futurs enseignants et de leurs formateurs ? Analyse des compétences des maîtres de stage et des entretiens post-leçons en triade (stagiaire, maître de stage, superviseur)** (Thèse pour l'obtention du diplôme de Docteur en Sciences de l'éducation et enseignement, Université de Mons). Consulté à l'adresse <https://orbi.umons.ac.be/handle/20.500.12907/52136>

Face aux défis du système éducatif belge francophone (iniquité, attrition précoce), le législateur réforme à la fois l'enseignement et la formation des enseignants. Dans ce contexte, le travail doctoral porte sur la formation professionnelle des enseignants lors des stages. Afin d'être soutenus dans leur développement professionnel, les stagiaires sont encadrés par un maître de stage et un superviseur. Ensemble, ils forment la triade. La première partie empirique examine la question des compétences des maîtres de stage au travers d'une enquête à large échelle. Celle-ci a permis de valider un référentiel de formation pour la fonction de maître de stage et de prioriser les besoins de formation de ces acteurs. La deuxième partie empirique porte sur un moment de l'encadrement des stagiaires, à savoir les entretiens en triade réalisés après une leçon dispensée par le stagiaire. Dans le cadre de cette deuxième partie, des entretiens obtenus dans un contexte écologique ont été analysés pour identifier comment le développement professionnel du stagiaire était soutenu lorsque les membres de la triade étaient physiquement réunis. L'ensemble de ce travail se conclut sur trois pistes pour la pratique et quatre pistes pour la recherche. Elles visent, au regard des défis du système éducatif belge francophone, à améliorer la formation des enseignants au bénéfice des élèves qui seront confiés aux nouvelles générations d'enseignants.

Balmon, T. (2024). **Le rôle de la bibliothèque publique dans l'expérience de l'apprentissage Comparaison Québec (Canada) / Corse (France)** (Phdthesis, Université Pascal Paoli ; Centre de recherche sur la formation et la profession enseignante (Québec, Canada)). Consulté à l'adresse <https://theses.hal.science/tel-04911076>

Dans le domaine de l'éducation des adultes, l'apprentissage informel fondé notamment sur l'expérience est l'objet de plus en plus de recherches cherchant à caractériser sa nature ou à valoriser son statut. L'apprentissage informel représente une forme d'acquisition de connaissances, se produisant à travers des processus d'assimilation, tels que celui qui nous permet d'apprendre notre langue. Souvent inconscient, ce processus est omniprésent dans tous les contextes, bien que tout ce que nous apprenons ne soit pas nécessairement pertinent de manière systématique. En effet, selon Rogers, dans son ouvrage paru en 2014, *The Base of the Iceberg: Informal Learning and Its Impact on Formal and Non-formal Learning*, le désir d'assimilation peut parfois conduire à des conformismes plutôt qu'à l'adoption d'une posture réflexive, pouvant même entraîner des attitudes régressives telles que le racisme, le sexisme ou la violence, s'éloignant ainsi des principes et des valeurs d'une société démocratique. Le contexte est décisif dans cette problématique. Il apparaît donc impératif de réfléchir à des contextes qui favorisent des apprentissages informels critiques, c'est-à-dire basés sur la rationalité, comme le suggère par exemple Habermas dans sa *Théorie de l'agir communicationnel* (1987). Cette réflexion devient d'autant plus cruciale face à la menace de la désinformation et, de manière plus générale, à la déstabilisation qu'expérimentent nos sociétés démocratiques. Dans cette optique, la bibliothèque de lecture publique, telle qu'elle est envisagée par le manifeste de l'Organisation des Nations unies pour

l'éducation, la science et la culture (United Nations Educational, Scientific and Cultural Organization - UNESCO) de 1994, revu en 2022, semble occuper une place centrale. Le premier objectif de ce travail consiste ainsi à discerner la dimension critique, selon Habermas, du contexte d'apprentissage informel au sein de la bibliothèque de lecture publique. Pour ce faire, nous analysons, entre autres choses, l'intention éducativemanifestée dans ce contexte, telle que définie par Carré dans *Pourquoi et comment les adultes apprennent : De la formation à l'apprenance*, publié en 2020. Le deuxième objectif est de recueillir les expériences d'apprentissage informel « critique » des publics. À cette fin, une enquête est menée auprès des publics des bibliothèques de lecture publique. Enfin, nous travaillons à la faveur d'une approche comparative entre le Québec (Canada) et la Corse (France), cette approche étant considérée comme l'une des démarches les plus fructueuses pour l'analyse des institutions et des pratiques sociales, selon l'ouvrage dirigé par Lallement et Spurk, *Stratégies de la comparaison internationale* (2003).

Baron, J., & Fagnant, A. (2025). **Comment appréhender les compétences évaluatives des enseignants ? Adaptation d'un outil au contexte de l'enseignement secondaire supérieur belge francophone.** *e-JIREF*, 11(1), 29-48. <https://doi.org/10.48782/e-jiref-11-1-29>

Le temps consacré aux évaluations occupe une place importante dans le temps scolaire. Selon William (2011, p.13), « l'intégration de l'évaluation dans l'enseignement pourrait avoir un effet important pour améliorer l'engagement des élèves et leurs apprentissages », mais encore faut-il que les enseignants disposent de compétences évaluatives appropriées (ce que d'aucuns qualifient d'Assessment Literacy). Définie au départ comme un ensemble de « connaissances » que devraient posséder les enseignants pour mener à bien des évaluations en classe (Mertler, 2004), la façon dont l'Assessment Literacy a été conceptualisée a évolué au cours du temps (Pastore, 2023) pour être progressivement considérée comme une « pratique sociale et dynamique » qui dépend du contexte dans lequel elle est vécue (Willis et al., 2013). L'article cherche tout d'abord à montrer comment les définitions de l'évaluation et de l'Assessment Literacy ont évolué conjointement, en partant d'une vision relativement « techniciste » de l'évaluation pour aller vers une vision plus « opérationnelle » d'une évaluation-soutien d'apprentissage. En parallèle, il décrit l'évolution des outils conçus par les chercheurs pour appréhender l'Assessment Literacy et présente un outil spécifique (ACAI, DeLuca et al., 2016a, b) qui répond davantage aux normes contemporaines de l'évaluation. L'article envisage alors la problématique de l'adaptation de cet outil au contexte de l'enseignement secondaire en Belgique francophone en interrogeant sa concordance avec le cadre décretaal et en envisageant les enjeux de traduction/contextualisation d'un questionnaire développé en langue anglaise et principalement utilisé en Amérique du Nord.

Blandin, B., Fernagu, S., Buisine, S., & Viazzi, C. (2025). **Distinguer les soft skills d'autres construits.** *Savoirs*, 67(1), 85-102. <https://doi.org/10.3917/savo.067.0085>

Bussesund, E. S., McGarr, O., & Engen, B. K. (2025). **Teacher educators' discursive enactment of professional digital competencies.** *Journal of Education Policy*, 40(2), 266-287. <https://doi.org/10.1080/02680939.2024.2379821>

This paper explores how teacher educators in Norway discursively enact a policy framework for teachers' professional digital competence (PDC) in the context of the digitalisation of education. This study draws on group interviews and focuses on how

teacher educators understand and respond to the policy through practical argumentation. The paper identifies different variations and interrelationships in policy enactment and discusses the tension between a qualification-oriented and a critical-reflective perspective on PDC. This paper contributes to the literature on teacher educators and their enactment of education policy by highlighting the influence of beliefs and values and the wider context of teacher education. In particular, it highlights how the multiple professional roles held by teacher educators adds an additional level of complexity to teacher educators' policy enactment.

Cetin-Sultanoglu, S., & Aral, N. (2025). **The effectiveness of an auditory integration-based developmental support programme on the sensory development and self-regulation skills of autistic children in Turkey.** *British Journal of Special Education*, 52(1), 100-110. <https://doi.org/10.1111/1467-8578.12576>

This study examines the impact of an auditory integration-based developmental support programme on the sensory development and self-regulation skills of children with autism aged three to five years in Turkey. This mixed-methodology research combined quantitative and qualitative methods, and data were collected using a general information form, the individual needs determination form, the adapted autism behaviour checklist (ABC), the Gilliam autism rating scale-2-Turkish version (GARS-2-T), the sense and self-regulation checklist (SSC) and semi-structured interviews. An AB model was used to determine the effectiveness of the auditory integration programme in supporting the sensory and self-regulation skills of children with autism. The quantitative data were graphically analysed, while the qualitative data underwent content analysis. The findings establish that the children's final evaluation results were lower than their initial assessments, signifying that the intervention had a positive impact. The qualitative data obtained from interviews with the participating children's mothers concurred with the quantitative results, and the mothers expressed favourable views regarding the programme.

Chesné, J.-F., & Creton, J. (2025). **Conférence de consensus: nouveaux savoirs et nouvelles compétences des jeunes: quelle construction dans et hors de l'école? : notes des experts** (p. 279). Consulté à l'adresse CNESEO-CNAM website: https://www.cnesco.fr/wp-content/uploads/2025/03/Cnesco_CC-savoirs-competences_Notes-experts.pdf

CNESEO. (2024). **Conférence de consensus: nouveaux savoirs et nouvelles compétences des jeunes: quelle construction dans et hors de l'école? Dossier de synthèse** (p. 75). Consulté à l'adresse CNESEO website: https://www.cnesco.fr/wp-content/uploads/2025/03/Cnesco_CC-savoirs-competences_Dossier-synthese.pdf

Cordier, A., de Lorraine, U., & Fluckiger, C. (2025). **Nouveaux savoirs et nouvelles compétences des jeunes: quelle construction dans et hors de l'école? Rapport de cadrage** (p. 115). Consulté à l'adresse CNESEO website: https://www.cnesco.fr/wp-content/uploads/2025/03/Cnesco_CC-savoirs-competences_Rapport-de-cadrage.pdf

Côté, M., & Espinassy, L. (2024). **Le développement des compétences psychosociales au prisme de l'enseignement des arts plastiques: un exemple d'intervention auprès de personnes âgées.** *Nouveaux cahiers de la recherche en éducation*, 26(3), 55-78. <https://doi.org/10.7202/1116391ar>

Dans le cadre des Projets inédits, 2020 au Québec, nous tentons de montrer la pertinence sociale de créer un partenariat entre des personnes âgées en résidence et de futurs enseignants en arts plastiques (AP). D'une part, ce contexte a permis de mettre en valeur les savoirs d'expérience artistique des futurs enseignants, le développement de leurs compétences psychosociales et de leur identité professionnelle et, d'autre part, il montre ce que la réalisation de productions plastiques apporte aux résidentes du centre d'hébergement concernées quant au rapport au monde.

Desany, M. (2024). **Développer l'agir créatif dans l'éducation à la danse à l'école primaire, une compétence transformative ?** *Nouveaux cahiers de la recherche en éducation*, 26(3), 28-54. <https://doi.org/10.7202/1116390ar>

Par une anthropologie de l'individuation et la mobilisation de la théorie de l'action conjointe (TACD) comme cadre d'analyse, cet article s'intéresse à l'enseignement-apprentissage de la danse dans une classe de cycle 3 et au développement de l'agir créatif, envisagé comme une dynamique créative transformative et individuante, émergeant de l'interaction dynamique entre l'élève et son environnement. La recherche adopte une méthode plurielle avec observations ethnographiques et entretiens pour analyser les interactions enseignante-élèves dans le processus créatif en danse qui vise à enrichir les compétences des élèves en interprétation, création et appréciation.

Diagon, S. L. (2024). **Quels sont les mécanismes impliqués dans la relation entre compétences académiques émergentes et ultérieures ? Une étude longitudinale de la maternelle au CM2** (Phdthesis, Université Claude Bernard - Lyon I). Consulté à l'adresse <https://theses.hal.science/tel-05004227>

A la fin de l'école élémentaire, il existe de grandes disparités de niveaux en mathématiques et en lecture entre les élèves français. Ces inégalités pourraient trouver leur origine dès l'école maternelle. En effet, plusieurs études conduites ces dernières années suggèrent que les compétences en mathématiques et en lecture des enfants à l'école maternelle sont prédictives de ces mêmes compétences à l'école élémentaire, au collège et même au lycée. Cette littérature présente cependant deux limites. Premièrement, la plupart des études longitudinales ont été menées aux États-Unis, où l'éducation de la petite enfance est caractérisée par une très grande hétérogénéité qui pourrait exacerber les liens entre compétences académiques émergentes et ultérieures. Deuxièmement, les mécanismes sous-jacents à ces relations longitudinales restent aujourd'hui encore très mal compris. Cette thèse avait deux objectifs principaux. Le premier était d'évaluer dans quelle mesure les compétences académiques émergentes prédisent les compétences académiques ultérieures dans le contexte français, caractérisé par une école maternelle bien plus homogène qu'aux États-Unis. Le deuxième objectif était d'identifier certains mécanismes qui sous-tendent cette association. Pour atteindre ces objectifs, cette thèse s'appuie sur le suivi longitudinal d'enfants dont les compétences en mathématiques et en lecture ont été testées à la fois en grande section de maternelle (GSM) et en Cours Moyen 2ème année (CM2). Dans une première étude, nous mettons en évidence une relation comparable à celle trouvée dans les autres études internationales entre les compétences académiques émergentes et ultérieures. Nous montrons également que des capacités cognitives générales telles que la mémoire de travail, l'autorégulation et la théorie de l'esprit (mesurées en GSM, CM2 ou les deux) contribuent à expliquer cette relation. Parce que les compétences cognitives générales n'expliquent qu'en partie la relation longitudinale, cela suggère

néanmoins l'intervention d'un mécanisme autre. Ce mécanisme pourrait être un empilement de compétences au cours du temps qui serait prévalent dans les apprentissages cumulatifs comme les mathématiques et la lecture. Dans une deuxième étude, nous testons l'hypothèse majeure prédite par l'empilement de compétences, c'est-à-dire l'idée selon laquelle une intervention améliorant les compétences en maternelle (dans notre cas la pédagogie Montessori) engendrerait des compétences supérieures en CM2. Nos résultats ne permettent pas de confirmer cette hypothèse, suggérant un rôle primordial de la continuité pédagogique dans l'empilement de compétences. Ces résultats nous permettent de proposer un modèle de la relation entre compétences académiques émergentes et ultérieures.

Dupuis, S., Caron, P., Sirois, A., Bisson, J., Beaulieu, C., & Beaucher, C. (2025). **En matière d'évaluation des compétences, la formation professionnelle au Québec est-elle « compétente » ?** *Revue hybride de l'éducation*, 9(2), 1-19. <https://doi.org/10.1522/rhe.v9i2.1702>

Une réflexion a lieu en matière d'évaluation des compétences en formation professionnelle (FP) au Québec. Cette réflexion concerne notamment le développement de compétences et les contraintes d'évaluation vécues dans les centres de formation. La FP au Québec est-elle « compétente » dans l'évaluation des compétences? Dans son état actuel, elle ne l'est probablement pas. Pour que la FP le devienne, il est proposé d'exploiter des situations professionnelles authentiques. Cependant, cela exige du courage, voire de l'audace, des ressources et un lâcher-prise sur des croyances persistantes sur les plans du développement et de l'évaluation des compétences.

Fabre, S. (2024). **Le dynamisme des images, moteur du développement des compétences transformatives.** *Nouveaux cahiers de la recherche en éducation*, 26(3), 7-27. <https://doi.org/10.7202/1116389ar>

En s'appuyant sur l'appareil conceptuel de G. Simondon, l'article analyse le pouvoir transformatif des pratiques artistiques. Pour cela, il montre comment la dynamique propre aux images nourrit la relation au monde et à soi en permettant le changement. En effet, une image opère successivement comme structure d'appréhension du réel, objet perçu, souvenir synthétisant l'expérience, et représentation mentale générale structurant à son tour les expériences futures, dans ce qui apparaît comme un « cycle de l'image ». L'analyse d'un projet d'éducation artistique en danse conduit par une artiste montre comment la pratique corporelle, la présentation d'oeuvres, comme la relation avec l'artiste elle-même, permettent la formation d'images qui sont à même d'engager les élèves dans des processus transformatifs.

Feld, J., & Tyrowicz, J. (2025). **Linguistic proximity and inequality in returns to migrant skills** (GRAPE Working Paper N° 102). Consulté à l'adresse GRAPE Group for Research in Applied Economics website: <https://econpapers.repec.org/paper/fmewpaper/102.htm?ref>

We provide novel evidence on the inequality of returns to immigrant skills in hosting economies. Although migrant wage gaps are well established in the literature, less is known about the origins of their heterogeneity. We propose a potential rationale for this gap related to the linguistic proximity between the destination and origin countries. We exploit individual-level data from nine diverse destination countries, with migrants from a highly heterogeneous group of origin countries, for both recent and long-term migrants.

We find that lower linguistic proximity between origin and destination is associated with a higher average wage penalty for highly skilled migrants and a substantially lower position in the wage distribution.

Gani, D. (2025, mars 25). **Cnesco : « Les pratiques des élèves en dehors de l'école sont désormais connues, sans être reconnues à l'école »**. Consulté 26 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/25/cnesco-les-pratiques-des-eleves-en-dehors-de-lecole-sont-desormais-connues-sans-etre-reconnues-a-lecole/>

Pas de fatalité pour les inégalités ! « En France, le manque de continuité éducative entre les différents contextes d'apprentissage est source d'inégalités scolaires » lit-on dans le dernier rapport du Cnesco publié

Guan, R., Raković, M., Chen, G., & Gašević, D. (2025). **How educational chatbots support self-regulated learning? A systematic review of the literature**. *Education and Information Technologies*, 30(4), 4493-4518. <https://doi.org/10.1007/s10639-024-12881-y>

Engagement in self-regulated learning (SRL) may improve academic achievements and support development of lifelong learning skills. Despite its educational potential, many students find SRL challenging. Educational chatbots have a potential to scaffold or externally regulate SRL processes by interacting with students in an adaptive way. However, to our knowledge, researchers have yet to learn whether and how educational chatbots developed so far have (1) promoted learning processes pertaining to SRL and (2) improved student learning performance in different tasks. To contribute this new knowledge to the field, we conducted a systematic literature review of the studies on educational chatbots that can be linked to processes of SRL. In doing so, we followed the PRISMA guidelines. We collected and reviewed publications published between 2012 and 2023, and identified 27 publications for analysis. We found that educational chatbots so far have mainly supported learners to identify learning resources, enact appropriate learning strategies, and metacognitively monitor their studying. Limited guidance has been provided to students to set learning goals, create learning plans, reflect on their prior studying, and adapt to their future studying. Most of the chatbots in the reviewed corpus of studies appeared to promote productive SRL processes and boost learning performance of students across different domains, confirming the potential of this technology to support SRL. However, in some studies the chatbot interventions showed non-significant and mixed effects. In this paper, we also discuss the findings and provide recommendations for future research.

Hu, S.-F., Wu, A. D., & Stone, J. (2025). **Using Multilabel Neural Network to Score High-Dimensional Assessments for Different Use Foci: An Example with College Major Preference Assessment**. *Journal of Educational Measurement*, 62(1), 120-144. <https://doi.org/10.1111/jedm.12424>

Scoring high-dimensional assessments (e.g., > 15 traits) can be a challenging task. This paper introduces the multilabel neural network (MNN) as a scoring method for high-dimensional assessments. Additionally, it demonstrates how MNN can score the same test responses to maximize different performance metrics, such as accuracy, recall, or precision, to suit users' varying needs. These two objectives are illustrated with an example of scoring the short version of the College Majors Preference assessment (Short CMPA) to match the results of whether the 50 college majors would be in one's top three, as determined by the Long CMPA. The results reveal that MNN significantly outperforms

the simple-sum ranking method (i.e., ranking the 50 majors' subscale scores) in targeting recall (.95 vs. .68) and precision (.53 vs. .38), while gaining an additional 3% in accuracy (.94 vs. .91). These findings suggest that, when executed properly, MNN can be a flexible and practical tool for scoring numerous traits and addressing various use foci.

Jeong, S., Rague, J., Litson, K., Feldon, D. F., Lawler, M. J., & Plummer, K. (2025). **Effects of decision-based learning on student performance in introductory physics: The mediating roles of cognitive load and self-testing.** *Education and Information Technologies*, 30(4), 4413-4433. <https://doi.org/10.1007/s10639-024-12962-y>

DBL is a novel pedagogical approach intended to improve students' conditional knowledge and problem-solving skills by exposing them to a sequence of branching learning decisions. The DBL software provided students with ample opportunities to engage in the expert decision-making processes involved in complex problem-solving and to receive just-in-time instruction and scaffolds at each decision point. The purpose of this study was to examine the effects of decision-based learning (DBL) on undergraduate students' learning performance in introductory physics courses as well as the mediating roles of cognitive load and self-testing for such effects. We used a quasi-experimental posttest design across two sections of an online introductory physics course including a total N = 390 participants. Contrary to our initial hypothesis, DBL instruction did not have a direct effect on cognitive load and had no indirect effect on student performance through cognitive load. Results also indicated that while DBL did not directly impact students' physics performance, self-testing positively mediated the relationship between DBL and student performance. Our findings underscore the importance of students' use of self-testing which plays a crucial role when engaging with DBL as it can influence effort input towards the domain task and thereby optimize learning performance.

Kleimola, R., Hirsto, L., & Ruokamo, H. (2025). **Promoting higher education students' self-regulated learning through learning analytics: A qualitative study.** *Education and Information Technologies*, 30(4), 4959-4986. <https://doi.org/10.1007/s10639-024-12978-4>

Learning analytics provides a novel means to support the development and growth of students into self-regulated learners, but little is known about student perspectives on its utilization. To address this gap, the present study proposed the following research question: what are the perceptions of higher education students on the utilization of a learning analytics dashboard to promote self-regulated learning? More specifically, this can be expressed via the following threefold sub-question: how do higher education students perceive the use of a learning analytics dashboard and its development as promoting the (1) forethought, (2) performance, and (3) reflection phase processes of self-regulated learning? Data for the study were collected from students (N = 16) through semi-structured interviews and analyzed using a qualitative content analysis. Results indicated that the students perceived the use of the learning analytics dashboard as an opportunity for versatile learning support, providing them with a means to control and observe their studies and learning, while facilitating various performance phase processes. Insights from the analytics data could also be used in targeting the students' development areas as well as in reflecting on their studies and learning, both individually and jointly with their educators, thus contributing to the activities of forethought and reflection phases. However, in order for the learning analytics dashboard to serve students more profoundly across myriad studies, its further development was deemed necessary. The findings of this investigation emphasize the need to integrate the use and

development of learning analytics into versatile learning processes and mechanisms of comprehensive support and guidance.

Li, Y., Sadiq, G., Qambar, G., & Zheng, P. (2025). **The impact of students' use of ChatGPT on their research skills: The mediating effects of autonomous motivation, engagement, and self-directed learning.** *Education and Information Technologies*, 30(4), 4185-4216. <https://doi.org/10.1007/s10639-024-12981-9>

Integrating ChatGPT into educational contexts has become prevalent due to its potential to revolutionize teaching, learning, and research. However, to ensure positive use, it is necessary to design learning environments that effectively incorporate this technology. This study employed self-determination theory as an undergirding framework to understand the impact of ChatGPT-integrated instruction on undergraduate students' research skills. Moreover, the study explored the impact of ChatGPT-integrated instruction on students' autonomous motivation, engagement, and self-directed learning, as well as the mediating role of these variables in the relationship between ChatGPT usage and research skills. In this quasi-experimental study, 366 undergraduate students majoring in education were divided into control and experimental groups. The control group received instruction without ChatGPT, while the experimental group received ChatGPT-integrated instruction and was allowed to use ChatGPT for research-related activities. The results revealed that the experimental group had significantly higher levels of research skills, motivation, engagement, and self-directed learning behavior. Moreover, the use of ChatGPT has a significant indirect impact on students' research skills through the mediating variables. This suggests that high autonomous motivation and self-directed learning are crucial for students to fully benefit from ChatGPT in developing research skills. The findings offer valuable insights for educators to design AI-enhanced learning environments to enhance students' research skills and learning outcomes.

Liao, Y.-J., Tarnq, W., & Wang, T.-L. (2025). **The effects of an augmented reality lens imaging learning system on students' science achievement, learning motivation, and inquiry skills in physics inquiry activities.** *Education and Information Technologies*, 30(4), 5059-5104. <https://doi.org/10.1007/s10639-024-12973-9>

The purpose of this study is to examine the effects of employing an augmented reality (AR) lens imaging system on inquiry-based learning concerning junior high school students' science achievement, science learning motivation, and inquiry skills. For this purpose, an AR lens imaging learning system was developed specifically for the lens imaging unit. A quasi-experimental design was utilized comprising an experimental group and a control group. The participants included 60 eighth-grade students from two classes in a junior high school in Taiwan. One class, consisting of 30 students, was assigned as the experimental group and utilized an AR lens imaging learning system for inquiry-based learning. The other class, also consisting of 30 students, served as the control group and utilized traditional lens imaging devices for inquiry-based learning. The instructional duration comprised two sessions totaling 90 min. The study's results revealed that implementing the AR lens imaging learning system for inquiry-based learning resulted in improvements in overall science achievement in the lens imaging unit. Additionally, individual science achievement was enhanced in the convex and concave lens imaging topics. Furthermore, the AR lens imaging learning system increased students' motivation for science learning. It also enhanced students' specific inquiry skills in the

concave lens imaging topic, such as observation and analysis and discovery. However, no enhancement was observed in inquiry skills for the convex lens imaging topic.

Martineaud, T. (2024). ***L'effet de longue traîne du confinement sur l'appropriation des techniques numériques par les enseignants de l'école élémentaire*** (Phdthesis, Université de Poitiers). Consulté à l'adresse <https://hal.science/tel-04995913>

Avec la prolifération des contaminations liées au COVID-19 en France, les élèves et enseignants ont été physiquement éloignés des établissements scolaires avec la mise en place du confinement à l'échelle nationale du 12 mars au 11 mai 2020. Pendant cette période, les techniques numériques ont été désignées par l'institution scolaire comme des techniques dont l'usage permettrait de maintenir le lien pédagogique entre les enseignants et leurs élèves. Dans ce contexte d'urgence sanitaire ayant contraint les enseignants et les élèves à interagir par d'autres modalités, notre recherche cherche à comprendre si cette expérience obligée du confinement et de l'usage des techniques numériques a pu conduire les enseignants de l'école élémentaire à initier de nouvelles pratiques technopédagogiques, ou encore, à développer des usages numériques professionnels préexistants les menant à développer leurs capacités à agir avec les techniques numériques une fois le confinement terminé.

Pour conduire cette recherche, nous nous sommes appuyés sur la sociologie des usages, sur les genèses instrumentales et sur le concept de pouvoir d'agir afin de comprendre et d'analyser les pratiques numériques professionnelles des enseignants pendant et après le confinement, au travers de leurs vécus de cette expérience inédite.

Pour réaliser cette recherche, nous avons conduit des entretiens semi-dirigés avec des enseignants sur deux terrains d'enquête. Le premier terrain est constitué de 48 entretiens en 2021 réalisés dans 27 écoles de l'Aisne et du Val-d'Oise, et de 24 entretiens en 2022 réalisés dans 23 écoles des mêmes départements déjà visitées. Le second terrain d'enquête regroupe 3 écoles du département de la Vienne, dans lesquelles nous avons conduit des observations et des entretiens auprès de 4 enseignantes. Les données obtenues ont été analysées au prisme de l'analyse catégorielle thématique (Hsieh et Shannon, 2005) afin d'analyser les pratiques et les usages déclarés et observés des enseignants pendant et après le confinement de mars à mai 2020.

Nos analyses mettent en lumière le développement de pratiques numériques professionnelles inédites, parfois connues mais jusqu'alors pas ou très peu utilisées. Nous soulignons l'importance de la dimension affective des relations entretenues pendant le confinement entre les enseignants, leurs élèves et les familles. Pour certains enseignants – familiers des techniques numériques et évoluant dans des situations riches d'interactions et soutiens de la part des proches et des pairs – cette situation a pu être l'occasion de tester et d'expérimenter de nouveaux usages avec leurs élèves. Pour d'autres enseignants, les difficultés rencontrées pour accéder et utiliser certaines technologies prescrites ont été redoublées par les difficultés d'accès et d'usage des élèves et des familles. Cependant, cette période est aussi décrite comme une épreuve, génératrice de souffrance professionnelle rendant difficile sinon impossible le développement de pratiques technopédagogiques qui ne soient pas une réponse immédiate aux difficultés propres au confinement. Si certains des enseignants ont pu développer des nouvelles formes de médiations et de médiatisations avec leurs élèves, nos résultats montrent que les techniques les plus anciennes ont côtoyé les techniques les plus récentes afin de répondre à l'impératif de maintenir le lien avec les élèves.

Nyberg, E., Castéra, J., Marre, C. C., Jégou, C., & Redondo, C. (2025). **Self-perceived Action Competence for Sustainability and Environmental Attitudes**. *Australian Journal of Environmental Education*, 1-16. <https://doi.org/10.1017/ae.2025.2>

Within environmental education research, there is an ongoing interest in trying to understand what factors might lead to pro-environmental action and pro-environmental behaviours. This study explores the relationship between environmental attitudes and self-perceived action competence for sustainability by combining a questionnaire measuring self-perceived action competence for sustainability (SPACS-Q) with a questionnaire measuring environmental attitudes, the 2 factor Model of Environmental Values (2-MEV-Q), among 236 primary school student teachers in France. Our results show that the SPACS-Q adapted to the French context is largely valid within this sample and that the factor Preservation in the 2-MEV model is a predictor for SPACS. This connection is strongest for the factor Willingness to act. Likewise, we conclude that age impacts the SPACS factor Confidence in one's own influence, whereas other variables such as training in sustainable development issues do not impact any of the SPACS factors. The study provides some insights into how self-perceived action competence and pro-environmental attitudes might be promoted through education.

Polly, D., Reinke ,Luke T., Colonnese ,Madelyn W., & and Blackwelder, A. (2025). **Examining differences between games and pictorial flashcards on multiplication basic fact fluency**. *The Journal of Educational Research*, 118(2), 77-89. <https://doi.org/10.1080/00220671.2024.2446889>

This study examined a 6-week intervention in which fourth grade students either played fluency games or used pictorial flashcards to develop fluency with their basic multiplication facts. Students who played fluency games showed more growth than the pictorial flashcards, but an analysis of variance showed that there was no statistically significant difference between the two groups. Additionally, pre- and post-intervention interviews indicated changes in students' use of strategies when given basic fact multiplication problems. In the post-intervention interviews students used fewer earlier strategies (direct modeling, repeated addition, and skip counting). Specifically, students who used fluency games used more derived fact strategies along with direct recall, and students who used pictorial flashcards moved toward direct recall strategies with fewer derived fact strategies. The article concludes with implications for future development of students' basic fact multiplication fluency.

Ramassamy, M. (2024). **L'apprentissage de la construction d'une preuve mathématique dans l'enseignement supérieur aux Antilles : Une étude comparative des perceptions et des capacités des étudiants et des conceptions des enseignants** (Phdthesis, Université des Antilles). Consulté à l'adresse <https://theses.hal.science/tel-05005628>

La question des performances des élèves et étudiants français en mathématiques, alimentée par la médiatisation des résultats de certaines enquêtes internationales, est un sujet largement exploré par la recherche en didactique des mathématiques. Dans ce travail, nous portons notre attention sur l'apprentissage des mécanismes de construction d'une preuve à la transition entre l'enseignement secondaire et l'enseignement supérieur. L'apprentissage de la preuve, perçue comme un objet de connaissance transversal aux différents champs mathématiques, a fait l'objet de nombreux travaux dans le cadre de la théorie anthropologique du didactique dans l'enseignement secondaire. Ces études font état de difficultés des étudiants tant dans l'exploitation des connaissances que dans la mise en œuvre de raisonnement et de procédures

syntaxiques afin de produire une preuve conforme aux attentes des enseignants. Les programmes de mathématiques du secondaire précisent ces attentes de l'institution à la fin du lycée, l'élève devant être en mesure de trouver des arguments et mettre en œuvre un raisonnement pour construire une preuve puis de la rédiger. Dans le cas de l'enseignement supérieur, les programmes de formations telles que les Classes Préparatoires aux Grandes Ecoles soulignent l'importance de l'apprentissage de la preuve. Dans le cas des formations universitaires, cet objet occupe une place variable, certains descriptifs le mentionnant explicitement comme étant enseigné et d'autres n'en faisant pas état. À partir de ces constats, nous nous sommes interrogés sur les capacités d'étudiants à construire une preuve en entrant dans l'enseignement supérieur. Nous investiguons également leurs perceptions relatives à ces capacités et les évolutions dans ce domaine au cours du premier cycle d'études supérieures. À ces fins, nous avons mené une étude longitudinale entre septembre 2019 et mai 2022. Un questionnaire a été administré à deux promotions d'étudiants inscrits en Classes Préparatoires aux Grandes Ecoles et en licence de mathématiques à l'entrée dans l'enseignement supérieur aux Antilles puis au début et à la fin de la deuxième année. Les perceptions des étudiants sur leur capacité à trouver des arguments, à mettre en œuvre un raisonnement, à rédiger une preuve et leur capacité à analyser une démonstration ont été questionnées. Par des entretiens semi-directifs, nous avons également questionné les perceptions d'enseignants sur les difficultés de leurs étudiants, leurs pratiques d'enseignement déclarées et leurs conceptions sur certains termes. Les résultats obtenus ont révélé que l'apprentissage de la preuve n'est pas achevé à l'entrée dans l'enseignement supérieur et se poursuit au cours du premier cycle. Une évolution non homogène des perceptions et des capacités de ces étudiants au cours de ces deux années est notée. En effet, en entrant dans l'enseignement supérieur, les profils de ces étudiants vis-à-vis de leurs perceptions et de leurs capacités étaient variés et le sont moins au bout de deux ans. Par ailleurs, les conceptions des étudiants vis-à-vis de la signification attribuée aux termes hypothèse, démonstration, justification et conjecture et de leurs difficultés lors de la preuve d'un résultat se rapprochent de celles de leurs enseignants au bout de deux ans. Les pratiques déclarées par les enseignants montrent, dans certains cas, une absence de situations d'enseignement dédiées au raisonnement. Malgré cela, une évolution globale est perçue dans les conceptions des étudiants et dans leurs capacités à prouver un résultat. Enfin, la prééminence, déclarée par les enseignants, du raisonnement déductif dans l'activité mathématique conduit à s'interroger sur la place laissée à d'autres types de raisonnement. Ainsi, notre travail nous semble ouvrir un champ d'études relatif à l'intégration des autres types de raisonnement dans l'enseignement supérieur et à la place et aux fonctions du raisonnement mathématique dans le cycle master.

Rivière, J. B. (2025, mars 19). **Les élèves des lycées agricoles sont-ils hostiles à l'agroécologie ?** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/les-eleves-des-lycees-agricoles-sont-ils-hostiles-a-l-agroecologie-248400>

De nouveaux modes de production agricole, plus respectueux de l'environnement, se développent. Comment les élèves y sont-ils formés et quelle attitude adoptent-ils face aux transformations du métier ?

Robitaille, C., Dumais, C., Soucy, E., Simard, R., & Racine, M. (2024). **Des astuces de communication comme ressources pour soutenir le développement de la compétence**

à communiquer oralement d'élèves du secondaire en adaptation scolaire. *Formation et profession*, 32(2), 8. <https://doi.org/10.18162/fp.2024.a327>

Rosenblad, N., & and Wheelahan, L. (2025). **The ontology of personhood and a realist critique of the policy discourse based on skills**. *British Journal of Sociology of Education*, 46(3), 375-390. <https://doi.org/10.1080/01425692.2025.2464145>

This paper uses the critical realist concept of human reflexivity to develop a theoretical critique of the notion of 'skills' in current policy discourses, particularly in vocational education. We argue that current policy reifies skills as market commodities and alienates them from the minds, bodies, and hands of those who exercise them and the social contexts in which they are deployed. This is traced to historical ideas of a liberal market society, resulting in an impoverished view of human beings and human agency. The skills discourse presumes people's reasons to value things they care about arise from possessive individualist preferences and external conditioning of atomistic social and material utility. In contrast, we suggest real people act on reasons they value to learn things and practice their skills or not, which resonates with the ontology of personhood, the intrinsic worth of human beings, and a rounded notion of human agency.

Roy, É. (2024). **Les enseignements artistiques pour advenir au monde (vol. 2)**. *Nouveaux cahiers de la recherche en éducation*, 26(3), 1-6. <https://doi.org/10.7202/1116388ar>

Ruiz-Ballesteros, C., & Fabre, I. (2024). **Éducation de l'attention et photographie : l'expérience en question**. *Nouveaux cahiers de la recherche en éducation*, 26(3), 126-150. <https://doi.org/10.7202/1116394ar>

Figure d'innovation dans le paysage éducatif français, l'enseignement agricole (EA) a récemment intégré le développement des compétences psychosociales dans ses référentiels de formation. Prenant comme point de départ la volonté de faire évoluer l'école au rythme de la société, cet article revient sur l'histoire de la pédagogie par projet et de sa visée expérientielle pour étudier en quoi l'éducation socioculturelle, spécificité de l'EA, peut répondre à cet enjeu. Pour cela, nous étudions un atelier de pratique artistique mêlant photographie et qi gong. Il s'agit d'analyser la place de l'expérience au sein de ce projet et d'étudier ses effets en matière d'éducation de l'attention et du partage du sensible.

Stacy, B. W., Akmal, M., Rogers, F. H., Venegas Marin, S., Rajaram, H., & Farysheuskaya, V. (2025). **What's at Play? Unpacking the Relationship between Teaching and Learning** (N° 9; p. 79). Consulté à l'adresse World Bank Group website: <https://openknowledge.worldbank.org/entities/publication/a71e64fc-bc19-4d9f-a28b-de5b0aa46855>

Using unique nationally representative school and system survey data from 13 education systems in low and middle-income countries collected through the World Bank's Global Education Policy Dashboard (GEPD), we examine how the pedagogical practices, including practices to foster student engagement and subject content knowledge of primary-school teachers, correlate with their students' learning outcomes. The authors find that student performance on literacy (and, to a lesser extent, math) assessments are correlated with receiving instruction from teachers with better-measured pedagogical skills. While the better-pedagogy effect is modest for the entire sample, it is statistically robust and quite substantial for the upper-middle-income countries. Based on a sub-sample of those education systems, we also find that using learning strategies that

support greater student engagement appears to be highly predictive of student learning outcomes in literacy. Better pedagogical practices correlate with teachers' exposure to more practical, school-based pedagogical support, for example through induction or mentoring and feedback on lesson plans, and with better teacher evaluation at the school level. The findings confirm the important role of interventions providing direct pedagogical support and feedback to teachers through training, instructional leadership, and evaluation, and they highlight the potential for interventions to foster student engagement and improve learning outcomes.

Ulusoy, F. G., & Ulusoy, M. (2025). **The effectiveness of students' retellings of and responses to digital stories as a post-viewing activity on their reading attitudes and narrative comprehension.** *Education and Information Technologies*, 30(4), 4217-4249. <https://doi.org/10.1007/s10639-024-12925-3>

This experimental study investigates the effects of retelling, reading response, and combined retelling and reading response activities that second-grade students participated in after watching digital stories on their reading attitudes and narrative comprehension levels. In this pre-test-post-test control group design, 140 students, composed of 35 students in each group, participated in the study in three different experimental groups (retelling, response, and retelling-response) and a control group. The digital stories created by pre-service teachers were used in the written and oral retelling and response activities, in which second graders participated in small groups of seven and watched the digital stories on large smart screens. The experimental period, including the pre-test and post-test, lasted nine weeks. The students watched nine digital stories. In the pre-and post-tests, the students' total, recreational, and academic reading attitudes and narrative comprehension levels were assessed. The results showed that the narrative comprehension scores of all experimental groups increased significantly compared with those of the control group. In addition, when the pre-and post-test total reading attitude scores and narrative comprehension scores of the experimental groups and the control group were compared, statistically significant increases in the scores of all experimental groups demonstrated the effectiveness of the interventions. This study contributes to the literature by showing that digital stories created by pre-service teachers improved second-grade students' reading attitudes and narrative comprehension levels when used in the retelling, response, and retelling-response groups.

Vachon, I., & Guézennec, L. (2025). **Les retombées d'un accompagnement en Communication NonViolente (CNV) sur le développement des compétences socioémotionnelles du personnel scolaire d'une école primaire.** *Revue hybride de l'éducation*, 9(2), 1-17. <https://doi.org/10.1522/rhe.v9i2.1816>

Cet article présente les retombées de l'accompagnement en Communication NonViolente sur le développement des compétences socioémotionnelles du personnel scolaire d'une école primaire. Il montre d'abord les orientations d'un projet pilote visant des interventions bienveillantes envers soi et envers les autres. Il définit ensuite les compétences socioémotionnelles du Collaborative for academic, social, and emotional learning (CASEL, 2017) et l'approche de la Communication NonViolente de Rosenberg (2016). Des résultats exemplifient les apprentissages réalisés par les personnes participantes. Enfin, les apports et les limites du projet sont exposés, et quelques recommandations pour soutenir l'intégration de cette approche auprès d'autres écoles sont formulées.

Vydra, M., & Kováčik, J. (2025). **The use of image analysis in improving knowledge and skills on the example of teaching the biology of algae and fungi.** *Education and Information Technologies*, 30(4), 4825-4841. <https://doi.org/10.1007/s10639-024-13004-3>

We investigated the effect of short-term teaching (3 weeks) using image analysis on gymnasium/secondary school students' (ISCED3A) skills (science process skills, SPS) and knowledge using Fiji (ImageJ) software. The theoretical teaching was combined with IT-based education (measurement of the area or signal intensity on photos from scientific papers using algae *Ulva* or *Coccomyxa* and the fungus *Glomerella*) and students formed conclusions from data and answered knowledge questions. Experimental education increased score (post-test/pre-test) in the area of knowledge (by 102%) and SPS (by 44%) and greater impact of IT implementation on the development of girls' SPS and knowledge was found. Besides, the Pearson's correlation analysis showed a more intense improvement of students who had greater deficiencies in pre-test. This experimental gymnasium group (n = 53) also retained a higher score in re-test in comparison with control gymnasium students (without the implementation of image analysis, n = 54) and detailed analysis of individual questions revealed that there was a development of SPS, especially those that were emphasized in the experimental teaching. Another control group "university students" (ISCED5A, n = 19) had a higher score in re-test than the experimental gymnasium group, but the area of knowledge was comparable. These results indicate that the involvement of IT improves SPS and knowledge of gymnasium students at the level comparable with university students. The test and worksheets are attached for free use with the aim of improving the teaching of less interesting topics such as botany.

Wang, Y., & Pan, L. (2025). **Immersive virtual reality in education: impact on the emotional intelligence of university students.** *Education and Information Technologies*, 30(4), 5283-5299. <https://doi.org/10.1007/s10639-024-13013-2>

At present, when the educational process takes place both in classrooms and remotely, the role of innovative technologies is rapidly increasing. The purpose of the study is to determine the influence of immersive virtual reality in teaching on predictors of emotional intelligence development in university students. The questionnaire method was used in the work. In this study, the experimental group utilized immersive virtual reality based on SV-IVR videos, while the control group underwent instruction through traditional methods. According to the Self-Emotional Appraisal, the experimental group showed higher post-test values compared with the control group. In Others' Emotional Appraisal, the experimental group also showed a significant increase in post-test results, compared with the control group. These results indicate that VR training improves the assessment of other people's emotions and positively affects the self-assessment of emotions. As for the Use of Emotions, the experimental group and the control group showed a slight increase in post-test results. Final data on the Regulation of Emotions in the experimental group were higher in the post-test compared to the control group. The significant difference between the post-testing indicators of the two groups highlights the positive impact of VR training on the regulation of emotions. Adequate teaching methods, particularly incorporating innovative technologies (virtual reality), have the potential to enhance and cultivate emotional intelligence among students. The need for additional scientific research on a specific issue lies in the importance of organizing, summarizing, and validating the effectiveness of training future university teachers to incorporate virtual reality into their classes.

Yang, H.-C., Lee, Y.-T., Lin, P.-Y., & Shih, J.-S. (2025). **How the usage of the OK4R Reading Platform relates to learning efficacy, attitude, and cognitive development.** *The Journal of Educational Research*, 118(2), 116-130. <https://doi.org/10.1080/00220671.2024.2446905>

Studies indicate that integrating digital tools into reading instruction significantly enhances student learning. The OK4R (Overview, Key Idea, Read, Recall, Reflect, Review) method goes beyond teaching reading techniques by fostering a cyclic process of reading and critical reflection. Through OK4R, learners develop both reading strategies and metacognitive skills for self-assessment. Although OK4R is an earlier reading strategy, its theoretical foundation has a significant impact on enhancing students' learning abilities. This study moves beyond the traditional paper-based and lecture-driven OK4R teaching model by constructing the OK4R Reading Platform, aiming to explore the new significance and value of OK4R instruction under digital assistance. This study introduces the OK4R Reading Platform aimed at improving vocational students' learning efficacy, attitude, and cognitive development. Using a quasi-experimental approach, 90 vocational high school students in Taipei participated, with an experimental group using the Platform and a control group receiving traditional paper-based instruction. After six weeks, including pretest, digital or traditional reading sessions, and post-test, students using the Platform showed significant gains in learning efficacy, attitude, and cognitive development. These findings highlight the potential of digital tools in enhancing vocational education's language instruction. The research questions for this study are as follows:

The impact of the OK4R Reading Platform on vocational students' learning efficacy of popular science texts.
The role of the OK4R Reading Platform in enhancing vocational students' learning attitude, and cognitive development.
A comparative analysis of the effectiveness in improving students' learning efficacy, attitude, and cognitive development between digital-assisted teaching with the OK4R Reading Platform and traditional-print reading teaching.
Students' reactions and suggestions regarding the teaching assistance provided by the OK4R Reading Platform.

The impact of the OK4R Reading Platform on vocational students' learning efficacy of popular science texts. The role of the OK4R Reading Platform in enhancing vocational students' learning attitude, and cognitive development. A comparative analysis of the effectiveness in improving students' learning efficacy, attitude, and cognitive development between digital-assisted teaching with the OK4R Reading Platform and traditional-print reading teaching. Students' reactions and suggestions regarding the teaching assistance provided by the OK4R Reading Platform. Through the aforementioned questions, the research team conducted an investigation to understand "how the usage of the OK4R Reading Platform relates to learning efficacy, attitude, and cognitive development in vocational high school students."

Aspects économiques de l'éducation

Attanasio, O., Lopez-Boo, F., Perez-Lopez, D., & Anne Reynolds, S. (2025). **Inequality in the early years in LAC: a comparative study of size, persistence and policies.** *Oxford Open Economics*, 4(Supplement_1), i273-i291. <https://doi.org/10.1093/ooec/odae032>

Gaps in child development by socio-economic status (SES) start early in life, are large and can increase inequalities later in life. We use recent national-level, cross-sectional and longitudinal data to examine inequalities in child development (namely, language, cognition and socio-emotional skills) of children 0–5 in five Latin American countries (Chile, Colombia, Mexico, Peru and Uruguay). In the cross-section analysis, we find

statistically significant gaps with inequality patterns that widely differ across countries. For instance, gaps in language and cognition for Uruguay and Chile are much smaller than those for Colombia and Peru. When turning to the longitudinal data, average SES gaps are similar to those of the cross-section in language but differ substantially in cognition, mainly in Uruguay where they emerge as more unequal when cohort effects do not operate. Importantly, we also find that the ECD gaps found at early ages (0–5) still manifest 6–12 years later in almost all locations and realms in which we have measures of early child development, but they do not increase with age. Results are robust to using different measures of inequality (income and maternal education). Gaps are smaller but generally remain when adjusting for possible explanatory factors (e.g. family structure, parental education, geographic fixed effects). To reduce ECD inequality and promote equality in later life outcomes, policymakers should look to implementing evidence-based interventions at scale to improve developmental outcomes of the most disadvantaged children in society.

Ayllón, S., & Lado, S. (2025). **More than Just Lunch: School-Meal Subsidies and Language Proficiency** (IZA Discussion Paper N° 17631). Consulté à l'adresse Institute of Labor Economics (IZA) website:
<https://econpapers.repec.org/paper/izaizadps/dp17631.htm?ref>

This paper is the first to provide, in the European context, credible causal estimates for the impact on educational achievement of a means-tested programme that subsidises school lunches. We use administrative data from the city of Barcelona for the whole universe of applications to the programme. Using a Regression Discontinuity Design, we measure the effect of receiving a partial subsidy, as opposed to none; meanwhile a Difference-in-Differences (DiD) strategy allows us to account for the effect of receiving a full subsidy, compared to a partial one. Our results indicate an overall positive effect of the subsidies on educational achievement across all the subjects analysed, with statistically significant estimates only for Catalan language. Heterogeneous results show that those who benefit most are boys who attend large schools and have peers who are, on average, more socio-economically advantaged. The opportunity for subsidy recipients to spend more time at school during lunch, and to communicate and socialise with wealthier and linguistically more competent children is the mechanism that lies behind our main findings.

Casely-Hayford, L., Gruijters, Rob J., Adjei, Louisa Owusu, & and Yeboah, V. A. (s. d.). **The intended and unintended effects of secondary school fee abolition: evidence from Ghana's free senior high school policy.** *Comparative Education*, 0(0), 1-20.
<https://doi.org/10.1080/03050068.2025.2463820>

Ghana's Free Senior High School policy, which was introduced in 2017, is the most prominent and comprehensive free secondary education policy in the region. It is therefore an ideal case for studying the effects of free secondary education on students, families and schools. We conducted an in-depth qualitative study of students, parents and school leaders' perspectives on and experiences with the policy. The findings show that stakeholders generally appreciated the improvement in access, especially for low-income students and those from remote rural areas. However, they also indicated that the policy led to an inflow of unprepared students and exacerbated preexisting challenges related to scarce school resources and quality. Moreover, stakeholders believed that free secondary education reduced student motivation and increased the demand for boarding instead of day schooling. Based on these findings, we discuss

options for improving the implementation of free secondary education policies and the Free SHS policy in particular.

Dabalen, A. L., Mensah, J. T., & Nsabimana, A. (2024). **Local Economic Shocks and Human Capital Accumulation: Evidence from Rwandan Coffee Mills** (Policy Research Working Paper Series N° 10993). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/10993.htm?ref>

This paper examines the medium-term effects of policy-driven income shocks on human capital accumulation in low-income environments. Using administrative data on test scores of the universe of primary school students in Rwanda and the staggered rollout of coffee mills in the country, it shows a positive spillover effect of the coffee mills on students' performance. Early life exposure to coffee mills is associated with a 0.09 standard deviation (4 percent) increase in student test scores. Improvements in household welfare, child health, and school attendance are likely operative channels of impact.

d'Aiglepierre, R., Ziegler, M., Sedel, C., & Bonnet, S. M. (2025). **Comment améliorer l'efficacité du financement international de l'éducation? L'approche par les Fonds Communs**. *Question de développement*, (87), 1-4. Consulté à l'adresse <https://www.afd.fr/fr/ressources/comment-ameliorer-lefficacite-du-financement-international-de-leducation-lapproche-par-les-fonds-communs>

Delaney, J. M., & Devereux, P. (2025). **Levelling the Playing Field? SES Differences in Graduate Degree Choices** (IZA Discussion Paper N° 17652). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17652.htm?ref>

In many countries, subsidies towards higher education and financial aid to students from poorer backgrounds have reduced socio-economic status (SES) gaps in undergraduate study. The increasing importance of graduate studies that are typically more expensive may, however, provide a new avenue for outcome differences by SES. We use administrative data from Ireland that allows us to take account of the exact undergraduate programme of study as well as a rich set of covariates. We find differences by SES in the probability of undertaking graduate study and larger differences in the type of programme entered. Low SES students are less likely to enter business/economic fields and more likely to enter education -- the lowest SES group enter fields with expected earnings that are, on average, about 3% lower compared to the highest SES group. We find that, at age 33, students in the lowest SES group who studied a graduate degree earn about 10% less compared to the highest SES group -- even for this high achieving group of graduates, those from the poorest backgrounds still earn significantly less than those from the most privileged backgrounds. Interestingly, we find choice of graduate programme can explain about 40% of this gap.

Esteve, A., Castro Torres, A. F., & Becca, F. (2025). **Family change in Latin America: schooling and labor market implications for children and women**. *Oxford Open Economics*, 4(Supplement_1), i292-i306. <https://doi.org/10.1093/ooec/odae026>

This study investigates major family transformations across Latin American and Caribbean countries and examines their implications for children's schooling outcomes and women's labor force participation. We draw upon harmonized census microdata from 25 countries from the 1950s until the present, from the Integrated Public-use Microdata

Series International. Latin America and Caribbean families have experienced profound transformations in recent decades, including dramatic declines in fertility, increases in cohabitation, union dissolution and single motherhood. Findings underscore the strong associations between family context and children's educational outcome, with children from married couples performing the highest levels of attendance and progress, followed by those in single-mother households. Regarding women's labor force participation, single mothers are more likely to participate in the labor market than any other women.

Favero, N., & Kagalwala, A. (2025). **The Politics of School Funding: How State Political Ideology is Associated With the Allocation of Revenue to School Districts.** *Educational Policy*, 39(3), 693-722. <https://doi.org/10.1177/08959048241258724>

States diverge widely when it comes to education funding choices, leading to substantial differences in how much states spend on schooling, the role of local versus state revenue sources, and relative differences among districts in funding levels. Prior studies have documented that Democratic party control of state governments appears to be associated with higher levels of spending on K-12 education, but beyond that we know little about how political ideology is related to patterns of education funding allocation by states. This study examines this question using a nationwide dataset of school district expenditures from 1999 to 2015. The results indicate that states that are more politically liberal tend to provide more funds (per pupil) to local districts. More liberal states also provide relatively more favorable distributions to districts that are more urban and have larger Black student populations, in addition to perhaps rewarding districts with higher local property tax rates.

Feld, J., & Tyrowicz, J. (2025). **Linguistic proximity and inequality in returns to migrant skills** (GRAPE Working Paper N° 102). Consulté à l'adresse GRAPE Group for Research in Applied Economics website: <https://econpapers.repec.org/paper/fmewpaper/102.htm?ref>

We provide novel evidence on the inequality of returns to immigrant skills in hosting economies. Although migrant wage gaps are well established in the literature, less is known about the origins of their heterogeneity. We propose a potential rationale for this gap related to the linguistic proximity between the destination and origin countries. We exploit individual-level data from nine diverse destination countries, with migrants from a highly heterogeneous group of origin countries, for both recent and long-term migrants. We find that lower linguistic proximity between origin and destination is associated with a higher average wage penalty for highly skilled migrants and a substantially lower position in the wage distribution.

Fernández, R., Pagés, C., Székely, M., & Acevedo, I. (2025). **Education inequalities in Latin America and the Caribbean.** *Oxford Open Economics*, 4(Supplement_1), i55-i76. <https://doi.org/10.1093/ooec/odae013>

Education is a crucial asset for a country's economic prospects and for its inhabitants. In addition to its direct impact on growth via the accumulation of human capital, it is a critical ingredient in producing an informed citizenry, enhancing their ability to obtain and exert human and political rights and their facility to adapt to changing environments (generated by, e.g. technological or climatic change) among other benefits. In this chapter, we study education inequality in Latin America and the Caribbean (LAC) (both in quantity and quality), assess how it emerges and amplifies or dampens existing inequalities, and examine the interaction of education inequality with other forms of

inequality, primarily income and labor market outcomes. Our analysis is based on primary data from multiple sources.

Gethin, A. (2025, mars). **L'influence de la politique éducative**. Consulté 31 mars 2025, à l'adresse Fonds Monétaire International website: <https://www.imf.org/fr/Publications/fandd/issues/2025/03/the-power-of-education-policy-amory-gethin>

L'éducation a été et peut rester au cœur de la réduction de la pauvreté mondiale

Guinea Martín, D., & Rojas Mora, J. (2025). **The effect of copays on the economic and ethnic segregation of primary education students: An evaluation of Chile's 2015 School Inclusion Act** [UC3M Working papers. Economics]. Consulté à l'adresse Universidad Carlos III de Madrid. Departamento de Economía website: <https://econpapers.repec.org/paper/ctewerepe/45948.htm?ref>

Chile's 2015 School Inclusion Act promotes the phasing out of copays in so-called private-voucher schools (largely equivalent to charter schools elsewhere). Our main research question is, What is the impact of reducing copays on (1) socioeconomic segregation, an intended target of the reform, and (2) ethnic segregation, a separate and much smaller dimension of school segregation that nonetheless might also be affected by the reform as minorities tend to be poorer? We analyze the entire student body in primary education between 2016 and 2018 with a strategy based on three instrumental variables: (1) variation in monthly municipality unemployment and activity rates; (2) student-to-teacher ratios in public schools; and, (3) a crime index. We conclude that dropping copays would eliminate more than two thirds of socioeconomic segregation and almost half of ethnic segregation. In the article we also compare our favored administrative-led definition of three socioeconomic statuses (low, mid and high) with alternatives based on mother's educational level or household income that rely on a sizeable sample of around 80 percent of the student body. We conclude that these sample-based alternatives lead to biased (1) segregation measurements and (2) estimates of the effect on copays on segregation.

Jack, A. M., & Pogodzinski, B. (2025). **A Shift in School Reform: Examining Site-Level Spending and Student Academic Growth**. *Educational Policy*, 39(3), 664-692. <https://doi.org/10.1177/08959048241243066>

Accountability efforts under the Every Student Succeeds Act (ESSA) has brought greater attention to school-level processes and practices and their impact on student outcomes. This has pushed states to report more school-level inputs, including per-pupil expenditures. Grounded in an open systems theory (OST) framework, we identify the association between school-level per-pupil spending and academic growth on statewide assessments for seventh graders in Michigan. Overall, our findings suggest an overall positive association between school-level per-pupil expenditure and student growth.

Kaganovich, M., & Zilcha, I. (2025). **Risky College Enrollment, Dropout, and Student Debt Forgiveness** (CESifo Working Paper Series N° 11620). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11620.htm?ref>

The paper analyzes the effects of two kinds of college education subsidies: unconditional tuition discounts and targeted forgiveness of student loans on student college enrollment and completion or dropout decisions. We focus on students' imperfect knowledge of

their academic ability at the time of matriculation and its updating in the course of study as key factors in their responses to funding policies. We find that while unconditional tuition subsidies incentivize both matriculation and continued study even upon the revelation of low ability hence low returns to college, a policy combining such subsidy with partial forgiveness of student debt conditional on dropping out has a doubly efficient effect of risk mitigation: it maintains incentives to matriculate but discourages continued study when low future returns are revealed. It is, moreover, superior in terms of mitigating the "bad debt" held by students, that unrecovered by returns to college. Budget neutral conversion of a part of unconditional tuition subsidy to targeted debt forgiveness reduces the aggregate bad debt held by students.

Kouassi, V., & Darnon, C. (2025). **Valeur économique des diplômes: Impacts psychologiques et implications sur le décrochage et les inégalités de réussite dans l'enseignement supérieur.** *L'orientation scolaire et professionnelle*, (54/1), 205-226. <https://doi.org/10.4000/13j6e>

En France, et dans la plupart des pays de l'OCDE, il existe des inégalités économiques entre les différentes positions sociales (salaire, qualité de vie...) et la répartition des individus dans ces positions inégales est en grande partie déterminée par le diplôme obtenu. En résulte une pression à la poursuite d'études : beaucoup d'étudiant·es se pressent dans les formations les plus valorisées possibles et sont sélectionné·es (ou non) à l'issue d'une importante compétition. La recherche en psychologie sociale montre que ce contexte spécifique affecte les étudiant·es de plusieurs manières et peut entraîner des répercussions sur la reproduction des inégalités socioéconomiques. En effet, la compétition pousse à des formes de motivations qui produisent des effets délétères, surtout chez les étudiant·es issu·es de groupes désavantagés. En outre, ces contextes menacent plus fortement ces étudiant·es, déjà vulnérables et dépendant·es du système, et contribuent également à la promotion de certaines croyances qui justifient et légitiment les écarts entre les groupes.

Wiltsire, J. C. (2024). **Lifting the Cap on Non-Resident University Enrollment: Evidence from Wisconsin** (Department Discussion Paper N° 2408). Consulté à l'adresse Department of Economics, University of Victoria website: <https://econpapers.repec.org/paper/vicvicddp/2408.htm?ref>

Non-resident students are often accused of negatively affecting academic quality and crowding out resident students. We present new evidence on this relationship by exploiting the removal of an enrollment cap on non-resident students at a highly ranked state flagship university. We find this policy yielded a 29 percent increase in non-resident enrollment (coming almost entirely from domestic rather than international students), and a consequent 47 percent increase in tuition revenue which funded large increases in financial aid disbursed at the university, particularly for low-income resident students. We find no evidence of negative effects on several measures of academic quality or resident-student enrollment.

Yahiaoui, G. (2025). **Le groupe de pairs au secours de la scolarité adolescente, une expérience clinique en protection de l'enfance.** *L'orientation scolaire et professionnelle*, (54/1), CCCLXXXVII. <https://doi.org/10.4000/13j6l>

La surreprésentation de la « difficulté scolaire adolescente » en protection de l'enfance est démontrée par les études comme dans la clinique. Des modalités de traitement opérantes restent pourtant à inventer. Nous discuterons les acquis de

l'accompagnement durant trois ans d'un groupe de sept adolescents au sein d'un service d'AEMO. Ceux-ci présentent une affiliation scolaire beaucoup plus importante que les autres adolescents suivis dans le service. Nous avancerons que les interactions entre pairs d'un groupe restreint d'adolescents permettent de lutter efficacement contre la désaffiliation scolaire rencontrée en protection de l'enfance. Les caractéristiques générales de ce dispositif seraient le respect de la règle des trois unités (temps, lieu et action), la disponibilité et la permanence dans la relation transférentielle, à l'opposé de la discontinuité habituellement reprochée aux accueillants. Enfin, les freins rencontrés dans la pérennisation de ce dispositif opérant nous amènent à envisager les effets des dynamiques institutionnelles contemporaines sur la généralisation possible de ce dispositif.

Zayed, H. (2025). **The platformization of shadow education and the rise of polymorphous tutoring.** *British Journal of Sociology of Education*, 46(2), 197-216. <https://doi.org/10.1080/01425692.2024.2433010>

This article examines how shadow education is changing with digital platforms. Using the case of Egyptian education, it argues that digital learning platforms and social media platforms are profoundly penetrating Egypt's private tutoring landscape in a process of platformization. Rather than adding an online type of tutoring to an already-existing repertoire, this platformization is facilitating the restructuring of private tutoring into a new modality of polymorphous tutoring. In this reconfiguration, digital platforms are simultaneously co-existing and tightly co-constituted with in-person tutoring in a functional complementarity that utilizes novel business models and economic logics towards commercial ends. Critically, they are amplifying each other, changing with situations, and producing variegated configurations that are entrenching the roots and amplifying the scope of tutoring. By unpacking the structure and dynamics of a nascent polymorphous tutoring, this article raises critical questions concerning the commercialization of education, the relevance of schools and the exacerbation of inequalities.

Aspects psychologiques de l'éducation

Albeta, S. W., Copriady, J., Yustina, & Rery, R. U. (2025). **Should there be an attitude in motivating students to achieve satisfaction in blended learning?** *Education and Information Technologies*, 30(4), 5149-5175. <https://doi.org/10.1007/s10639-024-13029-8>

The present study aims to explore the factors influencing learning satisfaction in blended learning implementation. The two variables are attitude and motivation. In addition, this study aims to explain the difference between students' attitudes, motivation, and learning satisfaction based on gender and the scientific field. A number of 488 students filled out the questionnaires. The interesting aspect of the finding in this study is that attitude is more effective in learning satisfaction if there is motivation to intervene in the blended learning implementation. The effect of motivation as intervening in the model provides a higher significant influence on satisfaction in learning than attitude directly. Other findings, in this study, present that learning satisfaction on the learning implementation can be achieved by students without any difference in gender and scientific field. Science students have higher attitudes and motivation in learning than non-science students. Male students' attitudes and motivation are higher than female students. The present study contributes to providing empirical evidence and explaining

the factors influencing learning satisfaction. The variables are attitude and motivation, which influence students learning satisfaction. The present study, in practice, provides information for teachers and educational institutions to be able to upgrade student attitudes and motivation in blended learning in order to reach student learning satisfaction. Blended learning can be implemented sustainably by considering aspects of student characteristics.

Apperson, J. T., Blankson, A. N., Jackson, F., Viceisza, A., Wade, B., & Wright, J. G. (2025). **Metacognitive Awareness and Academic Performance** (NBER Working Paper N° 33380). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33380.htm?ref>

Roughly 25 percent of first-year college students do not return for a second year. This has led to a range of policies and interventions aimed at increasing college performance, persistence, and graduation. In this article, we assess whether cognitive strategy instruction (CSI) has the potential to improve student performance in college. We conducted two randomized controlled trials in a mandatory, year-long, first-year, reading/writing-intensive course at Spelman College, a private historically Black institution for women. We find that CSI at best impacts grade-related outcomes like GPA, but not metacognitive knowledge or persistence. Future work will explore the impacts on longer-run outcomes such as graduation.

Avola, P., Soini-Ikonen, T., Jyrkiäinen, A., & Pentikäinen, V. (2025). **Interventions to Teacher Well-Being and Burnout A Scoping Review**. *Educational Psychology Review*, 37(1), 11. <https://doi.org/10.1007/s10648-025-09986-2>

Teacher burnout, stress, and turnover are increasing globally, underscoring the need to explore ways to reduce burnout and support teacher well-being. This scoping review identifies the contents, characteristics, and results of interventions to increase teacher well-being and reduce burnout. The search was conducted using two databases (Education Research Complete and ERIC). Out of 958 studies, 46 addressed interventions to support teacher well-being or reduce teacher burnout. The data covered 7369 participants in 15 countries. Of the 46 studies, 14 used mixed methods, four qualitative approaches, and 28 used quantitative approaches. The content of the interventions primarily focused on improving individual well-being, with some interventions incorporating communal activities. The qualitative content analysis revealed a broad spectrum of intervention activities, including physical activity, mindfulness and meditation, professional development, therapy-based techniques, gratitude practices, and a mix of multiple activities. The PERMA-H model of positive psychology is applied to unify the heterogeneous field of teacher well-being intervention research. The PERMA-H model's contents were broadly consistent with the intervention's contents, emphasizing engagement (E), positive emotions (P), relationships (R), and health (H). The gratitude interventions, therapy-based interventions, physical activity interventions, and most mindfulness and meditation interventions, professional development and mixed activities interventions positively contributed to teacher well-being. Overall, the review highlights the diverse methods and theoretical frameworks employed to address teacher well-being, which the PERMA-H model can unify.

Bagnall, C. L., Jindal-Snape, D., Banwell, E., Panayiotou, M., Mason, C., & Qualter, P. (2025). **Emotional Wellbeing in the Context of Primary-Secondary School Transitions: A**

Concept Analysis Paper. *Educational Psychology Review*, 37(1), 21.
<https://doi.org/10.1007/s10648-025-09990-6>

The number of children experiencing poor emotional wellbeing, which can lead to clinically significant mental health conditions in the long term, is increasing rapidly, as are government initiatives outlining the 'frontline role' of the school in supporting children's emotional wellbeing during critical periods such as primary-secondary school transitions. However, both concepts ('primary-secondary school transitions' and 'emotional wellbeing') are poorly and inconsistently conceptualised and/or theoretically defined. This has significant consequences for identifying and supporting children's emotional wellbeing. The aim of this concept analysis is to report a synthesis of the extant literature and define emotional wellbeing in the context of primary-secondary school transitions as a concept of emerging importance. The Walker and Avant (2005) method was utilised as a framework. Attributes, antecedents, and empirical referents were identified through synthesis of methodological approaches (specifically an international systematic literature review, UK-wide survey and 10 focus groups) and the mapping of multiple stakeholder perspectives (specifically researchers, educational practitioners, policy influencers and/or makers, and children). Attributes of emotional wellbeing in the context of primary-secondary school transitions include children's affective experience of navigating primary-secondary school transitions in the here-and-now (e.g. presence of both positive and negative emotions), and their evaluations of their emotional wellbeing both globally and in the context of specific domains. Antecedents include children's perceptions of their internal and external resources to manage the demands of primary-secondary school transitions and maintain a stable affective state. Consequences (positive and negative) include academic attainment, social adjustment, and school belonging in the short-term, and mental health, life chances, and social inequalities in the long-term. Our novel conceptualisation overcomes limitations in existing understanding of both primary-secondary school transitions and emotional wellbeing, establishing a foundation for developing a more cohesive and theoretical body of work within the field. Our conceptualisation and operational definition will have notable positive implications in advancing future research, policy, and practice, which are outlined.

Bara, F. (Éd.). (2025). **Scolarisation inclusive : défis et enjeux 20 ans après la loi du 11 février 2005.** ANAE - *Approche Neuropsychologique des Apprentissages chez l'Enfant*, (194). Consulté à l'adresse <http://www.anae-revue.com/>
Cliquez sur l'image pour l'agrandir

Barrett, A., Zhang, N., & Wei, S. (2025). **The Virtual Reality in Your Head: How Immersion and Mental Imagery Are Connected to Knowledge Retention.** *Educational Psychology Review*, 37(1), 9. <https://doi.org/10.1007/s10648-025-09984-4>

Immersive learning is predominantly constrained to technology-based interventions but has the potential for more diverse applications. This study reports on an experiment investigating the learning affordances of psychological immersion evoked by narrative absorption. A total of 228 participants were randomly assigned to one of three forms of media, an image, a word list, and a narrative, all of which contained identical items to be memorized for immediate and delayed free recall memory tests. Other variables measured were immersion, extraneous cognitive load, and mental imagery. ANOVA and correlation analyses showed that the narrative media was found to be significantly more immersive and that it evoked mental imagery in individuals at higher levels than both the

list and image media. Importantly, there was more decay in memory recall between immediate and delayed tests for those exposed to the list and the image than for those who read the narrative. This implies the utility of immersive narratives for spontaneous mental image generation, which leads to improved knowledge retention. Other implications for immersive learning theory are discussed, and practical solutions for incorporating narrative immersion in learning are also suggested.

Bertieaux, D., Goyette, N., & Duroisin, N. (2024). **Capital psychologique et bien-être PERMA des enseignants de Fédération Wallonie-Bruxelles : une aide à la réflexion autour du développement du bien-être des enseignants.** *Formation et profession*, 32(2), 4. <https://doi.org/10.18162/fp.2024.854>

Une enquête a été soumise à des enseignants de Fédération Wallonie-Bruxelles (N=143) en décembre 2021 pour mesurer leur niveau de bien-être grâce au modèle PERMA de Seligman (2012), (y compris émotions positives, engagement, relations positives, sens et accomplissement) ainsi que leur niveau de ressources psychologiques, grâce au modèle de capital psychologique (PsyCap), comprenant l'espoir, l'auto-efficacité, l'optimisme et la résilience (Luthans & Youssef, 2004). Les résultats montrent que les deux modèles sont bien liés. De plus, un profil des enseignants est esquissé, marqué par un fort sentiment d'auto-efficacité, d'espoir, de sens et d'engagement, face à un optimisme et un sentiment d'accomplissement faibles.

Boehme, K. L., Goetz, T., Feuchter, M., & Preckel, F. (2025). **Is Boredom the Opposite of Interest? A Longitudinal Reciprocal Effect Study.** *Educational Psychology Review*, 37(1), 15. <https://doi.org/10.1007/s10648-025-09991-5>

After decades of being conceptualised solely as a lack of interest, boredom has recently gained attention as an important construct in its own right. However, there is still a lack of studies focusing on the relations and developmental interplay of these two closely related constructs. This study examines the overall long-term developmental structure and interplay of students' boredom and interest in the school domains of mathematics and German from fifth to eighth grade. We investigated German secondary school students (N = 1471) over four waves of measurement, using self-report questionnaires. Confirmatory factor analyses in preparation to the longitudinal approach revealed a significantly better fit for two- vs. one-factor models, indicating an empirical separability of boredom and interest. This was further supported by different stabilities in our latent cross-lagged models with low autoregressive paths for boredom and high paths for interest. The latent cross-lagged models also revealed that higher levels of earlier interest were related to lower levels of later boredom. Surprisingly, individuals with higher boredom scores relative to others on average increased in their interest from the second time point onwards. Findings were robust for German and mathematics. Overall, the results show that while boredom and interest have a large phenomenological overlap, they are empirically separable constructs with different levels of stability and influence each other in a distinctive manner throughout their developmental interplay. Implications for research and practice are outlined.

Brunner, M., Stallasch, S. E., Artelt, C., & Lüdtke, O. (2025). **An Individual Participant Data Meta-Analysis to Support Power Analyses for Randomized Intervention Studies in Preschool: Cognitive and Socio-Emotional Learning Outcomes.** *Educational Psychology Review*, 37(1), 6. <https://doi.org/10.1007/s10648-024-09981-z>

There is a need for robust evidence about which educational interventions work in preschool to foster children's cognitive and socio-emotional learning (SEL) outcomes. Lab-based individually randomized experiments can develop and refine such interventions, and field-based randomized experiments (e.g., cluster randomized trials) evaluate their effectiveness in real-world daycare center settings. Applying reliable estimates of design parameters in the context of a priori power analyses is essential to ensure that the sample size of these studies is adequate to support strong statistical conclusions regarding the strength of the intervention effect. However, there is little knowledge on relevant design parameters with preschool children. We therefore utilized a systematic collection of individual participant data from four German probability samples ($554 \leq N \leq 2928$) with preschool children (aged two to six years) to estimate and meta-analyze design parameters. These parameters are relevant for planning single-level (e.g., in non-clustered lab-based settings), two-level (children nested in daycare centers), and three-level (children nested in groups, with groups nested in daycare centers) randomized intervention studies targeting cognitive and SEL outcomes assessed with three methods (standardized tests, parent ratings, and educator ratings). The design parameters depict between-group and -center differences as well as the proportion of variance in the outcomes explained by different covariate sets (socio-demographic characteristics, baseline measures, and their combination) at the child, group, and center level. In conclusion, this paper provides a rich source of design parameters, recommendations, and illustrations to support a priori power analyses for randomized intervention studies in early childhood education research.

Burns, E. C., & Van Bergen, P. (2025). **What Are Teacher–Student Relationships in Adolescent Motivation Research? A Systematic Review of Conceptualizations, Measurement, and Analysis.** *Educational Psychology Review*, 37(1), 22. <https://doi.org/10.1007/s10648-025-09998-y>

Positive teacher–student relationships are critical for motivation in secondary school yet are conceptualized and measured inconsistently in motivation research. Motivation studies that draw on relational theories typically treat teacher–student relationships as a multidimensional construct, comprising positive (e.g., closeness) and negative (e.g., conflict) dimensions. In contrast, studies drawing on motivation theories typically use unidimensional relationship measures (e.g., only closeness). Studies also differ in their measures of teacher–student relationships and in whether they study dyads (“my teacher to me”) or broader groups (“teachers to me”; “my teacher to us”), and it is unclear which approaches are most common in current adolescent motivation research and how they have shaped current understandings of relationships in the field. Given this confusion, the aim of our systematic review was to map how teacher–student relationships have been conceptualized, measured, and analyzed in adolescent motivation research published between 2010 and 2023. Using PRISMA guidelines, 237 studies and 222 unique relationship measures were identified. The findings showed that teacher–student relationships and teacher support were used interchangeably across studies, both in terms of terminology and measurement. Most studies also examined teacher–student relationships using unidimensional measures, rather than multidimensional, with dyadic and non-dyadic relationships both common. Finally, there was no clear pattern of conceptualization or measurement for specific motivation constructs. These findings raise concerns regarding alignment between theorizing and measurement of teacher–student relationships in motivation research. We offer a path forward for identifying and appropriately using existing measures of teacher–student relationships vs support, as well as highlight the

need for the development of measures which critically engage with conceptual concerns regarding teacher–student relationships and which reflect an integrated understanding of core relationship components (e.g., dyadic, multidimensional) identified across relational and motivation theories.

Catrysse, L., van Daal, T., Jarodzka, H., Kaakinen, J. K., Donche, V., & Gijbels, D. (2025). **How Eye Read: A Social Network Approach**. *Educational Psychology Review*, 37(1), 25. <https://doi.org/10.1007/s10648-025-10000-y>

The aim of the current paper is to offer a unique perspective on eye movement analysis in reading research by applying techniques from social network analysis to examine integration processes between sentences during reading. In a first step, we explored how network measures relate to the often-used duration measures in reading research in order to examine whether there is an additional value in using network measures. In a second step, we further explored how differences in network measures are related to text (i.e., topic structure) and reader characteristics (i.e., WMC). Thirty-one participants read three short expository texts. Four network measures at the sentence level were calculated for the three texts: strength, betweenness centrality, harmonic centrality, and local clustering coefficient. Correlations were computed between first-pass reading time and second-pass reading time and the network measures. Network measures were analyzed with (generalized) linear mixed-effects models. The results show that strength is strongly correlated to second-pass reading time. Betweenness, harmonic centrality, and the local clustering coefficient are not related to these often-used duration measures and thus capture aspects of integration processes that cannot be captured with duration measures. The results demonstrated that strength and betweenness centrality are related to reader's WMC. It was also shown that strength, harmonic centrality, and local clustering coefficient were related to the topic structure of the text. This study demonstrates that a social network approach offers a novel perspective on moment-to-moment integration processes during reading.

Cetin-Sultanoglu, S., & Aral, N. (2025). **The effectiveness of an auditory integration-based developmental support programme on the sensory development and self-regulation skills of autistic children in Turkey**. *British Journal of Special Education*, 52(1), 100-110. <https://doi.org/10.1111/1467-8578.12576>

This study examines the impact of an auditory integration-based developmental support programme on the sensory development and self-regulation skills of children with autism aged three to five years in Turkey. This mixed-methodology research combined quantitative and qualitative methods, and data were collected using a general information form, the individual needs determination form, the adapted autism behaviour checklist (ABC), the Gilliam autism rating scale-2-Turkish version (GARS-2-T), the sense and self-regulation checklist (SSC) and semi-structured interviews. An AB model was used to determine the effectiveness of the auditory integration programme in supporting the sensory and self-regulation skills of children with autism. The quantitative data were graphically analysed, while the qualitative data underwent content analysis. The findings establish that the children's final evaluation results were lower than their initial assessments, signifying that the intervention had a positive impact. The qualitative data obtained from interviews with the participating children's mothers concurred with the quantitative results, and the mothers expressed favourable views regarding the programme.

Chachkine, E., & Annoot, E. (2025). **Le vécu de l'expérience doctorale face aux transformations du doctorat: diversification des profils et professionnalisation.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp1>

Ce numéro spécial sur le vécu de l'expérience doctorale face aux transformations du doctorat est traité par des chercheurs de différents espaces de la francophonie : Belgique, France, Canada et Luxembourg. Nous savons que les parcours doctoraux sont extrêmement diversifiés en fonction des spécificités disciplinaires, des modes de financement du doctorat, de l'encadrement doctoral reçu, de la plus ou moins longue expérience qui précède l'entrée en thèse, des perspectives professionnelles des d...

Chan, M., & Chen, C. (2025). **Validating Ideal and Actual Positive Affect Measure Among Chinese Adolescents: Affect Valuation Theory.** *Journal of Psychoeducational Assessment*, 43(2), 216-233. <https://doi.org/10.1177/07342829241297892>

Cultural variations in affective experiences are observed. Research on positive affect with refined categorizations has been limited. This study examined the Affect Valuation Theory and its measure, the Affect Valuation Index (AVI), using a sample of high school students from rural China (N = 676, Mage = 16.17 years, SD = .94). The AVI assesses the ideal-actual affect discrepancy and preferred and actual experiences of different affective states, but it has yet to be validated among adolescents. The AVI showed satisfactory validity and reliability in assessing ideal and actual affect and their discrepancies in our sample. Actual high-arousal affect showed the strongest association with wellness and distress symptoms, but ideal high-arousal affect was not associated with mental health indicators. In contrast, ideal and actual low arousal-affective states were related to wellness indicators. These findings underscore the potential utility of the AVI in capturing affective experiences among adolescents and suggest its application in developing targeted interventions.

Charles, S., Mabilon-Bonfils, B., & Lecorre, T. (2024). **Effets formatifs du spectacle-recherche sur les tuteurs et tutrices du master Bien-être dans les organisations.** *Nouveaux cahiers de la recherche en éducation*, 26(3), 101-125. <https://doi.org/10.7202/1116393ar>

Comment faire coexister pédagogie, recherche, partage de la science à visée émancipatrice? C'est l'expérimentation du spectacle-recherche (SR), un outil de production artistique collective pour participer à la communication de résultats de recherche. S'il est utilisé comme dispositif pédagogique pour mobiliser les concepts abordés dans le master Bien-être dans les organisations, peut-il aussi être considéré comme un outil de développement de compétences des tuteurs et tutrices? Car eux aussi interrogent la notion de SR, se mettent en scène et mobilisent des compétences psychosociales et transformatives. Nous interrogeons leur perception des compétences de créativité, de communication et de collaboration possiblement développées dans cet exercice, de la transposabilité de ces compétences et de la capacité de médiation offerte par ce dispositif pédagogique en cherchant à identifier des tendances.

Coates McDowall, H., Rimfeld, K., & Krishnan, S. (2025). **Cognitive Reappraisal Reduces Academic Anxiety in University Students With Dyslexia.** *Mind, Brain, and Education*, 19(1), 18-31. <https://doi.org/10.1111/mbe.12434>

University students with dyslexia have greater anxiety than their peers without dyslexia, especially related to their academic studies. Most universities focus on mitigating the learning needs of these students, for example, providing more time during exams.

Relatively little attention is paid to the psychological impact of having dyslexia. In this preregistered study, we investigated whether cognitive reappraisal reduced academic anxiety in university students with dyslexia. We codesigned negative and neutral scenarios about academic life with university students with dyslexia. We presented university students (54 students with dyslexia and 51 neurotypical students) with these scenarios about academic life and asked them to rate their anxiety. As hypothesized, we observed that students with dyslexia had higher academic anxiety than those without dyslexia ($d = 0.43$). When instructed to use cognitive reappraisal, all students, irrespective of having dyslexia or not, benefitted from an anxiety reduction ($d = 0.87$). Our experimental research indicates cognitive reappraisal may be a valuable tool to support students. Furthermore, it may help those with dyslexia to manage the heightened emotional demands of academia. Intervention trials that assess the real-world implementation of cognitive reappraisal are now warranted.

Curry & Chan. (2025). **The Effect of an Online Growth Mindset Intervention on the Academic Performance for Community College Students in Corequisite Math Courses.** *Community College Journal of Research and Practice*, 49(4-5), 341-354. <https://doi.org/10.1080/10668926.2024.2431982>

This study examined the effect of a virtual growth mindset intervention in enhancing the perceived flexibility of intelligence and academic outcomes of community college students enrolled in corequisite math courses during the COVID-19 pandemic. Prior research suggests that growth mindset interventions can positively influence students' beliefs about intelligence and academic performance, but effects may vary based on individual sociodemographic characteristics and college readiness. Employing a randomized pre-posttest design, this investigation assessed the impact of the intervention on students' perceived intelligence flexibility and course grades for those enrolled in corequisite math courses. Results indicate a significant increase in growth mindset among participants in the intervention group. However, no significant differences in self-report course grades existed between the intervention and control groups. These findings underscore the complex relationship between growth mindset, academic performance, and contextual factors. The results call for further research to elucidate the long-term effects of growth mindset interventions for underprepared college students.

Dahl-Leonard, K., Hall, C., Cho, E., Capin, P., Roberts, G. J., Kehoe, K. F., ... Demchak, A. (2025). **Examining the Effects of Family-Implemented Literacy Interventions for School-Aged Children: A Meta-Analysis.** *Educational Psychology Review*, 37(1), 10. <https://doi.org/10.1007/s10648-025-09985-3>

There is considerable research evaluating the effects of family members implementing shared book reading interventions, especially during early childhood. However, less is known about the effects of family members providing instruction to help their school-aged children develop literacy skills, including both code-focused and meaning-focused skills that facilitate reading comprehension. The purpose of this meta-analysis was to describe and evaluate recent research examining the effects of at-home, family-implemented literacy interventions for school-aged children. A total of 25 interventions across 22 studies (12 with group designs and 10 with single-case experimental designs) were analyzed. The average effect on combined literacy outcomes was estimated as $g = 0.36$ ($p < .01$; $Q = 191.83$; $I^2 = 36.17$) for group design studies and $g = 1.50$ ($p < .01$; $Q = 114.58$; $I^2 = 38.58$) for single-case experimental design studies. Notably, for group design studies, effects varied by literacy outcome type. The mean effect for code-

focused outcomes (i.e., PA, decoding/word reading, spelling, text reading) was $g = 0.28$ ($p < .01$) and the mean effect for meaning-focused outcomes (i.e., vocabulary, listening comprehension, reading comprehension) was $g = 0.41$ ($p < .01$). Overall, these findings support the implementation of family-delivered literacy interventions to improve literacy outcomes for school-aged children. At the same time, this meta-analysis revealed the paucity of research examining the effects of family-implemented literacy interventions, especially for older children, indicating a need for more research on this topic.

Duo, Z., Zhang, J., Ren, Y., & Xu, X. (2025). **Examining self-regulation models of programming students in visual environments: A bottom-up analysis of learning behaviour.** *Education and Information Technologies*, 30(4), 5229-5249. <https://doi.org/10.1007/s10639-024-13016-z>

Self-regulated learning (SRL) significantly impacts the process and outcome of programming problem-solving. Studies on SRL behavioural patterns of programming students based on trace data are limited in number and lack of coverage. In this study, hence, the Hidden Markov Model (HMM) was employed to probabilistically mine trace data from a visual programming learning platform, intending to unveil students' SRL states and patterns during programming problem-solving in a bottom-up manner. Furthermore, the K-means clustering technique was utilized to cluster the Online Self-regulated Learning Questionnaire (OSLQ) survey data, enabling the investigation of prominent behavioural characteristics and patterns among students with differing levels of SRL. The results show that programming problem-solving involves five SRL states: problem information processing, task decomposition and planning, goal-oriented knowledge reconstruction, data modelling and solution formulating. Students with a high level of SRL are more engaged in the problem information processing stage, where they plan task objectives and develop problem-solving strategies by profoundly analyzing the structural relationships of the problem. In contrast, students with low levels of SRL decompose the problem and develop a strategic approach through interacting with the knowledge content, which results in a certain blindness in the problem-solving process.

Edelsbrunner, P. A., Simonsmeier, B. A., & Schneider, M. (2025). **The Cronbach's Alpha of Domain-Specific Knowledge Tests Before and After Learning: A Meta-Analysis of Published Studies.** *Educational Psychology Review*, 37(1), 4. <https://doi.org/10.1007/s10648-024-09982-y>

Knowledge is an important predictor and outcome of learning and development. Its measurement is challenged by the fact that knowledge can be integrated and homogeneous, or fragmented and heterogeneous, which can change through learning. These characteristics of knowledge are at odds with current standards for test development, demanding a high internal consistency (e.g., Cronbach's Alphas greater .70). To provide an initial empirical base for this debate, we conducted a meta-analysis of the Cronbach's Alphas of knowledge tests derived from an available data set. Based on 285 effect sizes from 55 samples, the estimated typical Alpha of domain-specific knowledge tests in publications was $\alpha = .85$, CI90 [.82; .87]. Alpha was so high despite a low mean item intercorrelation of .22 because the tests were relatively long on average and bias in the test construction or publication process led to an underrepresentation of low Alphas. Alpha was higher in tests with more items, with open answers and in younger age, it increased after interventions and throughout development, and it was higher for knowledge in languages and mathematics than in science and social sciences/humanities. Generally, Alphas varied strongly between different knowledge

tests and populations with different characteristics, reflected in a 90% prediction interval of [.35, .96]. We suggest this range as a guideline for the Alphas that researchers can expect for knowledge tests with 20 items, providing guidelines for shorter and longer tests. We discuss implications for our understanding of domain-specific knowledge and how fixed cut-off values for the internal consistency of knowledge tests bias research findings.

Émeline, B., Roussel, N. O., & Safont-Mottay, C. (2025). **La Motothérapie comme médiation à visée thérapeutique et mode d'accompagnement d'enfants, d'adolescents en situation de décrochage scolaire.** *L'orientation scolaire et professionnelle*, (54/1), 333. <https://doi.org/10.4000/13j6j>

Cet article se propose de décrire un dispositif de médiation thérapeutique via une pratique du motocross pour des enfants et des adolescents en situation de décrochage scolaire. Cette innovation thérapeutique a la particularité de « briser » les conventions classiques d'accompagnement psychologique, en travaillant l'alliance thérapeutique avec des jeunes qui ont décroché des systèmes de soins et scolaires, avec une intervention « en dehors des murs institutionnels ». Vingt-huit enfants et adolescents, âgés de 8 à 17 ans, ont participé à ce programme psychothérapeutique. L'objectif de cette étude vise (1) à analyser en quoi la pratique du motocross peut permettre à des enfants et des adolescents de recouvrer une estime de soi plus valorisée et de se re-mobiliser sur le plan scolaire, (2) rendre compte des pratiques d'accompagnement mises en œuvre au sein des séances et comprendre en quoi le travail du psychologue et le médiateur moto ont des effets dans l'accompagnement de ces jeunes vers un mieux-être. Les principaux résultats tendent à montrer une évolution favorable avec une augmentation de l'estime de soi et de leur engagement scolaire. La médiation par le motocross, en plus de sa valeur affective, favorise l'adhésion des enfants et adolescents aux interventions thérapeutiques en introduisant une autre représentation du professionnel soignant.

Endres, T., Bender, L., Sepp, S., Zhang, S., David, L., Trypke, M., ... Paas, F. (2025). **Developing the Mental Effort and Load-Translingual Scale (MEL-TS) as a Foundation for Translingual Research in Self-Regulated Learning.** *Educational Psychology Review*, 37(1), 5. <https://doi.org/10.1007/s10648-024-09978-8>

Assessing cognitive demand is crucial for research on self-regulated learning; however, discrepancies in translating essential concepts across languages can hinder the comparison of research findings. Different languages often emphasize various components and interpret certain constructs differently. This paper aims to develop a translingual set of items distinguishing between intentionally invested mental effort and passively perceived mental load as key differentiations of cognitive demand in a broad range of learning situations, as they occur in self-regulated learning. Using a mixed-methods approach, we evaluated the content, criterion, convergent, and incremental validity of this scale in different languages. To establish content validity, we conducted qualitative interviews with bilingual participants who discussed their understanding of mental effort and load. These participants translated and back-translated established and new items from the cognitive-demand literature into English, Dutch, Spanish, German, Chinese, and French. To establish criterion validity, we conducted preregistered experiments using the English, Chinese, and German versions of the scale. Within those experiments, we validated the translated items using established demand manipulations from the cognitive load literature with first-language participants. In a within-subjects design with eight measurements (N = 131), we demonstrated the scale's criterion validity

by showing sensitivity to differences in task complexity, extraneous load manipulation, and motivation for complex tasks. We found evidence for convergent and incremental validity shown by medium-size correlations with established cognitive load measures. We offer a set of translated and validated items as a common foundation for translingual research. As best practice, we recommend four items within a reference point evaluation.

Farmer, A. Y., Wei, Y., Gale, A., & Peterson, N. A. (2025). **IRT Analysis of the Grit-S Scale: Evaluation With Racially/Ethnically Diverse Adolescents in the US.** *Journal of Psychoeducational Assessment*, 43(2), 199-215.
<https://doi.org/10.1177/07342829241302860>

Objective: The factor structure of the Grit-S is the subject of much debate. The purpose of this study was to examine the factor structure of the Grit-S and validate its psychometric properties among racially/ethnically minoritized adolescents using Item Response Theory (IRT). Method: Data were collected from 651 racially/ethnically minoritized adolescents who were enrolled in a college access program in a U.S. northeastern state. Results: The analysis indicated the Grit-S has a correlated two-factor model, consisting of a Perseverance of Effort (PE) subscale and a Consistency of Interest (CI) subscale, without a higher-order grit factor. Moreover, item information curves indicated the PE subscale has a low precision at the higher level of theta. The concurrent validity with self-efficacy indicated PE has a strong correlation with self-efficacy while CI does not. Conclusions: The Grit-S may need to be revised to assess the concept of grit for racially/ethnically minoritized adolescents. Valid measurement of the grit construct is crucial to applied research and evaluation of interventions specifically designed to promote grit in adolescents. Additional research is needed to examine how racially/ethnically minoritized adolescents understand the concept of grit.

Ferrandon-Vépière, A., Pépin, G., Verchier, Y., Loreto, I. D., & Esquerre, S. (2025). **Étude des relations entre le refus scolaire anxieux et les caractéristiques des établissements scolaires.** *L'orientation scolaire et professionnelle*, (54/1), 15-43.
<https://doi.org/10.4000/13j68>

Le refus scolaire anxieux (RSA) résulte de multiples causes, parmi lesquelles l'anxiété de performance pourrait jouer un rôle clé. Sa prévalence, estimée entre 1 et 5 %, reste difficile à établir précisément, notamment en France, en raison du manque de recherches approfondies. Cette étude explore son lien avec des facteurs sociaux, notamment l'Indice de Position Sociale (IPS) et l'Indice d'Éloignement (IE), à partir de données recueillies auprès de 3 722 élèves de 26 collèges d'Île-de-France. Les résultats montrent que le RSA est associé à l'IPS de l'établissement, à l'IE et à la taille des établissements, mais qu'il n'a pas de lien significatif avec l'IVAC, le nombre d'élèves par classe ou la présence de classes spécialisées. Le dépistage via l'échelle SCREEN suggère une sous-déclaration du RSA dans les populations défavorisées, où les normes culturelles peuvent freiner l'expression de la vulnérabilité émotionnelle, entraînant une confusion avec le décrochage scolaire.

Fischer, L., & Romainville, M. (2025). **Ma thèse en 7 émotions.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp4>

Le parcours doctoral est parsemé de nombreux défis liés à la nécessité, pour le doctorant, d'acquérir de nouvelles connaissances et compétences dans des domaines variés, dont celui de la production de savoirs. Ces apprentissages complexes peuvent

faire émerger chez lui diverses émotions épistémiques dites « de la connaissance » (Pekrun et Stephens, 2012). Leur rôle n'a toutefois que peu été étudié jusqu'à aujourd'hui. La présente recherche qualitative vise à explorer la manière dont les sept émotions épistémiques répertoriées dans la littérature sont vécues par un échantillon de doctorants en sciences humaines et sociales ainsi que les dispositifs d'accompagnement doctoraux qu'ils perçoivent comme contribuant, ou non, à leur régulation. Huit entretiens semi-structurés ont été menés puis analysés. Les résultats montrent que de nombreuses émotions épistémiques – qui sont souvent inextricablement liés à des émotions sociales et/ou d'accomplissement – colorent le parcours des doctorants. En particulier, la curiosité semble inhérente à l'engagement dans le processus de recherche personnelle et conduit à la joie et au plaisir, à condition que la confusion – souvent vécue en début de thèse et occasionnée par l'incertitude face aux choix de sujet, de méthodes et de cadre – soit dépassée. Les doctorants rapportent également des dispositifs d'accompagnement pouvant contribuer à la régulation de ces émotions épistémiques, sous certaines conditions qu'il est intéressant de relever dans la perspective d'amélioration de l'efficacité de ces dispositifs.

Francis, G., von der Embse, N., Putwain, D., & Kim, E. (2025). **Interpretation Evidence for the Multidimensional Test Anxiety Scale: A Brief Report.** *Journal of Psychoeducational Assessment*, 43(2), 234-243. <https://doi.org/10.1177/07342829241280396>

Standardized testing is an integral part of the English and American education systems. However, the use of high-stakes testing has unintended consequences, one of which is test anxiety. Over the last 50 years, increased attention has been directed to developing tools to identify students experiencing test anxiety. However, many test anxiety instruments have been created for research purposes rather than use within school decision-making and lack evidence for interpretation. The purpose of the current study was to support the use of the Multidimensional Test Anxiety Scale (MTAS) in applied settings by using a latent profile analysis to identify respondent groups to support score interpretation. Participants included 918 secondary students in England.

Frenay, M., Boudrenghien, G., Devos, C., Van der Linden, N., Klein, O., Azzi, A., & Galand, B. (2025). **Et si j'avais choisi mon sujet de thèse? Analyse de trajectoires menant à l'obtention ou l'abandon au doctorat.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp3>

Comment comprendre les différentes trajectoires de doctorat qui peuvent, selon les cas, se terminer par un abandon? De nombreuses études explorent les variables potentiellement explicatives, souvent de manière isolée ou sans mesurer de manière fine leurs interactions ou encore sans prendre en compte le temps long du doctorat. La présente étude se base sur 21 entretiens approfondis d'anciens doctorants dont 13 n'ont pas été jusqu'au bout du parcours. L'analyse qualitative de ces parcours fait émerger sept trajectoires différentes, qui se déclinent dans toute leur complexité et leur temporalité. Nous mettons ainsi en lumière le processus qui a conduit, depuis le démarrage du doctorat, à l'obtention ou l'arrêt de celui-ci. Que ce soit les motivations à s'engager, la manière dont le sujet a été négocié, imposé ou choisi et des événements qui se sont déroulés durant la thèse (soutien du promoteur, appropriation du sujet, ...), ces éléments se combinent dans des trajectoires qui donnent à voir des évolutions relativement linéaires, des trajectoires en dents de scie ou qui font l'objet de revirements de situation positifs ou négatifs. Les implications pour de futures recherches ainsi que les implications pratiques de ces résultats sont évoquées.

Granger, K. L., & Chow, J. C. (2025). **Classroom Carrying Capacity: A Resource and Limiting Factors Framework.** *Educational Psychology Review*, 37(1), 23. <https://doi.org/10.1007/s10648-025-09999-x>

The purpose of this paper is to propose a framework to guide the study of classroom factors that promote student functioning and development within classroom settings. First, we describe a new framework, Classroom Carrying Capacity, to categorize factors in the classroom as limiting or resource factors across four domains: external, collective classroom, student, and teacher. We also describe a schema for categorizing each limiting or resource factor as density dependent vs. independent and psychosocial vs. physical. This new framework is built from a model of sustainable ecosystems from the fields of biology and environmental sciences, to conceptualize the optimal level of support that a classroom can provide. Second, we illustrate the application of Classroom Carrying Capacity by demonstrating how three areas of research inquiry may be advanced via this framework. Finally, we recommend directions and high-leverage opportunities for theoretically and empirically building on the proposed framework.

Hadwin, A. F., Rostampour, R., & Winne, P. H. (2025). **Advancing Self-Reports of Self-Regulated Learning: Validating New Measures to Assess Students' Beliefs, Practices, and Challenges.** *Educational Psychology Review*, 37(1), 8. <https://doi.org/10.1007/s10648-024-09977-9>

Self-report measures are essential sources of information about learners' studying perceptions. These perceptions also guide self-regulated learning (SRL) decisions and strategies in future studying. However, the development of self-report methods has not kept pace with other multi-modal methodological advancements, particularly in the field of self-regulated learning. The purpose of this study was to test the psychometric adequacy and predictive utility of four complementary SRL-grounded measures examining students' perceptions of SRL during studying. Participants were two samples (N = 220; N = 473) of post-secondary students enrolled in various academic disciplines. Exploratory and confirmatory factor analyses confirmed the measurement adequacy of (a) a 4-factor SRL self-efficacy measure, (b) a 4-factor SRL importance measure, (c) a 6-factor self-regulated learning practices measure, and (d) a 6-factor academic challenges measure. The predictive validity of factors within each measure revealed that (a) prioritizing and feeling confident about planning and foundational academic behaviors positively predicted academic performance, and (b) SRL practices were either positively associated with academic performance or negatively associated with academic challenges. Despite being underrepresented in most measures of SRL, task understanding practices were found to be important for predicting academic performance beyond other SRL practices. Overall, findings indicate that student's self-reports about SRL beliefs and practices can predict academic outcomes.

He, C.-W., Fiorella, L., & Lemons, P. P. (2025). **Does Instruction-First or Problem-Solving-First Depend on Learners' Prior Knowledge?** *Educational Psychology Review*, 37(1), 18. <https://doi.org/10.1007/s10648-025-09993-3>

This study tested competing theories about the effectiveness of different instructional sequences for learners with different levels of prior knowledge. Across two classroom experiments, undergraduates learned about noncovalent interactions in biochemistry by either receiving explicit instruction before problem-solving (I-PS group) or engaging in problem-solving before explicit instruction (PS-I group). Then all students completed near-

and far-transfer tests on the material. In Experiment 1, participants were introductory biology students ($n=367$), who had relatively low prior knowledge of the topic. Results indicated that the PS-I group significantly outperformed the I-PS group on the near-transfer test, providing support for productive failure. In Experiment 2, participants were biochemistry students ($n=138$), who had relatively higher prior knowledge of the topic. In contrast to Experiment 1, results indicated that the I-PS group significantly outperformed the PS-I group, providing support for cognitive load theory. Neither experiment showed significant effects of instructional sequences on the far-transfer test. Overall, the findings suggest the effects of instructional sequences on students with different levels of topic-specific prior knowledge may not be as straightforward as existing theories suggest.

Helvich, J., Novak, L., Mikoska, P., Hubalovsky, S., & Juklova, K. (2025). **English teachers' gamification satisfaction and perception scale (ETGSPS) development and validation.** *Education and Information Technologies*, 30(4), 5199-5228. <https://doi.org/10.1007/s10639-024-13001-6>

Over the years, gamification has played an important role in English education. Despite the promising results, there is a scarcity of research on gamified English teaching. Additionally, most studies addressing this topic used tools with problematic validity, posing challenges in interpreting their findings. Therefore, the objectives were to develop and validate a measure assessing the teacher-perceived applicability of gamification applications and the perceived effect on learners' motivation and learning outcomes. Two samples of 278 ($M = 41.2$, $SD = 9.38$; 81.3% females) and 333 ($M = 43.7$, $SD = 9.2$; 87% females) participants were used for Exploratory and Confirmatory Factor Analyses, respectively. Network analysis examined the mutual dynamics between the items. Additionally, two retest samples were collected to explore the stability of the scale. Measurement invariance was examined between the samples and education levels. The construct validity was assessed by examining associations with other constructs using Spearman's Rank correlations. The results supported the four-factor model ($CFI = 0.863$; $TLI = 0.85$; $RMSEA = 0.076$; $SRMR = 0.077$) with excellent internal consistency (Cronbach's $\alpha = 0.91$ and McDonald's $\omega = 0.94$) and excellent stability ($ICC = 0.96$). The network analysis identified 9 communities. The measurement invariance revealed that the scale measures the same across different education levels and samples. Spearman's Rank correlations suggested statistically significant associations between individual subscales and selected constructs except between learning outcomes and general point averages. Altogether, the scale exhibits a high temporal and cross-level robustness, making it a valuable tool for gamification assessment in English teaching.

Hutain, J. (2024). **Enseignement actif et apport du numérique pour accroître l'engagement dans l'apprentissage des étudiants** (These de doctorat, Rennes 2). Consulté à l'adresse <https://theses.fr/2024REN20026>

L'objectif de cette thèse est d'examiner dans quelle mesure, et sous quelles conditions, l'enseignement actif peut accroître l'engagement dans l'apprentissage des étudiants et la réussite académique. L'enseignement actif est une forme d'enseignement dans laquelle les étudiants sont amenés à participer de différentes façons durant les cours magistraux, notamment à partir d'un environnement numérique accessible depuis leur propre appareil technologique (smartphone, ordinateur portable, tablette). L'engagement dans l'apprentissage est mesuré avant et après un enseignement rendu actif par l'enseignant. La mesure de l'engagement est réalisée à partir d'une échelle à

trois dimensions : cognitive (attention durant le cours), affective (intérêt pour le cours) et comportementale (participation durant le cours). Trois expérimentations ont été réalisées dans des contextes d'enseignement présentiel et distanciel à l'université. Dans la première étude (Hutain et Michinov, 2022a), l'engagement lié à l'utilisation d'activités interactives, afin de permettre aux enseignants d'en maximiser l'usage et d'améliorer l'engagement des étudiants lors de cours en présentiel, a été étudié. La deuxième étude (Michinov et Hutain, 2023) propose une approche pédagogique visant à réduire les activités multitâches des étudiants durant les cours magistraux, en raison de l'utilisation de divers appareils technologiques, en affichant la diapositive du professeur sur leurs propres appareils. Les résultats des deux premières études montrent que le fait de visualiser la diapositive du professeur sur leur propre appareil, en plus des quiz et de la possibilité de poser des questions, augmente l'engagement affectif des étudiants durant tout le cours. Enfin, la troisième étude (Hutain et Michinov, 2022b) a permis de comparer les effets de l'affichage d'un feedback individuel ou collectif pendant un cours en ligne. Les résultats montrent que les étudiants ont perçu une plus grande menace liée à la comparaison sociale et ont fait preuve d'un engagement comportemental et de performances scolaires plus faibles dans la condition de feedback collectif que dans la condition de feedback individuel. L'effet inverse a été constaté sur l'intérêt pour le cours, qui s'est révélé plus élevé lors de l'affichage du feedback collectif basé sur les quiz. Considérés dans leur ensemble, ces résultats suggèrent que certaines formes d'activités, adossées à certaines fonctionnalités d'un environnement numérique, peuvent influencer positivement ou négativement l'engagement, les performances et les comportements des étudiants.

Jan, D., & Berger, J.-L. (2025). **Évaluer une pratique professionnelle : besoins psychologiques, motivation et conceptions de l'évaluation.** *e-JIREF*, 11(1), 3-28. <https://doi.org/10.48782/e-jiref-11-1-3>

En Suisse, la diplomation en formation professionnelle en alternance dans la branche du commerce passe par l'examen pratique dans l'entreprise formatrice de l'apprenti. Cet examen, certificatif et éliminatoire, est conduit par des évaluateurs actifs dans le commerce également. Malgré le grand nombre d'examens pratiques, aucune étude scientifique n'a été réalisée sur cette fonction d'évaluateur. Les buts de cette étude sont de comprendre l'articulation entre la satisfaction des besoins psychologiques et la motivation à la fonction d'évaluateur selon trois conceptions de l'évaluation (normative, critériée et autorégulation). Pour y parvenir, un échantillon de 228 évaluateurs a répondu à un questionnaire dont les données ont été traitées à l'aide d'une modélisation par équations structurelles. Les résultats de cette étude ont permis de mettre en évidence un effet médiateur de la motivation autonome entre la satisfaction des besoins psychologiques et les conceptions de l'évaluation. Un lien significatif entre les formations dans la branche professionnelle et la conception critériée de l'évaluation est observé ; en contraste, le lien est non significatif entre les formations pédagogiques et les trois conceptions de l'évaluation.

Jiang, J., & Fryer, L. K. (2025). **A scoping review: what kind of built-in social tools keep students in MOOCs?** *Education and Information Technologies*, 30(4), 4867-4882. <https://doi.org/10.1007/s10639-024-12987-3>

The number of Massive Open Online Courses' (MOOCs) participants has been increasing over the years but its completion rate is extremely low. Social support/social interaction is one of the key factors that has a huge impact on students' learning motivation in both

online and offline environments, but difficult to maintain in MOOCs due to its asynchronicity. Built-in social tools are therefore important in the MOOCs learning context because they can provide opportunities for students to interact with both other students and instructors. Present scoping review focused on built-in social tools in MOOCs and aimed to find out: What theories have been utilised to guide or explain how built-in social tools in MOOCs might support students? What kind of built-in social tools have been applied in MOOCs? What kind of outcomes have been investigated in research that focused on built-in social tools in MOOCs? Seventy articles have been included in this review and we found that (1) the majority of the research did not use any theories or models to guide the study design or explain the findings (2) Forum is dominating in numbers compared to other built-in social tools (3) Most studies focused on observed data such as number and content of posts in the forum, and their relationships with course grade and completion rate. However, no research has focused on how built-in social tools might affect students' belongingness, which is considered to have a significant influence on students' motivation to learn. Suggestions to address the research gaps were given.

Keller, M. M., Yanagida, T., Lüdtke, O., & Goetz, T. (2025). **How Similar Are Students' Aggregated State Emotions to Their Self-Reported Trait Emotions? Results from a Measurement Burst Design Across Three School Years.** *Educational Psychology Review*, 37(1), 26. <https://doi.org/10.1007/s10648-025-09995-1>

Students' emotions in the classroom are highly dynamic and thus typically strongly vary from one moment to the next. Methodologies like experience sampling and daily diaries have been increasingly used to capture these momentary emotional states and its fluctuations. A recurring question is to what extent aggregated state ratings of emotions over a longer period of time are similar to self-reported traits of emotions. Thus, this study aims to investigate the extent of similarity between students' aggregated emotional states and self-reported traits over a two-week period in three consecutive school years (NT1 = 149, average ageT1 = 15.64 years). Six discrete emotions (enjoyment, anger, pride, anxiety, shame, and boredom) were assessed in German, English, French, and mathematics classes. We investigated similarity in terms of convergence, mean-level differences, long-term stability, and incremental predictive validity of aggregated states and self-reported traits. Results indicated substantial convergence between aggregated states and self-reported traits, with both showing similar long-term stability. However, aggregated states did not demonstrate superior predictive validity compared to self-reported traits for academic outcomes, while momentary assessments offer insights into short-term emotional fluctuations, on a person-aggregated level aggregated states and self-reported traits behave rather similarly. This suggests that both can be used interchangeably to study students' trait-related research questions, like interindividual differences or long-term emotional processes in educational settings.

Kjeldsen, C. P., Neel, M. L., Stark, A. R., He, Z., Chorna, O., Benninger, K., & Maitre, N. L. (2025). **Contingent Mother's Voice Intervention Facilitates Attention in Hospitalized Preterm Infants With Neural Insults.** *Mind, Brain, and Education*, 19(1), 37-46. <https://doi.org/10.1111/mbe.70000>

Neurologic insults in infancy can have significant long-term effects on developmental processes including attention and learning; however, the heterogeneity of diagnoses and treatments in this population often lead to exclusion from interventional trials to improve outcomes. This study sought to determine whether hospitalized infants with

neural insults have the capacity to attend to and engage in an intervention leveraging recorded mother's voice contingent on non-nutritive suck (NNS). Eighty-four hospitalized infants with neural insult were randomized to receive 20 sessions of intervention (recorded mother's voice contingent on NNS) or control (passive exposure to recorded mother's voice). Pause time between suck bursts was 29% lower for infants receiving contingent mother's voice compared to passive exposure ($p < 0.001$). Hospitalized infants with evidence of neural insult have the capacity to engage in active interventions leveraging recorded mother's voice and demonstrate greater attention during active versus passive presentation of stimuli. Clinical Trial Registration: NCT03230032.

Kouassi, V., & Darnon, C. (2025). **Valeur économique des diplômes: Impacts psychologiques et implications sur le décrochage et les inégalités de réussite dans l'enseignement supérieur.** *L'orientation scolaire et professionnelle*, (54/1), 205-226. <https://doi.org/10.4000/13j6e>

En France, et dans la plupart des pays de l'OCDE, il existe des inégalités économiques entre les différentes positions sociales (salaire, qualité de vie...) et la répartition des individus dans ces positions inégales est en grande partie déterminée par le diplôme obtenu. En résulte une pression à la poursuite d'études : beaucoup d'étudiant·es se pressent dans les formations les plus valorisées possibles et sont sélectionné·es (ou non) à l'issue d'une importante compétition. La recherche en psychologie sociale montre que ce contexte spécifique affecte les étudiant·es de plusieurs manières et peut entraîner des répercussions sur la reproduction des inégalités socioéconomiques. En effet, la compétition pousse à des formes de motivations qui produisent des effets délétères, surtout chez les étudiant·es issu·es de groupes désavantagés. En outre, ces contextes menacent plus fortement ces étudiant·es, déjà vulnérables et dépendant·es du système, et contribuent également à la promotion de certaines croyances qui justifient et légitiment les écarts entre les groupes.

Krieglstein, F., Beege, M., Wesenberg, L., Rey, G. D., & Schneider, S. (2024). **The Distorting Influence of Primacy Effects on Reporting Cognitive Load in Learning Materials of Varying Complexity.** *Educational Psychology Review*, 37(1), 2. <https://doi.org/10.1007/s10648-024-09980-0>

In research practice, it is common to measure cognitive load after learning using self-report scales. This approach can be considered risky because it is unclear on what basis learners assess cognitive load, particularly when the learning material contains varying levels of complexity. This raises questions that have yet to be answered by educational psychology research: Does measuring cognitive load during and after learning lead to comparable assessments of cognitive load depending on the sequence of complexity? Do learners rely on their first or last impression of complexity of a learning material when reporting the cognitive load of the entire learning material after learning? To address these issues, three learning units were created, differing in terms of intrinsic cognitive load (low, medium, or high complexity) as verified by a pre-study ($N = 67$). In the main-study ($N = 100$), the three learning units were studied in two sequences (increasing vs. decreasing complexity) and learners were asked to report cognitive load after each learning unit and after learning as an overall assessment. The results demonstrated that the first impression of complexity is the most accurate predictor of the overall cognitive load associated with the learning material, indicating a primacy effect. This finding contrasts with previous studies on problem-solving tasks, which have identified the most complex task as the primary determinant of the overall assessment. This study suggests

that, during learning, the assessment of the overall cognitive load is influenced primarily by the timing of measurement.

Le Pontois, S., & M. Pelly, R. D. (2025). «**Telle est ma quête, suivre l'étoile**»: **auto-ethnographie d'une expérience doctorale en management**. *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp6>

Cet article a pour objectif de partager de manière authentique le vécu d'un parcours doctoral par nature singulier et de le faire résonner chez le lecteur et la communauté académique. Pour ce faire, je présente l'intérêt de l'auto-ethnographie à la fois comme narration de soi et comme méthode de recherche pour étudier le vécu de l'expérience doctorale au prisme des concepts d'« épreuve » et d'« identité professionnelle ». Puis je soumetts au lecteur des vignettes auto-ethnographiques d'épreuves « typiques » illustrant les luttes prosaïques auxquelles j'ai été confrontée en tant que doctorante, ces sources de tensions favorisant l'émergence et la construction de mon identité de chercheuse. Enfin, j'interroge les apports de cette expérience transformatrice rendue possible par le phénomène de la formation doctorale et appelle à la conservation d'espaces liminaux pour permettre l'exercice de la liberté académique en toute altérité.

Les troubles du développement intellectuel : des recherches récentes aux implications cliniques et éducatives. (2025). ANAE - *Approche Neuropsychologique des Apprentissages chez l'Enfant*, (192). Consulté à l'adresse <http://www.anae-revue.com/2025/02/04/anae-n-192-les-troubles-du-d%C3%A9veloppement-intellectuel-des-recherches-r%C3%A9centes-aux-implications-cliniques-et-%C3%A9ducatives/>

ANAE N° 192 – Un numéro innovant sur les apprentissages et les troubles du développement intellectuel chez l'enfant Une ressource incontournable pour tous les professionnels de l'éducation et de la santé, ainsi que pour les parents soucieux d'accompagner au mieux les enfants présentant des troubles du développement intellectuel (TDI).

Li, M., Zhang, S., Liu, Y., Snow, C., Zhang, H., & Han, B. (2025). **Using Decoding Measures to Identify Reading Difficulties: A Meta-analysis on English as a First Language Learners and English Language Learners**. *Educational Psychology Review*, 37(1), 12. <https://doi.org/10.1007/s10648-025-09987-1>

Students with or at risk of reading difficulties (RD) benefit from accurate early identification and intervention. Previous research has employed various decoding measures to screen students for RD, but the criteria for identification have been inconsistent. Assessing students with RD is especially challenging in English Language Learners (ELLs), as vocabulary deficits can impact decoding. Additionally, few research syntheses have examined whether researchers use different measures to screen ELLs and EL1s for RD, and whether these differences result in distinct decoding profiles between ELLs with RD and EL1s with RD. To address these gaps, this study uses a meta-analysis to examine the decoding measures used in RD assessments and whether outcomes differ for ELLs and EL1s. The findings show that real word reading assessments identify students with more pronounced decoding deficits than nonword reading assessments. Despite the use of different RD screening measures for ELLs and EL1s, the gap between ELLs with and without RD was similar to that between EL1s with and without RD. These results suggest that real word-reliant measures, which are influenced by word knowledge, provide a more comprehensive assessment of RD than nonword-reliant measures for

both ELLs and EL1s. We encourage future researchers to use consistent decoding measures when screening RD in both populations, to maximize comparability of findings.

Li, Y., Sadiq, G., Qambar, G., & Zheng, P. (2025). **The impact of students' use of ChatGPT on their research skills: The mediating effects of autonomous motivation, engagement, and self-directed learning.** *Education and Information Technologies*, 30(4), 4185-4216. <https://doi.org/10.1007/s10639-024-12981-9>

Integrating ChatGPT into educational contexts has become prevalent due to its potential to revolutionize teaching, learning, and research. However, to ensure positive use, it is necessary to design learning environments that effectively incorporate this technology. This study employed self-determination theory as an undergirding framework to understand the impact of ChatGPT-integrated instruction on undergraduate students' research skills. Moreover, the study explored the impact of ChatGPT-integrated instruction on students' autonomous motivation, engagement, and self-directed learning, as well as the mediating role of these variables in the relationship between ChatGPT usage and research skills. In this quasi-experimental study, 366 undergraduate students majoring in education were divided into control and experimental groups. The control group received instruction without ChatGPT, while the experimental group received ChatGPT-integrated instruction and was allowed to use ChatGPT for research-related activities. The results revealed that the experimental group had significantly higher levels of research skills, motivation, engagement, and self-directed learning behavior. Moreover, the use of ChatGPT has a significant indirect impact on students' research skills through the mediating variables. This suggests that high autonomous motivation and self-directed learning are crucial for students to fully benefit from ChatGPT in developing research skills. The findings offer valuable insights for educators to design AI-enhanced learning environments to enhance students' research skills and learning outcomes.

Liao, Y.-J., Tarng, W., & Wang, T.-L. (2025). **The effects of an augmented reality lens imaging learning system on students' science achievement, learning motivation, and inquiry skills in physics inquiry activities.** *Education and Information Technologies*, 30(4), 5059-5104. <https://doi.org/10.1007/s10639-024-12973-9>

The purpose of this study is to examine the effects of employing an augmented reality (AR) lens imaging system on inquiry-based learning concerning junior high school students' science achievement, science learning motivation, and inquiry skills. For this purpose, an AR lens imaging learning system was developed specifically for the lens imaging unit. A quasi-experimental design was utilized comprising an experimental group and a control group. The participants included 60 eighth-grade students from two classes in a junior high school in Taiwan. One class, consisting of 30 students, was assigned as the experimental group and utilized an AR lens imaging learning system for inquiry-based learning. The other class, also consisting of 30 students, served as the control group and utilized traditional lens imaging devices for inquiry-based learning. The instructional duration comprised two sessions totaling 90 min. The study's results revealed that implementing the AR lens imaging learning system for inquiry-based learning resulted in improvements in overall science achievement in the lens imaging unit. Additionally, individual science achievement was enhanced in the convex and concave lens imaging topics. Furthermore, the AR lens imaging learning system increased students' motivation for science learning. It also enhanced students' specific inquiry skills in the

concave lens imaging topic, such as observation and analysis and discovery. However, no enhancement was observed in inquiry skills for the convex lens imaging topic.

Lin, Y.-L., Wang, W.-T., Kuo, C.-C., & Chen, P.-H. (2025). **Motivational incentives in the context of online game-based formative assessment and improved student learning performance.** *Education and Information Technologies*, 30(4), 4669-4694. <https://doi.org/10.1007/s10639-024-12974-8>

This study explores the factors influencing students' online game-based learning (OGBL) performance. At present, motivating students to engage in learning actively represents a significant challenge faced by teachers and other stakeholders. Additionally, the findings of a variety of OGBL studies have been inconsistent or contradictory, particularly regarding virtual rewards. This study integrates self-determination theory and flow theory as a theoretical basis for analyzing data collected from 105 undergraduate students using a quasi-experimental design and the partial least square structural equation modeling (PLS-SEM) approach. The results reveal that students' intrinsic motivation positively influences their enjoyment and focused attention. Autonomous motivation positively influences their learning performance. Furthermore, intrinsic motivation and focused attention are critical mediators in the proposed research model. The findings of this study contribute to the application of self-determination theory and flow theory in the OGBL context and provide suggestions for teachers and stakeholders with regard to promoting students' learning.

López, F., Rivas-Drake, D., Serrano, E., & Delcid, G. (2025). **The Role of Asset-Based Pedagogy in Promoting Belonging and Ethnic-Racial Identity among Latine Students.** *Educational Psychology Review*, 37(1), 16. <https://doi.org/10.1007/s10648-025-09992-4>

To contribute to a more nuanced understanding of student belonging among Latine youth that explicitly considers race and racism, this review was centered on scholarship focused on asset-based pedagogy to examine how it contributes to Latine students' school belonging and ethnic-racial identity. In this review, 22 studies documenting Latine students' experiences of asset-based pedagogies across K-12 settings consistently demonstrated enhanced belonging and/or ethnic-racial identity. The review also identified evidence that asset-based pedagogies create educational contexts that promote Latine youths' school belonging and ethnic-racial identity across developmental periods and that teacher support is important. The framework that guided the present review provides a heuristic for future research to further contribute to a robust understanding of the factors and contexts that foster student belonging for minoritized youth.

Lorant, S., Claudepierre, L., Sperduto, C., Fenouillet, F., & Lefèvre, L. (2025). **Le rôle du CPE dans la prévention du décrochage scolaire : comprendre l'influence du burnout et de la satisfaction des besoins psychologiques fondamentaux pour agir auprès des lycéens.** *L'orientation scolaire et professionnelle*, (54/1), 73. <https://doi.org/10.4000/13j6a>

Cette recherche vise (1) à étudier l'impact de la satisfaction des besoins psychologiques fondamentaux dans la relation entre le burnout scolaire et le risque de décrochage scolaire, et (2) à identifier comment les CPE perçoivent, intègrent et justifient ces concepts dans leurs pratiques. Cette étude a adopté une approche mixte combinant une analyse quantitative menée auprès de 117 élèves de 15 ans d'un lycée général et technologique, ainsi qu'une analyse qualitative basée sur des entretiens avec cinq Conseillers Principaux d'Éducation (CPE). Nos résultats montrent que l'influence du

burnout sur le risque de décrocher scolairement est principalement médiée par le besoin de compétence. Le burnout réduit significativement la satisfaction de ce besoin, ce qui augmente le risque de décrocher. Ces conclusions sont examinées en tenant compte des connaissances et de la compréhension de ces concepts par les CPE, ainsi que de leur mise en œuvre, afin d'éclairer leur contribution potentielle à la prévention du décrochage scolaire. Ces résultats mettent en lumière le rôle protecteur du besoin de compétence dans le contexte éducatif.

Lu, H., Limniou, M., & Zhang, X. (2025). **Exploring the metacognition of self-directed informal learning on social media platforms: taking time and social interactions into consideration.** *Education and Information Technologies*, 30(4), 5105-5132. <https://doi.org/10.1007/s10639-024-13026-x>

Social media has been recognized as a promising online communication environment that supports self-directed informal learning activities outside educational institutions. Development of metacognition is necessary for self-directed learning. Nevertheless, most studies have focused on the use of social media for formal learning. To fill this gap, we consider the specific nature of informal learning on social media and conduct an empirical study targeting individuals who initiate informal learning on one of the most popular social media platforms in China (Bilibili). We derive a new term, Metacognitive Involvement (MCI), to consider multiple facets of metacognition and examine how various MCI patterns change over time and their associations with social interactions based on Social Network Analysis (SNA). In total, 2,434 comments are manually coded and analyzed from one of Bilibili's most popular learning channels. Our findings reveal that unlike in formal learning where learners do not divulge regarding metacognition, in an informal learning environment they are more active in sharing MCI across time. Furthermore, MCI plays the role of, among others, triggering interactions and MCI-related patterns. It highlights that informal learning on social media is turning MCI development from a static reflection by individuals to a highly dynamic and ongoing process impacted by others. The implications of this study are related to a further understanding of learners' MCI development as well as how the dynamic mechanisms of informal learning on social media could promote personal development.

Maffei, A., & and Vrabie, T. (2025). **Factors Associated with Students' Psychological Distress: The Roles of Creativity, Cognitive Flexibility, and Educational (Anti)mattering.** *British Journal of Educational Studies*, 73(1), 119-140. <https://doi.org/10.1080/00071005.2024.2379928>

The present cross-sectional study examined some of the factors associated with psychological distress among students enrolled in Bachelor's and Master's programs. We investigated the roles of age, academic performance, creativity, cognitive flexibility, educational mattering, and anti-mattering and their roles when discussing participants' psychological distress. Our sample comprised 337 students aged 19 to 29 from a Romanian public university, aged 19 to 29 ($M = 20.86$, $SD = 1.55$). Correlation analysis suggested that age, cognitive flexibility, educational mattering, and creativity were negatively related to students' psychological distress. Also, educational anti-mattering was positively linked to psychological distress. We did not find a significant link between students' psychological distress and academic performance. Further regression analysis suggested that educational anti-mattering was the strongest predictor of students' psychological distress. The practical implications of these findings are discussed

concerning educational and psychological interventions that might contribute to decreased students' psychological distress.

Mahieu, C., & Annoot, E. (2025). **L'expérience doctorale de femmes : analyse à la lumière de l'engagement**. *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp5>

Dans le contexte actuel d'universitarisation, cette recherche s'intéresse à l'engagement croissant en doctorat des sages-femmes enseignantes françaises, groupe professionnel quasi-exclusivement féminin (97,2 % des sages-femmes françaises sont des femmes). Nous avons évalué l'engagement en doctorat de ces femmes en référence à leur expérience vécue et identifié les facteurs ayant une influence sur cet engagement. L'étude repose sur une méthodologie qualitative longitudinale comprenant deux séries d'entretiens auprès de 15 sages-femmes enseignantes doctorantes à un an d'intervalle. Une analyse de contenu a montré un engagement fort de cette population tant au niveau comportemental, que cognitif et émotionnel. Les interviewées insistent sur l'importance d'accorder un sens à leur engagement, de « compartimenter » leur temps pour articuler leurs trajectoires de vie personnelle, professionnelle et doctorale. Être engagée en doctorat en conservant une activité salariée et en ayant une vie de famille génère une surcharge mentale risquant de se compliquer par un burn-out académique. Elles disposent de peu de temps pour s'acculturer au monde universitaire. Bien souvent, le superviseur de thèse représente l'unique membre académique avec qui elles échangent concernant « l'habitus » universitaire. Pour améliorer la performance académique et le sentiment de bien-être des doctorantes, Déri et al. (2023) proposent des temps de rencontres entre pairs. C'est une piste intéressante au regard des résultats de notre étude. Cette enquête originale s'inscrit dans des recherches émergentes sur l'accompagnement doctoral (Berthiaume et al., 2020; Löfström et al., 2022).

Man, S. S., Fang, Y., Chan, A. H. S., & Han, J. (2025). **VR technology acceptance for English learning amongst secondary school students: role of classroom climate and language learning anxiety**. *Education and Information Technologies*, 30(4), 4131-4155. <https://doi.org/10.1007/s10639-024-12969-5>

With the continuous evolution of information technology shaping advancements in education, virtual reality (VR) technology has been increasingly applied to enhance English learning amongst students, aiming to boost learning efficiency and performance. This study introduced a VR technology acceptance model (TAM) to fulfil these requirements. The proposed model highlighted language learning anxiety (LLA) as a critical factor and delineated secondary school students' acceptance of VR technology through four classroom climate constructs: respecting viewpoints (RV), promoting mutual respect (PMR), academic support from teachers (AS) and promoting interaction (PI). The current study surveyed 512 secondary school students using a questionnaire. Data gathered were scrutinised utilising structural equation modelling for the assessment of the hypothetical model. This research validated the suitability of TAM in elucidating the acceptance of VR technology for English learning. Perceived ease of use (PEOU) positively influenced perceived usefulness (PU). PU and PEOU positively influenced secondary school students' attitudes towards using VR. Amongst the four classroom climate dimensions, AS and PMR significantly negatively affected secondary school students' LLA, whereas PI and RV had no significant effect on LLA. Attitudes towards using VR and PU positively influenced students' willingness to use VR. Practical recommendations were provided to enhance secondary school students' inclination

towards utilising VR technology to enhance their efficiency and performance in learning English.

Marescot, V., Bougenies, F., & Leleu-Merviel, S. (2025). **Recueillir l'expérience des étudiants dans un dispositif de formation hybride : entre auto-déclaration et learning analytics**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13k00>

L'objectif de cette étude est de cerner l'expérience des étudiants d'un dispositif hybride de formation au travers des perceptions des étudiants (N =22), leur motivation et leur engagement. À cet effet, un dispositif de formation peut être vu comme un espace où prend forme une expérience de vie (Leleu-Merviel, 2018) pour les apprenants. Dans le cadre de l'expérience de vie, des recherches précédentes ont établi que cet espace devient lieu lorsque l'utilisateur se l'approprie, définissant deux modes de vécu : l'expérience de visite et l'expérience d'habiter. Le recueil de l'expérience des usagers, qui pose des questions méthodologiques, a pris la forme dans cette étude d'une enquête qualitative asynchrone, permettant de collecter 13 retours d'expérience. Les résultats montrent que les étudiants ne se sont pas engagés dans la partie distancielle du cours par manque de sens et que le présentiel reste d'une importance capitale : le relationnel est primordial pour les étudiants. L'expérience de vie dans les dispositifs de formation apparaît plus nuancée que la dichotomie visiter/habiter, et gagnerait à une étude plus approfondie, en ouvrant la recherche sur d'autres types de dispositifs.

Marsili, F., Dell'Anna, S., & Pellegrini, M. (2025). **Giftedness in inclusive education: a systematic review of research**. *International Journal of Inclusive Education*, 29(4), 502-519. <https://doi.org/10.1080/13603116.2023.2190330>

Research and practice on giftedness in the field of inclusive education remain marginal given the long tradition of specific interventions in separate educational contexts. The aim of this systematic review was to investigate the learning, social, and personal outcomes of gifted students in inclusive school settings. Twenty-five studies met the eligibility criteria for inclusion. Regarding social and psychological outcomes, the results are mixed: gifted students experience positive relationships with their peers in the inclusive context, however, it appears that teaching inadequacy may lead to frustration and disengagement. Regarding learning outcomes, results on the difference between inclusive and segregated contexts are inconsistent and mostly non-statistically significant. This paper also addresses conceptual barriers in relation to the identification of giftedness and questions what approaches and strategies could be adapted and used in inclusive contexts to effectively address the needs of gifted students.

Mendes, R. A., Loxton, N. J., Browning, N. G., & Lawrence, R. K. (2025). **The Effect of Psychological Interventions on Statistics Anxiety, Statistics Self-Efficacy, and Attitudes Toward Statistics in University Students: A Systematic Review**. *Educational Psychology Review*, 37(1), 3. <https://doi.org/10.1007/s10648-024-09979-7>

Psychological interventions offer a unique approach to enhancing the educational experience for university students. Unlike traditional teaching methods, these interventions directly address cognitive, emotional, and behavioural factors without requiring changes to course content, delivery methods, or involvement from the teaching team. This systematic review evaluated psychological interventions that were designed to reduce statistics anxiety, boost statistics self-efficacy, and/or foster positive attitudes toward statistics among university students enrolled in statistics courses. All

included studies followed a longitudinal design with at least pre- and post-intervention assessments, comprising single group studies, randomised controlled trials, and non-randomised control studies. The protocol of this systematic review was registered with PROSPERO. Search terms were entered into five databases. The screening, assessment of risk of bias, and data extraction processes were conducted by two independent reviewers. Meta-analysis was not conducted due to the heterogeneity across the included studies. Therefore, a narrative synthesis was used to describe the results of 11 studies (1786 participants), encompassing studies targeting statistics anxiety, attitudes, self-efficacy, or a combination of these outcomes. Findings revealed that although no intervention was definitively effective in reducing statistics anxiety, some showed promise, especially those combining exposure with coping strategies. Moreover, the review identified interventions that effectively improved self-efficacy and attitudes, discussed some important methodological considerations, and provided suggestions for future psychological interventions. Finally, further empirical research is necessary to address existing limitations and fully understand the effectiveness of these interventions, particularly regarding statistics anxiety.

Montalan, B., Delestre, S., & Carrein-Lerouge, C. (2025). **Choisir librement sa formation : rôles du sentiment d'efficacité personnelle à réussir ses études et du sentiment de liberté dans les choix d'orientation dans les intentions de poursuite ou d'arrêt d'études chez les étudiants primo-arrivants.** *L'orientation scolaire et professionnelle*, (54/1), 227. <https://doi.org/10.4000/13j6g>

Le décrochage universitaire reste une problématique actuelle et la part la plus importante de non-diplômés de l'enseignement supérieur émane du premier cycle universitaire. L'objectif de cette étude transversale était d'examiner les perspectives académiques des étudiants primo-arrivants en fonction des premiers résultats semestriels et du sentiment de liberté lors du choix de la formation postbac. Par questionnaire 261 étudiants de Licence ont été interrogés. S'inscrivant dans la perspective de la théorie sociale cognitive de l'orientation scolaire et professionnelle différents construits ont été mesurés : le sentiment d'avoir librement choisi son orientation lors de la procédure d'admission Parcoursup, les intentions de poursuite ou d'arrêt des études à l'issue de l'année en cours, le sentiment d'efficacité personnelle (SEP) à réussir ses études et la satisfaction à l'égard des résultats du premier semestre. Les résultats montrent que les perspectives académiques des étudiants sont en partie déterminées par leur niveau de satisfaction à l'égard de leurs performances académiques, cet effet étant médiatisé par le SEP à réussir dans la formation. En outre, concernant l'intention de persévérer dans les études et le risque de décrochage scolaire, l'effet de médiation du SEP s'est avéré être modéré par le sentiment de liberté lors du choix d'orientation. En conclusion, si la réussite académique est un déterminant important de la persévérance dans les études – et donc du décrochage universitaire – les conditions d'accès aux études postbac sont également susceptibles d'influer sur le devenir des étudiants.

Moore, T. M., Lopez, K. C., Scott, J. C., Lennon, J. C., Sandro, A. D., Zoupou, E., ... Gur, R. C. (2025). **Configural and Metric Invariance Across Full-Form and Computerized Adaptive Versions of the Penn Computerized Neurocognitive Battery (CAT-CCNB).** *Journal of Psychoeducational Assessment*, 43(2), 244-251. <https://doi.org/10.1177/07342829241288746>

The Penn Computerized Neurocognitive Battery (CNB) is a collection of tests validated using neuroimaging, genetics, and other criteria. An updated version of the CNB was

constructed in which all tests were converted to either computerized adaptive (CAT) or abbreviated forms. In a mixed community/clinical sample ($N = 307$; mean age = 25.9 years; 53.7% female), we tested measurement invariance across the CNB and CAT-CCNB in terms of factor configuration and loadings. Multiple-Group factor analyses were conducted with appropriate constraints, and results supported the measurement invariance assumption, with non-significant differences in chi-square fit statistics for both correlated-traits ($\Delta\chi^2 = 6.68$; $df = 12$; $p = .88$) and bifactor ($\Delta\chi^2 = 16.02$; $df = 27$; $p = .95$) configurations. Results indicate that the latent constructs measured by the two versions of the CNB are roughly equivalent and comparable.

Nazari, M., & Kamali, J. (2025). **An Ecological Inquiry into Transnational English Language Teachers' Emotional Vulnerability and Agency**. *British Journal of Educational Studies*, 73(1), 97-118. <https://doi.org/10.1080/00071005.2024.2388542>

In this study, we propose an ecological model of teacher agency and emotional vulnerability that draws on epistemological roots of these two constructs to capture historico-personal, socio-organizational, and prospective levels of teacher professionalism. We then ontologically apply the model to exploring transnational language teachers' agency and emotional vulnerability in the context of Turkey. Framing the study within a narrative inquiry methodology, we collected data from open-ended questionnaires, narrative frames, and semi-structured interviews. Data analyses revealed that the teachers' personal emotions, embodied agencies, and vulnerabilities were profoundly shaped by individual histories, contextual discourses, and sociocultural particularities. The findings unpack novel dimensions of teachers' agency and emotional vulnerability, attesting to their interconnection, especially within the context of transnationalism. We conclude the study with implications for teacher educators to reduce the pressure on transnational teachers and render their agencies as rooted in effective professional growth, rather than being defined by excessive vulnerabilities that in turn restrict teacher agencies.

Özen Altinkaynak, Ş., Erginsoy Osmanoğlu, D., Inaltekin, T., Kirman Bilgin, A., & Erdağı, S. (2025). **The views and course practices of science teachers on the psychological resilience of students with learning disabilities**. *British Journal of Special Education*, 52(1), 58-69. <https://doi.org/10.1111/1467-8578.12562>

It is crucial for students with learning disabilities (SLDs) to possess psychological resilience in order to pursue their careers as entrepreneurial individuals. One of the areas where entrepreneurship skills are taught in middle school is in science courses. This shows the importance of teaching psychological resilience in science courses. On the basis of this idea, the present study aims to determine the views and suggestions of science teachers on the psychological resilience of SLDs as well as the course processes they carry out in order to foster this trait. Individual and focus group interviews were conducted with 15 science teachers and observations were recorded with two science teachers. Interview and observation forms were developed, taking into account the indicators of the four dimensions of resilience: coping with stress, communication, assertiveness and problem-solving skills. The study revealed that science teachers did not implement teaching processes to develop the psychological resilience of SLDs and that they considered themselves professionally inadequate in this regard. The science teachers suggested that activities based on learning by practice and experience, collaboration with different businesses and project-based teaching could be effective in improving the psychological resilience of SLDs.

Patzak, A., & Zhang, X. (2025). **Blending Teacher Autonomy Support and Provision of Structure in the Classroom for Optimal Motivation: A Systematic Review and Meta-Analysis.** *Educational Psychology Review*, 37(1), 17. <https://doi.org/10.1007/s10648-025-09994-2>

Teacher autonomy support and provision of structure are crucial for students' learning and motivation, yet it is unclear how to best blend them. Research describes autonomy support and structure as independent but mutually supportive, equivalent, and even opposite. These contradictions jeopardize the generalizability of findings across studies and hamper classroom implementation. Our meta-analysis aims to disentangle the dynamics between autonomy support and structure by synthesizing their definitions, relationships, and effects on students. Following PRISMA guidelines, 94 studies and 110 effect sizes were identified through databases (PsycINFO, ERIC, Education Research Complete, Psychology and Behavioral Sciences Collection, Teacher Reference Center, ProQuest Education Database, and ProQuest Theses & Dissertations) and forward reference searches. Dissertations and peer-reviewed articles examining teacher autonomy support and structure were included. Our synthesis revealed intertwined conceptualizations and plentiful operationalizations of autonomy support and structure. Autonomy support and structure reinforced each other, with a large effect size. This relationship was moderated by the data collection method and school level and appears to be universal. Autonomy support and structure both elevated students' motivation, engagement, and need satisfaction with moderate to large effect sizes. Teachers who facilitate autonomy and structure were motivated to teach and felt effective as teachers. Our findings suggest blending autonomy support and structure for optimal growth of students and teachers.

Prot, F.-M. (Éd.). (2025). **Psychanalyse et éducation : questions à Mireille Cifali.** Consulté à l'adresse <https://www.purh-ed.fr/book/?gcoi=28777100251620#h2tabFormats>

Raybaud, A. (2025, mars 25). **Cinq ans après, les cicatrices d'une « génération Covid » : « Je ne me projette plus qu'à court terme ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/03/25/cinq-ans-apres-les-cicatrices-d-une-generation-covid-je-ne-me-projette-plus-qu-a-court-terme_6585663_4401467.html

Raymondie, R., & Lecardeur, L. (2025). **Prévenir le décrochage scolaire grâce à l'entretien motivationnel.** *L'orientation scolaire et professionnelle*, (54/1), CCCLXV-CCCLXXXVI. <https://doi.org/10.4000/13j6k>

L'entretien motivationnel (EM) est une approche centrée sur la personne, visant à guider celle-ci vers le changement, y compris lorsqu'elle n'en éprouve pas l'intérêt. Bien que cette approche puisse s'appliquer à de nombreux contextes, dont la lutte contre le décrochage scolaire, les ressources en français sur l'EM sont rares et souvent limitées à l'addictologie. Destiné aux chercheurs et professionnels de l'éducation, cet article présente l'état d'esprit, les processus et certains savoir-faire de l'EM. Nous proposons des moyens d'intégrer l'EM pour soutenir les élèves décrocheurs ou à risque de décrochage et illustrons comment l'EM peut permettre de développer des relations de confiance avec les élèves, préalables indispensables afin de les aider à explorer leurs motivations, à identifier avec eux les obstacles au « raccrochage » scolaire et à élaborer ensemble des stratégies de changement. Enfin, nous formulons des recommandations pour mettre en place des formations à l'EM adaptées aux professionnels de l'éducation.

Reeve, J., Basarkod, G., Jang, H.-R., Gargurevich, R., Jang, H., & Cheon, S. H. (2025). **Specialized Purpose of Each Type of Student Engagement: A Meta-Analysis.** *Educational Psychology Review*, 37(1), 13. <https://doi.org/10.1007/s10648-025-09989-z>

Students involve themselves in learning activities multidimensionally, including behaviorally, cognitively, emotionally, and agentially. This multidimensional involvement predicts important outcomes, but it is also possible that each type of engagement might have its own specialized purpose or function. To investigate this possibility, we proposed and tested the specialized purpose hypothesis, which is that each type of engagement has its own specialized function targeted toward a specific purpose, such as to boost achievement, social support, motivation, or well-being. To test this hypothesis, we conducted four meta-analyses, utilizing multilevel random effects models. Each meta-analysis tested whether type of engagement differentially predicted students' achievement (meta-analysis #1), social support (meta-analysis #2), motivation (meta-analysis #3), or well-being (meta-analysis #4). The database included 652 effect sizes from 62 studies within 54 articles involving 32,403 P-16 student-participants (Mage = 16.8 years-old; 51.2% female). All 62 studies measured all four types of engagement so that we could compare the relative strength of association between each type of engagement and each correlate. Behavioral engagement was the strongest predictor of achievement. Agentic engagement was the strongest predictor of social support. Cognitive engagement did not show a specialized relation with any outcome. Emotional engagement was strongly associated with both motivation and well-being. These findings generally support the specialized purpose hypothesis, but they also raise important and challenging questions for future theory and research about how to better conceptualize and measure each type of engagement.

Rho, J., & Rau, M. A. (2025). **Exploring Educational Approaches to Addressing Misleading Visualizations.** *Educational Psychology Review*, 37(1), 14. <https://doi.org/10.1007/s10648-025-09988-0>

Misleading data visualizations have become a significant issue in our information-rich world due to their negative impact on informed decision-making. Consequently, it is crucial to understand the factors that make viewers vulnerable to misleading data visualizations and to explore effective instructional supports that can help viewers combat the negative effects of such visualizations. Drawing upon the framework of graph comprehension, this article examines how poorly designed data visualizations can deceive viewers. A systematic review identified 26 pertinent articles that met our inclusion criteria. We identified two primary factors leading to viewers' misinterpretations of misleading data visualizations: the graphical and contextual elements within the data visualizations themselves. Further, we identified two types of interventions aimed at reducing the negative impact of misleading data visualizations. One type of intervention focuses on providing external aids for viewers to recognize the misleading graphical and contextual elements within the data visualization. In contrast, another type of intervention aims at enhancing viewers' ability to engage with data visualizations through additional interactions for reflection. Based on these findings, we identify areas that remain under-investigated, specifically those aiming at teaching viewers to interact with data visualizations. We conclude by proposing directions for future research to investigate interventions that strengthen viewers' ability to go beyond their first (potentially false) impression with data visualizations through additional interactions with the data visualization.

Ross, J., & Desbiens, N. (2025). **Évaluation de l'implantation initiale d'un programme d'approche sensible aux traumatismes en classes spéciales.** *Revue hybride de l'éducation*, 9(2), 1-32. <https://doi.org/10.1522/rhe.v9i2.1786>

La proportion d'élèves présentant des troubles émotionnels et comportementaux et ayant vécu des événements traumatiques est élevée. Un programme d'intervention d'approche sensible aux traumatismes visant à mieux répondre aux besoins de ces élèves scolarisés dans des classes spéciales à travers un changement de pratiques a été implanté dans trois écoles. L'évaluation de l'implantation à partir de l'analyse des propos des membres de l'équipe-école et l'identification des obstacles et des facilitateurs ont permis de mieux comprendre les facteurs d'influence. Les résultats des questionnaires et de l'analyse thématique d'un entretien de groupe indiquent, entre autres, que répondre aux besoins des élèves est complexe. De plus, ils révèlent l'importance de la conception du programme comme référent, du travail d'équipe et du développement de compétences sociales et émotionnelles chez les adultes. Ces résultats permettent de formuler des recommandations quant aux stratégies d'implantation sélectionnées.

Sharmin, S., Tran, M.-H. D., Fan, W., Arbona, C., Master, A., & Zou, Y. (2025). **Psychometric Properties of the Basic Needs Satisfaction in General Scale: A Second-Order CFA Analysis.** *Journal of Psychoeducational Assessment*, 43(2), 147-160. <https://doi.org/10.1177/07342829241300630>

The study examined the psychometric structure of Basic Needs Satisfaction in General Scale (BNSG-S) with a sample of 495 college students. It compared the original 21-item version (Gagné, 2003) with the shortened 16-item version (Johnston & Finney, 2010), both with and without method effects. A series of confirmatory factor analyses (CFA) suggested a three-factor CFA model with method effect using the 16-item version showed acceptable model-data fit. However, the high correlations among factors posed threats to the discriminant validity. To address the multicollinearity among the factors, our study proposed and tested a second-order CFA model with method effect based on the 16-item shortened version of BNSG-S, which provided good model-data fit. Additionally, Cronbach's alpha and omega coefficients demonstrated satisfactory reliability. These results supported a higher-order factor structure of the 16-item version, suggesting the needs satisfaction may be interconnected and influenced by a broader overarching factor.

Skulmowski, A. (2025). **Informed Consent in Educational AI Research Needs to Be Transparent, Flexible, and Dynamic.** *Mind, Brain, and Education*, 19(1), 32-36. <https://doi.org/10.1111/mbe.12435>

Generative artificial intelligence (AI) has become a major research trend in the fields of education and psychology. However, several risks posed by this technology concerning the cognitive and socio-emotional development of children and adolescents have been identified. While it would be highly useful to have a clear understanding of these potential negative effects, empirical results cannot be obtained without putting the participants of these studies in a situation that potentially endangers their development. Research fields such as the biomedical sciences utilize several measures to minimize risks, such as dose escalation and stopping rules. In addition, dynamic and flexible forms of informed consent could be adopted by our field to maximize transparency. By including methodological advancements and ethical developments in the psychological and

educational research process, risks could be averted, and the ethical soundness of AI research involving children and adolescents could be maintained.

Spilles, M., Huber, C., Nicolay, P., König, J., & Hennemann, T. (2025). **The relationship of classmates-perceived teacher feedback and the social acceptance of second, third and fourth graders.** *International Journal of Inclusive Education*, 29(4), 486-501. <https://doi.org/10.1080/13603116.2023.2185690>

In the past, some field studies have shown that in addition to student characteristics teacher feedback can influence the social acceptance of students. However, research gaps still exist: for example, most field studies use ratings by adult observers to measure feedback, even though following social referencing theory how students perceive feedback is more relevant. Furthermore, most field studies have not investigated whether the impact of teacher feedback on social acceptance is moderated by student development. The present study addresses two research questions: 1. Is classmates-perceived teacher feedback related with the social acceptance of students? 2. Does the relationship between teacher feedback and social acceptance increase according to the development of elementary-aged students? A cross-sectional survey was performed with n = 960 students from n = 16 second, n = 16 third and n = 16 fourth grade classes at n = 13 schools in Germany. The results of the multi-level analysis confirm the first hypothesis. By statistically controlling for gender and challenging behaviour, positive or negative teacher feedback clarified 3% (negative feedback) and 11-12% (positive feedback) more variance. With regard to research question 2, the relationship between positive teacher feedback and social acceptance increased according to the grade level.

Stahl, G., McDonald ,Sarah, Nguyen ,Tin, & and Fairbairn, K. (2025). **The Necessity of Trust: Young Men from Low Socio-Economic Backgrounds Reflecting on What Counts in Career Counselling at the Secondary Level.** *British Journal of Educational Studies*, 73(1), 73-96. <https://doi.org/10.1080/00071005.2024.2374073>

While we have seen a significant investment in widening participation in Australian higher education, many equity groups remain under-represented. Males from low socio-economic backgrounds are the least likely to pursue higher education and the reasons for their non-participation are complex and arguably under-researched. Integral to the agenda of widening participation is career counselling (in its many forms) that occurs at the secondary school level, and the important role it plays in how young people make decisions about their futures. Unfortunately, in Australian secondary schools today, career counselling remains under-resourced and fragmented, often failing to serve the populations most in need. This article presents research conducted with first-in-family young men from low socioeconomic backgrounds where we document their perspectives on the career counselling they experienced during their secondary education. The data suggests they perceived their experiences as substandard; furthermore, their experiences indicate that career counselling is most effective when delivered by people they trust, highlighting how boys continue to be highly relational learners.

Steyaert, S. V. (2025). **Espaces scolaires : Influence des caractéristiques architecturales et ergonomiques sur l'auto-efficacité, l'engagement et le bien-être au travail des enseignants** (Phdthesis, Université libre de Bruxelles ; CY Cergy Paris Université). Consulté à l'adresse <https://hal.science/tel-05001214>

Cette thèse de doctorat, réalisée sous la direction de la Professeure Cécile van de Leemput (ULB, Belgique), ainsi que de la Professeure Béatrice Mabilon-Bonfils et Laurent Jeannin (CY, France), constitue une recherche pluridisciplinaire articulant les champs théoriques de la psychologie du travail, des sciences de l'éducation et de l'architecture. Financée par le Fonds de la Recherche Scientifique (F.R.S.-FNRS), elle s'inscrit dans le contexte préoccupant de l'état des infrastructures scolaires et des défis liés à leur modernisation pour répondre aux exigences pédagogiques et sociopsychologiques du XXI^{ème} siècle. Dans un contexte de hausse constante de la population scolaire et de recours à des solutions temporaires inadéquates telles que l'utilisation de préfabriqués, les conditions de travail des enseignants constituent un point de tension majeur. L'UNESCO alerte sur une pénurie mondiale d'enseignants (UNESCO, 2024), et face à cette attrition professionnelle, cette thèse examine un facteur clé pour favoriser la rétention dans la profession : le bien-être des enseignants et les dimensions sociopsychologiques qui y sont associées, notamment l'auto-efficacité, l'engagement et l'épuisement professionnel. Bien que les établissements scolaires soient majoritairement conçus pour répondre aux besoins des élèves, cette recherche se focalise spécifiquement sur les enseignants en tant qu'acteurs centraux de la dynamique éducative. L'objectif principal est d'identifier et d'analyser comment les caractéristiques architecturales et ergonomiques des espaces de travail formels (salles de classe) et informels (salle des professeurs, espaces interstitiels) influencent le bien-être des enseignants. La thèse s'appuie sur des cadres théoriques multidisciplinaires, intégrant notamment les approches du bien-être au travail (Biétry & Creusier, 2013) et le modèle tripartite de Lefebvre sur les espaces perçus, conçus et vécus (Lefebvre, 1974). Méthodologiquement, cinq études combinant des méthodes quantitatives et qualitatives ont été menées, incluant des questionnaires, des observations et des entretiens, recueillant des données objectives et subjectives. Une étude quantitative sur un échantillon élargi a également été réalisée. Globalement, les résultats montrent que les facteurs architecturaux et ergonomiques exercent des influences différenciées sur les dimensions constitutives du bien-être des enseignants (i.e. auto-efficacité, engagement au travail, épuisement professionnel, bien-être). Ces impacts varient selon les espaces concernés : dans les espaces formels, les caractéristiques des espaces scolaires agissent principalement sur le sentiment d'auto-efficacité, tandis que dans les espaces informels, elles influencent la récupération psychologique. En définitive, les conclusions soulignent l'importance relative et variée des aspects de configurabilité et d'ergonomie, démontrant qu'un environnement scolaire bien conçu peut améliorer l'expérience professionnelle des enseignants. Les résultats apportent de nouvelles perspectives pour la conception d'espaces scolaires en adéquation avec les besoins des enseignants, ouvrant la voie à des recommandations pour des environnements éducatifs orientés vers le bien-être professionnel.

Tan, L.-P., Gong, S.-Y., Wang, Y.-J., Guo, X.-R., Xu, X.-Z., & Wang, Y.-Q. (2025). **Enhancing Academic Performance Through Self-Explanation in Digital Learning Environments (DLEs): A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(1), 20. <https://doi.org/10.1007/s10648-025-10001-x>

Self-explanation serves as a constructive learning scaffold in education, actively engaging learners in the identification of knowledge gaps and the rectification of erroneous mental models. This study aimed to examine the effects of self-explanation on students' academic performance in digital learning environments and to test the possible moderating factors in this association. We focused on two issues: (a) the

effectiveness of self-explanation on academic performance; (b) moderating factors (learners' characteristics, learning environment characteristics, inducement characteristics, and learning material characteristics) associated with different studies that may have resulted in the inconsistent findings. Based on 204 effect sizes extracted from 56 studies, we found that, compared with no self-explanation conditions, self-explanation had at least a medium effect (total: $k=204$, $g=0.46$; retention: $k=56$, $g=0.31$; transfer: $k=77$, $g=0.33$; mixed: $k=71$, $g=0.60$; immediate: $k=158$, $g=0.45$; delayed: $k=46$, $g=0.35$) in enhancing academic performance. Furthermore, moderator analysis found that studies conducted in learner-centered pacing learning environments showed larger effect sizes of self-explanation on academic performance than those conducted in system-centered pacing learning environments. Self-explanation was also more effective in concept knowledge and mixed knowledge compared to procedural knowledge. In general, this meta-analysis provided confidence in utilizing self-explanation and offered evidence-based recommendations for providing self-explanation in digital learning environments. We concluded with issues for future research, such as the necessity for additional studies on the quality of self-explanation and the establishment of standardization criteria for evaluating its quality.

Tavant, M., Berthaud, J., & Giret, J.-F. (2025). **Conditions de vie et expérience doctorale en France**. *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp2>

Alors que les transformations de l'enseignement supérieur et la professionnalisation du doctorat ont fait émerger de nouveaux profils de jeunes chercheurs, cet article vise à étudier l'hypothèse d'une forte segmentation des expériences doctorales. La satisfaction du doctorat et la santé mentale sont étudiées à partir des conditions de vie des doctorants en tenant compte du mode de financement de la thèse et en proposant six profils de doctorants. Le terrain empirique, s'appuyant sur l'enquête "Conditions de vie des étudiants 2020" de l'OVE, présente l'intérêt d'avoir un échantillon de 636 doctorants universitaires. Les profils des doctorants apparaissent hétérogènes et précarisés pour certains. Les résultats, obtenus à partir de régressions logistiques, ont globalement révélé des disparités entre les doctorants concernant leurs expériences doctorales (satisfaction générale du doctorat et santé mentale).

Tsai, H.-W., & Cheng, C.-L. (2025). **A Validity Study of the Traditional Chinese Version of the Claremont Purpose Scale for Taiwanese Adolescents**. *Journal of Psychoeducational Assessment*, 43(2), 161-177. <https://doi.org/10.1177/07342829241301293>

This study aimed to evaluate the psychometric properties and gather evidence supporting the validity of scores from a traditional Chinese version of the Claremont Purpose Scale (TC-CPS) among Taiwanese adolescents. The TC-CPS, measuring meaningfulness, goal directedness, and beyond-the-self orientation, was administered to 233 high school and 445 university students. Confirmatory factor analysis supported a second-order model with three first-order factors. Scores from the instrument demonstrated evidence of good internal consistency and test-retest reliability. Additionally, evidence supporting concurrent validity was observed through correlations with scores from measures of identified purpose, search for purpose, life satisfaction, and depression. Each purpose dimension was significantly related to youth's well-being, except for the beyond-the-self dimension, which showed no significant link to depression. Measurement invariance across gender and educational stages was established. The TC-CPS exhibited robust psychometric properties, suggesting its utility for assessing

purpose in life among Taiwanese youth. This evaluation of the psychometric properties and validity evidence of scores from the TC-CPS supports its potential to serve as a valuable instrument for understanding and promoting adolescent purpose development in Taiwan. The instrument can be particularly useful in the current educational context in Taiwan, which emphasizes self-exploration and meaningful goal-setting.

Wang, W., Xiong, M., Guo, B., Huang, R., Li, M., Li, M., ... Wei, Z. (2025). **Coupling Spatial Working Memory With STEM Educational Performance and Related Neural Markers—Evidence From ERPs.** *Mind, Brain, and Education*, 19(1), 4-17. <https://doi.org/10.1111/mbe.12437>

Working memory is a hot topic in the field of cognitive neuroscience and has attracted the attention of many researchers in the field of education. In recent years, it has been found that the cognitive ability related to spatial information in working memory can positively affect STEM academic performance, which is highly important for educational practice. However, empirical studies on the relationship between spatial working memory and education, especially STEM education, are still scarce, especially studies on the combination of brain electrophysiological activities. On this basis, we designed an n-back spatial working memory experiment and recorded the electrophysiological data at the same time. The results indicate that STEM education level has a significant main effect on participants' behavioral accuracy, whereas working memory load has no significant main effect on behavioral accuracy. The differential characteristics of the N1, P3, and LPP components in electrophysiological ERP performance also have potential as biomarkers to distinguish between different types of STEM educational performance. This means that there is a new direction and focus for STEM education from macro decision-making and reform to micro design and intervention. Moreover, this study provides exploratory ideas for the optimization of different subject courses in STEM education and science education related to students' growth process.

Wang, Y., & Pan, L. (2025). **Immersive virtual reality in education: impact on the emotional intelligence of university students.** *Education and Information Technologies*, 30(4), 5283-5299. <https://doi.org/10.1007/s10639-024-13013-2>

At present, when the educational process takes place both in classrooms and remotely, the role of innovative technologies is rapidly increasing. The purpose of the study is to determine the influence of immersive virtual reality in teaching on predictors of emotional intelligence development in university students. The questionnaire method was used in the work. In this study, the experimental group utilized immersive virtual reality based on SV-IVR videos, while the control group underwent instruction through traditional methods. According to the Self-Emotional Appraisal, the experimental group showed higher post-test values compared with the control group. In Others' Emotional Appraisal, the experimental group also showed a significant increase in post-test results, compared with the control group. These results indicate that VR training improves the assessment of other people's emotions and positively affects the self-assessment of emotions. As for the Use of Emotions, the experimental group and the control group showed a slight increase in post-test results. Final data on the Regulation of Emotions in the experimental group were higher in the post-test compared to the control group. The significant difference between the post-testing indicators of the two groups highlights the positive impact of VR training on the regulation of emotions. Adequate teaching methods, particularly incorporating innovative technologies (virtual reality), have the potential to enhance and cultivate emotional intelligence among students. The need for additional scientific research on a

specific issue lies in the importance of organizing, summarizing, and validating the effectiveness of training future university teachers to incorporate virtual reality into their classes.

Wirth, J., Weber-Reuter, X.-L., Schuster, C., Fleischer, J., Leutner, D., & Stebner, F. (2025). **Far Transfer of Metacognitive Regulation: From Cognitive Learning Strategy Use to Mental Effort Regulation.** *Educational Psychology Review*, 37(1), 7. <https://doi.org/10.1007/s10648-024-09983-x>

Training of self-regulated learning is most effective if it supports learning strategies in combination with metacognitive regulation, and learners can transfer their acquired metacognitive regulation skills to different tasks that require the use of the same learning strategy (near transfer). However, whether learners can transfer metacognitive regulation skills acquired in combination with a specific learning strategy to the regulation of a different learning strategy (far transfer) is still under debate. While there is empirical evidence that learners can transfer metacognitive regulation between different learning strategies of the same type (e.g., from one cognitive learning strategy to another), whether transfer also occurs between learning strategies of different types is an open question. Here, we conducted an experimental field study with 5th and 6th grade students (N = 777). Students were cluster-randomized and assigned to one of three groups: two experimental groups receiving different training on the metacognitive regulation of a cognitive learning strategy and one control group receiving no training. After training, students worked on two different tasks; after each task, we measured their metacognitive regulation of a resource management strategy, that is, investing mental effort. Results (based on data from 368 students due to pandemic conditions) indicated far metacognitive regulation transfer: After training, students in the training groups were better able to metacognitively regulate their mental effort than students in the control group. Although effect sizes were small, our results support the hypothesis of far transfer of metacognitive regulation.

Xue, M., Wang ,Haiying, Wang ,Yuqi, & and Qiao, X. (2025). **Decoding the educational illusio: self-assurance, anxiety, and adaptive strategies in Chinese middle-class parental investment.** *British Journal of Sociology of Education*, 46(3), 391-407. <https://doi.org/10.1080/01425692.2025.2472063>

This study explores the complex emotional landscape of Chinese middle-class parents in educational investment, focusing on the paradoxical interplay of confidence and anxiety. Through in-depth interviews with 16 parents in Nanjing, we employed Bourdieu's concepts of illusio and 'capital' to examine how personal emotions, family resources, and policies shape parental educational strategies. Findings indicate that despite the 'Double Reduction' policy, parents remain invested in educational illusio, confidently deploying various forms of capital. However, the gap between illusio and actual opportunities generates anxiety. Parents demonstrate reflexive adaptation and risk mitigation strategies, recalibrating personal illusio to align educational expectations with opportunities. This research expands upon existing explanations of educational anxiety as a unidirectional driver, illuminating the multifaceted emotional dynamics and adaptive mechanisms of middle-class parents in a changing policy landscape.

Yang, H.-C., Lee, Y.-T., Lin, P.-Y., & Shih, J.-S. (2025). **How the usage of the OK4R Reading Platform relates to learning efficacy, attitude, and cognitive development.** *The Journal of Educational Research*, 118(2), 116-130. <https://doi.org/10.1080/00220671.2024.2446905>

Studies indicate that integrating digital tools into reading instruction significantly enhances student learning. The OK4R (Overview, Key Idea, Read, Recall, Reflect, Review) method goes beyond teaching reading techniques by fostering a cyclic process of reading and critical reflection. Through OK4R, learners develop both reading strategies and metacognitive skills for self-assessment. Although OK4R is an earlier reading strategy, its theoretical foundation has a significant impact on enhancing students' learning abilities. This study moves beyond the traditional paper-based and lecture-driven OK4R teaching model by constructing the OK4R Reading Platform, aiming to explore the new significance and value of OK4R instruction under digital assistance. This study introduces the OK4R Reading Platform aimed at improving vocational students' learning efficacy, attitude, and cognitive development. Using a quasi-experimental approach, 90 vocational high school students in Taipei participated, with an experimental group using the Platform and a control group receiving traditional paper-based instruction. After six weeks, including pretest, digital or traditional reading sessions, and post-test, students using the Platform showed significant gains in learning efficacy, attitude, and cognitive development. These findings highlight the potential of digital tools in enhancing vocational education's language instruction. The research questions for this study are as follows:

The impact of the OK4R Reading Platform on vocational students' learning efficacy of popular science texts.

The role of the OK4R Reading Platform in enhancing vocational students' learning attitude, and cognitive development.

A comparative analysis of the effectiveness in improving students' learning efficacy, attitude, and cognitive development between digital-assisted teaching with the OK4R Reading Platform and traditional-print reading teaching.

Students' reactions and suggestions regarding the teaching assistance provided by the OK4R Reading Platform.

The impact of the OK4R Reading Platform on vocational students' learning efficacy of popular science texts. The role of the OK4R Reading Platform in enhancing vocational students' learning attitude, and cognitive development. A comparative analysis of the effectiveness in improving students' learning efficacy, attitude, and cognitive development between digital-assisted teaching with the OK4R Reading Platform and traditional-print reading teaching. Students' reactions and suggestions regarding the teaching assistance provided by the OK4R Reading Platform. Through the aforementioned questions, the research team conducted an investigation to understand "how the usage of the OK4R Reading Platform relates to learning efficacy, attitude, and cognitive development in vocational high school students."

Yao, W., Hou, H., Yang, P., & Ni, S. (2025). **The co-occurrence of adolescent smartphone addiction and academic burnout: The role of smartphone stress and digital flourishing.** *Education and Information Technologies*, 30(4), 4987-5007. <https://doi.org/10.1007/s10639-024-13017-y>

Smartphone addiction and academic burnout are typical psycho-behavioral problems among adolescents. Extant studies tend to examine them from a single-problem perspective, while research on their co-occurrence is lacking. Moreover, research has been prone to focus on the impacts of the negative sides of smartphone use on the two problems, ignoring the influences of its positive sides. This study applies latent profile analysis (LPA) to probe the co-occurrence patterns of smartphone addiction and academic burnout and the role of both the negative and positive aspects of smartphone use, namely smartphone stress and digital flourishing. Analytical data were from 810 adolescents from secondary schools in China. LPA revealed three co-occurrence patterns: a No Addiction and Burnout Group (34.2%), a Low Addiction Risk and Medium

Burnout Group (48.6%), and a High Addiction Risk and Burnout Group (17.3%). Smartphone stress was positively associated with the co-occurrence of the two problems, but digital flourishing can weaken its effect. This study is the first to examine the effects of both the negative and positive sides of smartphone use on the concurrence of smartphone addiction and academic burnout. It has implications for intervention schemes.

Zhu, X., Tang, Y., Lu, J., Song, M., Yang, C., & Zhao, X. (2024). **Inhibitory Control and Mathematical Ability in Elementary School Children: A Preregistered Meta-Analysis.** *Educational Psychology Review*, 37(1), 1. <https://doi.org/10.1007/s10648-024-09976-w>

Mathematical ability is a crucial component of human cognitive function, which is defined as the ability to acquire, process, and store mathematical information. While many studies have documented a close relationship between elementary school children's inhibitory control and their mathematical ability, existing empirical evidence remains controversial with some other studies showing a null correlation between these two constructs. This preregistered three-level meta-analysis aims to further elucidate the relationship between inhibitory control and mathematical ability in elementary school children by differentiating various types of inhibitory control, domains of mathematical ability, and exploring various potential moderators. This meta-analysis synthesized 241 effect sizes extracted from 86 samples, involving data from a total of 14,223 primary school children with a mean age of 8.67 years. The results showed a moderate positive correlation between inhibitory control and mathematical ability ($r = 0.19$). Mathematical ability was more strongly correlated with interference inhibition ($r = 0.21$) than response inhibition ($r = 0.14$). The relation between inhibitory control and mathematical ability was not moderated by domains of mathematical ability, inhibitory control task, age, gender, developmental status, socioeconomic status, and sample region. These findings provide novel insights into the cognitive underpinnings of mathematical ability in elementary school children. Practical implications are discussed.

Aspects sociaux de l'éducation

Abdourahamane, M. M. (2024). **L'accommodation laborieuse de la scolarisation de la fille au Niger: socioanthropologie d'une action éducative.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/l-accommodation-laborieuse-de-la-scolarisation-de-la-fille-au-niger/77835>

Cet ouvrage analyse la scolarisation des jeunes filles au Niger à travers une perspective socio-anthropologique, examinant comment les politiques publiques et les interventions des ONG ont modifié les perceptions sociales. Bien que des progrès aient été réalisés, notamment en influençant les attitudes envers l'éducation des filles, des pratiques socio-culturelles telles que le mariage des filles persiste, constituant un obstacle majeur à leur scolarisation. L'ouvrage souligne ainsi un décalage entre les perceptions sociales et les pratiques réelles, indiquant que la scolarisation des filles s'est améliorée, mais que les mariages continuent à un rythme traditionnel

Aderet-German, T. (2025). **Rewidening the lens to ethnic and socioeconomic diversity? 'Othering' through inclusion and assessment in Israeli educational policy and practice.** *International Journal of Inclusive Education*, 29(4), 585-602. <https://doi.org/10.1080/13603116.2023.2266445>

This paper examines how Israeli integration and inclusion educational policies, and their associated assessment policies, might shape definitions of 'the other' and of those to be proactively included in mainstream education. Guided by critical policy analysis, this study adopts a comparative lens of the historical and the contemporary, comparing past and current national policy addressing diversity and how these policies address assessment. Drawing on interviews with teachers and principals from Israeli schools and on current and past educational policy documents, the study explores how the other is constructed within the context of two policies in two different eras. Analysis suggests that both policies have had a unidimensional view of their target students as the other, which was part of a group intended for inclusion. The intersectional perspective that teachers and principals had of their students and their efforts to personalise their educational response to attend to students' individual needs attempted to bridge this unidimensional approach in practice, with varying success. Assessment practices and other aspects of the inclusion/integration policies analysed seemed to reinforce preexisting inequalities among students with different needs and from different socioeconomic backgrounds, further segregating the groups.

Alban Conto, C., Devignes, F., Foimapafisi, T., Guibert, N., & Menou, P. (2024). **La direction d'école primaire au Bénin : une analyse institutionnelle sensible au genre** (p. 92). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000393023>

Attanasio, O., Lopez-Boo, F., Perez-Lopez, D., & Anne Reynolds, S. (2025). **Inequality in the early years in LAC: a comparative study of size, persistence and policies**. *Oxford Open Economics*, 4(Supplement_1), i273-i291. <https://doi.org/10.1093/oec/odae032>
Gaps in child development by socio-economic status (SES) start early in life, are large and can increase inequalities later in life. We use recent national-level, cross-sectional and longitudinal data to examine inequalities in child development (namely, language, cognition and socio-emotional skills) of children 0–5 in five Latin American countries (Chile, Colombia, Mexico, Peru and Uruguay). In the cross-section analysis, we find statistically significant gaps with inequality patterns that widely differ across countries. For instance, gaps in language and cognition for Uruguay and Chile are much smaller than those for Colombia and Peru. When turning to the longitudinal data, average SES gaps are similar to those of the cross-section in language but differ substantially in cognition, mainly in Uruguay where they emerge as more unequal when cohort effects do not operate. Importantly, we also find that the ECD gaps found at early ages (0–5) still manifest 6–12 years later in almost all locations and realms in which we have measures of early child development, but they do not increase with age. Results are robust to using different measures of inequality (income and maternal education). Gaps are smaller but generally remain when adjusting for possible explanatory factors (e.g. family structure, parental education, geographic fixed effects). To reduce ECD inequality and promote equality in later life outcomes, policymakers should look to implementing evidence-based interventions at scale to improve developmental outcomes of the most disadvantaged children in society.

Au nom de l'inclusion : les contradictions d'une ambition scolaire. (2025). Consulté à l'adresse [https://orfee.hepl.ch/bitstream/handle/20.500.12162/8178/Au nom de l'inclusion ed 1_v1.pdf?sequence=2&isAllowed=y](https://orfee.hepl.ch/bitstream/handle/20.500.12162/8178/Au%20nom%20de%20l%27inclusion%20ed%201_v1.pdf?sequence=2&isAllowed=y)

Depuis le milieu des années 1990 et la Conférence internationale de Salamanque organisée par l'UNESCO, la notion d'inclusion scolaire s'est imposée dans le vocabulaire politique, scolaire et scientifique. En s'appuyant sur les principes de justice, d'équité et de prise en compte de la diversité, le courant inclusif propose de renverser le paradigme de l'intégration scolaire : ce n'est plus aux élèves (équipés, accompagnés et soignés) de s'intégrer à l'école ordinaire parmi les « normaux », c'est à l'école de se transformer – en profondeur – pour accueillir tous les élèves et répondre à leurs besoins. Trente ans après Salamanque, où en est la « réforme majeure des écoles ordinaires » à laquelle appelaient les signataires de la déclaration ? Pour rendre intelligible cette intention d'inclusion, il s'agit d'observer son caractère performatif en investiguant les effets – parfois contradictoires – des politiques inclusives sur l'école, ses acteurs et leurs pratiques. L'ouvrage a pour objectif de comprendre ce qui se fait au nom de l'inclusion, en privilégiant des entrées diversifiées : la forme scolaire et les dispositifs scolaires, le métier d'enseignant·e, le partenariat avec les parents, la collaboration interprofessionnelle, les inégalités scolaires ou encore les évidences et les implicites véhiculés par la notion d'inclusion.

Ayllón, S., & Lado, S. (2025). **More than Just Lunch: School-Meal Subsidies and Language Proficiency** (IZA Discussion Paper N° 17631). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17631.htm?ref>

This paper is the first to provide, in the European context, credible causal estimates for the impact on educational achievement of a means-tested programme that subsidises school lunches. We use administrative data from the city of Barcelona for the whole universe of applications to the programme. Using a Regression Discontinuity Design, we measure the effect of receiving a partial subsidy, as opposed to none; meanwhile a Difference-in-Differences (DiD) strategy allows us to account for the effect of receiving a full subsidy, compared to a partial one. Our results indicate an overall positive effect of the subsidies on educational achievement across all the subjects analysed, with statistically significant estimates only for Catalan language. Heterogeneous results show that those who benefit most are boys who attend large schools and have peers who are, on average, more socio-economically advantaged. The opportunity for subsidy recipients to spend more time at school during lunch, and to communicate and socialise with wealthier and linguistically more competent children is the mechanism that lies behind our main findings.

Banned from education: a review of the right to education in Afghanistan. (2025). <https://doi.org/10.54675/ZGFZ4761>

Ben Ayed, C., Bonamino, A., & Paes de Carvalho, C. (Éd.). (2025). **Les politiques éducatives au défi de la lutte contre les inégalités et les discriminations scolaires : un enjeu international aujourd'hui.** *Éducation comparée nouvelle série*, (28). Consulté à l'adresse <https://siteafec-ly0pv0zd9z.live-website.com/numero-28-1-2-2024/>

Bertolino, I. (2024). **Contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04999411>

Cette thèse est une contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais de mixité sociale dans les collèges. Cette

recherche doctorale a été commanditée par le Conseil départemental de la Haute-Garonne en vue de mener une évaluation formatrice en partenariat avec l'ensemble des organisations associées au dispositif de mixité sociale, à savoir: l'Éducation nationale, les autres collectivités territoriales et les associations, y compris de parents d'élèves. Le dispositif de mixité sociale investigué repose sur la fermeture de deux collèges du réseau d'éducation prioritaire, le transfert de 1600 écoliers vers 11 collèges dits favorisés de la métropole toulousaine et sur différentes mesures d'accompagnement visant à soutenir la réussite scolaire. Le caractère innovant et multi-partenarial du dispositif nous a incité à proposer une forme de recherche spécifique. La recherche-intervention évaluative se caractérise par une triple visée, heuristique, praxéologique et critique, et par l'engagement des participants à l'enquête dans la co-construction des savoirs. L'enquête évaluative menée s'est appuyée sur la démarche de référentialisation qui met en regard le contexte initial dans lequel le dispositif a été conçu, les moyens déployés en vue de lutter contre la ségrégation sociale à l'école et le produit de ces changements. La dynamique de co-constitution référentielle à l'œuvre donne à voir ce qui fait sens pour les participants et qui a de la valeur au regard des objectifs poursuivis. Au sortir de ces travaux émerge un modèle mobilisant 5 dimensions intriquées constitutives du dispositif. Ce modèle montre comment la mixité sociale est reliée à un ensemble d'autres dimensions contributives de la conception de ce type de dispositif. Ces dimensions sont également contributives de la définition de la mixité sociale à l'école qui ne peut être isolée d'autres éléments avec lesquels elle interagit.

Bortolotti, R. M. (2025). **Mener une enquête ethnographique à distance et en présentiel : construction d'une méthodologie.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13jzz>

Cet article présente le retour d'expérience d'une démarche ethnographique réalisée sur un réseau social numérique dans le cadre d'une recherche doctorale sur les pratiques de sociabilité numérique des adolescents. En s'inspirant des principes de l'ethnographie classique, il expose la construction du protocole d'enquête : la présence du chercheur sur les plateformes de sociabilité ne va pas de soi, elle soulève des questions déontologiques auxquelles il convient de répondre avant de se lancer. Plutôt que de plaider pour une nouvelle forme d'enquête de terrain, cet article s'apparente à un rapport expérimental et pratique destiné à guider de jeunes chercheurs qui envisagent ce type d'ethnographie en ligne. Il montre que l'usage des réseaux sociaux numériques, notamment pour ceux qui travaillent auprès du public jeune, constitue un complément pertinent aux méthodes de terrain classiques.

Bourgeois, C., & Rojas Rubio, L. (2025). **Évaluations Repères 2024 de début de CM2 : meilleures performances des filles en français et des garçons en mathématiques, excepté pour « poser et calculer ».** *Note d'Information*, (25.19), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-cm2-meilleures-performances-des-filles-en-francais-et-des-450068>

À la rentrée 2024, l'ensemble des élèves de CM2 ont été évalués pour la première fois en français et en mathématiques. En début de CM2, en français, les élèves présentent le niveau de maîtrise le plus élevé en compréhension de l'oral et en lexique. Ils rencontrent des difficultés en lecture à voie haute, en orthographe grammaticale et en grammaire. En mathématiques, les élèves présentent le niveau de maîtrise le plus élevé pour l'écriture des nombres entiers et rencontrent des difficultés en automatismes de calcul.

Casely-Hayford, L., Gruijters, Rob J., Adjei, Louisa Owusu, & Yeboah, V. A. (s. d.). **The intended and unintended effects of secondary school fee abolition: evidence from Ghana's free senior high school policy.** *Comparative Education*, 0(0), 1-20. <https://doi.org/10.1080/03050068.2025.2463820>

Ghana's Free Senior High School policy, which was introduced in 2017, is the most prominent and comprehensive free secondary education policy in the region. It is therefore an ideal case for studying the effects of free secondary education on students, families and schools. We conducted an in-depth qualitative study of students, parents and school leaders' perspectives on and experiences with the policy. The findings show that stakeholders generally appreciated the improvement in access, especially for low-income students and those from remote rural areas. However, they also indicated that the policy led to an inflow of unprepared students and exacerbated preexisting challenges related to scarce school resources and quality. Moreover, stakeholders believed that free secondary education reduced student motivation and increased the demand for boarding instead of day schooling. Based on these findings, we discuss options for improving the implementation of free secondary education policies and the Free SHS policy in particular.

Cimpian, A., Darnon, C., & Hadden, I. (2025, mars 25). **Succès, échecs : pourquoi le rôle du mérite est-il surévalué ?** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/succes-echecs-pourquoi-le-role-du-merite-est-il-surevalue-249759>

On tend à survaloriser la part du mérite dans les situations de réussite et d'échec. S'il en résulte un certain confort psychologique, cette vision réductrice peut s'avérer contre-productive.

Dahl-Leonard, K., Hall, C., Cho, E., Capin, P., Roberts, G. J., Kehoe, K. F., ... Demchak, A. (2025). **Examining the Effects of Family-Implemented Literacy Interventions for School-Aged Children: A Meta-Analysis.** *Educational Psychology Review*, 37(1), 10. <https://doi.org/10.1007/s10648-025-09985-3>

There is considerable research evaluating the effects of family members implementing shared book reading interventions, especially during early childhood. However, less is known about the effects of family members providing instruction to help their school-aged children develop literacy skills, including both code-focused and meaning-focused skills that facilitate reading comprehension. The purpose of this meta-analysis was to describe and evaluate recent research examining the effects of at-home, family-implemented literacy interventions for school-aged children. A total of 25 interventions across 22 studies (12 with group designs and 10 with single-case experimental designs) were analyzed. The average effect on combined literacy outcomes was estimated as $g = 0.36$ ($p < .01$; $Q = 191.83$; $I^2 = 36.17$) for group design studies and $g = 1.50$ ($p < .01$; $Q = 114.58$; $I^2 = 38.58$) for single-case experimental design studies. Notably, for group design studies, effects varied by literacy outcome type. The mean effect for code-focused outcomes (i.e., PA, decoding/word reading, spelling, text reading) was $g = 0.28$ ($p < .01$) and the mean effect for meaning-focused outcomes (i.e., vocabulary, listening comprehension, reading comprehension) was $g = 0.41$ ($p < .01$). Overall, these findings support the implementation of family-delivered literacy interventions to improve literacy outcomes for school-aged children. At the same time, this meta-analysis revealed the

paucity of research examining the effects of family-implemented literacy interventions, especially for older children, indicating a need for more research on this topic.

Davey, K. (2025). **Striving to Be Super: The Contradictions of Academic Success in High-Achieving, Working-Class Girls' Pathways to High-Tariff Universities.** *British Journal of Educational Studies*, 73(2), 215-234. <https://doi.org/10.1080/00071005.2024.2421206>

Although higher education is positioned as a site of opportunity for young women in the UK, not all female applicants experience straightforward pathways into this arena. This paper focuses on a group of 16 high-achieving girls from working-class backgrounds who are striving for academic success, in the form of top grades and places at high-tariff UK universities. Against the backdrop of neoliberalism and postfeminism, the stereotype of an academic 'supergirl' incites these young women to construct their pathways to high-tariff universities individualistically and to invest in aspirational futures beyond where they grew up. However, this stereotype also places a heavy burden on them, as young women from working-class backgrounds, to take responsibility for their own outcomes. Using Margaret Archer's concept of 'autonomous reflexivity' to analyse the research findings, the paper shows how the girls find themselves pincerred between the powerfully enabling and constraining effects of their social class alongside their academic success. It highlights complexities and contradictions of striving to be a high-achieving, working-class girl that are not currently well understood within the research literature or widening access and participation agenda.

Dechaume, M. (2024). **The impact of family environment on intellectual and creative potential** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04998284>

The dissertation argues for a holistic, multidimensional approach, connecting theoretical perspectives to concrete actions to support the well-being of high-potential children and their families. The relationship between intelligence and creativity is explained in terms of the interaction between convergent and divergent thinking, emphasizing the importance of breaking down common cognitive processes into observable sub-dimensions. The socio-environmental interactions and their impact on individuals and their family environment are also explored from a sub dimensional perspective. Through examining aspects such as cognitive mechanisms, parenting styles, societal and familial interplay, and adaptability within familial units, the dissertation aims to provide a nuanced understanding of the challenges and opportunities associated with raising high-potential children. The way parents navigate through the characteristics, educational needs, and emotional well-being of children with high-potential involving the interaction between personal circumstances and non-cognitive contexts, is presented both theoretically and empirically. The dissertation emphasizes both sub-dimensions and multi-dimensional structures as important mechanisms needed for the exploration of complex phenomenon such as the impact of family factors on children with high potential. Beginning with the ongoing dilemma concerning the nature of the relationships between intelligence and creativity, in the first contribution, divergent exploratory and convergent integrative thinking, the two sub dimensions of the creative process, are expressed as two general modes of thinking identified in both intelligence and creativity. Whereas, convergent thinking aims for optimal, unified responses, divergent thinking explores the range of various ideas, given a particular starting point. It was hypothesized that the relationship between intelligence and creativity can be explained in terms of the interplay between these two thinking processes. A dual

methodology comprising the traditional, though disputed, analysis of Torrance's Threshold Hypothesis and the more recent, Necessary Condition Analysis (NCA) were used to explore the relationships between the sub dimensions of intelligence, as measured by the Wechsler Intelligence Scale for Children (WISC) and the sub dimensions of creativity, as measured by the Evaluation of Creative Potential battery (EPoC). As a reminder, Torrance's hypothesis suggests a positive relationship between creativity and intelligence up to a certain threshold, beyond which the relationship diminishes. In contrast, the NCA approach aims to identify necessary conditions that are required for a particular outcome to occur. Although this condition may not be sufficient on its own to guarantee the outcome(s), its absence cannot be compensated for by other conditions or factors. Overall, intelligence is deemed as necessary but not always sufficient for creativity. The question raised was: to what extent is intelligence necessary to obtain a creative production? This contribution involved analyses on data collected from 854 children from a clinical population with a wide range of intellectual potential, including 238 children with high intellectual potential (Total IQ > 130). Findings concerning the relationships between intelligence and creativity demonstrated that divergent exploratory thinking is not constrained by intelligence levels (Total IQ), but is potentially influenced by processing speed. Convergent integrative thinking was also linked to a sufficient level of TIQ, processing speed, verbal comprehension and fluid reasoning sub dimensions. Thus, it is suggested that both divergent exploratory and convergent integrative thinking should be integrated in a comprehensive examination of the relationship between intelligence and creativity. Further, exploring intelligence in terms of its sub dimensions could allow to better identify abilities and ta

Delaney, J. M., & Devereux, P. (2025). **Levelling the Playing Field? SES Differences in Graduate Degree Choices** (IZA Discussion Paper N° 17652). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17652.htm?ref>

In many countries, subsidies towards higher education and financial aid to students from poorer backgrounds have reduced socio-economic status (SES) gaps in undergraduate study. The increasing importance of graduate studies that are typically more expensive may, however, provide a new avenue for outcome differences by SES. We use administrative data from Ireland that allows us to take account of the exact undergraduate programme of study as well as a rich set of covariates. We find differences by SES in the probability of undertaking graduate study and larger differences in the type of programme entered. Low SES students are less likely to enter business/economic fields and more likely to enter education -- the lowest SES group enter fields with expected earnings that are, on average, about 3% lower compared to the highest SES group. We find that, at age 33, students in the lowest SES group who studied a graduate degree earn about 10% less compared to the highest SES group -- even for this high achieving group of graduates, those from the poorest backgrounds still earn significantly less than those from the most privileged backgrounds. Interestingly, we find choice of graduate programme can explain about 40% of this gap.

Demory, M. (2025). **Faire acte de médiation numérique : l'inclusion au regard des pratiques professionnelles**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/875>

Les professionnel·les de la médiation numérique contribuent quotidiennement au développement du pouvoir d'agir des citoyen·nes, en ayant pour objectif structurel la lutte contre les inégalités numériques. Toutefois, ces acteurs et ces actrices ainsi que leurs pratiques semblent encore peu documentés, notamment dans la littérature sociologique. À partir d'une enquête de terrain en région Sud au sein de structures de médiation numérique, constituée principalement d'observations et d'entretiens, le présent article entend analyser les actes de médiation numérique, leurs applications concrètes et les valeurs qui les sous-tendent. En déroulant le faisceau de tâches des professionnel·les enquêté·es, il convient ici de mettre au jour une catégorisation des actes en termes de médiations d'initiation, d'approfondissement et de création, ainsi qu'une structuration autour de représentations qualifiant la médiation numérique de politique et pédagogique. Les résultats présentés permettent finalement de conclure sur la puissance de l'inclusion numérique et sociale de ces actes.

Desclaux, J., & Giraudeau-Barthet, H. (2025). **Évaluations Repères 2024 de début de CE2 : meilleures performances des filles en français et des garçons en mathématiques, à l'exception de « poser et calculer »**. *Note d'Information*, (25.17), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-ce2-meilleures-performances-des-filles-en-francais-et-des-450065>

À la rentrée 2024, l'ensemble des élèves de CE2 ont été évalués en français et en mathématiques. En début de CE2, en français, les élèves présentent le niveau de maîtrise le plus élevé en compréhension de l'oral et rencontrent des difficultés en orthographe grammaticale et en grammaire. En mathématiques, les élèves présentent des niveaux de maîtrise plus élevés pour la lecture et l'écriture des nombres entiers et rencontrent des difficultés en calcul posé et en résolution de problèmes.

Devauchelle, B. (2025, mars 28). **Relation école et famille : le numérique peut-il aider ?** Consulté 31 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/28/relation-ecole-et-famille-le-numerique-peut-il-aider/>

« Les témoignages sont constants : le monde scolaire ne parvient pas à développer un "partenariat de fond" avec les familles » écrit Bruno Devauchelle pointant les discours ... mais pour quels

Dubet, F. (2025). **L'humiliation des perdants de la compétition scolaire nourrit le populisme**. Consulté 1 avril 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/dubet-emprise-scolaire>

Le poids du mérite scolaire instaure un clivage entre les vainqueurs et les vaincus du système éducatif. Humiliés, ces derniers adhèrent de moins en moins aux valeurs de la démocratie. Un facteur essentiel de la montée du populisme contemporain. Le point de vue de François Dubet, sociologue.

Égalité des chances pour l'accès à certaines écoles de service public. Pub. L. No. 2025-269 (2024). <https://www.senat.fr/dossier-legislatif/pp124-353.html>

proposition de loi visant à proroger le dispositif d'expérimentation favorisant l'égalité des chances pour l'accès à certaines écoles de service public

Erer, S., Hadjar, A., & Backes, S. (2025). **School mechanisms behind achievement differences: A systematic review of multilevel modelling studies in primary schools**.

International Journal of Educational Research, 131, 102572.
<https://doi.org/10.1016/j.ijer.2025.102572>

The discourse on school effects on educational inequality has been extensively explored within the field of sociology of education. This systematic review of multilevel modelling studies conducted in primary schools aims to identify main school-level factors explaining achievement differences. A search of the Web of Science and ERIC databases yielded 36 articles meeting inclusion criteria. Findings reveal multifaceted school mechanisms behind achievement differences: school student composition, socio-physical conditions, school management, school climate, teacher composition, and curriculum and instruction. These mechanisms operate collectively rather than in isolation, contributing to educational inequality. Understanding their interplay is crucial for researchers. By examining the state of research, this study provides insights into how these school factors contribute to the complex nature of educational inequality.

Esteve, A., Castro Torres, A. F., & Becca, F. (2025). **Family change in Latin America: schooling and labor market implications for children and women.** *Oxford Open Economics*, 4(Supplement_1), i292-i306. <https://doi.org/10.1093/ooec/odae026>

This study investigates major family transformations across Latin American and Caribbean countries and examines their implications for children's schooling outcomes and women's labor force participation. We draw upon harmonized census microdata from 25 countries from the 1950s until the present, from the Integrated Public-use Microdata Series International. Latin America and Caribbean families have experienced profound transformations in recent decades, including dramatic declines in fertility, increases in cohabitation, union dissolution and single motherhood. Findings underscore the strong associations between family context and children's educational outcome, with children from married couples performing the highest levels of attendance and progress, followed by those in single-mother households. Regarding women's labor force participation, single mothers are more likely to participate in the labor market than any other women.

Farmer, A. Y., Wei, Y., Gale, A., & Peterson, N. A. (2025). **IRT Analysis of the Grit-S Scale: Evaluation With Racially/Ethnically Diverse Adolescents in the US.** *Journal of Psychoeducational Assessment*, 43(2), 199-215.
<https://doi.org/10.1177/07342829241302860>

Objective: The factor structure of the Grit-S is the subject of much debate. The purpose of this study was to examine the factor structure of the Grit-S and validate its psychometric properties among racially/ethnically minoritized adolescents using Item Response Theory (IRT). Method: Data were collected from 651 racially/ethnically minoritized adolescents who were enrolled in a college access program in a U.S. northeastern state. Results: The analysis indicated the Grit-S has a correlated two-factor model, consisting of a Perseverance of Effort (PE) subscale and a Consistency of Interest (CI) subscale, without a higher-order grit factor. Moreover, item information curves indicated the PE subscale has a low precision at the higher level of theta. The concurrent validity with self-efficacy indicated PE has a strong correlation with self-efficacy while CI does not. Conclusions: The Grit-S may need to be revised to assess the concept of grit for racially/ethnically minoritized adolescents. Valid measurement of the grit construct is crucial to applied research and evaluation of interventions specifically designed to promote grit in adolescents. Additional research is needed to examine how racially/ethnically minoritized adolescents understand the concept of grit.

Fernández, R., Pagés, C., Székely, M., & Acevedo, I. (2025). **Education inequalities in Latin America and the Caribbean**. *Oxford Open Economics*, 4(Supplement_1), i55-i76. <https://doi.org/10.1093/ooec/odae013>

Education is a crucial asset for a country's economic prospects and for its inhabitants. In addition to its direct impact on growth via the accumulation of human capital, it is a critical ingredient in producing an informed citizenry, enhancing their ability to obtain and exert human and political rights and their facility to adapt to changing environments (generated by, e.g. technological or climatic change) among other benefits. In this chapter, we study education inequality in Latin America and the Caribbean (LAC) (both in quantity and quality), assess how it emerges and amplifies or dampens existing inequalities, and examine the interaction of education inequality with other forms of inequality, primarily income and labor market outcomes. Our analysis is based on primary data from multiple sources.

Gilchrist, Serrata, D'Amico, Miller, & Howell. (2025). **"I'm in a Different Place in Life": A Qualitative Study of Rural Adult Transfer Student Choices**. *Community College Journal of Research and Practice*, 49(4-5), 323-340. <https://doi.org/10.1080/10668926.2024.2436390>

Rural adult students' intersectional identities inform many of their decisions about college, including the choice to transfer from a community college to a university. This qualitative study sought to understand how rural adult students' social and relational identities shape their transfer plans and choice sets. The study examines the choice process of 12 pre- and post-transfer community college students who identified as adult students and attended a rural-serving institution (RSI) within the North Carolina Community College System (NCCCS). The findings emphasize the importance of students' relational identities as key motivational drivers to pursue higher education. Data analysis revealed the factors students consider as they bind their transfer destination choice sets. Findings from this study have significant practical implications for community colleges and universities as they develop transfer policy and practice.

Gorski, K. J. (2025). **Sent Out, Kept In: Detainment-Based Discipline in a Public High School**. *Sociology of Education*, 98(2), 110-125. <https://doi.org/10.1177/00380407241300640>

Exclusionary discipline receives considerable scholarly attention, but the concept homogenizes practices that rely on the physical detainment of youth, such as in-school suspension, and practices that do not, such as out-of-school suspension. In this article, I argue that school discipline should be evaluated not only on the basis of whether it is exclusionary but also whether it is detainment-based. Whereas a practice such as in-school suspension relies on students' physical detention, out-of-school suspension releases them from the school's carceral control. I draw on three years of ethnographic observations and 108 interviews in a public high school to explore why and how students and adults differently evaluated detainment-based versus non-detainment-based practices. Although both groups drew parallels between detainment-based discipline and carcerality, adults insisted that detainment-based discipline was less "severe." Students, however, strongly preferred non-detainment-based discipline because it released them to relative "freedom." I explore the implications of these findings for both researchers and practitioners.

Gremion, L., & Gremion, F. (2024). **L'intégration scolaire entre justice sociale et éthique du care**. *Revue internationale de l'éducation familiale*, 54(2), 19-40. Consulté à l'adresse

<https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2024-2-page-19>

Guinea Martín, D., & Rojas Mora, J. (2025). **The effect of copays on the economic and ethnic segregation of primary education students: An evaluation of Chile's 2015 School Inclusion Act** [UC3M Working papers. Economics]. Consulté à l'adresse Universidad Carlos III de Madrid. Departamento de Economía website: <https://econpapers.repec.org/paper/ctewerepe/45948.htm?ref>

Chile's 2015 School Inclusion Act promotes the phasing out of copays in so-called private voucher schools (largely equivalent to charter schools elsewhere). Our main research question is, What is the impact of reducing copays on (1) socioeconomic segregation, an intended target of the reform, and (2) ethnic segregation, a separate and much smaller dimension of school segregation that nonetheless might also be affected by the reform as minorities tend to be poorer? We analyze the entire student body in primary education between 2016 and 2018 with an strategy based on three instrumental variables: (1) variation in monthly municipality unemployment and activity rates; (2) student-to-teacher ratios in public schools; and, (3) a crime index. We conclude that dropping copays would eliminate more than two thirds of socioeconomic segregation and almost half of ethnic segregation. In the article we also compare our favored administrative-led definition of three socioeconomic statuses (low, mid and high) with alternatives based on mother's educational level or household income that rely on a sizeable sample of around 80 percent of the student body. We conclude that these sample-based alternatives lead to biased (1) segregation measurements and (2) estimates of the effect on copays on segregation.

Hammersley, M. (2025). **A Critical Encounter: Jean Floud's Appraisal of Karl Mannheim.** *British Journal of Educational Studies*, 73(2), 255-269. <https://doi.org/10.1080/00071005.2024.2390014>

This paper examines Jean Floud's assessment of the work of Karl Mannheim, against the background of the development of British sociology of education in the 1940s and 50s. She compared his approach with that of Durkheim, concluding that both adopted a focus on social statics rather than dynamics, this reflecting their conservative political orientations. Some aspects of Floud's critique are questionable, but other points she makes are telling. The issues in dispute here are ones that continue to be of importance in the sociology of education, and in social science more generally.

Hou, Y. (2025). **Aiming high or falling short? Longitudinal study on educational aspirations of Chinese adolescents.** *British Journal of Sociology of Education*, 46(2), 255-275. <https://doi.org/10.1080/01425692.2024.2444450>

Educational aspirations are key predictors of academic and career success, career choices, and social mobility. While much research has explored factors shaping these aspirations, less is known about how they evolve over time. This study examines the trajectories of educational aspirations among 789 Chinese adolescents aged 11 to 15, using data from the China Family Panel Studies (CFPS) collected in 2016, 2018, and 2020. The analysis identified 110 distinct trajectories out of 512 possible paths. Cluster heatmap analysis showed that 38.5% of participants maintained consistent aspirations for higher education, while the remaining trajectories showed upward or downward changes over time. These findings highlight the dynamic nature and extensive heterogeneity of educational aspirations among Chinese adolescents, emphasising the importance of understanding not just who receives education, but who aspires to it and at what levels.

Future research should investigate how these trajectories differ by gender, household registration status, and family socio-economic status.

Ibourk, A., & El aynaoui, K. (2024). **Gender gap in school learning: Micro-level evidence from Morocco**. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(2), 100289. <https://doi.org/10.1016/j.joitmc.2024.100289>

The gender gap in education has been a significant concern for Moroccan policymakers and researchers, but the quantitative measurement of this gap has often been overlooked. This study specifically examines the gender gap in academic achievement in reading and mathematics at both the national and residential levels. The objective is to identify the factors that influence gender performance differences and their magnitude. To achieve this, micro-level data from 5427 students extracted from the PIRLS 2016 and TIMSS 2015 surveys were analyzed. The Blinder-Oaxaca (1973) decomposition technique was employed to assess the significance of the differences and to break down the performance gaps by incorporating explanatory variables related to schools, teachers, and students' characteristics. The results reveal a significant gender difference in favor of girls in reading, both nationally and in urban areas. In mathematics, the gender gap is not statistically significant and is approximately 3 points at the national level. Only 29% of the reading gap can be explained by the selected variables, while this percentage is around 20% for the math gap. Pre-school attendance, maternal education, schools, and schools' characteristics are identified as significant factors influencing the reading gap at the national and urban levels. In contrast, at the rural level, home conditions and the characteristics of the school and teacher play a more decisive role.

International Finance Corporation. (2025). **Closing the gender gap in education and employment** (p. 69). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000393237>

Jeffrey, W. (2025). **Curricular Differentiation and Informal Networks: How Formal Grouping and Ranking Practices Shape Friendships among Students in College**. *Sociology of Education*, 98(2), 145-163. <https://doi.org/10.1177/00380407241300602>

This study draws on complete friendship network data on two first-year biological sciences cohorts at a selective university in the United States to investigate how and to what extent allocating students to curricular groups and grading their performance in class shape (1) processes of friend selection at the dyadic level and (2) friendship clustering at the network level. Through a set of stochastic actor-oriented models, results show that students tend to befriend peers from the same curricular group versus a different one (i.e., curricular group homophily) and befriend higher-performing peers (i.e., performance-based status). Follow-up analyses reveal that friendship clustering by curricular group placement is largely due to course co-enrollment (i.e., proximity), whereas academic-performance-based clustering is primarily the result of students aligning their own performance to match the average performance of their friends (i.e., influence). I discuss implications of these findings for helping to promote learning in higher education.

Jones, M. H., Symonds, J. E., Downey, S., Sloan, S., Devine, D., & Kinsella, W. (2025). **The social acceptance of neurodiverse children in Irish primary schools**. *International Journal of Inclusive Education*, 29(4), 553-569. <https://doi.org/10.1080/13603116.2023.2195861>

Being socially included in childhood is important for children's academic, social, and emotional functioning, but neurodiverse children often struggle with their social acceptance in school. In comparison, children in more rural and smaller schools often have greater social cohesion. The current study, therefore, examined whether neurodiverse children, here represented by autistic children and children with specific learning difficulties, are socially integrated in more rural and smaller schools. In a study of 2225 Irish primary school children (84 children with SpLD and 53 autistic children), results suggest that neurodiverse children in smaller schools are more socially integrated regardless of urbanicity. This varied by whether children had SpLD or were autistic. This provides a strong message for policy makers and educators that school size matters for enhancing social acceptance of neurodiverse learners.

Kakuba, C., Nankinga, O., & Golaz, V. (2025). **Who leaves school prematurely in Uganda: Do predictors vary by place of residence?** *International Journal of Educational Development*, 114, 103238. <https://doi.org/10.1016/j.ijedudev.2025.103238>

This paper examined the predictors for school dropouts in Uganda following the introduction of universal primary education close to 30 years ago. We used 10% of the 2014 Uganda Population and Housing Census dataset (albeit relatively old) to examine the predictors of school dropouts in; i) Rural Uganda ii) Kampala (the capital) and iii) other urban areas. We specifically applied the logistic regression model to predict the probability that a child aged 6–16 dropped out of school (versus not) in 2014. While the socioeconomic status of households, household size, composition and age of the child were the strongest predictors for dropouts, the latter were found to vary by place of residence, due to variations in; geography, population composition, nature of economic activity, supply of education and levels of commitment of local government authorities in school supervision. Action points to redress dropouts in Uganda cannot be implemented ubiquitously but ought to take into consideration peculiar circumstances pertaining in; i) Rural areas ii) Kampala and iii) other urban areas. Policy should especially engender fiscal reforms to increase local revenue and redress the various predictors for dropouts in the differing rural and urban spaces.

Kalthoff, H., & Koelsch, F. (2025). **Before (e)valuating: student testing in History and Engineering.** *British Journal of Sociology of Education*, 46(3), 323-340. <https://doi.org/10.1080/01425692.2025.2454316>

University examinations categorise students according to their individual achievements determined by teaching staff. This procedure serves the elicitation and certification of student knowledge and thus reproduces academic hierarchies. Drawing on empirical evidence from ethnographic fieldwork in Engineering and History departments, this article investigates the processes involved in designing and administering higher education examinations. It analyses the reciprocal relationship between lectures and examinations, the standardisation of lecture content through exam questions, and the use of administrative documents as examination infrastructure. The university examination is conceptualised as a distributed activity, involving various university units, each with its own specific logic, yet whose functions converge and overlap within teaching staff. The article argues that the growing significance of examinations, driven by national and global higher education reforms, is reshaping academic teaching practices in profound ways.

Karna, U., Sok Lee, M., List, J., Simon, A., & Uchida, H. (2025). **Measuring racial educational disparities over time amongst top achievers** [Natural Field Experiments]. Consulté à l'adresse The Field Experiments Website website: <https://econpapers.repec.org/paper/febnatura/00807.htm?ref>

Educational disparities remain a key contributor to increasing social and wealth inequalities. To address this, researchers and policymakers have focused on average differences between racial groups or differences among students who are falling behind. This focus potentially leads to educational triage, diverting resources away from high-achieving students, including those from racial minorities. Here we focus on the « racial excellence gap » - the difference in the likelihood that students from racial minorities (Black and Hispanic) reach the highest levels of academic achievement compared with their non-minority (white and Asian) peers. There is a shortage of evidence that systematically measures the magnitude of the excellence gap and how it evolves. Using longitudinal, statewide, administrative data, we document eight facts regarding the excellence gap from third grade (typically ages 8-9) to high school (typically ages 14-18), link the stability of excellence gaps and student backgrounds, and assess the efficacy of public policies. We show that excellence gaps in maths and reading are evident by the third grade and grow slightly over time, especially for female students. About one third of the gap is explained by a student's socioeconomic status, and about one tenth is explained by the school environment. Top-achieving racial minority students are also less likely to persist in excellence as they progress through school. Moreover, state accountability policies that direct additional resources to reduce non-race-based inequality had minimal effects on the racial excellence gaps. Documenting these patterns is an important step towards eliminating excellence gaps and removing the « racial glass ceiling ».

Kimelberg, S. M., Iantosca, Megan Holland, Wu, Fanya, & Mills, L. (2025). **The reception on campus: differences in students' experiences deploying cultural capital in college.** *British Journal of Sociology of Education*, 46(2), 217-236. <https://doi.org/10.1080/01425692.2024.2443404>

Cultural capital can play a critical role in facilitating success in higher education. Consequently, scholars and educators often focus on the possession of cultural capital, highlighting differences in the amount or type of capital that students bring with them to college as a source of class-stratified educational experiences and outcomes. In this paper, we demonstrate the importance of attending to disparities in the recognition of cultural capital within educational institutions. We draw on interviews with low-income students of color who had acquired significant cultural knowledge in their pre-college environments. Despite similar backgrounds and shared exposure to a curriculum that deliberately cultivated cultural capital, participants reported markedly different institutional responses to their attempts to deploy that capital. These disparate experiences and outcomes also underscore the need for sociologists to attend more closely to the 'small moments' that may shape an individual's trajectory.

Lambert, K., & Gray, C. (2025). **'Survival mode': navigating the first five years of teaching performing arts in neoliberal education assemblages.** *British Journal of Sociology of Education*, 46(3), 341-357. <https://doi.org/10.1080/01425692.2025.2460012>

This paper shares data from a longitudinal study into secondary performing arts teachers' perceptions of their first five years of teaching. Utilising Deleuze and Guattari's concept of rhizomatic becomings and Braidotti's posthuman knowing subject, our research

explores the embodied, relational, and fluid identities of early career teachers. This is important when exploring nascent teacher becomings because it takes into consideration the configuration of bodies and hyper-performative expectations in neoliberal educational assemblages. Our longitudinal qualitative research in Western Australia revealed that early career teachers (ECTs) experienced concerning levels of mental ill-health in response to insecure employment, high stress, long hours, performative school cultures, the COVID-19 pandemic, teacher shortages, and normative socio-cultural [mis]conceptions of what counts in education. This intersection of factors resulted in 35% of our participants resigning from the profession in the first five years.

Lollivier, B. (2025, mars 23). **Comment s'habillent les étudiantes : à l'université, s'émanciper du regard des autres ?** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/comment-shabillent-les-etudiantes-a-l-universite-semanciper-du-regard-des-autres-249083>

Si les adolescents se jugent souvent sur leur apparence, l'entrée à l'université tourne-t-elle la page de ce contrôle normatif ? Paroles étudiantes sur les styles vestimentaires d'un campus.

López, F., Rivas-Drake, D., Serrano, E., & Delcid, G. (2025). **The Role of Asset-Based Pedagogy in Promoting Belonging and Ethnic-Racial Identity among Latine Students.** *Educational Psychology Review*, 37(1), 16. <https://doi.org/10.1007/s10648-025-09992-4>

To contribute to a more nuanced understanding of student belonging among Latine youth that explicitly considers race and racism, this review was centered on scholarship focused on asset-based pedagogy to examine how it contributes to Latine students' school belonging and ethnic-racial identity. In this review, 22 studies documenting Latine students' experiences of asset-based pedagogies across K-12 settings consistently demonstrated enhanced belonging and/or ethnic-racial identity. The review also identified evidence that asset-based pedagogies create educational contexts that promote Latine youths' school belonging and ethnic-racial identity across developmental periods and that teacher support is important. The framework that guided the present review provides a heuristic for future research to further contribute to a robust understanding of the factors and contexts that foster student belonging for minoritized youth.

Magerotte, G. (2024). **Pour une alliance « family-friendly » entre les familles ayant une personne en situation de handicap et les professionnels des services.** *Revue internationale de l'éducation familiale*, 54(2), 41-56. Consulté à l'adresse <https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2024-2-page-41>

Comment concilier les attentes des parents vivant la situation de handicap de leur enfant et des services professionnels dans la perspective de conclure une alliance développementale entre ces deux partenaires pour de longues années ? Cette prise en compte « family-friendly », qui s'inscrit dans le respect du droit de leur enfant à une participation pleine et entière à la société, nécessitera de relever quelques défis pour qu'entre les parents et les professionnels soit conclue une alliance, d'abord à partir de l'établissement d'un diagnostic, ensuite pour établir le projet personnalisé de l'enfant, partager les pratiques professionnelles avec les parents comme partenaires éducatifs de cet enfant si particulier, si différent, avec une attention particulière portée à la mise en

place d'une école inclusive et, enfin, à l'accueil de l'adulte vivant «chez lui» et assumant les rôles sociaux de tout adulte.

Mahieu, C., & Annoot, E. (2025). **L'expérience doctorale de femmes : analyse à la lumière de l'engagement**. *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp5>

Dans le contexte actuel d'universitarisation, cette recherche s'intéresse à l'engagement croissant en doctorat des sages-femmes enseignantes françaises, groupe professionnel quasi-exclusivement féminin (97,2 % des sages-femmes françaises sont des femmes). Nous avons évalué l'engagement en doctorat de ces femmes en référence à leur expérience vécue et identifié les facteurs ayant une influence sur cet engagement. L'étude repose sur une méthodologie qualitative longitudinale comprenant deux séries d'entretiens auprès de 15 sages-femmes enseignantes doctorantes à un an d'intervalle. Une analyse de contenu a montré un engagement fort de cette population tant au niveau comportemental, que cognitif et émotionnel. Les interviewées insistent sur l'importance d'accorder un sens à leur engagement, de « compartimenter » leur temps pour articuler leurs trajectoires de vie personnelle, professionnelle et doctorale. Être engagée en doctorat en conservant une activité salariée et en ayant une vie de famille génère une surcharge mentale risquant de se compliquer par un burn-out académique. Elles disposent de peu de temps pour s'acculturer au monde universitaire. Bien souvent, le superviseur de thèse représente l'unique membre académique avec qui elles échangent concernant « l'habitus » universitaire. Pour améliorer la performance académique et le sentiment de bien-être des doctorantes, Déri et al. (2023) proposent des temps de rencontres entre pairs. C'est une piste intéressante au regard des résultats de notre étude. Cette enquête originale s'inscrit dans des recherches émergentes sur l'accompagnement doctoral (Berthiaume et al., 2020; Löfström et al., 2022).

Martinussen, M., Singh, Neha, & Rangarajan, S. (2025). **'The standard is the standard': constructing meritocratic student selves through sense-making on academic writing**. *British Journal of Sociology of Education*, 46(3), 358-374. <https://doi.org/10.1080/01425692.2025.2461183>

Higher education initiatives to support students from low socioeconomic backgrounds are widespread. However, there is pervasive concern within public discourse that such widening participation efforts have contributed to a 'dumbing down' of higher education. There are classed dimensions to evaluations of (dis)advantaged students' university (un)preparedness. Our investigation centres the under-researched voices of students in exploring these tensions. Using vignette methods, we investigate students' views on how universities should accommodate the needs of disadvantaged students in a highly affective field of practice—academic writing and assessments. We detail how class-based exclusions are (re)formulated through the misrecognition of dis/advantages, and assumptions of meritocracy, which underpin students' suggestions. We close by proposing that greater public discussion on social class inequities may aid students in understanding their potential role in reducing classed inequities, in higher education and beyond.

Nurse, L. (2025). **Parental perception of inclusive education: mothers' narrative construct of the school space**. *International Journal of Inclusive Education*, 29(4), 603-617. <https://doi.org/10.1080/13603116.2023.2266731>

For many decades the emphasis of inclusive education policies in England and Western countries has been on schools and educational professionals. Recent research on the concepts of family and parents' involvement in their children's education emphasises reciprocity and shared responsibility between family and school programmes and recognises that schools play an important role in supporting families and encouraging them to become actively involved in schools. This approach requires further empirical knowledge about parents' experience of school space, the cultural and linguistic resources in families, parental aspirations and expectations and, significantly, their own biographical experience of education. This article focuses on perceptions of school space as described by mothers of primary and pre-primary school children who participated in the EC H2020 Inclusive Education and Social Support to Tackle Inequalities in Society (ISOTIS) project qualitative study (2017–2019) in England. The variety of local and personal contexts within these cases allowed for comparative analyses that reveal the impact of mothers' experiences on their perception of school space. The article addresses a wide range of ways for parents' involvement in their children's schooling, such as individual, social and cultural.

Observatoire des inégalités. (2025). **L'école française réussit aux élèves les plus favorisés**. Consulté 1 avril 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/pisa>

Le niveau de mathématiques et de compréhension de l'écrit des élèves de 15 ans dépend fortement de leur milieu social. Année après année, la France figure parmi les pays où l'écart entre élèves d'origine très favorisée et très défavorisée est le plus grand.

Observatoire des inégalités. (s. d.). **Des inégalités scolaires entre milieux sociaux ancrées dès la petite section de maternelle**. Consulté 1 avril 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/inegalites-sociales-ecole-maternelle>

En première année de maternelle, les enfants de milieux favorisés réussissent mieux les tests de langage et de mathématiques que les enfants défavorisés. Cet avantage acquis très tôt dans leur famille est à la source des inégalités sociales à l'école.

Pérès, J. (2025). **Peut-on devenir féministe en ligne ? Étude du rôle d'internet dans la socialisation au féminisme**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/885>

Cet article entend explorer les possibilités d'internet et particulièrement des groupes de partage de mêmes comme vecteur de mobilisation politique, ici féministe. Il s'agit d'étudier le rôle que joue internet dans les processus de formation et de socialisation au féminisme. Cette recherche s'appuie sur des observations de deux neurchis féministes, des groupes Facebook francophones de partage de contenu et notamment de mêmes autour de ce sujet. Elle mobilise en outre des entretiens semi-directifs passés avec des membres des groupes étudiés. Ces neurchis féministes sont un lieu de politisation pour leurs membres car y sont diffusés des mêmes permettant la création d'une identité collective par le rire, mais aussi différents types de ressources menant à l'acquisition de savoirs féministes. D'autre part, internet agit comme une instance de socialisation qui, en concordance avec d'autres, peut socialiser les individus au féminisme. Les espaces féministes en ligne permettent en effet aux débutant·es de s'informer, mais ils sont aussi un lieu de confirmation des effets de la socialisation pour les féministes expérimenté·es.

Poole, A., & Bunnell, T. (2025). **Host National Teachers' Perceptions of Foreign Educators: Insights into the Changing International School Sector in China.** *British Journal of Educational Studies*, 73(1), 27-47. <https://doi.org/10.1080/00071005.2024.2393816>

The paper explores the perceptions of host national teachers in China's international school sector, focusing on their views of expatriate teachers. It addresses two main research questions: how do host national teachers perceive the professional status and ability of foreign teachers working in internationalised schools, and what do these perceptions tell us about China's international school sector in an era of education regulation? The study utilised semi-structured interviews with experienced host national teachers to gain insights into the changing dynamics of the internationalised school sector and the role of the expatriate teacher. The findings suggest that expatriate teachers are now perceived to play a marginal or auxiliary role, and highlight growing isomorphism between private internationalised and public schools in China. The paper also discusses the implications of the growing dominance of host national teachers and the evolving demographics of expatriate teachers in China, highlighting the need for further research to understand the implications of these changes and the future role of expatriate teachers in China's international education sector.

Pouy-Bidard, B. (2024). **L'éducation physique et sportive en transition. Cheminement d'une discipline d'enseignement au sein du processus de prise en compte des élèves trans en milieu scolaire** (Thesis). Consulté à l'adresse <https://theses.fr/api/v1/document/2024CYUN1331>

Pralong, J. (2025, mars 17). **Devenir manager ne fait plus rêver... sauf les enfants issus d'un milieu populaire.** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/devenir-manager-ne-fait-plus-rever-sauf-les-enfants-issus-dun-milieu-populaire-250990>

Par « conscious unbossing », on désigne le fait de ne plus vouloir être manager chez certains jeunes. L'expression a eu son succès. Mais la réalité, plus subtile, interroge l'évolution des entreprises.

Ramzan, P. D. M., & Rafiq, D. S. (2025). **A prelude to improving school education in Punjab, Pakistan.** *Social Sciences Spectrum*, 4(1), 487-505. <https://doi.org/10.71085/sss.04.01.233>

The current study identifies shortages of infrastructure, poor teacher training, rigid curriculum, and gender gaps as the problems that continue to hinder educational progress. A mixed-methods research design was used to collect data from 100 school administrators and 200 teachers in public and private schools in urban, semi-urban, and rural areas. Findings indicate that 62% of the subjects reported poor infrastructure, and 55.5% reported poor teacher training. A positive relationship between teacher training and the performance of the students was established, with students with trained teachers performing 82.9%, compared to 48.3% with untrained teachers. Rigid curriculum was also a major problem, as it constrained the critical thinking and problem-solving ability of the students. Despite the problems, schemes such as the Female Secondary School Stipend Program (FSSP) and Education Voucher Scheme (EVS) have improved school access and female enrollment. The study advises more investment in infrastructure, structured teacher training, competency-based reforms in the curriculum, and the incorporation of digital learning to effect long-term change. The study calls for continued policy intervention and community engagement to address the educational gaps. The study

advises future longitudinal research and inter-provincial comparisons to determine the long-term impacts of education reforms in Pakistan.

Rayou, P. (2025, mars 19). **L'autonomie à l'école : déplorer son absence ou la construire ? - AOC media**. Consulté 26 mars 2025, à l'adresse AOC media - Analyse Opinion Critique website: <https://aoc.media/analyse/2025/03/19/lautonomie-a-lecole-deplorer-son-absence-ou-la-construire/>

Les plateformes qui recueillent les vœux d'affectation des futurs étudiants mettent chaque année ces derniers à l'épreuve. L'autonomie exigée d'eux pour formuler des choix ambitieux et réalistes est de plus en plus requise pour leurs apprentissages au long de leur scolarité. Mais les étayages nécessaires à sa construction font souvent défaut à ceux qui n'ont que l'école pour réussir à l'école.

Roda, A., & Menken, K. (2025). **The Conflation of Dual Language Bilingual Education With Gifted Programs in New York City Schools**. *Educational Policy*, 39(3), 531-571. <https://doi.org/10.1177/08959048241237724>

As neighborhoods across New York City gentrify, Dual Language Bilingual Education (DLBE) has become a big draw for gentrifier families. Our research contributes to growing literature on DLBE gentrification by examining how a racially diverse group of parents in two communities perceived DLBE as a school choice option. We found that schools with DLBE programs screened potential students via academic screening tests or school choice processes to determine admission into DLBE programs. This screening process has contributed to a) the conflation of DLBE with the city's gifted programs, and b) a focus away from admitting and centering emergent bilinguals. While this screening served to further advantage gentrifier families, some parents resisted the opportunity hoarding behaviors of their peers through their alternative school choices and advocacy efforts. In this way, we show how all parents are constrained and impacted by the neoliberal logics of contemporary DLBE policy and school choice.

Romero-Reyes. (2025). **"More Than a Workshop": Perspectives from First-Generation and Low-Income Men of Color Participating in a Community College Men of Color Initiative**. *Community College Journal of Research and Practice*, 49(4-5), 291-306. <https://doi.org/10.1080/10668926.2024.2441276>

This study examined the experiences of first-generation and low-income men of color involved with a community college men of color initiative, focusing on the students' perspective. The research was guided by two main questions: (a) What factors contribute to the participation of first-generation and low-income men of color with a community college men of color initiative? (b) How do community college men of color initiatives activate the assets of first-generation and low-income men of color to support their vertical transfer aspirations? A qualitative case study approach was employed, involving interviews with 10 Black and Latino men participating in the initiative. After the interviews were transcribed, they were analyzed using an in-vivo and higher-level coding process, using the participants' words to identify themes. Students described how programming, active coaching and mentorship, and the relationships formed within the initiative significantly enriched their community college experiences and aspirations for vertical transfer. The initiative's opportunities established a multilevel support system for students, which activated aspects of their community cultural wealth. The findings uncovered valuable insights into effectively engaging first-generation and low-income men of color in community college. They also shed light on the programmatic and individual practices

that validate students' experiences. These findings underscore the necessity for more community colleges to embrace similar practices to enhance the support provided to first-generation and low-income men of color on campus and strengthen their community college to four-year university vertical transfer pathways.

Rosenblad, N., & Wheelahan, L. (2025). **The ontology of personhood and a realist critique of the policy discourse based on skills.** *British Journal of Sociology of Education*, 46(3), 375-390. <https://doi.org/10.1080/01425692.2025.2464145>

This paper uses the critical realist concept of human reflexivity to develop a theoretical critique of the notion of 'skills' in current policy discourses, particularly in vocational education. We argue that current policy reifies skills as market commodities and alienates them from the minds, bodies, and hands of those who exercise them and the social contexts in which they are deployed. This is traced to historical ideas of a liberal market society, resulting in an impoverished view of human beings and human agency. The skills discourse presumes people's reasons to value things they care about arise from possessive individualist preferences and external conditioning of atomistic social and material utility. In contrast, we suggest real people act on reasons they value to learn things and practice their skills or not, which resonates with the ontology of personhood, the intrinsic worth of human beings, and a rounded notion of human agency.

Rousset, M. (2025). **Enquête sur la mixité sociale dans un collège de Toulouse.** *Sciences Humaines*, (377), 30-35. Consulté à l'adresse <https://www.scienceshumaines.com/toulouse-le-pari-de-la-mixite-sociale-au-college>

La ségrégation sociale constitue un des points noirs de l'école française. Désertés par les classes moyennes, certains établissements concentrent les difficultés. À Toulouse, des collèges-ghettos ont été démolis et leurs élèves resectorisés dans des collèges plus favorisés du centre-ville. L'expérience porte ses fruits.

Sabando Rojas, D. S., Puigdellívol Aguadé, I., & Torrado Fonseca, M. (2025). **Inclusive education and academic performance in Catalan public schools.** *International Journal of Inclusive Education*, 29(4), 429-446. <https://doi.org/10.1080/13603116.2021.1879954>

In response to the challenges of the global Education 2030 Agenda (i.e. to guarantee inclusive and equitable quality education for all), this study was designed to ascertain to what extent inclusive education policies are applied in public primary schools in Catalonia (Spain). The objective was to identify the level of inclusion (LI) of the schools through an online questionnaire, and to determine the relationship of LI to the students' academic performance in the schools, as measured by the Catalan external evaluation exam in their last year of primary education. Our findings showed advances in applying more inclusive education in the 615 participating schools. On ascertaining the LI we classified the schools according to levels of consolidation of inclusive practices, identifying both the most well-established areas and barriers to inclusion. Hence we obtained a wide spectrum of the application of inclusion in the Catalan education system. The study also showed that there was no relationship between inclusive practices and pupils' academic performance in the schools taking part. The rigour of the procedures used and the breadth of the sample can promote evidence-based practices for the development of policy in the Catalan education system and internationally.

Sacerdote, B., Staiger, D., & Tine, M. (2025). **How Test Optional Policies in College Admissions Disproportionately Harm High Achieving Applicants from Disadvantaged Backgrounds** (NBER Working Paper N° 33389). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33389.htm?ref>

We find that test score optional policies harm the likelihood of elite college admission for high achieving applicants from disadvantaged backgrounds. We show that at one elite college campus, SAT (and ACT) scores predict first year college GPA equally well across income and other demographic groups; high school GPA and class rank offer little additional predictive power. Under test score optional policies, less advantaged applicants who are high achieving submit test scores at too low a rate, significantly reducing their admissions chances; such applicants increase their admissions probability by a factor of 3.6x (from 2.9 percent to 10.2 percent) when they report their scores. High achieving first-generation applicants raise admissions chances by 2.4x by reporting scores. Much more than commonly understood, elite institutions interpret test scores in the context of background, and availability of test scores on an application can promote rather than hinder social mobility.

Sansing-Helton. (2025). **A Framework to Enable Community College Faculty Engagement with Data for Equity-Conscious Inquiry**. *Community College Journal of Research and Practice*, 49(4-5), 262-282. <https://doi.org/10.1080/10668926.2024.2432001>

Equity-conscious inquiry is the purposeful work faculty engage in through continuous improvement processes and culturally responsive practices to address racial inequities in their classes. Fundamental to the work is engaging with equity-focused data to support the development of measurable goals and ensure changes lead to improvement. I define equity-focused data (EFD) as qualitative and quantitative measures collected at all levels of the college that address race and highlight racial disparities. In this conceptual paper I utilize a lens of the racialized organization coupled with faculty emotional labor to critically examine the literature that focuses on community college large-scale initiatives centered on data and equity. From this perspective, I argue that supporting faculty to engage with data for equity-conscious inquiry is an effective strategy to impact inequities in student outcomes and experience at community colleges. I then address barriers and provide a framework of nine necessary conditions that faculty must perceive to be in place to enable them to engage in equity-conscious inquiry. The framework allows community colleges to systematically support faculty to address the historic inequities in outcomes and experiences for racially minoritized students. It also advances understanding of how supports for faculty to engage with EFD constrain and enable them to address racial inequities in their classes.

Sochala, L., & Le Mentec, M. (2025, mars 18). **Confinement et école à distance, le ressenti des élèves comme témoin des inégalités**. Consulté 19 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/confinement-et-ecole-a-distance-le-ressenti-des-eleves-comme-temoin-des-inegalites-248462>

En confinement, si les familles se sont investies pour maintenir le lien entre l'école et leurs enfants, elles se sont heurtées à de multiples contraintes qui ont influencé leur vécu.

Spangsberg, I. (2025). **Reading the schoolchild: teacher perspectives on equality under Danish inclusion reform policies**. *International Journal of Inclusive Education*, 29(4), 520-533. <https://doi.org/10.1080/13603116.2023.2193205>

The Nordic education system centers ideologically on the idea that schools should be comprehensive and 'for all'. A central dilemma however exists between 'including all' while still finding the means to differentiate in the same school. This article explores how the concept of the child has materialised into particular figurations of the schoolchild, by examining what produces the boundary-making practice between the normal schoolchild and the not-fully-schoolchild. The empirical example used for the analysis constitutes debates regarding two educational reforms in 1993 and 2014 targeting the Municipal primary and lower secondary school [Folkeskolen] in Denmark. Using posthuman theory and critical childhood studies, I explore how teachers debate the differences associated with inclusion and exclusion. The analysis shows that the figurations of the not-fully-schoolchild are intertwined with ideas of irreparable damage, lack of family support, and being harmful to themselves and other pupils. The not-fully-schoolchild has problems greater than their teachers and school can handle and therefore cannot be included in mainstream education. The figuration of the normal schoolchild does not include those with behavioural and emotional problems, and the effects of not viewing such children as fully schoolchildren involve the risk of exclusion from everyday school life.

Stahl, G., McDonald ,Sarah, Nguyen ,Tin, & and Fairbairn, K. (2025). **The Necessity of Trust: Young Men from Low Socio-Economic Backgrounds Reflecting on What Counts in Career Counselling at the Secondary Level.** *British Journal of Educational Studies*, 73(1), 73-96. <https://doi.org/10.1080/00071005.2024.2374073>

While we have seen a significant investment in widening participation in Australian higher education, many equity groups remain under-represented. Males from low socio-economic backgrounds are the least likely to pursue higher education and the reasons for their non-participation are complex and arguably under-researched. Integral to the agenda of widening participation is career counselling (in its many forms) that occurs at the secondary school level, and the important role it plays in how young people make decisions about their futures. Unfortunately, in Australian secondary schools today, career counselling remains under-resourced and fragmented, often failing to serve the populations most in need. This article presents research conducted with first-in-family young men from low socioeconomic backgrounds where we document their perspectives on the career counselling they experienced during their secondary education. The data suggests they perceived their experiences as substandard; furthermore, their experiences indicate that career counselling is most effective when delivered by people they trust, highlighting how boys continue to be highly relational learners.

Taylor, E., & and Stenhouse, R. L. (2025). **A designed 'lack of design': how autonomy enables the mobilisation of capital at elite schools.** *British Journal of Sociology of Education*, 46(2), 276-291. <https://doi.org/10.1080/01425692.2025.2453692>

There has been a recent burgeoning of interest in the power of elite private schools in the UK. However, little attention has been paid to the propulsive power of the mechanisms in place within such schools that enable and support the mobilisation of valued forms of cultural capital such as 'ease'. Here, we draw upon unprecedented access to two elite private boys' secondary schools in England to show how what we conceptualise as a designed 'lack of design' within the elite school curriculum contributes to the formation of an elite habitus which is valued in the context of recruitment to elite higher educational and professional institutions. Ultimately, we argue

that the practices described are misrecognised by stakeholders as taking place within an autonomous system, when this so-called autonomy or independence is very much informed by the signifiers of distinction upon which these schools sell themselves.

Trimarchi, A., Pardo, I., & Toulemon, L. (2024). **Comment s'articulent les différences d'âge et les niveaux d'éducation dans le couple ? : Une étude des tendances à long terme dans quatre pays.** *Population*, 79(2), 335-353. <https://doi.org/10.3917/popu.2402.0335>

Vargas, J., & Rozo Villarraga, S. V. (2024). **Right to Education: Forced Migration and Child Education Outcomes** (Policy Research Working Paper Series N° 10720). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/10720.htm?ref>

About a third of the 7.7 million Venezuelans who have left their country due to political and economic turmoil have settled in neighboring Colombia. The extent to which the Colombian schooling system can absorb the massive demand for education of Venezuelan children is key for their future trajectory of human capital accumulation, as well as that of Colombian students in receiving communities. This paper estimates the effect of Venezuelan migration on educational outcomes of children living in settlement municipalities in Colombia, distinguish between the effect of the migration shock on native and migrant students. Specifically, it estimates the effect of the migration shock on school enrollment, dropout/promotion rates and standardized test scores. The identification relies on a plausibly exogenous measure of the predicted migration shock faced by each Colombian municipality every year. The findings show that the migration shock increased the enrollment of Venezuelan students in both public and private schools and in all school grades, but also generated negative spillovers related to failing promotion rates and increasing dropout. This paper documents that these negative effects are explained by the differential enrollment capacity of schools, as well as by the deterioration of key school inputs.

Verheyden, J. G. L., & Wangari Macharia, W. M. (2025). **Educational challenges in refugee camps in Turkana County, Kenya: a brief literature review** (p. 36). Consulté à l'adresse Aries Consult Ltd website: <https://reliefweb.int/report/kenya/educational-challenges-refugee-camps-turkana-county-kenya-brief-literature-review>
Analysis in English on Kenya and 6 other countries about Education, Gender and more

Wainwright, E., Hoskins, Kate, Arabaci, Refika, Zhai, Junqing, Gao, Jie, & Xu, Y. (2025). **Researching the Everyday Educational Lives of Low-Income Families: The Importance of Researcher and Participant Contexts.** *British Journal of Educational Studies*, 73(1), 5-25. <https://doi.org/10.1080/00071005.2024.2378053>

This paper highlights the importance of considering both researcher and participant contexts when exploring everyday educational lives. It emerges during a period of increasing and sustained social inequality in England, and against a backdrop of increasingly tight research timeframes and resources in higher education. Drawing on a project engaging low-income families in Greater London, the paper takes the everyday as its conceptual focus and questions how we can be critically attentive to everyday educational lives if we struggle to access and develop research relationships with particular social groups. We offer empirical insight into the hesitations towards, and avoidances of, research participation that centre around knowledge, fear, and trust, and which are heightened concerns where aspects of family life, parenting, and children

come to the fore. The paper considers how these can be mitigated in an academic environment where limited time and resourcing shape possibilities of research engagements and offers practical moves linked to research relationships, relevance and presence for how researchers can address these challenges to enable research to be more inclusive.

Walker, D. T. (2025). **The Terms of Inclusion: Transitional School Programs in a Racialized Organizational Field.** *Sociology of Education*, 98(2), 126-144.
<https://doi.org/10.1177/00380407251319511>

As organizations committed to providing upward social mobility and leadership development for academically high-achieving working-class youth of color, transitional school programs (TSPs) prepare students to transition from urban public schools to elite, mostly private high schools. However, TSPs' dependence on wealthy, White institutions to achieve these goals highlights racialized contradictions in the organizational field. How do TSPs navigate the race and class conflicts between the goals of their program and the racial organizational field of elite schools on which they depend for survival? Drawing on two years of ethnographic research at Ascend, a TSP in a northeastern city, this article demonstrates how because of racialized dependencies, Ascend is compelled to adopt the inequitable practices and assumptions of the racialized organizational field of elite education. Yet over time, the organization begins to resist this organizational order by decoupling their practices from elite schools. Student voice and activism contributed to destabilizing this racialized organizational order through direct action. As Ascend's loose coupling to the field became untenable during national student protests, the organization sought to recouple to the demands of student protesters by explicitly renegotiating the terms of inclusion for their students in the racialized organizational field. These findings contribute to a limited literature about TSPs, organizations critical to the desegregation of elite schools. The findings also demonstrate how studying an organization in the context of its organizational field can reveal how organizations become racialized in practice. Finally, the case of Ascend shows that decoupling, previously theorized to be a method of evading commitments to equity, may also be a method of subverting racialized dependencies.

Walton, E. (2025). **Why inclusive education falters: a Bernsteinian analysis.** *International Journal of Inclusive Education*, 29(4), 570-584.
<https://doi.org/10.1080/13603116.2023.2241045>

The inclusive education policy agenda has not made a significant impact on the global problem of educational exclusion. Explanations for this lack of impact include inadequate teacher education, lack of resources, negative attitudes, and a policy-practice gap. This paper takes a different turn and, using the concept of classification, argues that the challenge to achieve more inclusive education is more fundamental than has been previously articulated. Key tenets of the inclusive education agenda demand a weakening of the insulation between categories that are sustained and advanced by current marketised and standards-driven education systems. Inclusive schooling weakens spatial insulation, collaboration weakens professional insulation, transformability weakens ability insulation, intersectionality weakens identity insulation, and inclusive pedagogy weakens pedagogical insulation. When inclusive education is mapped onto strongly classified education systems, limited instantiations of inclusive education are inevitable, and difference and exclusion are re-inscribed. Change is possible if 1. Those advancing the inclusive education agenda acknowledge the

identities and defences that classification constructs. 2. The workings of power that sustain insulation between categories in education are identified. 3. Counter-hegemonic action that weakens insulation and blurs boundaries is encouraged.

Welsh, R. O., Rodriguez, L. A., & Joseph, B. (2025). **Racial Threat, Schools, and Exclusionary Discipline: Evidence from New York City**. *Sociology of Education*, 98(2), 87-109. <https://doi.org/10.1177/00380407251321387>

Given the mixed evidence on the role of school-level factors in contributing to racial inequality in exclusionary discipline, there is a need to revisit how the demographic composition of schools relates to the prevalence of and disparities in disciplinary outcomes. In this study, we extend the racial threat theoretical framework by illustrating the associations between racial composition and changes in the racial composition of schools and school-level disciplinary outcomes, such as rates of and disparities in office discipline referrals (ODRs) and suspensions, and student-level disciplinary outcomes, such as the likelihood of receiving an ODR and suspensions in New York City Public Schools. Similar to most prior studies, the findings indicate a significant association between the proportion of Black students in a school and overall suspensions and ODRs at both the school and student levels. At the school level, racial change in all other student groups except Black students is not significantly related to disciplinary outcomes. Our findings illustrate that a change in the percentage of Black students at a school is associated with an increased likelihood of receiving an ODR and suspension. Racial threat may be more pronounced in predominantly White schools compared to majority Black schools. The findings suggest that school climate, educator ethno-racial diversity, and principal experience moderate the relationship for school racial composition, with suggestive but inconsistent evidence for racial change. The results provide empirical evidence of anti-blackness in school discipline and support investments in school climate and educator diversity to disrupt discipline disparities.

World Bank. (2025). **Reducing Gender Gaps in Management: Experimental Evidence from Peru** (p. 7). Consulté à l'adresse World Bank website: <https://openknowledge.worldbank.org/entities/publication/a8a83348-539b-45a3-9000-4c9ada2aa1a7>

Wu, C. (2025). **Publish or perish: a study on academic misconduct in publishing among Chinese doctoral students**. *British Journal of Sociology of Education*, 46(3), 303-322. <https://doi.org/10.1080/01425692.2025.2454315>

Publishing is a critical avenue for scholars and a significant challenge for Chinese doctoral students. This study employs online ethnography to examine discussions on academic publishing anomie in the 'Graduated Group', including interviews with 10 doctoral students to explore the dynamics of academic misconduct. Under the high-pressure environment of 'publish or perish', the aspiration of 'academia as a career' is being replaced by the means of 'publishing as a profession'. As the tension between the growing demand for academic publications and the limited availability of journal space intensifies, doctoral students resort to riskier publishing strategies. Utilizing Merton's anomie theory, this study identifies three types of academic misconduct: innovative, rebellious, and ritualistic. These behaviors, which deviate from the original intent of evaluation systems, reflect students' helplessness under performance metrics and their rational risk assessment, highlighting the need to address these challenges to protect the academic ecosystem.

Wu, H. (2025). **How Do Positive and Negative Shocks Jointly Shape Educational and Labor Market Outcomes? The Case of Education Reforms in Vietnam** (SocArXiv N° 2km56_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/2km56_5fv1.htm?ref

Current research on education reform has focused chiefly on positive shocks that intend to equalize educational opportunity, while negative shocks that impede school access have rarely been investigated. What would happen to someone exposed simultaneously to both types of shocks? I tackle this question in the context of Vietnam, where a universal primary education reform (a positive shock) and an introduction of tuition fee for secondary education (a negative shock) took place almost at the same time but affected different cohorts. I find that the negative shock decreased individual years of schooling, whereas the positive shock increased it. The beneficial effect of the positive shock outstrips the adverse effect of the negative shock, resulting in an overall improvement in educational attainment for those exposed to both shocks. The favorable joint effect on schooling is more pronounced for socioeconomically disadvantaged rural residents, women, and ethnic minorities. Educational assortative mating, intergenerational persistence of education, and labor market outcomes are also examined in this article.

Xu, W. (2025). **African international students, work integrated learning and (im)possible selves in Chinese higher education**. *British Journal of Sociology of Education*, 46(2), 237-254. <https://doi.org/10.1080/01425692.2024.2443413>

This article explores a small number of African international students' narratives on their identity work through work-integrated learning (WIL) in Chinese higher education. Applying a sociological use of the 'possible selves' concept to interview data, the findings show that individual participants accumulate a pool of like-to-be, aspire-to-be and like-to-avoid selves through navigating their WIL programs, which are reflective of the sociocultural, where the physical spaces young people inhabit (e.g. nation-states, family, schooling and employment) contribute to what selves are (im)possible for them, which are probable, which are ideal and which are feared. This study moves beyond the overwhelming dominance of the pragmatic and utilitarian aspects of WIL as merely enhancing student employability and competitiveness in current research, as I articulate the value of WIL in critical awareness raising and sense of (professional) self-making, which is an important, yet often hidden, outcome of WIL.

Xue, M., Wang ,Haiying, Wang ,Yuqi, & and Qiao, X. (2025). **Decoding the educational illusio: self-assurance, anxiety, and adaptive strategies in Chinese middle-class parental investment**. *British Journal of Sociology of Education*, 46(3), 391-407. <https://doi.org/10.1080/01425692.2025.2472063>

This study explores the complex emotional landscape of Chinese middle-class parents in educational investment, focusing on the paradoxical interplay of confidence and anxiety. Through in-depth interviews with 16 parents in Nanjing, we employed Bourdieu's concepts of *illusio* and 'capital' to examine how personal emotions, family resources, and policies shape parental educational strategies. Findings indicate that despite the 'Double Reduction' policy, parents remain invested in educational *illusio*, confidently deploying various forms of capital. However, the gap between *illusio* and actual opportunities generates anxiety. Parents demonstrate reflexive adaptation and risk mitigation strategies, recalibrating personal *illusio* to align educational expectations with

opportunities. This research expands upon existing explanations of educational anxiety as a unidirectional driver, illuminating the multifaceted emotional dynamics and adaptive mechanisms of middle-class parents in a changing policy landscape.

Yahiaoui, G. (2025). **Le groupe de pairs au secours de la scolarité adolescente, une expérience clinique en protection de l'enfance.** *L'orientation scolaire et professionnelle*, (54/1), CCCLXXXVII. <https://doi.org/10.4000/13j6l>

La surreprésentation de la « difficulté scolaire adolescente » en protection de l'enfance est démontrée par les études comme dans la clinique. Des modalités de traitement opérantes restent pourtant à inventer. Nous discuterons les acquis de l'accompagnement durant trois ans d'un groupe de sept adolescents au sein d'un service d'AEMO. Ceux-ci présentent une affiliation scolaire beaucoup plus importante que les autres adolescents suivis dans le service. Nous avancerons que les interactions entre pairs d'un groupe restreint d'adolescents permettent de lutter efficacement contre la désaffiliation scolaire rencontrée en protection de l'enfance. Les caractéristiques générales de ce dispositif seraient le respect de la règle des trois unités (temps, lieu et action), la disponibilité et la permanence dans la relation transférentielle, à l'opposé de la discontinuité habituellement reprochée aux accueillants. Enfin, les freins rencontrés dans la pérennisation de ce dispositif opérant nous amènent à envisager les effets des dynamiques institutionnelles contemporaines sur la généralisation possible de ce dispositif.

Yang, L., & Kong, Q. (2025). **Education and income inequality in rural areas: A comparative study.** *Education and Information Technologies*, 30(4), 5353-5373. <https://doi.org/10.1007/s10639-024-13007-0>

In examining the nexus between education and income levels in rural areas amid contemporary challenges, this article reveals the critical role of education in addressing issues of accessibility and quality in these regions. Utilizing an experimental design with 116 participants in rural China, the study introduced a novel teaching approach to the experimental group, resulting in significant enhancements in educational competence compared to the control group. Statistical analyses, including ANCOVA and t-test, demonstrated a substantial increase in economic development in the experimental group, affirming a positive correlation between education and income levels in rural areas. The study's practical significance lies in providing specific information and statistical support for an experimental educational program's efficacy in rural settings, with over 80% of participants praising its quality. The findings underscore the potential of improving education as a key driver in mitigating socio-economic inequalities in rural communities. Future research could explore the long-term effects of such programs and compare their effectiveness across diverse population groups, while also considering additional factors like healthcare accessibility and infrastructure development.

Young, M. F. D. (2025). **Reflections on sociological approaches to the question of knowledge in education.** *Journal of Curriculum Studies*, 57(1), 24-30. <https://doi.org/10.1080/00220272.2024.2436361>

This paper discusses how the English Sociology of education attempted (with the single exception of the work of Basil Bernstein, and a very small group of scholars, mostly based in South Africa) largely failed to address the question of knowledge in education failures to develop a theory of 'knowledge' in education and why it was accessed by only a small minority of, mostly, the most privileged pupils. This leads to a suggestion that one

possible 'way forward' might be to go back to the work of the French sociologist, Emile Durkheim and his lifelong project of establishing the fundamental of sociality of human beings and the knowledge they have developed.

Zayed, H. (2025). **The platformization of shadow education and the rise of polymorphous tutoring.** *British Journal of Sociology of Education*, 46(2), 197-216.
<https://doi.org/10.1080/01425692.2024.2433010>

This article examines how shadow education is changing with digital platforms. Using the case of Egyptian education, it argues that digital learning platforms and social media platforms are profoundly penetrating Egypt's private tutoring landscape in a process of platformization. Rather than adding an online type of tutoring to an already-existing repertoire, this platformization is facilitating the restructuring of private tutoring into a new modality of polymorphous tutoring. In this reconfiguration, digital platforms are simultaneously co-existing and tightly co-constituted with in-person tutoring in a functional complementarity that utilizes novel business models and economic logics towards commercial ends. Critically, they are amplifying each other, changing with situations, and producing variegated configurations that are entrenching the roots and amplifying the scope of tutoring. By unpacking the structure and dynamics of a nascent polymorphous tutoring, this article raises critical questions concerning the commercialization of education, the relevance of schools and the exacerbation of inequalities.

Climat de l'école

Abulela, M. A. A., Nickodem, K., & Rodriguez, M. C. (2025). **Measurement Invariance and Cohort Trends for Social and Emotional Learning Measures Across Four Statewide Administrations: Conventional Fit Statistics Versus the RMSEAD.** *Journal of Psychoeducational Assessment*, 43(2), 178-198.
<https://doi.org/10.1177/07342829241302238>

We assessed measurement invariance (MI) and cohort trends for five social and emotional learning (SEL) measures across four administrations (2013, 2016, 2019, 2022) of a statewide student survey including grades 5, 8, 9, and 11 (n = 626,082). The MI models were compared using conventional fit statistics and the root mean square error of approximation based on the chi-square difference test (RMSEAD) for nested model comparisons with ordinal items. We found that MI held for all measures across years for each grade using both criteria. We then computed standardized mean differences to identify SEL trends for the 2013 and 2016 cohorts for each measure. Overall, there were declines in SEL skills across administrations for both cohorts. Specifically, commitment to learning, family/community support, and teacher/school support SEL measures had notable declines (i.e., large effect size) from 2019–2022 (i.e., before and after the COVID-19 pandemic) for the 2016 cohort. Education implications and directions for future research for evaluating MI and measuring SEL skills and supports were also discussed.

Ahrsjs, U., Meghir, C., Palme, M., & Schnabel, M. (2025). **The Effect of Education Policy on Crime: An Intergenerational Perspective** (Cowles Foundation Discussion Paper N° 2356R1). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: <https://econpapers.repec.org/paper/cwlcwldpp/2356r1.htm?ref>

We study the intergenerational effect of education policy on crime. We use Swedish administrative data that links outcomes across generations with crime records, and we

show that the comprehensive school reform, gradually implemented between 1949 and 1962, reduced conviction rates both for the generation directly affected by the reform and for their sons. The reduction in conviction rates occurred in many types of crime. The key mediators of this reduction in child generation are an increase in education and household income and a decrease in crime among their fathers.

Doll, B., Haider, F., & Jeffries, J. (2025). **Technical Properties of the ClassMaps Survey**. *Journal of Psychoeducational Assessment*, 43(2), 127-146. <https://doi.org/10.1177/07342829241300632>

More than a decade after two comprehensive examinations of the technical properties of the ClassMaps Survey (CMS), this study reexamined the structure and internal consistency of the scale and, for the first time, examined its measurement invariance across gender and school levels. Participants were 1,083 elementary and middle level students from a diverse northeastern school district. Students had completed the CMS as part of their district's evaluation of its bullying prevention program; the deidentified results were shared with researchers with approval of the district school board. Results of a seven-factor confirmatory factor analysis showed that all items loaded on their respective subscale, exhibited adequate model fit (CFI = 0.91; RMSEA = .04; SRMR = .07), and communicated good internal consistency ($\alpha = .78$ to $.92$). Partial strong invariance was demonstrated across gender groups and school level groups. Gender effects, school level effects, and gender by school level interactions were demonstrated for some subscales. The collective results support the use of the CMS to support planning and refining classroom routines and practices that promote students' classroom autonomy and effective relationships.

El Nahass, N., Jarrah, A., & Mziray, M. (2025). **Guidance Note on Designing and Implementing Quality Early Learning Environment Principles in Low-and Middle-Income Countries** (p. 23). Consulté à l'adresse World Bank website: <https://openknowledge.worldbank.org/entities/publication/130da6fa-2e22-467f-9e5a-6337cb1c2fe2>

Strengthening the learning environment in Early Childhood Education (ECE) is crucial for enhancing children's learning experiences. A quality learning environment in ECE is characterized by dynamic opportunities for children to interact, collaborate, and explore. This Guidance note guides teachers and schools on ways to design and implement quality learning environments in ECE settings. It outlines key principles of quality in the learning environment and illustrates elements of quality that can be implemented in low- and middle-income countries (LMICs) with examples from Egypt, Tanzania, and Jordan. It also describes what these quality elements might look like in an ECE setting and how educators can use the environment in a daily routine. Finally, this note identifies key considerations that policymakers and World Bank teams can apply to support and strengthen the quality learning environment.

Ferrandon-Vépière, A., Pépin, G., Verchier, Y., Loreto, I. D., & Esquerre, S. (2025). **Étude des relations entre le refus scolaire anxieux et les caractéristiques des établissements scolaires**. *L'orientation scolaire et professionnelle*, (54/1), 15-43. <https://doi.org/10.4000/13j68>

Le refus scolaire anxieux (RSA) résulte de multiples causes, parmi lesquelles l'anxiété de performance pourrait jouer un rôle clé. Sa prévalence, estimée entre 1 et 5 %, reste difficile à établir précisément, notamment en France, en raison du manque de

recherches approfondies. Cette étude explore son lien avec des facteurs sociaux, notamment l'Indice de Position Sociale (IPS) et l'Indice d'Éloignement (IE), à partir de données recueillies auprès de 3 722 élèves de 26 collèges d'Île-de-France. Les résultats montrent que le RSA est associé à l'IPS de l'établissement, à l'IE et à la taille des établissements, mais qu'il n'a pas de lien significatif avec l'IVAC, le nombre d'élèves par classe ou la présence de classes spécialisées. Le dépistage via l'échelle SCREEN suggère une sous-déclaration du RSA dans les populations défavorisées, où les normes culturelles peuvent freiner l'expression de la vulnérabilité émotionnelle, entraînant une confusion avec le décrochage scolaire.

Hima, H. (2025). **Learning on the move: Facilitating the continuation of learning for children in conflict-affected settings in the Sahel** (p. 32). Consulté à l'adresse Center of Universal Education at Brookings website: <https://www.brookings.edu/articles/learning-on-the-move/>

2022 Echidna Scholar Halimatou Hima analyzes the effects of insecurity on education in the Sahel.

Man, S. S., Fang, Y., Chan, A. H. S., & Han, J. (2025). **VR technology acceptance for English learning amongst secondary school students: role of classroom climate and language learning anxiety**. *Education and Information Technologies*, 30(4), 4131-4155. <https://doi.org/10.1007/s10639-024-12969-5>

With the continuous evolution of information technology shaping advancements in education, virtual reality (VR) technology has been increasingly applied to enhance English learning amongst students, aiming to boost learning efficiency and performance. This study introduced a VR technology acceptance model (TAM) to fulfil these requirements. The proposed model highlighted language learning anxiety (LLA) as a critical factor and delineated secondary school students' acceptance of VR technology through four classroom climate constructs: respecting viewpoints (RV), promoting mutual respect (PMR), academic support from teachers (AS) and promoting interaction (PI). The current study surveyed 512 secondary school students using a questionnaire. Data gathered were scrutinised utilising structural equation modelling for the assessment of the hypothetical model. This research validated the suitability of TAM in elucidating the acceptance of VR technology for English learning. Perceived ease of use (PEOU) positively influenced perceived usefulness (PU). PU and PEOU positively influenced secondary school students' attitudes towards using VR. Amongst the four classroom climate dimensions, AS and PMR significantly negatively affected secondary school students' LLA, whereas PI and RV had no significant effect on LLA. Attitudes towards using VR and PU positively influenced students' willingness to use VR. Practical recommendations were provided to enhance secondary school students' inclination towards utilising VR technology to enhance their efficiency and performance in learning English.

Ross, J., & Desbiens, N. (2025). **Évaluation de l'implantation initiale d'un programme d'approche sensible aux traumatismes en classes spéciales**. *Revue hybride de l'éducation*, 9(2), 1-32. <https://doi.org/10.1522/rhe.v9i2.1786>

La proportion d'élèves présentant des troubles émotionnels et comportementaux et ayant vécu des événements traumatiques est élevée. Un programme d'intervention d'approche sensible aux traumatismes visant à mieux répondre aux besoins de ces élèves scolarisés dans des classes spéciales à travers un changement de pratiques a été

implanté dans trois écoles. L'évaluation de l'implantation à partir de l'analyse des propos des membres de l'équipe-école et l'identification des obstacles et des facilitateurs ont permis de mieux comprendre les facteurs d'influence. Les résultats des questionnaires et de l'analyse thématique d'un entretien de groupe indiquent, entre autres, que répondre aux besoins des élèves est complexe. De plus, ils révèlent l'importance de la conception du programme comme référent, du travail d'équipe et du développement de compétences sociales et émotionnelles chez les adultes. Ces résultats permettent de formuler des recommandations quant aux stratégies d'implantation sélectionnées.

Steyaert, S. V. (2025a). **Espaces scolaires : Influence des caractéristiques architecturales et ergonomiques sur l'auto-efficacité, l'engagement et le bien-être au travail des enseignants** (Phdthesis, Université libre de Bruxelles ; CY Cergy Paris Université). Consulté à l'adresse <https://hal.science/tel-05001214>

Cette thèse de doctorat, réalisée sous la direction de la Professeure Cécile van de Leemput (ULB, Belgique), ainsi que de la Professeure Béatrice Mabilon-Bonfils et Laurent Jeannin (CY, France), constitue une recherche pluridisciplinaire articulant les champs théoriques de la psychologie du travail, des sciences de l'éducation et de l'architecture. Financée par le Fonds de la Recherche Scientifique (F.R.S.-FNRS), elle s'inscrit dans le contexte préoccupant de l'état des infrastructures scolaires et des défis liés à leur modernisation pour répondre aux exigences pédagogiques et sociopsychologiques du XXIème siècle. Dans un contexte de hausse constante de la population scolaire et de recours à des solutions temporaires inadéquates telles que l'utilisation de préfabriqués, les conditions de travail des enseignants constituent un point de tension majeur. L'UNESCO alerte sur une pénurie mondiale d'enseignants (UNESCO, 2024), et face à cette attrition professionnelle, cette thèse examine un facteur clé pour favoriser la rétention dans la profession : le bien-être des enseignants et les dimensions sociopsychologiques qui y sont associées, notamment l'auto-efficacité, l'engagement et l'épuisement professionnel. Bien que les établissements scolaires soient majoritairement conçus pour répondre aux besoins des élèves, cette recherche se focalise spécifiquement sur les enseignants en tant qu'acteurs centraux de la dynamique éducative. L'objectif principal est d'identifier et d'analyser comment les caractéristiques architecturales et ergonomiques des espaces de travail formels (salles de classe) et informels (salle des professeurs, espaces interstitiels) influencent le bien-être des enseignants. La thèse s'appuie sur des cadres théoriques multidisciplinaires, intégrant notamment les approches du bien-être au travail (Biétry & Creusier, 2013) et le modèle tripartite de Lefebvre sur les espaces perçus, conçus et vécus (Lefebvre, 1974). Méthodologiquement, cinq études combinant des méthodes quantitatives et qualitatives ont été menées, incluant des questionnaires, des observations et des entretiens, recueillant des données objectives et subjectives. Une étude quantitative sur un échantillon élargi a également été réalisée. Globalement, les résultats montrent que les facteurs architecturaux et ergonomiques exercent des influences différenciées sur les dimensions constitutives du bien-être des enseignants (i.e. auto-efficacité, engagement au travail, épuisement professionnel, bien-être). Ces impacts varient selon les espaces concernés : dans les espaces formels, les caractéristiques des espaces scolaires agissent principalement sur le sentiment d'auto-efficacité, tandis que dans les espaces informels, elles influencent la récupération psychologique. En définitive, les conclusions soulignent l'importance relative et variée des aspects de configurabilité et d'ergonomie, démontrant qu'un environnement scolaire bien conçu peut améliorer l'expérience professionnelle des enseignants. Les résultats apportent de nouvelles perspectives pour

la conception d'espaces scolaires en adéquation avec les besoins des enseignants, ouvrant la voie à des recommandations pour des environnements éducatifs orientés vers le bien-être professionnel.

Steyaert, S. V. (2025b, mars 17). **Architecture : l'école est-elle vraiment conçue pour ceux qui y travaillent?** Consulté 19 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/architecture-lecole-est-elle-vraiment-concue-pour-ceux-qui-y-travaillent-251434>

Lorsque les enseignants ont le sentiment de subir leur environnement sans pouvoir le contrôler, le risque d'épuisement augmente. Comment repenser la classe en tenant compte de leur point de vue ?

Évaluation des dispositifs d'éducation-formation

Abou Halloun, S., & Thouin, M. (2025). **Retombées d'une formation donnée à des enseignantes de chimie du secondaire sur leur enseignement du concept de mole.** *Revue hybride de l'éducation*, 9(2), 1-26. <https://doi.org/10.1522/rhe.v9i2.1785>

En chimie, l'enseignement du concept de la quantité de matière dont l'unité est la mole présente des difficultés d'origine épistémologique et didactique. L'objectif de cette recherche de développement de type design-based research, menée auprès de six enseignantes du secondaire, était d'étudier les retombées d'une formation sur l'évolution de leurs connaissances professionnelles en enseignement du concept de la mole. Une analogie modélisante, fondée sur la littérature scientifique, a été conçue pour enseigner le concept. L'analyse et l'interprétation des résultats obtenus montrent que la formation a eu des retombées positives.

Bertolino, I. (2024). **Contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04999411>

Cette thèse est une contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais de mixité sociale dans les collèges. Cette recherche doctorale a été commanditée par le Conseil départemental de la Haute-Garonne en vue de mener une évaluation formatrice en partenariat avec l'ensemble des organisations associées au dispositif de mixité sociale, à savoir: l'Éducation nationale, les autres collectivités territoriales et les associations, y compris de parents d'élèves. Le dispositif de mixité sociale investigué repose sur la fermeture de deux collèges du réseau d'éducation prioritaire, le transfert de 1600 écoliers vers 11 collèges dits favorisés de la métropole toulousaine et sur différentes mesures d'accompagnement visant à soutenir la réussite scolaire. Le caractère innovant et multi-partenarial du dispositif nous a incité à proposer une forme de recherche spécifique. La recherche-intervention évaluative se caractérise par une triple visée, heuristique, praxéologique et critique, et par l'engagement des participants à l'enquête dans la co-construction des savoirs. L'enquête évaluative menée s'est appuyée sur la démarche de référentialisation qui met en regard le contexte initial dans lequel le dispositif a été conçu, les moyens déployés en vue de lutter contre la ségrégation sociale à l'école et le produit de ces changements. La dynamique de co-constitution référentielle à l'œuvre donne à voir ce qui fait sens pour les participants et qui a de la valeur au regard des objectifs poursuivis. Au sortir de ces travaux émerge un modèle mobilisant 5 dimensions intriquées constitutives du dispositif. Ce modèle montre comment la mixité sociale est reliée à un

ensemble d'autres dimensions contributives de la conception de ce type de dispositif. Ces dimensions sont également contributives de la définition de la mixité sociale à l'école qui ne peut être isolée d'autres éléments avec lesquels elle interagit.

Chang, A., Mauer, E., Wanzek, J., Kim, S., Scammacca, N., & Swanson, E. (2025). **Examining the Academic Effects of Cross-age Tutoring: A Meta-analysis**. *Educational Psychology Review*, 37(1), 19. <https://doi.org/10.1007/s10648-025-09997-z>

Cross-age tutoring is an educational model where an older tutor is paired with a younger tutee, valued for its economic advantages and capacity to engage participants. This model leads to improvements in both academic performance and behavior, as evidenced by Shenderovich et al. (International Journal of Educational Research, 76, 190–21 2016) meta-analysis, which reported statistically significant positive effects across various educational settings and demographic groups. In this study, we aimed to update this previous meta-analysis by systematically examining 32 studies on cross-age tutoring. In our updated meta-analysis, we observed a small to moderate positive effect on academic outcomes for both tutors and tutees. The overall effect size was 0.34, with tutees benefiting at 0.33 and tutors at 0.39. Our moderator analyses revealed no significant differences in impact from the number of sessions, tutor type, tutee risk status, or subject area. These findings highlight the broad applicability and effectiveness of cross-age tutoring, particularly emphasizing the benefits of using older students as tutors in resource-limited settings. Further research is recommended to explore additional influencing factors.

Hamlin, D., Peltier, C., & Reeder, S. (2024). **The effects of a university-led high impact tutoring model on low-achieving high school students: A three-year randomized controlled trial** (EdArXiv N° kqdfp_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfedarxi/kqdfp_5fv1.htm?ref

Rigorous evaluations have consistently demonstrated that high impact tutoring is one of the most effective ways to accelerate student learning. However, few studies compare the effects of high impact tutoring to alternative interventions, and even less scholarship tests for differences within tutoring models based on tutoring group size. The purpose of this study is to examine the effects of a university-led high impact tutoring model on ninth-grade mathematics achievement at seven high schools. A randomized controlled trial design was used for three separate cohorts of ninth-grade students. In the pooled sample, students (n = 524) in the treatment group participated in high impact tutoring (i.e., student-tutor groups of 2:1 or 3:1) three times a week for an entire academic year. In the control group, students (n = 438) attended a remediation mathematics course. The treatment group showed a difference of approximately a half-year of additional learning (0.14 SD) compared to the control group although both groups achieved academic growth that considerably exceeded expected growth trajectories for ninth-grade students. Results also showed that 2:1 student-tutor groups did not outperform 3:1 student-tutor groups, suggesting that 3:1 student-tutor ratios can be used to expand high impact tutoring with no detrimental effects on academic performance. Considering the well-documented logistical and financial barriers to high impact tutoring, our work indicates that remedial courses may also be a cost-effective alternative in cases when resources for high impact tutoring are limited.

Pirone, I., Le Clère, F., Hanotte, A., Tissot, P., & Siniscalchi, M. (2025). **Décrocher, se perdre, se réorienter: le DU Universitas, un fil d'Ariane à l'université.** *L'orientation scolaire et professionnelle*, (54/1), CDXXIII > CDXXXVI. <https://doi.org/10.4000/13j6m>

Cet article présente le Diplôme d'université Universitas, formation destinée aux étudiants de première année de licence qui risquent de mettre un terme à leurs études supérieures. Il présente l'histoire, la structure, le fonctionnement et les spécificités de ce dispositif expérimental mis en place à l'Université Paris 8 à la suite des politiques publiques de « lutte contre le décrochage universitaire », notion que les auteurs déconstruisent. Les espaces d'écoute et d'échange prévus dans ce cadre permettent de mieux définir le profil des étudiants : ce ne sont des étudiants « mésorientés » et angoissés face à la nouvelle expérience universitaire. Le décrochage ne vient pas uniquement d'un manque de volonté ou d'un faible niveau de compétences académiques, mais s'entend ici comme une difficulté des étudiants à s'autopositionner face à leurs apprentissages et à prendre le risque de construire un projet d'avenir. Le dispositif a une double mission : accompagner les étudiants pour les aider à sortir de leur errance et leur offrir une formation académique permettant l'acquisition de compétences disciplinaires et transversales. Cette expérience pédagogique conduit à insister sur l'importance de créer un véritable écosystème de formation capacitant à l'université, permettant aux jeunes adultes de s'orienter avant de se réorienter.

Porter-Beall, Smith, & Branchaw. (2025). **Transfer STEM Immersion: Creating a Summer Orientation Program for Incoming 2- to 4-Year STEM Transfer Students.** *Community College Journal of Research and Practice*, 49(4-5), 283-290. <https://doi.org/10.1080/10668926.2024.2430380>

STEM transfer students undergo an institution-specific adjustment and navigate field-specific ambiguities that accompany STEM higher education. Summer orientation programs aimed at preparing and socializing undergraduate STEM students often focus on providing high school students with foundational academic knowledge rather than providing transfer students, who have already acquired academic capital, with support in acclimating to a new environment. In this brief, we describe the creation of Transfer STEM Immersion (TSI), a summer orientation program for 2- to 4-year STEM transfer students and present evaluation research data documenting its impact. Using Transfer Student Capital as a guiding framework, we describe the strategic development and implementation of TSI, including program design, participant recruitment, and content considerations. We conclude with recommendations for campus leaders who seek to create similar programming that centers incoming transfer students, considers the field-specific complexities of STEM, and facilitates a more transparent and equitable transfer process.

Romero-Reyes. (2025). **“More Than a Workshop”: Perspectives from First-Generation and Low-Income Men of Color Participating in a Community College Men of Color Initiative.** *Community College Journal of Research and Practice*, 49(4-5), 291-306. <https://doi.org/10.1080/10668926.2024.2441276>

This study examined the experiences of first-generation and low-income men of color involved with a community college men of color initiative, focusing on the students' perspective. The research was guided by two main questions: (a) What factors contribute to the participation of first-generation and low-income men of color with a community college men of color initiative? (b) How do community college men of color initiatives activate the assets of first-generation and low-income men of color to support their

vertical transfer aspirations? A qualitative case study approach was employed, involving interviews with 10 Black and Latino men participating in the initiative. After the interviews were transcribed, they were analyzed using an in-vivo and higher-level coding process, using the participants' words to identify themes. Students described how programming, active coaching and mentorship, and the relationships formed within the initiative significantly enriched their community college experiences and aspirations for vertical transfer. The initiative's opportunities established a multilevel support system for students, which activated aspects of their community cultural wealth. The findings uncovered valuable insights into effectively engaging first-generation and low-income men of color in community college. They also shed light on the programmatic and individual practices that validate students' experiences. These findings underscore the necessity for more community colleges to embrace similar practices to enhance the support provided to first-generation and low-income men of color on campus and strengthen their community college to four-year university vertical transfer pathways.

Ross, J., & Desbiens, N. (2025). **Évaluation de l'implantation initiale d'un programme d'approche sensible aux traumatismes en classes spéciales.** *Revue hybride de l'éducation*, 9(2), 1-32. <https://doi.org/10.1522/rhe.v9i2.1786>

La proportion d'élèves présentant des troubles émotionnels et comportementaux et ayant vécu des événements traumatiques est élevée. Un programme d'intervention d'approche sensible aux traumatismes visant à mieux répondre aux besoins de ces élèves scolarisés dans des classes spéciales à travers un changement de pratiques a été implanté dans trois écoles. L'évaluation de l'implantation à partir de l'analyse des propos des membres de l'équipe-école et l'identification des obstacles et des facilitateurs ont permis de mieux comprendre les facteurs d'influence. Les résultats des questionnaires et de l'analyse thématique d'un entretien de groupe indiquent, entre autres, que répondre aux besoins des élèves est complexe. De plus, ils révèlent l'importance de la conception du programme comme référent, du travail d'équipe et du développement de compétences sociales et émotionnelles chez les adultes. Ces résultats permettent de formuler des recommandations quant aux stratégies d'implantation sélectionnées.

Vachon, I., & Guézennec, L. (2025). **Les retombées d'un accompagnement en Communication NonViolente (CNV) sur le développement des compétences socioémotionnelles du personnel scolaire d'une école primaire.** *Revue hybride de l'éducation*, 9(2), 1-17. <https://doi.org/10.1522/rhe.v9i2.1816>

Cet article présente les retombées de l'accompagnement en Communication NonViolente sur le développement des compétences socioémotionnelles du personnel scolaire d'une école primaire. Il montre d'abord les orientations d'un projet pilote visant des interventions bienveillantes envers soi et envers les autres. Il définit ensuite les compétences socioémotionnelles du Collaborative for academic, social, and emotional learning (CASEL, 2017) et l'approche de la Communication NonViolente de Rosenberg (2016). Des résultats exemplifient les apprentissages réalisés par les personnes participantes. Enfin, les apports et les limites du projet sont exposés, et quelques recommandations pour soutenir l'intégration de cette approche auprès d'autres écoles sont formulées.

Vincent, C., & Lejot, È. (2025). **Des groupes de rédaction académique pour favoriser la professionnalisation scientifique des doctorants.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp7>

Le doctorat implique des exigences grandissantes en termes de professionnalisation scientifique. Il est notamment attendu des doctorants qu'ils contribuent à la communauté scientifique, un défi majeur pour ces derniers qui éprouvent un manque de soutien résultant en une faible santé psychologique. En réponse à cette problématique, divers dispositifs d'accompagnement doctoral sous forme de groupes de rédaction académique ont récemment été conçus au Canada et en Europe, dont les retraites de rédaction Thèsez-vous canadiennes et les séminaires de rédaction de l'Université du Luxembourg. La présente étude visait à comparer comment ces deux dispositifs d'accompagnement doctoral peuvent influencer le sentiment de communauté scientifique et la santé psychologique de doctorants. Pour ce faire, une méthodologie mixte a été utilisée. Le volet quantitatif a permis d'analyser l'évolution des réponses entre un prétest (deux semaines avant le dispositif) et un post-test (au terme du dispositif). Puis, le volet qualitatif a visé à explorer les aspects pédagogiques des dispositifs responsables de l'amélioration du bien-être doctoral. Les résultats ont révélé que les retraites de rédaction sont efficaces pour améliorer à la fois la santé psychologique et le sentiment de communauté scientifique, alors que les séminaires n'amélioreraient que le sentiment de communauté scientifique. Néanmoins, selon les participants, les différents aspects pédagogiques des deux dispositifs ont tous été favorables au bien-être.

Formation continue

Adinda, D., & Vergnas, O. L. (2025). **Recherches doctorales en accès libre intéressant la formation des adultes soutenues en France en 2024 et accessibles en ligne sur thèses.fr.** *Savoirs*, 67(1), 123-130. <https://doi.org/10.3917/savo.067.0123>

Boucenna, S., & Chapelle, G. (2023). **Partager les systèmes normatifs, une ressource pour un accompagnement émancipateur ?** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs3>

L'article présente les résultats d'une recherche qui s'intéresse aux effets professionnalisants d'entretiens d'accompagnement mené avec des cadres intermédiaires de l'enseignement, dans un contexte se voulant émancipé des qualités et caractéristiques de l'espace d'activité professionnelle. L'analyse, par catégorisation conceptualisante de deux entretiens de rétrospection permet de qualifier et de proposer une typologie des systèmes normatifs mis au travail dans l'accompagnement par les protagonistes. Les résultats montrent que ces derniers doivent partager les systèmes normatifs pour que l'accompagnement fondé sur l'analyse des pratiques professionnelles engage un processus de professionnalisation tout en s'inscrivant dans une relation émancipatrice.

Boucenna, S., & Gremion, C. (2023). **Analyse de pratiques, évaluation et rapport à la (aux) norme(s): quels risques? de déprofessionnalisation (s)?** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs1>

L'analyse de pratiques professionnelles correspond à un ensemble de dispositifs fréquemment convoqué dans les formations professionnalisantes. Les finalités promues sont multiples : création de savoirs, amélioration ou reconnaissance des pratiques professionnelles, construction identitaire et professionnalisation.

Boutinet, J.-P. (2025). **L'avènement des sciences de la formation, pour quel usage ?** *Phronesis*, 14(3), 90-104. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-90>

La présente contribution entend appréhender la relation paradoxale reliant aujourd'hui adulte et formation. Pour comprendre l'enjeu existentiel mais aussi andragogique que représente la situation d'un-e adulte en formation, il peut être judicieux de mettre en face-à-face d'un côté le monde des possibles au sein duquel il-elle évolue, de l'autre les déterminations qui accompagnent une personne mature. Ce faisant, il semble nécessaire de préciser ce qu'il faut entendre par être adulte aujourd'hui dans une société qui n'est plus celle voulue du progrès mais celle de l'incertitude, de la mobilité et de la flexibilité. C'est dans un tel contexte que la situation de l'adulte en formation est ici appréhendée à travers trois variantes de formation très actuelles : la formation individualisée par l'accompagnement, le récit de vie en quête de sens, la formation comme espace et temps de transition. Au travers de ces trois figures typiques actuelles, bien que trois parmi d'autres, peut se constituer une expérience génératrice d'un parcours de formation.

Caron, J., & Harvey, C. (2023). **Normes et besoins au regard de la formation professionnalisante à la gestion de classe au primaire.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs5>

Au Québec, des recherches sur la gestion de classe mettent en évidence que les personnes enseignantes peuvent vivre de la détresse associée à la complexité de cette compétence (Bergeron et al., 202 ; Tardif et al., 2021). La préparation à la gestion du groupe-classe est pointée pour l'expliquer (Cadière et Chaliès, 2018). La formation à l'enseignement s'articule autour de normes favorisant le développement de compétences (Wittorski et Roquet, 2013), dont celle à gérer la classe. La formation peut répondre aux besoins du futur personnel enseignant. Quels sont ces besoins ? L'objectif de cette recherche qualitative : les identifier et les coanalyser pour en dégager des normes souhaitées. Les données ont été collectées à l'aide d'un questionnaire auprès de personnes étudiantes et diplômées, ainsi que d'un entretien semi-dirigé de groupe, avant de faire l'objet d'une analyse de contenu. La formation pourrait privilégier des contenus tenant compte de l'hétérogénéité des élèves, déployer des formules pédagogiques variées permettant de soutenir l'articulation théorie-pratique et préconiser des modalités d'évaluation visant la coconstruction, l'utilité et la contextualisation.

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** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2868>

Denny, J.-L., Pagnani, B., & Durrive, L. (2023). **Le dispositif dynamique à 3 pôles comme processus de professionnalisation : l'exemple d'un Groupe de Rencontres du Travail.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs6>

L'article traite de la relation entre analyse de l'activité, travail et professionnalisation par évaluation-interprétation croisée. Il explicite un processus par lequel l'usage d'un cadre d'analyse des pratiques professionnelles, le Groupe de Rencontres du Travail est en capacité de provoquer de la transformation auprès des praticiens par une entrée

« activité » tenant de la démarche ergologique. Il documente l'existence d'une matrice, le dispositif dynamique à 3 pôles, susceptible de potentialiser tout type de modèle formel d'analyse des pratiques. Les données portent sur l'activité de 3 enseignants en situation d'animation de débats d'élèves approchée selon la méthodologie de l'autoconfrontation simple et croisée. Les résultats témoignent d'un repérage d'un obstacle de professionnalité qui s'accompagnent de nouvelles manières de faire et de penser les gestes du métier. Une réflexion portant sur la formation continue en France visant les questions socialement vives est esquissée.

Desany, M. (2025). **Un moment décisif dans la recherche : de l'incertitude à la cohérence méthodologique**. *Savoirs*, 67(1), 135-139. <https://doi.org/10.3917/savo.067.0135>

Duchaine, M.-P., Gaudreau, N., Verret, C., Nadeau, M.-F., Bernier, V., Massé, L., & Bégin, J.-Y. (2024). **Modalités de formation-accompagnement et conditions favorables à la transformation des pratiques du personnel scolaire en matière d'établissement de plans d'intervention**. *Formation et profession*, 32(2), 6. <https://doi.org/10.18162/fp.2024.875>

L'engagement et la participation du personnel des établissements scolaires québécois dans une démarche de développement professionnel peuvent être influencés par plusieurs facteurs. Mettant à profit la voix des principaux concernés, cet article vise à documenter les perceptions du personnel scolaire concernant les modalités de formation-accompagnement à privilégier et les conditions visant à faciliter l'appropriation et la mise en œuvre de l'approche « J'ai MON plan! », axée sur l'autodétermination de l'élève, dans les milieux scolaires. À l'aide d'un devis de recherche qualitatif, quinze entrevues de groupe ont été réalisées avec le personnel scolaire et les formateurs qui ont participé à l'expérimentation de cette approche dans leurs milieux scolaires respectifs. Les résultats permettent de formuler plusieurs recommandations relatives à la formation et à l'accompagnement du personnel scolaire.

Hatano-Chalvidan, M. (2025). **Le champ de la formation des adultes: enjeux et questionnements autour d'une disciplinarisation en cours?** *Phronesis*, 14(3), 16-31. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-16>

Cette contribution analyse une possible différenciation épistémologique au sein de la discipline des sciences de l'éducation et de la formation, entre l'espace scientifique dédié aux objets de l'éducation et celui, en émergence, dédié aux objets de la formation, et notamment de la formation des adultes. Après avoir rappelé les principes de disciplinarisation (Foucault, 1975) et la façon dont se sont construites les sciences de l'éducation et de la formation, le texte s'interroge sur la pertinence et la cohérence d'une potentielle discipline propres aux sciences de la formation. Il propose ainsi de discuter trois principes de démarcation entre les deux champs de connaissance, à savoir les différences de débouchés et de professionnalités visées, la cohérence des objets scientifiques et des épistémologies, l'adresse et la relation à un autrui adultes dans les activités professionnelles.

Hébrard, P. (2025). **Cartographier des réseaux de concepts pour penser la formation des adultes**. *Phronesis*, 14(3), 32-45. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-32>

La reconnaissance de la discipline « sciences de la formation » par le Conseil National des Universités français soulève des questions d'ordre épistémologique, notamment :

quels en sont les concepts clés et comment ces concepts se constituent-ils en réseau pour former un modèle ou des modèles théoriques de cette discipline ? Notre contribution se propose de répondre à ces questions sur la base d'une approche cartographique, par la conception de trois schémas (un graphique, une carte et un tableau) mettant en scène dans l'espace un ensemble de concepts et leurs relations de proximité, de complémentarité ou d'opposition.

Hoffert, C. (2025). **Singularités de l'espace de la validation des acquis de l'expérience (VAE) dans l'enseignement supérieur français : Le cas de trois diplômés.** *Savoirs*, 67(1), 13-29. <https://doi.org/10.3917/savo.067.0013>

Labbé, S., Vidaller, V., & Marengo, N. (2025). **Des dimensions trans-formatives des recherches collaboratives.** *Phronesis*, 14(3), 62-77. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-62>

La formation adulte n'a de cesse d'explorer de nouvelles voies de professionnalisation, parmi les plus innovantes, la formation par la recherche semble être tout à fait prometteuse. L'enjeu de notre contribution est de penser les modalités formatives de recherches-collaboratives et ainsi de questionner la relation aux savoirs (dans le sens où les personnes en formation peuvent être, elles-mêmes, productrices de ces savoirs professionnels) et d'ouvrir une voie possible d'institutionnalisation du fruit des réflexions collectives.

Leclercq, G. (2025). **Un outillage conceptuel pour approcher, évaluer et développer les dispositifs de formation : Contribution à une démarche dispositif.** *Savoirs*, 67(1), 103-119. <https://doi.org/10.3917/savo.067.0103>

L'idée de démarche dispositif n'est pas nouvelle. Elle rencontre les préoccupations d'une communauté de chercheurs qui entrent dans l'activité de recherche en éducation par l'activité. Cette contribution s'inscrit dans un mouvement d'ensemble, mais elle porte sur un enjeu particulier puisqu'il s'agit de répondre à cette question : comment et pourquoi évaluer un dispositif de formation ? Deux étapes la structurent : approcher un dispositif dans la perspective de l'évaluer et l'évaluer pour contribuer à son développement. Nous pouvons la décrire comme l'activation d'un dialogue qui s'efforce d'appréhender et de débrider un état de création dispositif. Elle promeut ce que Barbier (2001) appelle une recherche en intelligibilité et invite à constituer un champ de pratique en champ de recherche. C'est l'état d'un outillage conceptuel en janvier 2024 qui est présenté dans ce texte. Il est extrait d'expériences qui, toutes, relèvent de la formation d'adultes et de jeunes adultes.

Lepers, É. (2025). **La relation d'accompagnement formateurs-stagiaires dans le cadre des formations aux compétences clés : vers une double (re)construction identitaire des acteurs.** *Savoirs*, 67(1), 65-81. <https://doi.org/10.3917/savo.067.0065>

Marty, O. (2025). **L'identité en formation : questions d'identifications. Un récit d'expérience analysé ou le « je » historique du passage vincennois.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/946>

Nous nous appuyons sur un récit d'expérience (brève narration d'un parcours professionnel vincennois) pour analyser le concept d'identité en sciences sociales et l'affiner avec celui d'identification, propre à la philosophie. Ceci nous amène à nous

positionner quant à une historiographie particulière : le « je » historique, avec sa méthodologie propre. Notre contribution est ainsi un double apport à la formation d'adultes : par les développements du concept d'identification socioprofessionnelle et par des réflexions sur la mise en récit de sa propre expérience.

Pellerin, G., Portelance, L., Boisvert, G., & Vivegnis, I. (2023). **Indices de professionnalisation chez des enseignants associés ayant participé à une formation spécifique.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs4>

Au Québec, les enseignants qui souhaitent accompagner des stagiaires sont fortement encouragés à participer à une formation pour enseignants associés. Les activités de formation, ponctuelles et offertes dans le cadre de leur formation continue, s'appuient sur un référentiel de compétences qui représente une norme non prescriptive pour soutenir la professionnalisation des formés. Un dispositif de formation dit professionnalisant et visant le développement de compétences peut avoir des effets déprofessionnalisants. Certains enseignants associés ayant accumulé de nombreuses expériences en tant que formateur d'un stagiaire pourraient n'adhérer qu'en partie à la norme et intégrer des savoirs qui les éloigneraient des orientations de la formation. Il y aurait alors un risque de déprofessionnalisation lié à la perception d'un manque de reconnaissance des acquis de terrain. En 2019, des entretiens semi-dirigés ont été réalisés avec 10 enseignants ayant participé à la formation des enseignants associés. L'analyse des données permet de relever des indices de professionnalisation, selon la logique de professionnalisation-formation et de professionnalisation-profession. Dans une moindre mesure, d'autres indices révèlent plutôt une absence de professionnalisation.

Pineau, G. (2025). **Émergence des sciences de la formation à l'université de Tours.** *Phronesis*, 14(3), 105-124. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-105>

À partir de quatre incontournables à prendre en compte en formation des adultes, identifiés par Jean-Pierre Boutinet (2007), l'article commence par situer la construction des sciences de la formation dans un mouvement de transition paradigmatique. Avec cette référence modélisée, il opère ensuite un survol historique de l'émergence des sciences de la formation au laboratoire (1980) puis département des sciences de l'éducation et de la formation de l'Université de Tours. La problématique temporelle d'alternances intégratives entre formations expérientielle et formelle, par soi, avec les autres et les choses s'est imposée progressivement en plusieurs étapes et sous de multiples formes. Finalement émerge un vert paradigme d'auto-socio-éco-formation existentielle avec ses différentes dimensions axiologiques, épistémo-méthodologiques, stratégiques et ingénieriques à développer par rythmes appropriés pour vraiment vivre en existant.

Rivière, J. B., Paliérne, N., Dujoncquoy, S., & Paroche, W. (2025). **La gestion des imprévus en formation d'adultes : les impacts du confinement dans les formations de services.** *Savoirs*, 67(1), 47-63. <https://doi.org/10.3917/savo.067.0047>

Roblez, A. (2023). **Des récits pour de futures configurations des normes à partir de leurs perceptions et de la reconnaissance et validation des acquis de l'expérience.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fsc>

Cet article présente une réflexion sur les normes et les activités d'évaluation et d'analyse de pratiques professionnelles. Le concept de configuration est central, pour déboucher sur une mise en récit de quatre scénarii venant interroger les risques et limites, mais aussi opportunités, de relations entre les individus et les aspects configuratoires : la technologie, les tendances, les spécialisations des professionnels et une ouverture.

Rougerie, C., & Pilotti, A. (2025). **Analyser les implications en formation continue à l'université : place et posture de formateur-intervenant.** *Phronesis*, 14(3), 46-61. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-46>

Nous proposons une lecture critique de la place du « formateur-intervenant » en formation continue à l'université. En convoquant nos parcours professionnels respectifs en qualité de maître de conférences et de praticienne hospitalière titulaire d'un doctorat, nous interrogeons la place de la formation continue et ses effets sur les pratiques pédagogiques à l'université. Les concepts d'implication et de formation-intervention nous amènent à saisir le processus de co-construction de savoirs à l'interface de l'université et du milieu professionnel. Comment les expériences des différents acteurs en présence s'entremêlent pour faire sens à l'université, en devenant traductrices et passeuses de savoirs ?

Sauvageau, C., & Soucy, E. (2024). **Pratiques déclarées de conseillers pédagogiques québécois quant à la transmission des connaissances issues de la recherche liées à l'enseignement du lexique au primaire.** *Formation et profession*, 32(2), 3. <https://doi.org/10.18162/fp.2024.857>

L'enseignement du lexique au primaire présente certains écueils (ex., échanges spontanés, sans consolidation des apprentissages). De là émerge un questionnement relatif à l'accès des enseignants aux connaissances issues de la recherche (CIR) dans ce domaine. En raison du rôle des conseillers pédagogiques (CP) à cet effet, nous rapportons les résultats d'une enquête par questionnaire portant sur les pratiques déclarées de 39 CP québécois concernant la transmission des CIR sur le lexique auprès des enseignants du primaire. Nous soulignons les pratiques jugées efficaces (ex., pratiques collaboratives) et lacunaires (ex., recours peu fréquent à des experts) par la recherche afin d'enrichir la transmission des connaissances dans les milieux de formation.

Wittorski, R. (2023). **Analyse de pratiques, auto-évaluation et normalisation : entre enjeu de professionnalisation et risque de déprofessionnalisation.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs8>

Ce texte a pour intention d'analyser la façon dont le processus de normalisation/ re-normalisation du travail par l'analyse de pratiques peut conduire, dans un certain nombre de situations, à produire des effets de professionnalisation des acteurs qui y sont engagés au sens où les nouveaux repères proposés par eux à propos du « travail bien fait » peuvent alors être considérés comme une stabilisation et une formalisation commune de l'activité qui peut ensuite être affirmée pour faciliter la reconnaissance professionnelle dans une logique de « professionnalisation-production de nouvelles professionnalités ». Nous mettrons également en évidence qu'il arrive parfois que ce processus produise au contraire des effets de déprofessionnalisation au sens où l'AP s'accompagne alors du développement d'une habitude d'autoévaluation conduisant les professionnels à incorporer les contraintes plus fortes d'évaluation prescrites par l'organisation sans même être invités à les interroger dans une logique de « professionnalisation-montée d'exigences nouvelles de professionnalisme ».

Marché du travail

Muffert, J., & Riphahn, R. T. (2025). **Long-Run Career Outcomes of Multiple Job Holding** (CESifo Working Paper Series N° 11624). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f11624.htm?ref>

Multiple job holding (MJH) is increasingly frequent in industrialized countries. Individuals holding a secondary job add to their experience, skills, and networks. We study the long-run labor market outcomes after MJH and investigate whether career effects can be validated. We employ high-quality administrative data from Germany. Our doubly robust estimation method combines entropy balancing with fixed effects difference-in-differences regressions. We find that income from primary employment declines after MJH spells and overall annual earnings from all jobs increase briefly. Job mobility increases after MJH spells. Interestingly, the beneficial long-term effects of MJH are largest for disadvantaged groups in the labor market such as females, those with low earnings, and low education. Overall, we find only limited benefits of MJH.

Zhu, W. (2025, mars 19). **Pour se réindustrialiser, la France manque d'ouvriers qualifiés**. Consulté 26 mars 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/se-reindustrialiser-france-manque-douvriers-qualifies/00114293>

La nécessité de réindustrialiser le pays fait consensus, mais des filières comme le nucléaire ou les transports peinent à former et recruter des ouvriers à des postes stratégiques. Exemple avec le métier de soudeur.

Métiers de l'éducation

Avola, P., Soini-Ikonen, T., Jyrkiäinen, A., & Pentikäinen, V. (2025). **Interventions to Teacher Well-Being and Burnout A Scoping Review**. *Educational Psychology Review*, 37(1), 11. <https://doi.org/10.1007/s10648-025-09986-2>

Teacher burnout, stress, and turnover are increasing globally, underscoring the need to explore ways to reduce burnout and support teacher well-being. This scoping review identifies the contents, characteristics, and results of interventions to increase teacher well-being and reduce burnout. The search was conducted using two databases (Education Research Complete and ERIC). Out of 958 studies, 46 addressed interventions to support teacher well-being or reduce teacher burnout. The data covered 7369 participants in 15 countries. Of the 46 studies, 14 used mixed methods, four qualitative approaches, and 28 used quantitative approaches. The content of the interventions primarily focused on improving individual well-being, with some interventions incorporating communal activities. The qualitative content analysis revealed a broad spectrum of intervention activities, including physical activity, mindfulness and meditation, professional development, therapy-based techniques, gratitude practices, and a mix of multiple activities. The PERMA-H model of positive psychology is applied to unify the heterogeneous field of teacher well-being intervention research. The PERMA-H model's contents were broadly consistent with the intervention's contents, emphasising engagement (E), positive emotions (P), relationships (R), and health (H). The gratitude interventions, therapy-based interventions, physical activity interventions, and most mindfulness and meditation interventions, professional development and mixed activities

interventions positively contributed to teacher well-being. Overall, the review highlights the diverse methods and theoretical frameworks employed to address teacher well-being, which the PERMA-H model can unify.

Barber. (2025). **Research from the Front Lines: How Community College Practitioners Can Meaningfully Engage in Academic Research About Their Institutions (And Already Do).** *Community College Journal of Research and Practice*, 49(4-5), 355-362. <https://doi.org/10.1080/10668926.2024.2439352>

This brief article addresses the question of how community college research needs and ideas are identified and by whom. Brought together are examples of the ways and areas in which community college educators already publish scholarly research, what community college practitioners would like to know more about, and the steps community colleges and university-based higher education leadership programs can take to enhance cooperation and engage in mutually beneficial research agendas. In particular, the article describes two symposia that addressed this question at recent conferences of the Council for the Study of Community Colleges, in 2023 and 2024. Based on conversations from these panels and a review of the literature, I make suggestions for how practitioners' research needs and practices could be actualized, both within community colleges and in university-based programs. I also address the question of how scholars can work with practitioners to better connect research to practice and practice to research.

Bertieaux, D., Goyette, N., & Duroisin, N. (2024). **Capital psychologique et bien-être PERMA des enseignants de Fédération Wallonie-Bruxelles : une aide à la réflexion autour du développement du bien-être des enseignants.** *Formation et profession*, 32(2), 4. <https://doi.org/10.18162/fp.2024.854>

Une enquête a été soumise à des enseignants de Fédération Wallonie-Bruxelles (N=143) en décembre 2021 pour mesurer leur niveau de bien-être grâce au modèle PERMA de Seligman (2012), (y compris émotions positives, engagement, relations positives, sens et accomplissement) ainsi que leur niveau de ressources psychologiques, grâce au modèle de capital psychologique (PsyCap), comprenant l'espoir, l'auto-efficacité, l'optimisme et la résilience (Luthans & Youssef, 2004). Les résultats montrent que les deux modèles sont bien liés. De plus, un profil des enseignants est esquissé, marqué par un fort sentiment d'auto-efficacité, d'espoir, de sens et d'engagement, face à un optimisme et un sentiment d'accomplissement faibles.

Boucenna, S., & Chapelle, G. (2023). **Partager les systèmes normatifs, une ressource pour un accompagnement émancipateur ?** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs3>

L'article présente les résultats d'une recherche qui s'intéresse aux effets professionnalisants d'entretiens d'accompagnement mené avec des cadres intermédiaires de l'enseignement, dans un contexte se voulant émancipé des qualités et caractéristiques de l'espace d'activité professionnelle. L'analyse, par catégorisation conceptualisante de deux entretiens de rétrospection permet de qualifier et de proposer une typologie des systèmes normatifs mis au travail dans l'accompagnement par les protagonistes. Les résultats montrent que ces derniers doivent partager les systèmes normatifs pour que l'accompagnement fondé sur l'analyse des pratiques professionnelles engage un processus de professionnalisation tout en s'inscrivant dans une relation émancipatrice.

Bouhila, L., & Marcel, J.-F. (2023). **L'identité professionnelle et la professionnalisation des IEN en France : entre normes prescrites et appropriation.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13ghr>

Cet article cible les Inspecteurs de l'Éducation Nationale français (IEN), cadres du système éducatif primaire, ayant autorité sur les professeurs des écoles. Ils sont les garants de la mise en œuvre des politiques nationales et académiques, et ont la charge administrative et pédagogique d'une circonscription. Notre recherche interroge leur professionnalisation par l'appropriation des normes du métier. Elle consiste à analyser les caractéristiques de l'IEN attendu par l'institution, puis celles de l'identité professionnelle des IEN sur le terrain. Le récit des IEN met en exergue les facteurs de professionnalisation. Nos conclusions font apparaître des valeurs conservatrices de l'identité prescrite. L'IEN doit respecter un certain paraître, faire preuve de raisonnement stratégique et d'un positionnement de cadre représentant l'institution. L'IEN parvient à s'approprier ces normes en faisant preuve « d'ouverture au changement » et de « dépassement de soi » (Schwartz, 2006) au service d'autrui. La reconnaissance hiérarchique agit également en conférant un sentiment de légitimité. Mises au service du travail, les singularités propres à l'identité personnelle sont génératrices de professionnalisation.

Breidenbach, M. C., Julier, A., Lacaze-Labadie, A., Massou, M., Achigar, M., Dutrey, P., ... Devaux, V. (2025). **Tensions et réflexions éthiques à propos du travail social auprès des personnes exilées. Le cas d'un dispositif de formation par la recherche.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/916>

La complexité de l'accompagnement des personnes exilées en demande d'asile s'avère une épreuve de la professionnalité pour les travailleuses sociales missionnées au sein des structures d'accueil. La mise en œuvre d'une recherche-action-formation (RAF) au sein d'une association accueillant des demandeurs d'asile et des bénéficiaires de la protection internationale avait vocation à questionner les pratiques professionnelles pour favoriser le développement du pouvoir d'agir des personnes concernées. La réflexion collective et les expérimentations de terrain mises en œuvre, au-delà du développement du pouvoir d'agir, ont finalement contribué à l'émergence de postures d'intervention qui tentent de préserver les enjeux éthiques de l'accompagnement en contexte contraint et problématique.

Dawborn-Gundlach, M., Dadvand, Babak, van Driel, Jan, & Speldewinde, C. (s. d.). **Supporting career-change teachers: developing resilience and identity.** *Educational Research*, 0(0), 1-17. <https://doi.org/10.1080/00131881.2025.2459378>

Globally, there is a recognised shortage of qualified teachers. One policy response, pursued in several countries, is to encourage individuals from other professions to move into teaching. Understanding their experiences and the bespoke support they consider important in building resilience and professional identity is an important step in recruiting, training and, ultimately retaining, this group of teachers. This study aimed to examine the challenges career-change teachers face during their early years in teaching and to identify the types of support they need. It posed two research questions: 1) What challenges do career-change teachers experience as they transition from their previous role to teaching? and 2) What support do career-change teachers require to enable them to make a smooth transition from their previous career into teaching? Ten career-change teachers enrolled in one employment-based initial teacher education

programme in Australia, were interviewed at three timepoints during their first two years of teaching. Using a teacher resilience framework, the interviews explored their challenges, the support required for their transition, and how their perspectives evolved. There was a shift in participants' perspectives over the course of the study. Initially, their concerns centred on teaching content and behaviour management. Over time, their reflections expanded to include their teaching role, the culture of the schools they were based in, professional learning, capability to handle adversities, and the development of their professional identity. Factors such as supportive policies, positive school culture, strong relationships with staff and students, and a growing awareness of their evolving professional identity emerged as integral to fostering resilience. The complex process of transitioning from a previous professional identity into the teaching profession has implications for career-change teachers. Institutions and schools may wish to prioritise supportive policies, cultivate positive school cultures, and provide opportunities for professional learning to nurture the resilience of career-change teachers.

Debliqy, N., Deschepper, C., & Colognesi, S. (2024). **Des balises à la réflexivité : portrait des autoévaluations post-stage en formation des enseignants**. *Formation et profession*, 32(2), 7. <https://doi.org/10.18162/fp.2024.891>

Bien que l'écriture d'une autoévaluation post-stage soit couramment utilisée en formation pour favoriser le développement professionnel des futur·e·s enseignant·e·s, elle demeure insuffisamment explorée. Ce manque de documentation est particulièrement notable concernant les moyens de soutien déployés pour faire de cette pratique un réel levier d'apprentissage. Notre étude propose une analyse des balises orientant l'autoévaluation post-stage. À travers une analyse de contenu portant sur 66 balises récoltées auprès des instituts de formation à l'enseignement primaire en Belgique francophone, nous avons mis en lumière les tâches prescrites, telles que l'activation de l'autoréflexion par la complétion d'un canevas, la rédaction d'un texte libre et/ou le remplissage d'une grille critériée.

Denny, J.-L., Pagnani, B., & Durrive, L. (2023). **Le dispositif dynamique à 3 pôles comme processus de professionnalisation : l'exemple d'un Groupe de Rencontres du Travail**. *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs6>

L'article traite de la relation entre analyse de l'activité, travail et professionnalisation par évaluation-interprétation croisée. Il explicite un processus par lequel l'usage d'un cadre d'analyse des pratiques professionnelles, le Groupe de Rencontres du Travail est en capacité de provoquer de la transformation auprès des praticiens par une entrée « activité » tenant de la démarche ergologique. Il documente l'existence d'une matrice, le dispositif dynamique à 3 pôles, susceptible de potentialiser tout type de modèle formel d'analyse des pratiques. Les données portent sur l'activité de 3 enseignants en situation d'animation de débats d'élèves approchée selon la méthodologie de l'autoconfrontation simple et croisée. Les résultats témoignent d'un repérage d'un obstacle de professionnalité qui s'accompagnent de nouvelles manières de faire et de penser les gestes du métier. Une réflexion portant sur la formation continue en France visant les questions socialement vives est esquissée.

Desany, M. (2025). **Un moment décisif dans la recherche : de l'incertitude à la cohérence méthodologique**. *Savoirs*, 67(1), 135-139. <https://doi.org/10.3917/savo.067.0135>

Duchaine, M.-P., Gaudreau, N., Verret, C., Nadeau, M.-F., Bernier, V., Massé, L., & Bégin, J.-Y. (2024). **Modalités de formation-accompagnement et conditions favorables à la**

transformation des pratiques du personnel scolaire en matière d'établissement de plans d'intervention. *Formation et profession*, 32(2), 6. <https://doi.org/10.18162/fp.2024.875>

L'engagement et la participation du personnel des établissements scolaires québécois dans une démarche de développement professionnel peuvent être influencés par plusieurs facteurs. Mettant à profit la voix des principaux concernés, cet article vise à documenter les perceptions du personnel scolaire concernant les modalités de formation-accompagnement à privilégier et les conditions visant à faciliter l'appropriation et la mise en œuvre de l'approche « J'ai MON plan! », axée sur l'autodétermination de l'élève, dans les milieux scolaires. À l'aide d'un devis de recherche qualitatif, quinze entrevues de groupe ont été réalisées avec le personnel scolaire et les formateurs qui ont participé à l'expérimentation de cette approche dans leurs milieux scolaires respectifs. Les résultats permettent de formuler plusieurs recommandations relatives à la formation et à l'accompagnement du personnel scolaire.

Dupeyron, J.-F. (2025, février 13). **La vie scolaire et le métier de conseiller principal d'éducation : une discrète présence/absence dans la revue Recherches en éducation.** Consulté 19 mars 2025, à l'adresse Carnet hypothèses REE website: https://ree.hypotheses.org/files/2025/02/Zoom_CarnetHypothesesREE_Dupeyron.pdf

Farges, G. (2025). **Roughly in the middle. Variations in the subjective social status of teachers in France.** *British Journal of Sociology of Education*. <https://doi.org/10.1080/01425692.2025.2476697>

Among the factors that encourage the quality of education internationally, the social status of teachers is attracting particular attention. To date, the scientific literature has insisted that teachers generally rank themselves in the middle of the social scale. There is not yet any empirical evidence that certain factors (for instance related to the teaching work) explain more than others why some teachers feel that they enjoy a high, or low, social status as a professional group. Based on a questionnaire survey completed by 1813 French primary school teachers, our analysis confirms that the way teachers rank their professional group in the social structure varies according to objective elements, among which are work-related factors. However, we also stress the concomitant effects of subjective factors that are grounded not only in work experience but also in social trajectories and relationships. We discuss levers for enhancing how teachers evaluate their social condition.

Ferhat, I. (2025). **Les syndicats de l'éducation nationale : des acteurs en mutation ?** Consulté à l'adresse <https://www.puf.com/les-syndicats-de-leducation-nationale>

Guillon, S., & Oget, D. (2025). **L'activité de recherche en sciences de la formation : entre archipélisation des objets de recherche et hétérogénéité des méthodes.** *Phronesis*, 14(3), 125-139. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-125>

Fondées par un socle commun, les sciences de l'éducation et de la formation (SEF) regroupent des professionnels dont les activités et les approches apparaissent hétérogènes. À l'intérieur de ce groupe, les chercheurs en sciences de la formation se distinguent par leurs terrains, leurs objets et leurs méthodes, en partie hors du champ scolaire et de la formation initiale. Notre enquête auprès des trente laboratoires français des SEF a permis de produire une typologie de l'ensemble des chercheurs de la discipline, avec l'ambition de comprendre la construction de la différenciation et

l'éclatement relatif des objets et des méthodes à partir des contextes de travail, des parcours professionnels et des collaborations.

ISTP Iceland. (2025). **Quality Education: The Key to Prosperity and Well-being** (p. 22). Consulté à l'adresse Education International website: <https://www.ei-ie.org/en/item/29557:quality-education-the-key-to-prosperity-and-well-being>

This year we turn our attention to fostering equity and well-being in our education systems, starting from those essential early years, and to empowering students to actively participate in shaping their futures and the world. We will also focus on the well-being of teachers and education support personnel as a prerequisite for quality education. Research increasingly demonstrates a positive correlation between teacher well-being and students' academic achievement and their social, emotional, and cognitive development. This relatively new policy priority is challenging as it includes and cuts across a number of distinct policy areas: employment status; remuneration and conditions of work; respect and social status; professional autonomy and agency; and occupational safety and health. As such, a policy commitment to enhancing teacher well-being requires a holistic approach.

Lambert, K., & Gray, C. (2025). **'Survival mode': navigating the first five years of teaching performing arts in neoliberal education assemblages**. *British Journal of Sociology of Education*, 46(3), 341-357. <https://doi.org/10.1080/01425692.2025.2460012>

This paper shares data from a longitudinal study into secondary performing arts teachers' perceptions of their first five years of teaching. Utilising Deleuze and Guattari's concept of rhizomatic becomings and Braidotti's posthuman knowing subject, our research explores the embodied, relational, and fluid identities of early career teachers. This is important when exploring nascent teacher becomings because it takes into consideration the configuration of bodies and hyper-performative expectations in neoliberal educational assemblages. Our longitudinal qualitative research in Western Australia revealed that early career teachers (ECTs) experienced concerning levels of mental ill-health in response to insecure employment, high stress, long hours, performative school cultures, the COVID-19 pandemic, teacher shortages, and normative socio-cultural [mis]conceptions of what counts in education. This intersection of factors resulted in 35% of our participants resigning from the profession in the first five years.

Murphy, A., Greenway, C., & Conn, C. (2025). **Negotiating additional learning needs reform in Wales: The voice of the ALNCo**. *British Journal of Special Education*, 52(1), 18-26. <https://doi.org/10.1111/1467-8578.12568>

Through a focus on the work of the additional learning needs co-ordinator (ALNCo) and their collaboration with others, this article examines the policy-practice intersection, specifically focusing on inclusive education and practices to support additional learning needs in primary schools in Wales in response to recent educational reform. Our study gathered data from three focus groups of ALNCoS across south Wales, with three participants in each group. Our findings explore ALNCoS' sense of connectedness within the system and the conditions that supported the development of certain educational practices, some of which align with the new policy agenda and others which have their roots in the previous system of supporting children with special educational needs. Four key themes are presented: compliance with mandated practice, non-compliance and resistance to reform, the importance of accountability within local systems, and challenges of the ALNCo role.

Pellerin, G., Portelance, L., Boisvert, G., & Vivegnis, I. (2023). **Indices de professionnalisation chez des enseignants associés ayant participé à une formation spécifique.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs4>

Au Québec, les enseignants qui souhaitent accompagner des stagiaires sont fortement encouragés à participer à une formation pour enseignants associés. Les activités de formation, ponctuelles et offertes dans le cadre de leur formation continue, s'appuient sur un référentiel de compétences qui représente une norme non prescriptive pour soutenir la professionnalisation des formés. Un dispositif de formation dit professionnalisant et visant le développement de compétences peut avoir des effets déprofessionnalisants. Certains enseignants associés ayant accumulé de nombreuses expériences en tant que formateur d'un stagiaire pourraient n'adhérer qu'en partie à la norme et intégrer des savoirs qui les éloigneraient des orientations de la formation. Il y aurait alors un risque de déprofessionnalisation lié à la perception d'un manque de reconnaissance des acquis de terrain. En 2019, des entretiens semi-dirigés ont été réalisés avec 10 enseignants ayant participé à la formation des enseignants associés. L'analyse des données permet de relever des indices de professionnalisation, selon la logique de professionnalisation-formation et de professionnalisation-profession. Dans une moindre mesure, d'autres indices révèlent plutôt une absence de professionnalisation.

Perryman, J., Bradbury, Alice, Calvert, Graham, & Kilian, K. (2025). **'A Tipping Point' in Teacher Retention and Accountability: The Case of Inspection.** *British Journal of Educational Studies*, 73(2), 181-200. <https://doi.org/10.1080/00071005.2024.2439791>

Accountability policy and its negative effects on teachers' working lives and retention is internationally recognised as a problem in education with school evaluation and inspection being a particular issue, particularly in England. Research suggests that the school inspection system Ofsted impacts negatively on the health and well-being of staff and negatively influences teachers' working practices, which can affect teacher retention. This paper examines the findings of a recent English research project entitled 'Beyond Ofsted' (2023) which aimed to gather a wide range of views on both the current inspection system and potential alternatives. The data discussed in this paper is from part of the data collection which was a large-scale survey of teachers and school leaders. One of the findings of the Beyond Ofsted report was that 76% of our survey respondents thought that Ofsted had a negative effect on retention, with 30% considering leaving as a result of their most recent inspection. We found many reasons for this: the overall experience of inspection, the work in preparing for inspection, and many describing the regime as 'toxic and brutal'. We argue that this is a compelling argument for urgent reform.

Rollin, Z. (2024). **Face à la maladie grave : de l'intérêt de mobiliser les éthiques du care pour comprendre le travail enseignant.** *Revue internationale de l'éducation familiale*, 54(2), 57-74. Consulté à l'adresse <https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2024-2-page-57>

Sauvageau, C., & Soucy, E. (2024). **Pratiques déclarées de conseillers pédagogiques québécois quant à la transmission des connaissances issues de la recherche liées à l'enseignement du lexique au primaire.** *Formation et profession*, 32(2), 3. <https://doi.org/10.18162/fp.2024.857>

L'enseignement du lexique au primaire présente certains écueils (ex., échanges spontanés, sans consolidation des apprentissages). De là émerge un questionnement relatif à l'accès des enseignants aux connaissances issues de la recherche (CIR) dans ce domaine. En raison du rôle des conseillers pédagogiques (CP) à cet effet, nous rapportons les résultats d'une enquête par questionnaire portant sur les pratiques déclarées de 39 CP québécois concernant la transmission des CIR sur le lexique auprès des enseignants du primaire. Nous soulignons les pratiques jugées efficaces (ex., pratiques collaboratives) et lacunaires (ex., recours peu fréquent à des experts) par la recherche afin d'enrichir la transmission des connaissances dans les milieux de formation.

Steyaert, S. V. (2025). **Espaces scolaires : Influence des caractéristiques architecturales et ergonomiques sur l'auto-efficacité, l'engagement et le bien-être au travail des enseignants** (Phdthesis, Université libre de Bruxelles ; CY Cergy Paris Université). Consulté à l'adresse <https://hal.science/tel-05001214>

Cette thèse de doctorat, réalisée sous la direction de la Professeure Cécile van de Leemput (ULB, Belgique), ainsi que de la Professeure Béatrice Mabilon-Bonfils et Laurent Jeannin (CY, France), constitue une recherche pluridisciplinaire articulant les champs théoriques de la psychologie du travail, des sciences de l'éducation et de l'architecture. Financée par le Fonds de la Recherche Scientifique (F.R.S.-FNRS), elle s'inscrit dans le contexte préoccupant de l'état des infrastructures scolaires et des défis liés à leur modernisation pour répondre aux exigences pédagogiques et sociopsychologiques du XXI^{ème} siècle. Dans un contexte de hausse constante de la population scolaire et de recours à des solutions temporaires inadéquates telles que l'utilisation de préfabriqués, les conditions de travail des enseignants constituent un point de tension majeur. L'UNESCO alerte sur une pénurie mondiale d'enseignants (UNESCO, 2024), et face à cette attrition professionnelle, cette thèse examine un facteur clé pour favoriser la rétention dans la profession : le bien-être des enseignants et les dimensions sociopsychologiques qui y sont associées, notamment l'auto-efficacité, l'engagement et l'épuisement professionnel. Bien que les établissements scolaires soient majoritairement conçus pour répondre aux besoins des élèves, cette recherche se focalise spécifiquement sur les enseignants en tant qu'acteurs centraux de la dynamique éducative. L'objectif principal est d'identifier et d'analyser comment les caractéristiques architecturales et ergonomiques des espaces de travail formels (salles de classe) et informels (salle des professeurs, espaces interstitiels) influencent le bien-être des enseignants. La thèse s'appuie sur des cadres théoriques multidisciplinaires, intégrant notamment les approches du bien-être au travail (Biétry & Creusier, 2013) et le modèle tripartite de Lefebvre sur les espaces perçus, conçus et vécus (Lefebvre, 1974). Méthodologiquement, cinq études combinant des méthodes quantitatives et qualitatives ont été menées, incluant des questionnaires, des observations et des entretiens, recueillant des données objectives et subjectives. Une étude quantitative sur un échantillon élargi a également été réalisée. Globalement, les résultats montrent que les facteurs architecturaux et ergonomiques exercent des influences différenciées sur les dimensions constitutives du bien-être des enseignants (i.e. auto-efficacité, engagement au travail, épuisement professionnel, bien-être). Ces impacts varient selon les espaces concernés : dans les espaces formels, les caractéristiques des espaces scolaires agissent principalement sur le sentiment d'auto-efficacité, tandis que dans les espaces informels, elles influencent la récupération psychologique. En définitive, les conclusions soulignent l'importance relative et variée des aspects de configurabilité et d'ergonomie, démontrant qu'un environnement scolaire bien conçu peut améliorer l'expérience

professionnelle des enseignants. Les résultats apportent de nouvelles perspectives pour la conception d'espaces scolaires en adéquation avec les besoins des enseignants, ouvrant la voie à des recommandations pour des environnements éducatifs orientés vers le bien-être professionnel.

Tönismann, T., & Bran, A. (2025). **Rationalité des transitions postdoctorales : conflits entre les représentations, ressources, et vécus des doctorants et des titulaires de doctorat.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp8>

La formation doctorale, désormais orientée vers la préparation à des carrières variées au-delà du milieu académique, a fait l'objet de réformes visant à diversifier ses débouchés. Cependant, des incertitudes persistent quant à la perception, la préparation, et l'expérience de la transition postdoctorale, ainsi qu'aux ressources et contraintes qui y sont associées. À partir d'une analyse thématique d'entretiens avec des docteurs et doctorants en France, nous étudions comment ces derniers préparent et traversent la transition postdoctorale. Pour cela, nous nous appuyons sur le modèle d'analyse d'Albero (2018), qui distingue trois dimensions de la rationalité d'action : l'idéal, le fonctionnel de référence, et le vécu. En appliquant ce modèle à l'analyse des transitions postdoctorales, nous montrons qu'une prise en compte conjointe de l'ensemble des rationalités permet une compréhension plus fine de la manière dont ces transitions sont préparées et traversées. Les résultats révèlent un désalignement entre ces dimensions, soulignant les limites des dispositifs de soutien. Ces désalignements sont particulièrement importants pour certains sous-groupes de doctorants et de docteurs, notamment ceux des Sciences Humaines et Sociales. Enfin, l'analyse met également en lumière des éléments spécifiques aux transitions postdoctorales par rapport aux transitions universitaires, tels que l'importance des réseaux professionnels et la diversité des rôles des encadrants dans ce processus.

Villeneuve, A., & Bouchamma, Y. (2024). **La prise de décision appuyée sur les données : la direction d'établissement d'enseignement au cœur d'une implantation réussie.** *Formation et profession*, 32(2), 11. <https://doi.org/10.18162/fp.2024.a325>

Vincent, C., & Lejot, È. (2025). **Des groupes de rédaction académique pour favoriser la professionnalisation scientifique des doctorants.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp7>

Le doctorat implique des exigences grandissantes en termes de professionnalisation scientifique. Il est notamment attendu des doctorants qu'ils contribuent à la communauté scientifique, un défi majeur pour ces derniers qui éprouvent un manque de soutien résultant en une faible santé psychologique. En réponse à cette problématique, divers dispositifs d'accompagnement doctoral sous forme de groupes de rédaction académique ont récemment été conçus au Canada et en Europe, dont les retraites de rédaction Thèsez-vous canadiennes et les séminaires de rédaction de l'Université du Luxembourg. La présente étude visait à comparer comment ces deux dispositifs d'accompagnement doctoral peuvent influencer le sentiment de communauté scientifique et la santé psychologique de doctorants. Pour ce faire, une méthodologie mixte a été utilisée. Le volet quantitatif a permis d'analyser l'évolution des réponses entre un prétest (deux semaines avant le dispositif) et un post-test (au terme du dispositif). Puis, le volet qualitatif a visé à explorer les aspects pédagogiques des dispositifs responsables de l'amélioration du bien-être doctoral. Les résultats ont révélé que les

retraites de rédaction sont efficaces pour améliorer à la fois la santé psychologique et le sentiment de communauté scientifique, alors que les séminaires n'amélioreraient que le sentiment de communauté scientifique. Néanmoins, selon les participants, les différents aspects pédagogiques des deux dispositifs ont tous été favorables au bien-être.

WatreLOT, P. (2025, mars 19). **Qui veut encore devenir prof... et le rester ?** Consulté 26 mars 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/veut-devenir-prof-rester/00114287>

Les concours enseignants ne font plus le plein, nous disent les derniers chiffres du ministère de l'Éducation.

Wu, C. (2025). **Publish or perish: a study on academic misconduct in publishing among Chinese doctoral students.** *British Journal of Sociology of Education*, 46(3), 303-322. <https://doi.org/10.1080/01425692.2025.2454315>

Publishing is a critical avenue for scholars and a significant challenge for Chinese doctoral students. This study employs online ethnography to examine discussions on academic publishing anomie in the 'Graduated Group', including interviews with 10 doctoral students to explore the dynamics of academic misconduct. Under the high-pressure environment of 'publish or perish', the aspiration of 'academia as a career' is being replaced by the means of 'publishing as a profession'. As the tension between the growing demand for academic publications and the limited availability of journal space intensifies, doctoral students resort to riskier publishing strategies. Utilizing Merton's anomie theory, this study identifies three types of academic misconduct: innovative, rebellious, and ritualistic. These behaviors, which deviate from the original intent of evaluation systems, reflect students' helplessness under performance metrics and their rational risk assessment, highlighting the need to address these challenges to protect the academic ecosystem.

Numérique et éducation

Agbanimu, D. O., Okebukola ,Peter A., Onowugbeda ,Franklin U., Peter ,Esther O., Oladejo ,Adekunle I., Gbeleyi ,Olasunkanmi A., & and Ademola, I. A. (2025). **Mitigating difficulty in Computer studies through Culturo-Techno-Contextual Approach.** *The Journal of Educational Research*, 118(2), 147-155. <https://doi.org/10.1080/00220671.2025.2454673>

This study investigates the effectiveness of a culturo-techno-contextual approach (CTCA) in teaching flowcharts and algorithms to junior secondary school students. Despite their importance in programming, these concepts are often difficult for students to grasp. The study involved 196 students (average age 12) who were divided into experimental and control groups. The experimental group received CTCA instruction, while the control group received traditional teaching. Results showed that the experimental group outperformed the control group, with a significant difference in achievement test scores ($F(1,196) = 1119.86; p < .05$). This study demonstrates the efficacy of CTCA in improving students' understanding of flowcharts and algorithms. By using cultural knowledge and creative instructional materials, teachers can promote meaningful learning and enhance students' performance in computer studies. The findings suggest that CTCA is a valuable innovative teaching method for improving students' mastery of complex programming concepts.

Agence exécutive européenne pour l'éducation et la culture (Commission européenne). (2025). **Transforming digital education: insights from three years of the Digital Education Accelerator.** Consulté à l'adresse <https://data.europa.eu/doi/10.2797/8936638>

The Digital Education Accelerator supported 21 digital education solutions over three years, providing structured guidance, expert mentorship, testing, showcasing, and validation opportunities. As part of the European Digital Education Hub, the programme aimed to foster innovation by helping teams refine their solutions, scale their impact, and navigate challenges in digital education. Designed as a needs-based initiative, the Accelerator ensured that each cohort received targeted support through intensive coaching, hands-on testing, and strategic showcasing at major events across Europe. This article explores the programme's structure and impact, highlighting how tailored mentoring and iterative development processes helped participating teams strengthen their solutions. It outlines the selection process, which identified promising innovations across different educational levels, including pre-primary, K-12, vocational training, higher education, and adult learning. The Accelerator's flexible approach allowed teams to tackle their specific challenges while benefiting from peer collaboration and cross-sectoral expertise. The article reflects on lessons learned, emphasising the importance of in-person collaboration, structured mentoring, and validation processes in product development. It discusses the challenges and opportunities encountered in supporting early-stage edtech solutions and highlights the programme's role in shaping the broader digital education landscape. As the Accelerator concludes, the insights gained from three years of fostering education innovation will contribute to ongoing discussions on the future of technology-driven learning, providing a foundation for continued growth and collaboration.

Aparicio-Flores, M. P., Esteve-Faubel, R. P., Fernández-Sogorb, A., & González, C. (2025). **Spanish validation perceived ease of ICT among future early childhood education and primary school teachers.** *Education and Information Technologies*, 30(4), 5133-5148. <https://doi.org/10.1007/s10639-024-12983-7>

The use of Information and Communication Technologies (ICT) has been increasing in education. Despite its benefits, not everyone perceives its use with the same ease. This raises the need to observe the perceived ease of use (PEOU) of ICT among future teachers, which requires a valid and reliable instrument to measure this variable for the Spanish population. The aim of this study is to validate PEOU among trainee early childhood education and primary education teachers studying at Spanish universities and observe the factorial invariance across gender. Two studies were conducted: the first study consisted of an Exploratory Factor Analysis with 474 students ($M_{age} = 21.17$; $SD = 4.03$), while the second study tested the scale based on 796 students ($M_{age} = 21.25$; $SD = 3.99$). The results found that PEOU is a valid and reliable measurement scale consisting of two factors (FI. Difficulty [$\alpha = 0.89$] and FII. Ease [$\alpha = 0.81$], and that there are no gender differences. In conclusion, it provides a scale to assess PEOU of ICT among the Spanish adult population.

Ateş, H. (2025). **Integrating augmented reality into intelligent tutoring systems to enhance science education outcomes.** *Education and Information Technologies*, 30(4), 4435-4470. <https://doi.org/10.1007/s10639-024-12970-y>

Integrating Augmented Reality (AR) technology into Intelligent Tutoring Systems (ITS) has the potential to enhance science education outcomes among middle school students.

The purpose of this research was to determine the benefits of an ITS-AR system over traditional science teaching methods regarding science learning outcomes, motivation, engagement, and student confidence in science education. Using a quasi-experimental setup with a pretest–posttest and a control group, the research compared the effects of the ITS-AR system with conventional science teaching. In the experiment, the ITS-AR system offered tailored feedback, adaptable learning routes, and targeted assistance to students based on their requirements and advancement. It also helped them visualize intricate scientific notions and experiments using AR technology. The findings indicated that the ITS-AR system significantly improved science learning outcomes compared to the conventional teaching method. Additionally, the students using the ITS-AR system were more motivated, engaged, and confident in their science education than those in the control group. These results point towards the benefits of combining AR with ITS to boost science education results and heighten student involvement and enthusiasm in science studies. This research highlights the potential for incorporating artificial intelligence into science teaching and the creation of efficient ITS-AR tools for science education.

Aucejo, E., Perry, S., & Zafar, B. (2024). **Assessing the costs of balancing college and work activities: the gig economy meets online education** [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/126752.htm?ref>

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

Baldwin, P., Yaneva, V., North, K., Ha, L. A., Zhou, Y., Mechaber, A. J., & Clauser, B. E. (2025). **The Vulnerability of AI-Based Scoring Systems to Gaming Strategies: A Case Study**. *Journal of Educational Measurement*, 62(1), 172-194. <https://doi.org/10.1111/jedm.12427>
Recent developments in the use of large-language models have led to substantial improvements in the accuracy of content-based automated scoring of free-text

responses. The reported accuracy levels suggest that automated systems could have widespread applicability in assessment. However, before they are used in operational testing, other aspects of their performance warrant examination. In this study, we explore the potential for examinees to inflate their scores by gaming the ACTA automated scoring system. We explore a range of strategies including responding with words selected from the item stem and responding with multiple answers. These responses would be easily identified as incorrect by a human rater but may result in false-positive classifications from an automated system. Our results show that the rate at which these strategies produce responses that are scored as correct varied across items and across strategies but that several vulnerabilities exist.

Barrett, A., Zhang, N., & Wei, S. (2025). **The Virtual Reality in Your Head: How Immersion and Mental Imagery Are Connected to Knowledge Retention.** *Educational Psychology Review*, 37(1), 9. <https://doi.org/10.1007/s10648-025-09984-4>

Immersive learning is predominantly constrained to technology-based interventions but has the potential for more diverse applications. This study reports on an experiment investigating the learning affordances of psychological immersion evoked by narrative absorption. A total of 228 participants were randomly assigned to one of three forms of media, an image, a word list, and a narrative, all of which contained identical items to be memorized for immediate and delayed free recall memory tests. Other variables measured were immersion, extraneous cognitive load, and mental imagery. ANOVA and correlation analyses showed that the narrative media was found to be significantly more immersive and that it evoked mental imagery in individuals at higher levels than both the list and image media. Importantly, there was more decay in memory recall between immediate and delayed tests for those exposed to the list and the image than for those who read the narrative. This implies the utility of immersive narratives for spontaneous mental image generation, which leads to improved knowledge retention. Other implications for immersive learning theory are discussed, and practical solutions for incorporating narrative immersion in learning are also suggested.

Boeskens, L., & Meyer, K. (2025). **Policies for the digital transformation of school education: Evidence from the Policy Survey on School Education in the Digital Age** (328^e éd.) [OECD Education Working Papers]. <https://doi.org/10.1787/464dab4d-en>

Bortolotti, R. M. (2025). **Mener une enquête ethnographique à distance et en présentiel : construction d'une méthodologie.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13jzz>

Cet article présente le retour d'expérience d'une démarche ethnographique réalisée sur un réseau social numérique dans le cadre d'une recherche doctorale sur les pratiques de sociabilité numérique des adolescents. En s'inspirant des principes de l'ethnographie classique, il expose la construction du protocole d'enquête : la présence du chercheur sur les plateformes de sociabilité ne va pas de soi, elle soulève des questions déontologiques auxquelles il convient de répondre avant de se lancer. Plutôt que de plaider pour une nouvelle forme d'enquête de terrain, cet article s'apparente à un rapport expérimental et pratique destiné à guider de jeunes chercheurs qui envisagent ce type d'ethnographie en ligne. Il montre que l'usage des réseaux sociaux numériques, notamment pour ceux qui travaillent auprès du public jeune, constitue un complément pertinent aux méthodes de terrain classiques.

Boulet, P. (2025, mars 25). **La transition numérique dans l'enseignement supérieur et dans la recherche est-elle compatible avec l'écologie ?** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/la-transition-numerique-dans-l-enseignement-superieur-et-dans-la-recherche-est-elle-compatible-avec-lecologie-251572>

L'empreinte carbone de la transition numérique va-t-elle exploser avec l'essor des IA génératives ? Cette question concerne aussi le secteur de l'enseignement supérieur et de la recherche.

Bruggink, M., Swart, N., Van Der Lee, A., & Segers, E. (2025). **Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts.** <https://doi.org/10.1007/978-3-031-75121-9>

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025a). **Evidence-Based Didactic Principles for Digital Reading.** In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 19-43). https://doi.org/10.1007/978-3-031-75121-9_2

This chapter explores the challenges faced by teachers in teaching reading comprehension in the context of digital reading. Additionally, we discuss how to incorporate the skills and knowledge required for paper-based reading into digital reading. Based on scientific insights, six key didactic principles for teaching the reading comprehension of digital texts are discussed in the chapter: (1) building vocabulary and activating prior knowledge, (2) including the characteristics of digital texts in education, (3) modeling digital reading strategies, (4) supporting multiple document reading, (5) stimulating self-regulation, and (6) practicing regularly in the classroom across subjects. These didactic principles are outlined with examples and practical advice. In addition, guidelines for stimulating digital inclusion within schools are provided to support equal access to digital education for all students.

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025b). **Exploring Digital Reading Using ePIRLS.** In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 45-85). https://doi.org/10.1007/978-3-031-75121-9_3

This chapter uses a digital text from the fifth cycle of IEA's 2021 Progress in International Reading Literacy Study (PIRLS) to provide further insight into the reading comprehension of digital texts, using the four comprehension processes described in the PIRLS 2026 assessment framework (see Chap. 1). The specific reading skills, vocabulary, and prior knowledge required to answer each question are discussed. The chapter illustrates specific difficulties students may encounter when reading the text and how teachers can support their students by using the didactic principles for digital reading as described in Chap. 2.

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025c). **Good Practices for Teaching Reading Comprehension with Digital Text from Three PIRLS Countries.** In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 87-101). https://doi.org/10.1007/978-3-031-75121-9_4

In the final chapter of this book, good practices from three countries that participated in IEA's Progress in International Reading Literacy Study (PIRLS) are highlighted. One school

from each country presents how their teachers work on teaching reading comprehension for digital texts. The description of the school's teaching of reading comprehension for digital texts is illustrated with practical tips and example lessons. These practical suggestions and ideas can inspire teachers to strengthen their own practice when teaching digital reading and the comprehension of digital texts.

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025d). **Theories of Digital Reading**. In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 1-18). https://doi.org/10.1007/978-3-031-75121-9_1

This chapter aims to provide teachers with a brief overview of the current research on what digital reading entails, the differences between print-based reading and on-screen reading, and what skills are required for digital reading. This chapter will serve as a frame of reference for the rest of the book. Reading comprehension is, in essence, the same when reading digitally or on paper. However, digital texts have a number of characteristics that require a different approach or additional skills when reading. In addition, when searching the internet for information for school assignments, students have to search for and read multiple digital texts. Multiple document reading entails navigating and searching for information, reading texts and evaluating them on their relevance and reliability, and integrating information from a variety of different texts. Finally, we describe the four dimensions of digital inclusion and their importance in schools for preparing students for digital society.

Bussesund, E. S., McGarr, O., & Engen, B. K. (2025). **Teacher educators' discursive enactment of professional digital competencies**. *Journal of Education Policy*, 40(2), 266-287. <https://doi.org/10.1080/02680939.2024.2379821>

This paper explores how teacher educators in Norway discursively enact a policy framework for teachers' professional digital competence (PDC) in the context of the digitalisation of education. This study draws on group interviews and focuses on how teacher educators understand and respond to the policy through practical argumentation. The paper identifies different variations and interrelationships in policy enactment and discusses the tension between a qualification-oriented and a critical-reflective perspective on PDC. This paper contributes to the literature on teacher educators and their enactment of education policy by highlighting the influence of beliefs and values and the wider context of teacher education. In particular, it highlights how the multiple professional roles held by teacher educators adds an additional level of complexity to teacher educators' policy enactment.

Caria, A., Checchi, D., & Paolini, D. (2025). **TV Digital Transition in Italy and the Impact on Pupils' Academic Performance** (IZA Discussion Paper N° 17623). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17623.htm?ref>

This paper studies the impact of television on student achievement in Italy, utilizing the staggered rollout of digital television across Italian provinces to isolate television's influence. Using data from national educational assessments (INVALSI) collected in four grades from 2009 to 2012, we uncover a negative effect of television on school performance by applying difference-in-differences techniques. We observe a positive correlation between TV viewing and test scores for a subset of the survey. Still, the negative impact is partly confirmed when instrumenting hours of view with the availability

of digital channels. We also find significant heterogeneity: foreign-born pupils benefit from the greater availability of TV channels, while children with graduate parents experience less significant achievement losses.

Chandra, A., Sengupta, S., & Vaish, A. (2025). **An investigative study among higher education students' continuance intention towards e-learning in India.** *Education and Information Technologies*, 30(4), 4933-4957. <https://doi.org/10.1007/s10639-024-12997-1>

E-learning systems have strengthened the learning process among students by providing online learning opportunities to them. With the diminishing difference between the academic world and the job markets, students must get the full benefits of e-learning platforms. The disparity in online learning opportunities due to a lack of resources has pushed students in developing countries to a situation where it has been difficult for them to continue through online learning for self-development. E-learning practices in developing countries may contribute to achieving sustainable development of equity in quality education. E-learning systems are increasingly used in India but students' readiness to adopt them to connect globally depends on several factors. The use of online systems of study was reinforced during the COVID-19 pandemic in India, similar to other countries, due to the closure of schools and colleges. This study is conducted to analyze students' continuance intention toward e-learning after the COVID-19 pandemic using the extended Unified Theory of Acceptance and Use of Technology model (UTAUT). Students' responses, those studying in under-graduation and post-graduation courses were collected through questionnaires. Data analysis was done by Structural Equation Modeling (SEM). Most of the respondents had perceived e-learning positively, anticipated applying it in their learning process, and felt fairly competent while using it. A 55.4% variance in Continuance Intention was found directly due to other variables determining the behavioral aspects of students toward e-learning. When students feel e-learning is engaging and consider it easy to use and supportive in improving their effectiveness and learning performance, they feel satisfied using it and their continuance intention for using it is enhanced. International academic institutions and schools across the world should promote and incorporate e-learning systems as part of teaching pedagogy to empower students with adequate skills for e-learning.

Cheung, W. C., Chen, P., & Ostrosky, M. M. (2025). **Teachers' perspectives on including children with disabilities in virtual motor play activities during online learning.** *British Journal of Special Education*, 52(1), 27-36. <https://doi.org/10.1111/1467-8578.12567>

Structured motor play is crucial to the motor and social development of children with disabilities. However, many teachers report that including children with disabilities in motor play is challenging, especially during virtual learning. The purpose of this interview study was to explore 26 preschool teachers' perspectives on engaging children with disabilities in motor play in virtual environments and the strategies they used to involve students. Teachers believed that including children with disabilities in virtual motor play activities is important for their physical development, sense of belonging, and exploration of potential. Teachers also indicated that understanding the motor abilities and interests of children with disabilities and making adaptations to support each child during virtual motor play is important. Additionally, seeing therapists as resources for motor play ideas and sharing resources with parents were strategies suggested by participants to facilitate the engagement of children with disabilities in motor play during virtual learning. Findings suggest that an interdisciplinary approach to teaching motor play is crucial for children with disabilities regardless of the service delivery model.

Chilton, D., Wilson, K., & Dutton, J. (2025). **A case study of students' and teachers' attitudes towards BYOD and its use within their history classrooms.** *Education and Information Technologies*, 30(4), 4795-4824. <https://doi.org/10.1007/s10639-024-13006-1>

In recent years, laptop and 'Bring Your Own Device' (BYOD) programs have become an integral part of teaching and learning in many Australian schools. For history teachers, the presence of BYOD in the classroom potentially provides the opportunity to align two key teaching goals: historical research skills; and information, communication and technology (ICT) skills. However, there is a dearth of literature that focuses on BYOD for history teaching and learning. This paper reports on the findings of a case study examining Year 9 students' (13-15-year-olds) and teachers' attitudes towards the uses of BYOD in their history classes. The findings are from a larger study that examined the way that BYOD was being used for the teaching and learning of historical research skills online. This study uses reflexive thematic analysis to analyse student questionnaires where students reflected on their learning and attitudes. Teachers completed questionnaires and participated in semi-structured interviews. This study has found that the presence of BYOD has heightened an underlying constructivist approach to history teaching. Both students and teachers greatly value the access that BYOD provides for student-centred historical inquiry, as well as valuing BYOD as a perceived labour saver. However, participants seemed to underestimate the role that BYOD is playing in narrowing students' understanding of history to facts about the past. Despite the limits of its small sample size, this case study has important implications for history educators, which are discussed.

Cisel, M. (2025). **Analyse de traces d'interaction et reconceptualisation des indicateurs de performance de MOOC : une revue de littérature.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13jzx>

L'utilisation débridée d'indicateurs pour mesurer la performance de cours en ligne nuit potentiellement à la compréhension des phénomènes qu'ils prétendent mesurer. En nous focalisant sur les MOOC, nous illustrons trois types de travaux qui permettent de renouveler le regard sur ces métriques à partir d'analyses de traces d'interaction. Le premier consiste à questionner la terminologie mobilisée. Il convient d'identifier le phénomène que l'on évoque lorsque l'on parle de nombre d'étudiants, d'inscrits, ou de certificats délivrés. Par exemple, les inscriptions sont souvent faites par « rafales » et correspondent à des cours qui se superposent, et la comparaison avec une inscription à un cours universitaire montre ses limites. La recherche peut également viser à proposer de nouvelles catégories d'apprenants, qui constituent alors autant d'indicateurs alternatifs. L'usage du taux de certification minore en effet le poids des non-certifiés, qui peuvent développer une activité non négligeable, invisibilisée par le choix de certains indicateurs. Enfin, le chercheur peut enfin reprendre des indicateurs traditionnels, mais en segmentant le public d'un MOOC de sorte à appliquer les métriques de manière pertinente. Il convient alors de légitimer les critères mobilisés pour réaliser ce travail de segmentation.

Curry & Chan. (2025). **The Effect of an Online Growth Mindset Intervention on the Academic Performance for Community College Students in Corequisite Math Courses.** *Community College Journal of Research and Practice*, 49(4-5), 341-354. <https://doi.org/10.1080/10668926.2024.2431982>

This study examined the effect of a virtual growth mindset intervention in enhancing the perceived flexibility of intelligence and academic outcomes of community college students enrolled in corequisite math courses during the COVID-19 pandemic. Prior research suggests that growth mindset interventions can positively influence students' beliefs about intelligence and academic performance, but effects may vary based on individual sociodemographic characteristics and college readiness. Employing a randomized pre-posttest design, this investigation assessed the impact of the intervention on students' perceived intelligence flexibility and course grades for those enrolled in corequisite math courses. Results indicate a significant increase in growth mindset among participants in the intervention group. However, no significant differences in self-report course grades existed between the intervention and control groups. These findings underscore the complex relationship between growth mindset, academic performance, and contextual factors. The results call for further research to elucidate the long-term effects of growth mindset interventions for underprepared college students.

Dai, Z., Yang, Y., Chen, Z., Wang, L., Zhao, L., Zhu, X., & Xiong, J. (2025). **The role of project-based learning with activity theory in teaching effectiveness: Evidence from the internet of things course.** *Education and Information Technologies*, 30(4), 4717-4749. <https://doi.org/10.1007/s10639-024-12965-9>

Higher education is beginning to focus on how to effectively cultivate IoT engineers who possess both hard skills and soft skills. Therefore, from the perspective of activity theory and combining it with project-based learning, this study constructed a project-based learning framework based on activity theory and applied this framework to an IoT course at a university in central China. The first half of the course adopted a traditional lecture-based teaching method, while the second half of the course was carried out based on the proposed framework, thus constituting a control group and an experimental group. To further explore the effectiveness of the proposed framework on IoT courses, the data of this study consisted of two aspects: on the one hand, questionnaires on students' learning engagement and satisfaction with the IoT course were collected; on the other hand, with the help of an intelligent teaching analytics platform, the effectiveness of the proposed framework in optimizing the classroom structure was objectively analyzed from three dimensions of teaching mode, classroom atmosphere, and teacher-student intimacy. The experimental results showed that compared with traditional teaching, teaching based on the proposed framework can significantly improve students' learning engagement and satisfaction. Specifically, the increase in emotional engagement was the highest at 43.07%, followed by a 26.42% increase in behavioral engagement and a 35.15% increase in cognitive engagement. Meanwhile, it also optimizes the classroom structure to a certain extent. The teaching mode has shifted from lecture-based to hybrid, the classroom atmosphere is more harmonious and equal, and the teacher-student intimacy is increasing.

de Alwis, A., Shrestha, A., & Sarker, T. (2025). **Exploring Governance for accreditation in the education sector using blockchain technology: a systematic literature review.** *Discover Education*, 4(1), 57. <https://doi.org/10.1007/s44217-025-00449-y>

The current education accreditation process poses a significant risk globally to the quality of education due to the increased falsification of academic certificates. Although previous studies have highlighted the potential benefits of blockchain technology in this context, there remains an opportunity towards a thorough investigation into the governance factors that influence the implementation of blockchain technology within

the education sector. The accreditation system becomes increasingly important as a result of the emergence of a new learning ecosystem that enables the propagation of academic credits. It fosters an integrative learning approach by facilitating the accumulation of academic credits from a variety of higher education institutions, thereby promoting a learning ecosystem. The fundamental concept is to recognize the existence of a variety of learning pathways and to democratize education. To this end, we conducted a comprehensive review of existing studies on the governance mechanisms for accreditation in the education sector using Blockchain technology. We identified 63 journal articles using four academic databases (EBSCOhost, Emerald, insight, Sage Journals, Scopus, Science direct) from 2018 to 2023. The literature appears devoid of proposals for a governance framework even though in the conventional paradigm such a framework is crucial in ensuring authenticity of credentials.

Demory, M. (2025). **Faire acte de médiation numérique : l'inclusion au regard des pratiques professionnelles.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/875>

Les professionnel·les de la médiation numérique contribuent quotidiennement au développement du pouvoir d'agir des citoyen·nes, en ayant pour objectif structurel la lutte contre les inégalités numériques. Toutefois, ces acteurs et ces actrices ainsi que leurs pratiques semblent encore peu documentés, notamment dans la littérature sociologique. À partir d'une enquête de terrain en région Sud au sein de structures de médiation numérique, constituée principalement d'observations et d'entretiens, le présent article entend analyser les actes de médiation numérique, leurs applications concrètes et les valeurs qui les sous-tendent. En déroulant le faisceau de tâches des professionnel·les enquêté·es, il convient ici de mettre au jour une catégorisation des actes en termes de médiations d'initiation, d'approfondissement et de création, ainsi qu'une structuration autour de représentations qualifiant la médiation numérique de politique et pédagogique. Les résultats présentés permettent finalement de conclure sur la puissance de l'inclusion numérique et sociale de ces actes.

Devauchelle, B. (2025, mars 28). **Relation école et famille : le numérique peut-il aider ?** Consulté 31 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/28/relation-ecole-et-famille-le-numerique-peut-il-aider/>

« Les témoignages sont constants : le monde scolaire ne parvient pas à développer un "partenariat de fond" avec les familles » écrit Bruno Devauchelle pointant les discours ... mais pour quels

Doran, H., Yamada, T., Diaz, T., Gonulates, E., & Culver, V. (2025). **A Generalized Objective Function for Computer Adaptive Item Selection.** *Journal of Educational Measurement*, 62(1), 5-32. <https://doi.org/10.1111/jedm.12405>

Computer adaptive testing (CAT) is an increasingly common mode of test administration offering improved test security, better measurement precision, and the potential for shorter testing experiences. This article presents a new item selection algorithm based on a generalized objective function to support multiple types of testing conditions and principled assessment design. The generalized nature of the algorithm permits a wide array of test requirements allowing experts to define what to measure and how to measure it and the algorithm is simply a means to an end to support better construct

representation. This work also emphasizes the computational algorithm and its ability to scale to support faster computing and better cost-containment in real-world applications than other CAT algorithms. We make a significant effort to consolidate all information needed to build and scale the algorithm so that expert psychometricians and software developers can use this document as a self-contained resource and specification document to build and deploy an operational CAT platform.

Duo, Z., Zhang, J., Ren, Y., & Xu, X. (2025). **Examining self-regulation models of programming students in visual environments: A bottom-up analysis of learning behaviour.** *Education and Information Technologies*, 30(4), 5229-5249. <https://doi.org/10.1007/s10639-024-13016-z>

Self-regulated learning (SRL) significantly impacts the process and outcome of programming problem-solving. Studies on SRL behavioural patterns of programming students based on trace data are limited in number and lack of coverage. In this study, hence, the Hidden Markov Model (HMM) was employed to probabilistically mine trace data from a visual programming learning platform, intending to unveil students' SRL states and patterns during programming problem-solving in a bottom-up manner. Furthermore, the K-means clustering technique was utilized to cluster the Online Self-regulated Learning Questionnaire (OSLQ) survey data, enabling the investigation of prominent behavioural characteristics and patterns among students with differing levels of SRL. The results show that programming problem-solving involves five SRL states: problem information processing, task decomposition and planning, goal-oriented knowledge reconstruction, data modelling and solution formulating. Students with a high level of SRL are more engaged in the problem information processing stage, where they plan task objectives and develop problem-solving strategies by profoundly analyzing the structural relationships of the problem. In contrast, students with low levels of SRL decompose the problem and develop a strategic approach through interacting with the knowledge content, which results in a certain blindness in the problem-solving process.

Faillet, V. (2025). **Travail scolaire en dehors de la classe et pratiques lycéennes : vers un écosystème numérique au croisement des cultures scolaires et juvéniles.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13jzy>

Nous proposons dans cette recherche de caractériser des pratiques socio-numériques lycéennes relatives au travail scolaire hors de la classe et de questionner, dans le cadre de ces pratiques, les articulations possibles entre cultures juvéniles et cultures scolaires. Notre approche méthodologique articule d'une part la collecte et l'analyse de traces numériques en ligne et d'autre part, des entretiens avec des lycéens. Nos résultats relèvent certaines pratiques lycéennes telle la mobilisation de divers forums Internet pour y poser des questions scolaires ou en consulter les réponses apportées, la consultation de vidéos YouTube produites par quelques influenceurs pédagogues, le recours aux pairs lycéens au sein de groupes restreints médiés par des applications numériques ou encore la consultation de Google considéré par certains comme étant un « moteur de réponse ». Un écosystème numérique incluant un territoire culturel scolaire et un territoire culturel juvénile se dessine alors et nous en proposons une schématisation. C'est au sein de cet écosystème que les pratiques propres à chaque culture peuvent s'articuler et s'hybrider.

Feng, R., & Luo, J. (2025). **Analysis of K-12 teachers' demand characteristics for digital educational resource services from the perspective of adaptive feedback: based on the analysis of KANO model.** *Education and Information Technologies*, 30(4), 4695-4716. <https://doi.org/10.1007/s10639-024-12980-w>

Based on the adaptive feedback theory, promoting the development of digital educational resource services towards adaptability is key to solving the problem of poor applicability in current K-12 digital educational resource services. Demand-driven resource service construction plays a significant guiding role in this process, making it essential to clarify the demands of K-12 teachers for resource services. Therefore, this study employed a combination of large-scale interviews and Kano model analysis to summarize the composition, categories, and characteristics of teachers' demands, based on the analysis of resource service elements. The research findings reveal that teachers expect resource services to provide convenient, personalized, and continuously evolving support for teaching, professional development, and students' self-regulated learning scenarios. In terms of prioritizing these demands, teachers believe that addressing the demands in teaching scenario should take precedence before expanding to other scenarios. Finally, based on these research findings, a three-stage construction strategy has been designed: first, focusing on services for teaching scenario; second, addressing professional development and services for self-regulated learning; third, continuously improving the services. This strategy aims to enhance service quality and efficiency, providing guidance for the development of digital educational resource services in K-12 education.

Gezgin, D. M., & Türk Kurtça, T. (2025). **Developing the Allessphobia in education scale and examining its psychometric characteristics.** *Education and Information Technologies*, 30(4), 4471-4491. <https://doi.org/10.1007/s10639-024-12984-6>

The purpose of this research is to create a reliable and valid scale to assess Allessphobia in Education (the fear of being without Artificial Intelligence in education) among university students. In three phases, a sample of 1378 undergraduate students from different faculties at a public university participated in the reliability and validity investigations of the scale during the academic year 2023–2024. Expert comments were obtained to assess the scale's face validity and content validity. The first group sample (n = 420) underwent exploratory factor analysis (EFA), the second group sample (n = 510) underwent confirmatory factor analysis (CFA), and the third group sample (n = 448) underwent criterion-related validity testing. EFA revealed that the scale had a two-factor structure with 18 items that explained 56.23% of the total variance. The CFA analysis verified the scale's two-factor structure and produced good fit values ($\chi^2/df = 2.25$, CFI = .99; TLI = .99; NFI = .98; IFI = .99; SRMR = .049; RMSEA = 0.050 [0.42–0.57]). The first factor's analysis showed acceptable values for Guttman's lambda ($\lambda = 0.930$ –0.948), McDonald's omega ($\omega = 0.923$ –0.929), and Cronbach's alpha ($\alpha = 0.925$ –0.935). Similarly, the second factor's analysis also showed acceptable values for these measures ($\lambda = 0.851$ –0.880, $\omega = 0.850$ –0.879, $\alpha = 0.847$ –0.877). Overall, the entire scale demonstrated acceptable values for Cronbach's alpha (0.925–0.935), McDonald's omega (0.922–0.942), and Guttman's lambda (0.940–0.942). Additionally, the scale exhibited a positive and statistically significant correlation with the Firat Netlessphobia Scale, indicating satisfactory criterion validity. Cross-gender invariance analysis was also performed, showing that gender invariance was achieved. The results indicate that this scale is valid and reliable for university students. In conclusion, the scale fills a critical gap in educational research by providing a reliable tool to measure students' fears and

anxieties about the absence of Artificial Intelligence (AI) in their learning experiences. By accurately assessing this unique form of anxiety, educators and policymakers can develop targeted interventions to better understand and mitigate students' fears and support the integration of AI in education, thereby enhancing its constructive contribution to learning.

GPE KIX. (2025). **Data Systems and Data Use: Policy and Practice Insights** (p. 9). Consulté à l'adresse GPE KIX website: <https://www.gpekix.org/knowledge-repository/data-systems-and-data-use-policy-and-practice-insights>

This brief offers practitioners and decision-makers effective strategies and practices on data systems and data use based on evidence and lessons learned from five GPE KIX research projects highlighted in the report Data Systems and Data Use: A Research Synthesis.

Guan, R., Raković, M., Chen, G., & Gašević, D. (2025). **How educational chatbots support self-regulated learning? A systematic review of the literature**. *Education and Information Technologies*, 30(4), 4493-4518. <https://doi.org/10.1007/s10639-024-12881-y>

Engagement in self-regulated learning (SRL) may improve academic achievements and support development of lifelong learning skills. Despite its educational potential, many students find SRL challenging. Educational chatbots have a potential to scaffold or externally regulate SRL processes by interacting with students in an adaptive way. However, to our knowledge, researchers have yet to learn whether and how educational chatbots developed so far have (1) promoted learning processes pertaining to SRL and (2) improved student learning performance in different tasks. To contribute this new knowledge to the field, we conducted a systematic literature review of the studies on educational chatbots that can be linked to processes of SRL. In doing so, we followed the PRISMA guidelines. We collected and reviewed publications published between 2012 and 2023, and identified 27 publications for analysis. We found that educational chatbots so far have mainly supported learners to identify learning resources, enact appropriate learning strategies, and metacognitively monitor their studying. Limited guidance has been provided to students to set learning goals, create learning plans, reflect on their prior studying, and adapt to their future studying. Most of the chatbots in the reviewed corpus of studies appeared to promote productive SRL processes and boost learning performance of students across different domains, confirming the potential of this technology to support SRL. However, in some studies the chatbot interventions showed non-significant and mixed effects. In this paper, we also discuss the findings and provide recommendations for future research.

Helvich, J., Novak, L., Mikoska, P., Hubalovsky, S., & Juklova, K. (2025). **English teachers' gamification satisfaction and perception scale (ETGSPS) development and validation**. *Education and Information Technologies*, 30(4), 5199-5228. <https://doi.org/10.1007/s10639-024-13001-6>

Over the years, gamification has played an important role in English education. Despite the promising results, there is a scarcity of research on gamified English teaching. Additionally, most studies addressing this topic used tools with problematic validity, posing challenges in interpreting their findings. Therefore, the objectives were to develop and validate a measure assessing the teacher-perceived applicability of gamification applications and the perceived effect on learners' motivation and learning outcomes. Two samples of 278 (M = 41.2, SD = 9.38; 81.3% females) and 333 (M = 43.7, SD = 9.2; 87%

females) participants were used for Exploratory and Confirmatory Factor Analyses, respectively. Network analysis examined the mutual dynamics between the items. Additionally, two retest samples were collected to explore the stability of the scale. Measurement invariance was examined between the samples and education levels. The construct validity was assessed by examining associations with other constructs using Spearman's Rank correlations. The results supported the four-factor model (CFI = 0.863; TLI = 0.85; RMSEA = 0.076; SRMR = 0.077) with excellent internal consistency (Cronbach's $\alpha = 0.91$ and McDonald's $\omega = 0.94$) and excellent stability (ICC = 0.96). The network analysis identified 9 communities. The measurement invariance revealed that the scale measures the same across different education levels and samples. Spearman's Rank correlations suggested statistically significant associations between individual subscales and selected constructs except between learning outcomes and general point averages. Altogether, the scale exhibits a high temporal and cross-level robustness, making it a valuable tool for gamification assessment in English teaching.

Hutain, J. (2024). **Enseignement actif et apport du numérique pour accroître l'engagement dans l'apprentissage des étudiants** (These de doctorat, Rennes 2). Consulté à l'adresse <https://theses.fr/2024REN20026>

L'objectif de cette thèse est d'examiner dans quelle mesure, et sous quelles conditions, l'enseignement actif peut accroître l'engagement dans l'apprentissage des étudiants et la réussite académique. L'enseignement actif est une forme d'enseignement dans laquelle les étudiants sont amenés à participer de différentes façons durant les cours magistraux, notamment à partir d'un environnement numérique accessible depuis leur propre appareil technologique (smartphone, ordinateur portable, tablette). L'engagement dans l'apprentissage est mesuré avant et après un enseignement rendu actif par l'enseignant. La mesure de l'engagement est réalisée à partir d'une échelle à trois dimensions : cognitive (attention durant le cours), affective (intérêt pour le cours) et comportementale (participation durant le cours). Trois expérimentations ont été réalisées dans des contextes d'enseignement présentiel et distanciel à l'université. Dans la première étude (Hutain et Michinov, 2022a), l'engagement lié à l'utilisation d'activités interactives, afin de permettre aux enseignants d'en maximiser l'usage et d'améliorer l'engagement des étudiants lors de cours en présentiel, a été étudié. La deuxième étude (Michinov et Hutain, 2023) propose une approche pédagogique visant à réduire les activités multitâches des étudiants durant les cours magistraux, en raison de l'utilisation de divers appareils technologiques, en affichant la diapositive du professeur sur leurs propres appareils. Les résultats des deux premières études montrent que le fait de visualiser la diapositive du professeur sur leur propre appareil, en plus des quiz et de la possibilité de poser des questions, augmente l'engagement affectif des étudiants durant tout le cours. Enfin, la troisième étude (Hutain et Michinov, 2022b) a permis de comparer les effets de l'affichage d'un feedback individuel ou collectif pendant un cours en ligne. Les résultats montrent que les étudiants ont perçu une plus grande menace liée à la comparaison sociale et ont fait preuve d'un engagement comportemental et de performances scolaires plus faibles dans la condition de feedback collectif que dans la condition de feedback individuel. L'effet inverse a été constaté sur l'intérêt pour le cours, qui s'est révélé plus élevé lors de l'affichage du feedback collectif basé sur les quiz. Considérés dans leur ensemble, ces résultats suggèrent que certaines formes d'activités, adossées à certaines fonctionnalités d'un environnement numérique, peuvent influencer positivement ou négativement l'engagement, les performances et les comportements des étudiants.

Hwang, Y., Lee, S., & Jeon, J. (2025). **Integrating AI chatbots into the metaverse: Pre-service English teachers' design works and perceptions.** *Education and Information Technologies*, 30(4), 4099-4130. <https://doi.org/10.1007/s10639-024-12924-4>

Alongside technological advances, the educational potential of artificial intelligence (AI) chatbots and the metaverse has generated significant interest in the field of computer-assisted language learning (CALL). However, despite this heightened interest, there have been no studies that have delved into the effective integration of these two technologies into educational contexts. In response to this concern, this research examined a teacher training course where pre-service teachers designed and used their customized chatbots within the context of the metaverse space. Fifty-five pre-service English teachers were assigned to the chatbot-only group (COG) (n=31) and the chatbot-metaverse group (CMG) (n=24). We first explored the CMG's chatbot design works and teaching demonstrations in metaverse spaces and compared them to those of the COG, who developed and utilized chatbots in a physical classroom setting. We further compared their perceptions related to experiences with chatbot-based lesson designing and teaching demonstrations, using a survey and reflection papers. The comparison of design works and teaching demonstrations revealed that while both groups recognized the value and effectiveness of AI chatbots in the language classroom, the participants in the CMG tended to develop more authentic, immersive, and interactive learning tasks, with the metaverse space playing a crucial role as a context. Analysis of a survey and reflection papers indicated that the CMG reported more positive perceptions than the COG. We discussed how the metaverse space might have influenced the way teachers developed and integrated chatbots into their educational contexts. Pedagogical and theoretical implications regarding the combined use of AI chatbot and metaverse technologies were also provided.

Jammeh, A. L. J., Karegeya, C., & Ladage, S. (2025). **Clicker-integrated instruction and conventional instruction: The comparative evaluations of students' performances in chemistry.** *Education and Information Technologies*, 30(4), 5331-5351. <https://doi.org/10.1007/s10639-024-12992-6>

Clicker-integrated instruction is the current innovation in teaching and learning. Several studies used this technology to investigate learning processes, while others mainly used it to assess for learning, facilitation of group discussion and students' participation. All applications require creativity and analytical thinking and very much different from conventional instruction where learning is direct and sometimes unreceptive. However, most of those studies either conducted a meta-analysis of the literature or an intervention with a small group to evaluate its impact on teaching and learning. However, the relationship that exists between its integration through intervention and final regional examination results in chemistry was limited in studies. Therefore, the main focus of the present study was to examine the relationship between an intervention and regional examination results. Data collected and analysed were the 2593 students' final chemistry results, between grade levels 1 to 6, as the main requirement for university admission. The scope of the data collected from 2017 to 2019. There were 1463 male (56.4%), and 1130 female (43.6%) from the total sample. The findings obtained were compared within and to the findings generated from an intervention, for any relationship. Regression results indicated no relationship between the two findings. Further, multiple regression also suggests that the relative contribution of the clicker technology, stands on firm empirical

ground, as it explained 3.5% of the variance in results, which implied that clicker-integrated instruction can be encouraged.

Jiang, J., & Fryer, L. K. (2025). **A scoping review: what kind of built-in social tools keep students in MOOCs?** *Education and Information Technologies*, 30(4), 4867-4882. <https://doi.org/10.1007/s10639-024-12987-3>

The number of Massive Open Online Courses' (MOOCs) participants has been increasing over the years but its completion rate is extremely low. Social support/social interaction is one of the key factors that has a huge impact on students' learning motivation in both online and offline environments, but difficult to maintain in MOOCs due to its asynchronicity. Built-in social tools are therefore important in the MOOCs learning context because they can provide opportunities for students to interact with both other students and instructors. Present scoping review focused on built-in social tools in MOOCs and aimed to find out: What theories have been utilised to guide or explain how built-in social tools in MOOCs might support students? What kind of built-in social tools have been applied in MOOCs? What kind of outcomes have been investigated in research that focused on built-in social tools in MOOCs? Seventy articles have been included in this review and we found that (1) the majority of the research did not use any theories or models to guide the study design or explain the findings (2) Forum is dominating in numbers compared to other built-in social tools (3) Most studies focused on observed data such as number and content of posts in the forum, and their relationships with course grade and completion rate. However, no research has focused on how built-in social tools might affect students' belongingness, which is considered to have a significant influence on students' motivation to learn. Suggestions to address the research gaps were given.

Kleimola, R., Hirsto, L., & Ruokamo, H. (2025). **Promoting higher education students' self-regulated learning through learning analytics: A qualitative study.** *Education and Information Technologies*, 30(4), 4959-4986. <https://doi.org/10.1007/s10639-024-12978-4>

Learning analytics provides a novel means to support the development and growth of students into self-regulated learners, but little is known about student perspectives on its utilization. To address this gap, the present study proposed the following research question: what are the perceptions of higher education students on the utilization of a learning analytics dashboard to promote self-regulated learning? More specifically, this can be expressed via the following threefold sub-question: how do higher education students perceive the use of a learning analytics dashboard and its development as promoting the (1) forethought, (2) performance, and (3) reflection phase processes of self-regulated learning? Data for the study were collected from students (N = 16) through semi-structured interviews and analyzed using a qualitative content analysis. Results indicated that the students perceived the use of the learning analytics dashboard as an opportunity for versatile learning support, providing them with a means to control and observe their studies and learning, while facilitating various performance phase processes. Insights from the analytics data could also be used in targeting the students' development areas as well as in reflecting on their studies and learning, both individually and jointly with their educators, thus contributing to the activities of forethought and reflection phases. However, in order for the learning analytics dashboard to serve students more profoundly across myriad studies, its further development was deemed necessary. The findings of this investigation emphasize the need to integrate the use and

development of learning analytics into versatile learning processes and mechanisms of comprehensive support and guidance.

Kouassi, K. H., & Adohi Krou, V. (2025). **L'enseignement supérieur et la transformation numérique: le cas de la Côte d'Ivoire**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/lenseignement-superieur-et-la-transformation-numerique/78219>

Cet ouvrage traite de la transformation numérique dans l'enseignement supérieur en Côte d'Ivoire. Il couvre une large gamme d'aspects, des enjeux aux défis en passant par les cadres réglementaires et politiques. La mention de projets spécifiques tels que le projet AMRUGE, la création de l'Université Virtuelle de Côte d'Ivoire (UVCI) et la création du dispositif hybride de l'Université Jean Lorougnon Guédé apportent une dimension pratique à l'ouvrage. L'analyse de ces initiatives fournit des perspectives concrètes sur la manière dont la transformation numérique est mise en œuvre dans le contexte ivoirien. L'auteur montre les défis restant à relever pour parvenir au développement du numérique éducatif, (notamment les défis réglementaires, institutionnels, liés aux enseignants-chercheurs) et de la gouvernance numérique des universités

Kwihangana, F. (2025). **Teacher positioning in educational ICT policies: implications for digital teacher identity development in under-resourced contexts**. *Journal of Education Policy*, 40(2), 242-265. <https://doi.org/10.1080/02680939.2024.2386309>

This study explores how ICT policies assign positions and digital teacher identities to educators in under-resourced contexts. It examines implications of such positioning on the training of technology – using language teachers in Rwanda by using positioning theory to analyse positions and identities assigned to teachers in 10 ICT policy and teacher education programme documents. Findings show that ICT policies use the under-resourced nature of their context to justify compulsory, deficient or aspirational digital teacher identities assigned to teachers through a range of ICT storylines in which teachers are given self-contradictory positions. Overall, the study clarifies how ICT policies shape the development of digital teacher identities through positioning, and by appealing to teachers' imagined selves and needed contribution to national socio-economic ambitions. The study exemplifies the operationalisation of positioning theory and the positioning triangle in educational policy analysis. Its findings will appeal especially to policymakers, teacher educators and researchers with an interest in educational technology or positioning theory.

Lecuyer-Chardevel, S., Girault, I., & Hoffmann, C. (2024, septembre). **Modeling and supporting goal setting and planning in the regulation of learning activities in a CSCL environment**. Consulté à l'adresse <https://hal.science/hal-04999910>

Li, J., & Copur-Gencturk, Y. (2025). **Perceptions versus performance: Assessing teacher learning in asynchronous online professional development**. *Education and Information Technologies*, 30(4), 4751-4776. <https://doi.org/10.1007/s10639-024-13020-3>

Teacher learning in asynchronous online professional development (PD) is often measured by self-reported instruments, despite uncertainties regarding teachers' accuracy in their self-assessment of learning. This study explored whether teachers' self-reported gains in content knowledge for teaching aligned with those measured by direct assessments. Through quantitative analyses of data collected from 57 middle school mathematics teachers who participated in a fully asynchronous online PD program, we

found no significant correlation between teachers' self-reported knowledge gains and those measured by direct assessments. Additionally, we examined the role of teachers' use of self-regulated learning (SRL) strategies, namely organization, elaboration, and monitoring, in their learning from the PD program by conducting linear regression analyses. Our results indicated that teachers who frequently monitored their understanding of the PD content demonstrated greater gains in their content knowledge as measured by direct assessments. However, none of the SRL strategies predicted the accuracy of teachers' self-assessments of knowledge gains from the asynchronous online PD program. These findings raise concerns about relying solely on self-reported instruments to capture teachers' learning in asynchronous online PD programs, and they emphasize the need for more robust and accurate outcome measures in the asynchronous online learning context.

Li, Y., Sadiq, G., Qambar, G., & Zheng, P. (2025). **The impact of students' use of ChatGPT on their research skills: The mediating effects of autonomous motivation, engagement, and self-directed learning.** *Education and Information Technologies*, 30(4), 4185-4216. <https://doi.org/10.1007/s10639-024-12981-9>

Integrating ChatGPT into educational contexts has become prevalent due to its potential to revolutionize teaching, learning, and research. However, to ensure positive use, it is necessary to design learning environments that effectively incorporate this technology. This study employed self-determination theory as an undergirding framework to understand the impact of ChatGPT-integrated instruction on undergraduate students' research skills. Moreover, the study explored the impact of ChatGPT-integrated instruction on students' autonomous motivation, engagement, and self-directed learning, as well as the mediating role of these variables in the relationship between ChatGPT usage and research skills. In this quasi-experimental study, 366 undergraduate students majoring in education were divided into control and experimental groups. The control group received instruction without ChatGPT, while the experimental group received ChatGPT-integrated instruction and was allowed to use ChatGPT for research-related activities. The results revealed that the experimental group had significantly higher levels of research skills, motivation, engagement, and self-directed learning behavior. Moreover, the use of ChatGPT has a significant indirect impact on students' research skills through the mediating variables. This suggests that high autonomous motivation and self-directed learning are crucial for students to fully benefit from ChatGPT in developing research skills. The findings offer valuable insights for educators to design AI-enhanced learning environments to enhance students' research skills and learning outcomes.

L'IA peut-elle penser à notre place ? (Dossier). (2025). *Sciences Humaines*, (377), 43-68. Consulté à l'adresse <https://www.scienceshumaines.com/publications/ia-peut-elle-penser-notre-place>

Liao, Y.-J., Tarng, W., & Wang, T.-L. (2025). **The effects of an augmented reality lens imaging learning system on students' science achievement, learning motivation, and inquiry skills in physics inquiry activities.** *Education and Information Technologies*, 30(4), 5059-5104. <https://doi.org/10.1007/s10639-024-12973-9>

The purpose of this study is to examine the effects of employing an augmented reality (AR) lens imaging system on inquiry-based learning concerning junior high school students' science achievement, science learning motivation, and inquiry skills. For this

purpose, an AR lens imaging learning system was developed specifically for the lens imaging unit. A quasi-experimental design was utilized comprising an experimental group and a control group. The participants included 60 eighth-grade students from two classes in a junior high school in Taiwan. One class, consisting of 30 students, was assigned as the experimental group and utilized an AR lens imaging learning system for inquiry-based learning. The other class, also consisting of 30 students, served as the control group and utilized traditional lens imaging devices for inquiry-based learning. The instructional duration comprised two sessions totaling 90 min. The study's results revealed that implementing the AR lens imaging learning system for inquiry-based learning resulted in improvements in overall science achievement in the lens imaging unit. Additionally, individual science achievement was enhanced in the convex and concave lens imaging topics. Furthermore, the AR lens imaging learning system increased students' motivation for science learning. It also enhanced students' specific inquiry skills in the concave lens imaging topic, such as observation and analysis and discovery. However, no enhancement was observed in inquiry skills for the convex lens imaging topic.

Lin, C.-J., Lee, H.-Y., Wang, W.-S., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing STEM collaboration through reflective strategies in the 6E learning model: insights from voice recognition analysis.** *Education and Information Technologies*, 30(4), 4251-4276. <https://doi.org/10.1007/s10639-024-12957-9>

In STEM hands-on learning activities, collaboration with group members can be a significant motivator for students' engagement. This research is based on the 6E Learning by DeSIGN™ model and explores the impact of incorporating reflective strategies on students' learning performance, motivation, and participation in collaborative STEM learning activities. Additionally, this study uses voice recognition processing technology to assess differences in collaborative discussion topics. The findings reveal that while adhering to the 6E learning framework can effectively enhance various aspects of students' learning outcomes, the importance of reflective strategies remains paramount. Specific reflection stages can foster stronger connections and interactions among students and their learning partners. Furthermore, during the process of discussion and communication, group members gain a better understanding of the team's shared goals, leading to heightened motivation and participation intent in contributing to the team's success. Moreover, this study also identifies that members of groups engaged in the 6E + R learning model dedicate more time and effort to critical thinking and problem-solving during collaborative discussions, validating that collective reflective thinking within the team can assist novice learners in achieving higher-order thinking and maximizing their learning outcomes.

Lin, Y.-L., Wang, W.-T., Kuo, C.-C., & Chen, P.-H. (2025). **Motivational incentives in the context of online game-based formative assessment and improved student learning performance.** *Education and Information Technologies*, 30(4), 4669-4694. <https://doi.org/10.1007/s10639-024-12974-8>

This study explores the factors influencing students' online game-based learning (OGBL) performance. At present, motivating students to engage in learning actively represents a significant challenge faced by teachers and other stakeholders. Additionally, the findings of a variety of OGBL studies have been inconsistent or contradictory, particularly regarding virtual rewards. This study integrates self-determination theory and flow theory as a theoretical basis for analyzing data collected from 105 undergraduate students using a quasi-experimental design and the partial least square structural equation

modeling (PLS-SEM) approach. The results reveal that students' intrinsic motivation positively influences their enjoyment and focused attention. Autonomous motivation positively influences their learning performance. Furthermore, intrinsic motivation and focused attention are critical mediators in the proposed research model. The findings of this study contribute to the application of self-determination theory and flow theory in the OGBL context and provide suggestions for teachers and stakeholders with regard to promoting students' learning.

Lu, H., Limniou, M., & Zhang, X. (2025). **Exploring the metacognition of self-directed informal learning on social media platforms: taking time and social interactions into consideration.** *Education and Information Technologies*, 30(4), 5105-5132. <https://doi.org/10.1007/s10639-024-13026-x>

Social media has been recognized as a promising online communication environment that supports self-directed informal learning activities outside educational institutions. Development of metacognition is necessary for self-directed learning. Nevertheless, most studies have focused on the use of social media for formal learning. To fill this gap, we consider the specific nature of informal learning on social media and conduct an empirical study targeting individuals who initiate informal learning on one of the most popular social media platforms in China (Bilibili). We derive a new term, Metacognitive Involvement (MCI), to consider multiple facets of metacognition and examine how various MCI patterns change over time and their associations with social interactions based on Social Network Analysis (SNA). In total, 2,434 comments are manually coded and analyzed from one of Bilibili's most popular learning channels. Our findings reveal that unlike in formal learning where learners do not divulge regarding metacognition, in an informal learning environment they are more active in sharing MCI across time. Furthermore, MCI plays the role of, among others, triggering interactions and MCI-related patterns. It highlights that informal learning on social media is turning MCI development from a static reflection by individuals to a highly dynamic and ongoing process impacted by others. The implications of this study are related to a further understanding of learners' MCI development as well as how the dynamic mechanisms of informal learning on social media could promote personal development.

Mahawar, K., & Rattan, P. (2025). **Empowering education: Harnessing ensemble machine learning approach and ACO-DT classifier for early student academic performance prediction.** *Education and Information Technologies*, 30(4), 4639-4667. <https://doi.org/10.1007/s10639-024-12976-6>

Higher education institutions have consistently strived to provide students with top-notch education. To achieve better outcomes, machine learning (ML) algorithms greatly simplify the prediction process. ML can be utilized by academicians to obtain insight into student data and mine data for forecasting the performance. In this paper, the authors proposed an ML-based student prediction model based on the demographic, social, psychological, and economic factors, collectively. The dataset utilized for this study was compiled from a designed questionnaire administered to second-year undergraduate students. The objective of this study is to uncover factors that could assist in predicting students' performance. Eight ML classifiers, logistic regression, random forest, support vector machine, XGBoost, support vector machine with a linear kernel, naïve Bayes, K-Nearest Neighbor, and decision tree are used to forecast student performance. Additionally, nine feature selection techniques, variance threshold, XGBoost, feature importance, recursive feature elimination, chi-square, ridge, Pearson correlation, lasso,

and random forest, are employed to determine optimal factors. The authors experimented with each technique by creating two sets of training and testing data with 80:20 and 70:30 proportions, respectively. Comparatively, the ensemble DXK (DT + XGB + KNN) model with cross-validation and 80:20 proportions outperformed other standard classifiers, achieving a highest accuracy of 97.83%, an r-square of 96.17%, a precision of 97.94%, a recall of 97.83%, and an f1-score of 97.88%. These were the highest among all models tested. Additionally, the authors propose the ACO-DT model, which improves the prediction performance of the top-performing DT classifier by utilizing the Ant Colony Optimization technique. The findings demonstrate that the proposed model with 80:20 proportions achieve an accuracy of 98.15%, an f1-score of 98.16%, a precision of 98.18%, a recall of 98.15%, and an r-square of 84.75%, surpassing all other models for forecasting student performance. Using the specified data size, this model creation time is 8.49 s. The authors also recommended the future research directions to further enhance this study.

Man, S. S., Fang, Y., Chan, A. H. S., & Han, J. (2025). **VR technology acceptance for English learning amongst secondary school students: role of classroom climate and language learning anxiety**. *Education and Information Technologies*, 30(4), 4131-4155. <https://doi.org/10.1007/s10639-024-12969-5>

With the continuous evolution of information technology shaping advancements in education, virtual reality (VR) technology has been increasingly applied to enhance English learning amongst students, aiming to boost learning efficiency and performance. This study introduced a VR technology acceptance model (TAM) to fulfil these requirements. The proposed model highlighted language learning anxiety (LLA) as a critical factor and delineated secondary school students' acceptance of VR technology through four classroom climate constructs: respecting viewpoints (RV), promoting mutual respect (PMR), academic support from teachers (AS) and promoting interaction (PI). The current study surveyed 512 secondary school students using a questionnaire. Data gathered were scrutinised utilising structural equation modelling for the assessment of the hypothetical model. This research validated the suitability of TAM in elucidating the acceptance of VR technology for English learning. Perceived ease of use (PEOU) positively influenced perceived usefulness (PU). PU and PEOU positively influenced secondary school students' attitudes towards using VR. Amongst the four classroom climate dimensions, AS and PMR significantly negatively affected secondary school students' LLA, whereas PI and RV had no significant effect on LLA. Attitudes towards using VR and PU positively influenced students' willingness to use VR. Practical recommendations were provided to enhance secondary school students' inclination towards utilising VR technology to enhance their efficiency and performance in learning English.

Marescot, V., Bougenies, F., & Leleu-Merviel, S. (2025). **Recueillir l'expérience des étudiants dans un dispositif de formation hybride : entre auto-déclaration et learning analytics**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13k00>

L'objectif de cette étude est de cerner l'expérience des étudiants d'un dispositif hybride de formation au travers des perceptions des étudiants (N =22), leur motivation et leur engagement. À cet effet, un dispositif de formation peut être vu comme un espace où prend forme une expérience de vie (Leleu-Merviel, 2018) pour les apprenants. Dans le cadre de l'expérience de vie, des recherches précédentes ont établi que cet espace

devient lieu lorsque l'utilisateur se l'approprie, définissant deux modes de vécu : l'expérience de visite et l'expérience d'habiter. Le recueil de l'expérience des usagers, qui pose des questions méthodologiques, a pris la forme dans cette étude d'une enquête qualitative asynchrone, permettant de collecter 13 retours d'expérience. Les résultats montrent que les étudiants ne se sont pas engagés dans la partie distancielle du cours par manque de sens et que le présentiel reste d'une importance capitale : le relationnel est primordial pour les étudiants. L'expérience de vie dans les dispositifs de formation apparaît plus nuancée que la dichotomie visiter/habiter, et gagnerait à une étude plus approfondie, en ouvrant la recherche sur d'autres types de dispositifs.

Marsden, L., Munn, L., Magee, L., Ferrinda, M., St. Pierre, J., & Third, A. (2025). **Inclusive online learning in Australia: Barriers and enablers**. *Education and Information Technologies*, 30(4), 5301-5330. <https://doi.org/10.1007/s10639-024-13012-3>

While the pandemic highlighted the critical role technology plays in children's lives, not all Australian children have reliable access to technology. This situation exacerbates educational disadvantage for children who are already amongst the nation's most vulnerable. In this research, we carried out a project with three schools in Western Australia, conducting workshops, interviews and surveys with students, parents, and school staff from which we identified key barriers and enablers for digitally inclusive online learning at individual, interpersonal, organizational, and infrastructural levels. Our findings showed that language, credit rating, housing security, quality and affordability of infrastructural provisioning and teacher and family digital literacy all could act as barriers. Alongside provision of connectivity and devices, we successfully piloted a school-based Digital Inclusion Studio workshop to address aspects of this wider socio-ecology of digital inclusion. We conclude with recommendations for cultivating digital inclusion for learning at various levels: in the home, classroom and at the point of digital service provision and regulation.

Martineaud, T. (2024). **L'effet de longue traîne du confinement sur l'appropriation des techniques numériques par les enseignants de l'école élémentaire** (Phdthesis, Université de Poitiers). Consulté à l'adresse <https://hal.science/tel-04995913>

Avec la prolifération des contaminations liées au COVID-19 en France, les élèves et enseignants ont été physiquement éloignés des établissements scolaires avec la mise en place du confinement à l'échelle nationale du 12 mars au 11 mai 2020. Pendant cette période, les techniques numériques ont été désignées par l'institution scolaire comme des techniques dont l'usage permettrait de maintenir le lien pédagogique entre les enseignants et leurs élèves. Dans ce contexte d'urgence sanitaire ayant contraint les enseignants et les élèves à interagir par d'autres modalités, notre recherche cherche à comprendre si cette expérience obligée du confinement et de l'usage des techniques numériques a pu conduire les enseignants de l'école élémentaire à initier de nouvelles pratiques technopédagogiques, ou encore, à développer des usages numériques professionnels préexistants les menant à développer leurs capacités à agir avec les techniques numériques une fois le confinement terminé. Pour conduire cette recherche, nous nous sommes appuyés sur la sociologie des usages, sur les genèses instrumentales et sur le concept de pouvoir d'agir afin de comprendre et d'analyser les pratiques numériques professionnelles des enseignants pendant et après le confinement, au travers de leurs vécus de cette expérience inédite. Pour réaliser cette recherche, nous avons conduit des entretiens semi-dirigés avec des enseignants sur deux terrains d'enquête. Le premier terrain est constitué de 48 entretiens en 2021 réalisés dans

27 écoles de l'Aisne et du Val-d'Oise, et de 24 entretiens en 2022 réalisés dans 23 écoles des mêmes départements déjà visitées. Le second terrain d'enquête regroupe 3 écoles du département de la Vienne, dans lesquelles nous avons conduit des observations et des entretiens auprès de 4 enseignantes. Les données obtenues ont été analysées au prisme de l'analyse catégorielle thématique (Hsieh et Shannon, 2005) afin d'analyser les pratiques et les usages déclarés et observés des enseignants pendant et après le confinement de mars à mai 2020.

Nos analyses mettent en lumière le développement de pratiques numériques professionnelles inédites, parfois connues mais jusqu'alors pas ou très peu utilisées. Nous soulignons l'importance de la dimension affective des relations entretenues pendant le confinement entre les enseignants, leurs élèves et les familles. Pour certains enseignants – familiers des techniques numériques et évoluant dans des situations riches d'interactions et soutiens de la part des proches et des pairs – cette situation a pu être l'occasion de tester et d'expérimenter de nouveaux usages avec leurs élèves. Pour d'autres enseignants, les difficultés rencontrées pour accéder et utiliser certaines technologies prescrites ont été redoublées par les difficultés d'accès et d'usage des élèves et des familles. Cependant, cette période est aussi décrite comme une épreuve, génératrice de souffrance professionnelle rendant difficile sinon impossible le développement de pratiques technopédagogiques qui ne soient pas une réponse immédiate aux difficultés propres au confinement. Si certains des enseignants ont pu développer des nouvelles formes de médiations et de médiatisations avec leurs élèves, nos résultats montrent que les techniques les plus anciennes ont côtoyé les techniques les plus récentes afin de répondre à l'impératif de maintenir le lien avec les élèves.

Massou, L. (2025). **Hybrider les formations dans l'enseignement supérieur : questions et perspectives postpandémiques.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (49). <https://doi.org/10.4000/13k03>

Pour cette deuxième année de déclinaison de la nouvelle mouture de la rubrique « Débat-discussion » de la revue *Distances et médiations des savoirs*, dont le principe est de discuter les perspectives d'un article précédemment publié dans la revue à la lumière des enjeux d'actualité dans la formation à distance, nous avons retenu le texte co-écrit en 2024 par Bernadette Charlier et Claire Peltier, et intitulé « Comprendre la dynamique de co-construction des environnements d'apprentissage hybrid...

Mekheimer, M. A. (2025). **Beyond the textbook: A year-long exploration of VODcasts in EFL education.** *Education and Information Technologies*, 30(4), 4777-4793. <https://doi.org/10.1007/s10639-024-12900-y>

This study explored the efficacy of video podcasts (VODcasts) in fostering whole-language learning among college EFL students. Employing a quasi-experimental design with pre-tests, post-tests, and a control group, the research compared the effects of a one-year remedial instruction program. The experimental group received instruction incorporating authentic video materials and dramatized literary works alongside their regular curriculum. Conversely, the control group received the same instruction with traditional audio materials. The results revealed statistically significant advancements in all language skills (listening comprehension, reading comprehension, speaking fluency, and written composition) for the VODcast group compared to the control. These findings suggest the potential of video-based instruction (vodcasting) utilizing authentic video content as a valuable tool for EFL classrooms, promoting holistic language development in college-level learners.

Mergen, M., Will, L., Graf, N., & Meyerheim, M. (2025). **Feasibility study on virtual reality-based training for skin cancer screening: Bridging the gap in dermatological education.** *Education and Information Technologies*, 30(4), 5251-5282. <https://doi.org/10.1007/s10639-024-13019-w>

Despite growing interest in the inclusion of virtual reality (VR) in medical education, its full potential for immersive and interactive training remains underutilized, particularly in dermatology. As part of a multidisciplinary project, we tested the feasibility of integrating a VR training scenario for a complete skin cancer screening into the curriculum with 58 medical students. The evaluation focused on simulation usability, cognitive task load, immersion, change in perceived competence, suitability, and cybersickness using established and adapted questionnaires. Participants reported rather high levels of system usability and immersion and medium cognitive task load. Self-assessed competence in performing a skin cancer screening increased significantly after the training simulation.

Mocquet, B. (2025). **Pour un enseignement numérique efficace.** *Printemps pédagogique en sciences de la santé*. Présenté à Amiens (Université Picardie Jules Verne), France. Consulté à l'adresse <https://hal.science/hal-04999791>

Dans quelle mesure la conception d'un enseignement numérique peut-elle articuler alignement pédagogique, implication des apprenants et performance technologique afin de garantir une expérience d'apprentissage optimale ? quels pourraient être les caractéristiques de cet enseignement ? L'efficacité d'un dispositif hybride c'est avant tout pour nous, une ingénierie pédagogique, un scénario, une dynamique interactive soutenue et une infrastructure technologique fiable. Il ne s'agit pas d'une simple juxtaposition entre présentiel et distanciel, mais d'une intégration pensée pour structurer le parcours d'apprentissage, éviter la surcharge cognitive et favoriser l'implication des étudiants. L'interaction constitue un levier central dans la motivation des apprenants, qu'elle passe par des séances de debrief en présentiel, des classes virtuelles, un accompagnement individualisé, des activités collaboratives ou des dispositifs de gamification. La qualité et l'accessibilité des ressources conditionnent également l'implication, en garantissant une expérience fluide sur l'ensemble des supports. C'est aussi un système vivant, qui nécessitent des adaptations parfois imprévues : un changement de postures, un suivi personnalisé permettent d'anticiper les décrochages et d'adapter les contenus aux besoins des apprenants. Loin d'une simple conversion numérique, l'hybridation engage une transformation technopédagogique visant un apprentissage adapté aux enjeux de nos étudiants actuels.

Moore, T. M., Lopez, K. C., Scott, J. C., Lennon, J. C., Sandro, A. D., Zoupou, E., ... Gur, R. C. (2025). **Configural and Metric Invariance Across Full-Form and Computerized Adaptive Versions of the Penn Computerized Neurocognitive Battery (CAT-CCNB).** *Journal of Psychoeducational Assessment*, 43(2), 244-251. <https://doi.org/10.1177/07342829241288746>

The Penn Computerized Neurocognitive Battery (CNB) is a collection of tests validated using neuroimaging, genetics, and other criteria. An updated version of the CNB was constructed in which all tests were converted to either computerized adaptive (CAT) or abbreviated forms. In a mixed community/clinical sample (N = 307; mean age = 25.9 years; 53.7% female), we tested measurement invariance across the CNB and CAT-CCNB in terms of factor configuration and loadings. Multiple-Group factor analyses were

conducted with appropriate constraints, and results supported the measurement invariance assumption, with non-significant differences in chi-square fit statistics for both correlated-traits ($\Delta\chi^2 = 6.68$; $df = 12$; $p = .88$) and bifactor ($\Delta\chi^2 = 16.02$; $df = 27$; $p = .95$) configurations. Results indicate that the latent constructs measured by the two versions of the CNB are roughly equivalent and comparable.

Özdemir, F. N., Karabulut, Hilal, & Kariper, İ. A. (2025). **8th grade students' experiences in the laboratory environment and metaverse environment.** *The Journal of Educational Research*, 118(2), 90-99. <https://doi.org/10.1080/00220671.2024.2446892>

This study was conducted in the laboratory and Metaverse environment with "Acids-Bases," a science subject related to the Metaverse, one of today's technologies. In line with the purpose of the research, the embedded design of the mixed research method, which combined quantitative and qualitative research methods, was used. The experimental design was used in the quantitative dimension of the research, and an achievement test was applied to the students consisting of the experimental and control groups as a pretest/post-test. In the qualitative dimension of the research, a semi-structured interview form was applied using the case design. The study group consisted of secondary school students studying in a public school. The sample consists of 20 students, ten experimental and ten controlled. The result of the study was that the effect of the traditional laboratory environment on academic achievement was higher than that of the virtual laboratory environment.

Park, J., & Yamaguchi, S. Y. (2025). **Integrating Data to Ensure Inclusive Education for Climate-displaced Populations.** *UNU-IAS Policy Briefs*, 4. <https://doi.org/10.533.26/ODYU0629>

Insights and recommendations on utilizing data to minimize learning disruptions in the context of climate change.

Pérès, J. (2025). **Peut-on devenir féministe en ligne ? Étude du rôle d'internet dans la socialisation au féminisme.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/885>

Cet article entend explorer les possibilités d'internet et particulièrement des groupes de partage de mêmes comme vecteur de mobilisation politique, ici féministe. Il s'agit d'étudier le rôle que joue internet dans les processus de formation et de socialisation au féminisme. Cette recherche s'appuie sur des observations de deux neurchis féministes, des groupes Facebook francophones de partage de contenu et notamment de mêmes autour de ce sujet. Elle mobilise en outre des entretiens semi-directifs passés avec des membres des groupes étudiés. Ces neurchis féministes sont un lieu de politisation pour leurs membres car y sont diffusés des mêmes permettant la création d'une identité collective par le rire, mais aussi différents types de ressources menant à l'acquisition de savoirs féministes. D'autre part, internet agit comme une instance de socialisation qui, en concordance avec d'autres, peut socialiser les individus au féminisme. Les espaces féministes en ligne permettent en effet aux débutant·es de s'informer, mais ils sont aussi un lieu de confirmation des effets de la socialisation pour les féministes expérimenté·es.

Shin, M., & Park, I. (2025). **The impact of teachers' perceptions of the effectiveness of formal and informal technology learning on technology usage intentions.** *Education and Information Technologies*, 30(4), 4519-4544. <https://doi.org/10.1007/s10639-024-12975-7>

This study investigated the impact of teachers' perceptions of the effectiveness of formal and informal technology learning on their intention to use technology, mediated by technology self-efficacy and digital literacy, within a structural relationship framework. The research model included formal technology learning types such as in-person and remote training, and informal types like learning through media, learning through experience and reflection, interaction with peers, and participation in professional learning communities. The results showed that only learning through media had a significant positive influence on the technology usage intention. Among the mediating factors, only digital literacy demonstrated a significant direct effect on technology usage intention. The study further revealed that the perceived effectiveness of formal learning types, in-person and remote training, and informal type, personal learning through media, positively correlated with both technology self-efficacy and digital literacy. However, other informal learning types did not exhibit significant relationships with these mediating variables. In terms of mediating effects, significant mediation was found only when digital literacy mediated the relationship between the effectiveness perception of certain learning types and technology usage intention, while technology self-efficacy did not demonstrate significant mediation. Based on these findings, this study presents implications for effective application strategies of formal and informal technology learning to enhance teachers' intentions to use technology.

Skulmowski, A. (2025). **Informed Consent in Educational AI Research Needs to Be Transparent, Flexible, and Dynamic.** *Mind, Brain, and Education*, 19(1), 32-36. <https://doi.org/10.1111/mbe.12435>

Generative artificial intelligence (AI) has become a major research trend in the fields of education and psychology. However, several risks posed by this technology concerning the cognitive and socio-emotional development of children and adolescents have been identified. While it would be highly useful to have a clear understanding of these potential negative effects, empirical results cannot be obtained without putting the participants of these studies in a situation that potentially endangers their development. Research fields such as the biomedical sciences utilize several measures to minimize risks, such as dose escalation and stopping rules. In addition, dynamic and flexible forms of informed consent could be adopted by our field to maximize transparency. By including methodological advancements and ethical developments in the psychological and educational research process, risks could be averted, and the ethical soundness of AI research involving children and adolescents could be maintained.

Son, M., & Ha, M. (2025). **Development of a digital literacy measurement tool for middle and high school students in the context of scientific practice.** *Education and Information Technologies*, 30(4), 4583-4606. <https://doi.org/10.1007/s10639-024-12999-z>

Digital literacy is essential for scientific literacy in a digital world. Although the NGSS Practices include many activities that require digital literacy, most studies have examined digital literacy from a generic perspective rather than a curricular context. This study aimed to develop a self-report tool to measure elements of digital literacy among middle and high school students in the context of science practice. Using Messick's validity framework, Rasch analysis was conducted to ensure the tool's validity. Initial items were developed from the NGSS, KSES, and other countries' curricula and related research literature. The final 38 items were expertly reviewed by scientists and applied to 1194 students for statistical analysis. The results indicated that the tool could be divided into five dimensions of digital literacy in the context of science practice: collecting and

recording data, analyzing and interpreting (statistics), analyzing and interpreting (tools), generating conclusions, and sharing and presenting. Item fit and reliability were analyzed. The study found that most items did not show significant gender or school level differences, but scores increased with grade level. Boys tended to perform better than girls, and this difference did not change with grade level. Analysis and Interpretation (Tools) showed the largest differences across school levels. The developed measurement tool suggests that digital literacy in the context of science practice is distinct from generic digital literacy, requiring a multi-contextual approach to teaching. Furthermore, the gender gap was evident in all areas and did not decrease with higher school levels, particularly in STEM-related items like math and computational languages, indicating a need for focused education for girls. The tool developed in this study can serve as a baseline for teachers to identify students' levels and for students to set learning goals. It provides information on how digital literacy can be taught within a curricular context.

Song, Y., Guo, L., & Zheng, Q. (2025). **Measuring scientific inquiry ability related to hands-on practice: An automated approach based on multimodal data analysis.** *Education and Information Technologies*, 30(4), 4381-4411. <https://doi.org/10.1007/s10639-024-12991-7>

Scientific inquiry ability is closely related to the process of hands-on inquiry practice. However, its assessment is often separated from this practice due to the limitation of technical basis and labor cost. The development of multimodal data analysis provides a new opportunity to realize automated assessment based on hands-on practice. Therefore, this study aims to explore whether and how we can use automated multimodal data analysis approaches to measure the scientific inquiry ability of students during the hands-on inquiry practice. In a scientific inquiry activity called « Explore the Moon, » designed for 472 fourth graders, we collected textual, tabular, and video data. Aiming to analyze and evaluate the data, we first designed a modal conversion method based on the multimodal pre-trained model LLaVA-7B and a text scoring method integrating keyword matching, one-way nearness, and Jaccard similarity. Then, to bridge the computing ability with the scoring criteria from science teachers, we constructed a structured representation language and verified the human-machine consistency of automated scoring. Finally, we used a multidimensional item response theory (IRT) model to validate the assessment's overall quality and analyze the participants' scientific inquiry ability. The proposed data analysis method has high man-machine consistency, and the results of IRT analysis present reasonable item characteristics. In summary, we constructed a low-cost and scalable multimodal assessment approach based on scientific inquiry activities, providing methodological support for science teachers to carry out formative evaluation of students' scientific inquiry activities in the daily inquiry-based learning environment.

Stupurienė, G., Jevsikova, T., Gülbahar, Y., Juškevičienė, A., Gindulytė, A., & Juodagalvytė, A. (2025). **To plug or not to plug: exploring pedagogical differences for teaching informatics in primary schools.** *Education and Information Technologies*, 30(4), 4545-4582. <https://doi.org/10.1007/s10639-024-13000-7>

The demand to incorporate informatics into primary education is seen as a critical necessity both today, and for the future of modern societies. Numerous countries are currently revising their primary education curricula in order to incorporate informatics concepts and computational thinking skills. Although many successful initiatives have been implemented, countries commonly encounter shared obstacles related to teacher

competence development, concept selection, learning content design, and the pedagogical approaches employed. This study explored the effectiveness of three pedagogical approaches on primary school students' learning of informatics concepts. Mixed-method research with a concurrent embedded design in the form of a quasi-experimental study was conducted to investigate the effectiveness of the three pedagogical approaches (two unplugged: role-play, hands-on, and one plugged: technology-mediated). A total of 55 fourth-grade students participated in the intervention where the instructional content focused on the core five concepts of informatics in primary school through 15 activities. Based on students' pretest and posttest results, as well as their reflections, unique advantages and drawbacks of the three pedagogical approaches were revealed. Gender differences according to the results, reflections, and pedagogical approaches were each investigated. Although variations were noted in task completion and reflective outcomes, it is a crucial to recognise that the effectiveness of any approach may be contingent upon other contextual factors. The findings of this study are significant in terms of the potential influence of various pedagogical approaches on future educational practices, as well as policies for instructional designers at the primary school level.

Sywelem, M. M. G., & Alotaibi, S. B. (2025). **Evaluating electronic gaming addiction impact on middle schoolers: Parental views.** *Education and Information Technologies*, 30(4), 4883-4906. <https://doi.org/10.1007/s10639-024-12993-5>

This quantitative study explores parental awareness of gaming addiction risks and their perceptions of coping strategies among middle school students in Jazan region, Saudi Arabia. Data were collected from 245 parents using a validated questionnaire designed to assess perceptions of three primary risks associated with gaming addiction: health, behavioral, and academic impacts. The results indicate a consistently high level of parental awareness concerning these risks, with respondents uniformly acknowledging their significance. Statistical analyses reveal no statistically significant differences in risk perception based on demographic variables such as gender, educational level, residence, and average monthly income. Furthermore, the study identifies a substantial consensus among parents regarding proposed strategies for addressing gaming addiction risks. These findings underscore the crucial role of parental engagement and awareness in mitigating gaming addiction among middle school students. They emphasize the necessity for collaborative efforts among parents, educators, and policymakers to effectively prevent and manage gaming-related challenges within this demographic. In conclusion, this study provides valuable insights into parental perceptions and strategies concerning gaming addiction risks among middle school students in Jazan region. It advocates for targeted interventions that harness parental involvement and interdisciplinary collaboration to promote healthier gaming behaviors and enhance the overall well-being of children in Saudi Arabia.

Tan, L.-P., Gong, S.-Y., Wang, Y.-J., Guo, X.-R., Xu, X.-Z., & Wang, Y.-Q. (2025). **Enhancing Academic Performance Through Self-Explanation in Digital Learning Environments (DLEs): A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(1), 20. <https://doi.org/10.1007/s10648-025-10001-x>

Self-explanation serves as a constructive learning scaffold in education, actively engaging learners in the identification of knowledge gaps and the rectification of erroneous mental models. This study aimed to examine the effects of self-explanation on students' academic performance in digital learning environments and to test the

possible moderating factors in this association. We focused on two issues: (a) the effectiveness of self-explanation on academic performance; (b) moderating factors (learners' characteristics, learning environment characteristics, inducement characteristics, and learning material characteristics) associated with different studies that may have resulted in the inconsistent findings. Based on 204 effect sizes extracted from 56 studies, we found that, compared with no self-explanation conditions, self-explanation had at least a medium effect (total: $k=204$, $g=0.46$; retention: $k=56$, $g=0.31$; transfer: $k=77$, $g=0.33$; mixed: $k=71$, $g=0.60$; immediate: $k=158$, $g=0.45$; delayed: $k=46$, $g=0.35$) in enhancing academic performance. Furthermore, moderator analysis found that studies conducted in learner-centered pacing learning environments showed larger effect sizes of self-explanation on academic performance than those conducted in system-centered pacing learning environments. Self-explanation was also more effective in concept knowledge and mixed knowledge compared to procedural knowledge. In general, this meta-analysis provided confidence in utilizing self-explanation and offered evidence-based recommendations for providing self-explanation in digital learning environments. We concluded with issues for future research, such as the necessity for additional studies on the quality of self-explanation and the establishment of standardization criteria for evaluating its quality.

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.

Uğraş, H., & Uğraş, M. (2025). **ChatGPT in early childhood STEM education: Can it be an innovative tool to overcome challenges?** *Education and Information Technologies*, 30(4), 4277-4305. <https://doi.org/10.1007/s10639-024-12960-0>

The aim of this study is to determine the effectiveness of using ChatGPT, an artificial intelligence-supported tool, to overcome the challenges in the implementation of early childhood STEM education based on teachers' views. In the study, a case study, which is a qualitative research method, was used. The participants of the study consisted of 43 early childhood teachers specialized in the field of STEM education who were determined by purposeful sampling method. Within the scope of the study, a training program was developed for teachers to integrate ChatGPT into early childhood STEM education and teachers voluntarily participated in this program. During the training process, the researchers collected data through observation reports and semi-structured interviews conducted after the training. The collected data were subjected to content analysis using MAXQDA software, and themes, categories and codes were identified. The findings revealed the teachers' views that the use of ChatGPT in early childhood STEM education would be beneficial. It was determined that ChatGPT would provide advantages such as guidance, effective use of existing materials, the opportunity to design student-specific activities, and the potential to complete teachers' missing knowledge. However, teachers also think that ChatGPT may cause negative situations such as technological addiction, regression in social skills, damage to the teacher-student relationship and misinformation. In conclusion, ChatGPT can benefit students' education.

Ulusoy, F. G., & Ulusoy, M. (2025). **The effectiveness of students' retellings of and responses to digital stories as a post-viewing activity on their reading attitudes and narrative comprehension.** *Education and Information Technologies*, 30(4), 4217-4249. <https://doi.org/10.1007/s10639-024-12925-3>

This experimental study investigates the effects of retelling, reading response, and combined retelling and reading response activities that second-grade students participated in after watching digital stories on their reading attitudes and narrative comprehension levels. In this pre-test-post-test control group design, 140 students, composed of 35 students in each group, participated in the study in three different experimental groups (retelling, response, and retelling-response) and a control group. The digital stories created by pre-service teachers were used in the written and oral retelling and response activities, in which second graders participated in small groups of seven and watched the digital stories on large smart screens. The experimental period, including the pre-test and post-test, lasted nine weeks. The students watched nine digital stories. In the pre-and post-tests, the students' total, recreational, and academic reading attitudes and narrative comprehension levels were assessed. The results showed that the narrative comprehension scores of all experimental groups increased significantly compared with those of the control group. In addition, when the pre-and post-test total reading attitude scores and narrative comprehension scores of the experimental groups and the control group were compared, statistically significant increases in the scores of all experimental groups demonstrated the effectiveness of the interventions. This study contributes to the literature by showing that digital stories created by pre-service teachers improved second-grade students' reading attitudes and narrative comprehension levels when used in the retelling, response, and retelling-response groups.

Vincent, R. (2024). **Du ludique au pédagogique : la scolarisation du jeu vidéo par les enseignants** (Phdthesis, Sorbonne Paris Nord). Consulté à l'adresse <https://hal.science/tel-04964996>

Depuis les politiques d'équipement des écoles françaises en matériel informatique instaurées dans les années 1970 et 1980, les jeux vidéo sont régulièrement présentés comme un vecteur d'innovation pédagogique. Les travaux sur leur introduction en salle de classe se concentrent sur l'efficacité du dispositif ludique en termes d'apprentissage et de motivation des élèves. Ces études omettent le plus souvent le rôle de l'enseignant, que ce soit dans la construction du jeu vidéo en tant qu'outil pédagogique ou lors de son utilisation concrète en classe. Comment les enseignants se saisissent-ils du jeu vidéo, un dispositif ludique prévu pour le divertissement et par ailleurs absent des programmes scolaires, afin de le transformer en outil pédagogique ? Cette thèse rend compte du processus de scolarisation du jeu vidéo par le biais d'une enquête de terrain reposant sur l'observation de dix-sept enseignants en situation, issus de différentes disciplines de l'enseignement secondaire français. Les résultats montrent que les enquêtés s'appuient sur leur propre culture ludique pour préparer leurs séances. Les ressources utilisées pour enseigner sont donc le reflet de l'éclectisme du répertoire culturel des enseignants mêlant des pratiques jugées légitimes et d'autres, comme le jeu vidéo, considérées comme illégitimes. Ils parviennent cependant à en valoriser l'intérêt culturel et éducatif tant dans le cadre de leur loisir que dans l'exercice de leur métier. Néanmoins, l'usage du jeu vidéo en classe n'est pas une simple transposition de sa pratique dans la sphère du divertissement : tout en adaptant le jeu vidéo aux objectifs du programme scolaire, les enquêtés souhaitent répondre aux difficultés rencontrées dans l'exercice de leur métier, comme lutter contre la routine professionnelle, susciter l'intérêt des élèves et construire un climat scolaire agréable. Scolariser les jeux vidéo contribue également à la construction d'un style pédagogique propre et d'une réputation au sein de leur établissement. L'observation de leurs cours permet ensuite de remettre en question les termes de gamification ou de ludification qui peinent parfois à saisir la réalité des pratiques en situation. En effet, afin de scolariser les jeux vidéo, les enquêtés contrôlent l'activité ludique des élèves : pour mettre à distance les pratiques ludiques juvéniles et atteindre leurs objectifs pédagogiques, les enquêtés interviennent directement dans la pratique du jeu, en prenant par exemple en charge l'apprentissage des règles, en réduisant les possibilités d'action des élèves et en ajoutant un travail écrit. Cette pédagogie du contrôle varie néanmoins en fonction des contextes d'enseignement, des disciplines et du style pédagogique des enquêtés. En décrivant concrètement les différentes pratiques pédagogiques mobilisant le jeu vidéo, cette enquête met en évidence les tensions entre l'activité ludique et les objectifs éducatifs. Par ailleurs, elle dépasse la seule question du jeu vidéo et interroge la scolarisation des pratiques culturelles. À l'instar du cinéma, de la musique ou des séries télévisées, le jeu vidéo est souvent mobilisé pour tenter de faciliter la transmission des connaissances du programme. Dans d'autres cas, il est étudié comme une œuvre culturelle et artistique sollicitant chez les élèves des dispositions savantes et esthétiques. Cette perspective permet d'aborder les réceptions différenciées que peuvent en faire les élèves en fonction de leur propre culture ludique, de leur niveau scolaire et du contexte social de l'établissement. L'usage du jeu vidéo en classe témoigne ainsi de l'évolution et de la complexification du métier d'enseignant, mais également de celles des tâches scolaires demandées aux élèves. En cela, cette recherche a pour ambition de nuancer, voire de dépasser, les discours médiatiques, institutionnels et industriels sur le potentiel éducatif des jeux vidéo.

Walkington, C., Nathan, M. J., Washington, J., Hunnicutt, J., Darwin, T., Daughrity, L., & Schenck, K. (2025). **Comparing learning geometry using a tablet to head-mounted display augmented reality: How and when dimensionality matters.** *Education and Information Technologies*, 30(4), 5397-5426. <https://doi.org/10.1007/s10639-024-13008-z>

Augmented Reality (AR) technologies allow for holograms to be layered over the real-world, “augmenting” human vision by adding technical information or illustrations onto 3D space. Although AR-based applications are showing positive effects in many systematic reviews and meta-analyses, well-designed, rigorous studies with strong control conditions are lacking. Further, many experimental studies lack process data to illuminate what is happening as students engage with AR. In this pre-registered study, we conducted an experiment where $n = 120$ high school students were assigned to reason about identical geometry simulations collaboratively either using tablets or AR head-mounted displays (HMDs). We look at their learning and how it was impacted by the dimensionality (2D or 3D) of the shapes they explored, as well as how they engaged with virtual objects using gestures and epistemic actions. AR HMDs were more effective for students getting an initial sense of 3D shapes, but less effective for 2D shapes. For gaining insights into the workings of shapes and formulating justifications of conjectures, we see no evidence AR is more effective, and trends indicating AR may be detrimental to eliciting generalizations. Further, process data showed that students using tablets are more likely to manipulate the geometric shapes in the simulations, while students using the AR HMDs are more likely to use dynamic gestures that simulate these manipulations, which are less constrained by the objects’ actual properties. Implications for the future design and use of AR in education are given.

Wang, M., Long, T., Li, N., Shi, Y., & Chen, Z. (2025). **The impact of different types of feedback on pre-service teachers’ microteaching practice and perceptions.** *Education and Information Technologies*, 30(4), 5427-5448. <https://doi.org/10.1007/s10639-024-13024-z>

Feedback plays an indispensable role in pre-service teachers’ microteaching practice. It provides essential information about their microteaching performance, which is of great significance in their reflection and improvement. As AI and teaching analytics advance, feedback is no longer exclusively human-generated. AI technologies are increasingly capable of delivering feedback on microteaching performance. Yet, the effects of differing feedback types on the microteaching practices of pre-service teachers are not well documented. This study examines the impact of three types of feedback—observation-based, teaching analytics-based, and combined (a combination of both)—on pre-service teachers’ microteaching performance, scope of reflection, perceived usefulness, and satisfaction through an experimental research design. Sixty-five pre-service teachers voluntarily participated and were randomly assigned to three groups: observation-based feedback ($N = 21$), teaching analytics-based feedback ($N = 23$), and combined feedback ($N = 21$). The findings indicate that combined feedback was most effective in enhancing pre-service teachers’ scope of teaching reflection, perceived usefulness of feedback, and satisfaction, but not on microteaching performance. However, when only teaching analytics-based feedback was provided, pre-service teachers perceived it as least useful and were least satisfied. The study discusses the implications of different types of feedback in teacher education.

Wang, Y., & Pan, L. (2025). **Immersive virtual reality in education: impact on the emotional intelligence of university students.** *Education and Information Technologies*, 30(4), 5283-5299. <https://doi.org/10.1007/s10639-024-13013-2>

At present, when the educational process takes place both in classrooms and remotely, the role of innovative technologies is rapidly increasing. The purpose of the study is to determine the influence of immersive virtual reality in teaching on predictors of emotional intelligence development in university students. The questionnaire method was used in the work. In this study, the experimental group utilized immersive virtual reality based on SV-IVR videos, while the control group underwent instruction through traditional methods. According to the Self-Emotional Appraisal, the experimental group showed higher post-test values compared with the control group. In Others' Emotional Appraisal, the experimental group also showed a significant increase in post-test results, compared with the control group. These results indicate that VR training improves the assessment of other people's emotions and positively affects the self-assessment of emotions. As for the Use of Emotions, the experimental group and the control group showed a slight increase in post-test results. Final data on the Regulation of Emotions in the experimental group were higher in the post-test compared to the control group. The significant difference between the post-testing indicators of the two groups highlights the positive impact of VR training on the regulation of emotions. Adequate teaching methods, particularly incorporating innovative technologies (virtual reality), have the potential to enhance and cultivate emotional intelligence among students. The need for additional scientific research on a specific issue lies in the importance of organizing, summarizing, and validating the effectiveness of training future university teachers to incorporate virtual reality into their classes.

Wilson, K. N., Ghansah, B., Ananga, P., Oppong, S. O., Essibu, W. K., & Essibu, E. K. (2025). **Exploring the efficacy of computer games as a pedagogical tool for teaching and learning programming: A systematic review.** *Education and Information Technologies*, 30(4), 4157-4184. <https://doi.org/10.1007/s10639-024-13005-2>

This systematic literature review examines the use of computer games as instructional aids in the teaching and learning of programming. With the ubiquitous nature of technology permeating various aspects of modern life, the integration of gaming devices into educational settings has garnered increased attention. This paper investigates whether computer games, primarily designed for entertainment, can effectively facilitate the teaching and learning of programming concepts. By analysing existing literature, this review aims to provide insights into the potential benefits, challenges, and overall efficacy of using computer games as a pedagogical tool for teaching and learning programming. Key themes explored include student engagement, skill acquisition, and the impact on learning outcomes. The findings of this review contribute to a deeper understanding of the innovative intersection between gaming and programming education and offer practical implications for educators and instructional designers.

World Bank. (2025). **Is Sierra Leone's Education Sector Ready for Technology?: Baseline Technical Note Using EdTech Readiness Index (ETRI) 2022** (p. 36). Consulté à l'adresse The World Bank website: <https://openknowledge.worldbank.org/entities/publication/c6b363bc-8db9-4420-aebd-b6ab66788941>

Wu, D., Sukumaran, S., Zhi, X., Zhou, W., Li, L., & You, H. (2025). **Categories, themes and research evolution of the study of digital literacy: a bibliometric analysis.** *Education and Information Technologies*, 30(4), 4907-4931. <https://doi.org/10.1007/s10639-024-12955-x>

With the emerging forces of online and digital products, scholars keenly captured digital literacy and have new research dimensions. The purpose of this study is to present a bibliometric analysis of digital literacy using CiteSpace and to explore the categories, themes and research evolution in digital literacy. A total of 9042 bibliographic records were retrieved from the WoS Core Collection between 1990 and 2024. With CiteSpace, this paper conducted keywords co-occurrence analysis, reference co-citation analysis, categories co-occurring analysis, landscape view, timeline view, etc. to identify the themes, hotspots, and research evolution of digital literacy research. The results demonstrates that education & educational research, health care sciences & services, and public, environmental & occupational health are the top 3 research categories to which the research of digital literacy belongs. By combining the main clusters and their respective keywords, eight prominent themes were generated. In the timeline view, clusters such as health literacy, digital literacy and digital storytelling are with strong professional vitality and good sustainability, especially cluster digital literacy. The timeline visualization reveals three periods of development of digital literacy research. This study can serve as a fundamental and important support, provide directional guide in the study of digital literacy and contribute to researchers and educators who want to study digital teaching and learning or educational technology for future research in this field.

Yang, H.-C., Lee, Y.-T., Lin, P.-Y., & Shih, J.-S. (2025). **How the usage of the OK4R Reading Platform relates to learning efficacy, attitude, and cognitive development.** *The Journal of Educational Research*, 118(2), 116-130. <https://doi.org/10.1080/00220671.2024.2446905>

Studies indicate that integrating digital tools into reading instruction significantly enhances student learning. The OK4R (Overview, Key Idea, Read, Recall, Reflect, Review) method goes beyond teaching reading techniques by fostering a cyclic process of reading and critical reflection. Through OK4R, learners develop both reading strategies and metacognitive skills for self-assessment. Although OK4R is an earlier reading strategy, its theoretical foundation has a significant impact on enhancing students' learning abilities. This study moves beyond the traditional paper-based and lecture-driven OK4R teaching model by constructing the OK4R Reading Platform, aiming to explore the new significance and value of OK4R instruction under digital assistance. This study introduces the OK4R Reading Platform aimed at improving vocational students' learning efficacy, attitude, and cognitive development. Using a quasi-experimental approach, 90 vocational high school students in Taipei participated, with an experimental group using the Platform and a control group receiving traditional paper-based instruction. After six weeks, including pretest, digital or traditional reading sessions, and post-test, students using the Platform showed significant gains in learning efficacy, attitude, and cognitive development. These findings highlight the potential of digital tools in enhancing vocational education's language instruction. The research questions for this study are as follows: The impact of the OK4R Reading Platform on vocational students' learning efficacy of popular science texts. The role of the OK4R Reading Platform in enhancing vocational students' learning attitude, and cognitive development. A comparative analysis of the effectiveness in improving students' learning efficacy, attitude, and cognitive development between digital-assisted teaching with the OK4R Reading Platform and traditional-print reading teaching. Students' reactions and suggestions regarding the teaching assistance provided by the OK4R Reading Platform. The impact

of the OK4R Reading Platform on vocational students' learning efficacy of popular science texts. The role of the OK4R Reading Platform in enhancing vocational students' learning attitude, and cognitive development. A comparative analysis of the effectiveness in improving students' learning efficacy, attitude, and cognitive development between digital-assisted teaching with the OK4R Reading Platform and traditional-print reading teaching. Students' reactions and suggestions regarding the teaching assistance provided by the OK4R Reading Platform. Through the aforementioned questions, the research team conducted an investigation to understand "how the usage of the OK4R Reading Platform relates to learning efficacy, attitude, and cognitive development in vocational high school students."

Yao, W., Hou, H., Yang, P., & Ni, S. (2025). **The co-occurrence of adolescent smartphone addiction and academic burnout: The role of smartphone stress and digital flourishing.** *Education and Information Technologies*, 30(4), 4987-5007. <https://doi.org/10.1007/s10639-024-13017-y>

Smartphone addiction and academic burnout are typical psycho-behavioral problems among adolescents. Extant studies tend to examine them from a single-problem perspective, while research on their co-occurrence is lacking. Moreover, research has been prone to focus on the impacts of the negative sides of smartphone use on the two problems, ignoring the influences of its positive sides. This study applies latent profile analysis (LPA) to probe the co-occurrence patterns of smartphone addiction and academic burnout and the role of both the negative and positive aspects of smartphone use, namely smartphone stress and digital flourishing. Analytical data were from 810 adolescents from secondary schools in China. LPA revealed three co-occurrence patterns: a No Addiction and Burnout Group (34.2%), a Low Addiction Risk and Medium Burnout Group (48.6%), and a High Addiction Risk and Burnout Group (17.3%). Smartphone stress was positively associated with the co-occurrence of the two problems, but digital flourishing can weaken its effect. This study is the first to examine the effects of both the negative and positive sides of smartphone use on the concurrence of smartphone addiction and academic burnout. It has implications for intervention schemes.

Yu, J. H., & Chauhan, D. (2025). **Trends in NLP for personalized learning: LDA and sentiment analysis insights.** *Education and Information Technologies*, 30(4), 4307-4348. <https://doi.org/10.1007/s10639-024-12988-2>

This paper presents a comprehensive analysis of the major themes in Natural Language Processing (NLP) applications for personalized learning, derived from a Latent Dirichlet Allocation (LDA) examination of top educational technology journals from 2014 to 2023. Our methodology involved collecting a corpus of relevant journal articles, applying LDA for thematic extraction, and conducting sentiment analysis on the identified themes. Four predominant themes have been identified: Emotionally Intelligent NLP for Enhanced Writing Education, Interactive Conversational Tutors, Semantic and Sentiment Analysis in Video-based Learning, and Algorithmic Personalization in Massive Open Online Courses (MOOCs). The study highlights the growing importance of emotional intelligence in NLP, the development of AI-powered conversational tutors, and the strategic use of NLP to extract insights from multimedia content. Moreover, the study reveals a uniformly positive sentiment towards NLP's potential in education, despite the challenges and a need for ethical considerations. No significant sentiment variances were found across the four themes, indicating a consensus on NLP's value in diverse educational applications. This

research supports the sentiment of ongoing innovation within NLP to enhance personalized learning experiences and suggests a promising future for its empirical validation and application in educational settings.

Zayed, H. (2025). **The platformization of shadow education and the rise of polymorphous tutoring.** *British Journal of Sociology of Education*, 46(2), 197-216. <https://doi.org/10.1080/01425692.2024.2433010>

This article examines how shadow education is changing with digital platforms. Using the case of Egyptian education, it argues that digital learning platforms and social media platforms are profoundly penetrating Egypt's private tutoring landscape in a process of platformization. Rather than adding an online type of tutoring to an already-existing repertoire, this platformization is facilitating the restructuring of private tutoring into a new modality of polymorphous tutoring. In this reconfiguration, digital platforms are simultaneously co-existing and tightly co-constituted with in-person tutoring in a functional complementarity that utilizes novel business models and economic logics towards commercial ends. Critically, they are amplifying each other, changing with situations, and producing variegated configurations that are entrenching the roots and amplifying the scope of tutoring. By unpacking the structure and dynamics of a nascent polymorphous tutoring, this article raises critical questions concerning the commercialization of education, the relevance of schools and the exacerbation of inequalities.

Zhang, M., & Yang, X. (2025). **Google or ChatGPT: Who is the better helper for university students.** *Education and Information Technologies*, 30(4), 5177-5198. <https://doi.org/10.1007/s10639-024-13002-5>

Using information technology tools for academic help-seeking among college students has become a popular trend. In the evolutionary process between Generative Artificial Intelligence (GenAI) and traditional search engines, when students face academic challenges, do they tend to prefer ChatGPT, or are they more inclined to utilize Google? And what are the key factors influencing learners' preference to use ChatGPT for academic help-seeking? These relevant questions merit attention. The study employed a mixed-method research design to investigate university students' online academic help-seeking preferences. The results indicated that students tend to prefer using ChatGPT to seek academic assistance, reflecting the potential popularity of GenAI in the educational field. Additionally, in comparing seven machine learning algorithms, the Random Forest and LightGBM algorithms exhibited superior performance. These two algorithms were employed to evaluate the predictive capability of 18 potential factors. It was found that ChatGPT fluency, ChatGPT distortions, and age were the core factors influencing how university students seek academic help. Overall, this study underscores that educators should prioritize the cultivation of students' critical thinking skills, while technical personnel should enhance the fluency and reliability of ChatGPT and Google searches, and explore the integration of chat and search functions to achieve optimal balance.

Zhang, Y., Ma, W., Xiao, M., & Li, Z. (2025). **Assessing teachers' technology leadership in higher education: The application of ISTE standards in China.** *Education and Information Technologies*, 30(4), 5375-5395. <https://doi.org/10.1007/s10639-024-12998-0>

The rapid advancement of educational technologies worldwide and the ubiquitousness of technology-integrated teaching and learning have posed great challenges to

teachers. Technology leadership is an emerging focus among educators, it involves using technologies to lead learners' knowledge, abilities, and values development. However, there are few available scales that can evaluate its level among teachers in China. We proposed a model based on the new version of the ISTE Standard for Educators and addressed a set of indicators. This study developed and validated a 24-item teachers' technology leadership scale (TTLs) through theoretical review, expert advice, exploratory factor analysis, and confirmatory factor analysis. This study reports the results through analysis of responses from 604 Chinese university students. Our findings revealed good reliability and validity in the scale but demonstrated a three-construct model that differs from the original seven-dimension framework, thus highlighting the characteristics of the Chinese context. This study contributes to a growing body of research that aims to provide researchers, educators, and policymakers with a tool (TTLs) that can be used as a reliable assessment scale for measuring teachers' level of technology leadership, thus supporting their development in three domains regarding leadership, technology integration ability, and digital responsibility.

Orientation scolaire et professionnelle

Bagnall, C. L., Jindal-Snape, D., Banwell, E., Panayiotou, M., Mason, C., & Qualter, P. (2025). **Emotional Wellbeing in the Context of Primary-Secondary School Transitions: A Concept Analysis Paper.** *Educational Psychology Review*, 37(1), 21. <https://doi.org/10.1007/s10648-025-09990-6>

The number of children experiencing poor emotional wellbeing, which can lead to clinically significant mental health conditions in the long term, is increasing rapidly, as are government initiatives outlining the 'frontline role' of the school in supporting children's emotional wellbeing during critical periods such as primary-secondary school transitions. However, both concepts ('primary-secondary school transitions' and 'emotional wellbeing') are poorly and inconsistently conceptualised and/or theoretically defined. This has significant consequences for identifying and supporting children's emotional wellbeing. The aim of this concept analysis is to report a synthesis of the extant literature and define emotional wellbeing in the context of primary-secondary school transitions as a concept of emerging importance. The Walker and Avant (2005) method was utilised as a framework. Attributes, antecedents, and empirical referents were identified through synthesis of methodological approaches (specifically an international systematic literature review, UK-wide survey and 10 focus groups) and the mapping of multiple stakeholder perspectives (specifically researchers, educational practitioners, policy influencers and/or makers, and children). Attributes of emotional wellbeing in the context of primary-secondary school transitions include children's affective experience of navigating primary-secondary school transitions in the here-and-now (e.g. presence of both positive and negative emotions), and their evaluations of their emotional wellbeing both globally and in the context of specific domains. Antecedents include children's perceptions of their internal and external resources to manage the demands of primary-secondary school transitions and maintain a stable affective state. Consequences (positive and negative) include academic attainment, social adjustment, and school belonging in the short-term, and mental health, life chances, and social inequalities in the long-term. Our novel conceptualisation overcomes limitations in existing understanding of both primary-secondary school transitions and emotional wellbeing, establishing a foundation for developing a more cohesive and theoretical body of work

within the field. Our conceptualisation and operational definition will have notable positive implications in advancing future research, policy, and practice, which are outlined.

Bertocchi, G., Bonacini, L., Joxhe, M., & Pignataro, G. (2025). **Math Exposure and University Performance: Causal Evidence From Twins** (GLO Discussion Paper Series N° 1567). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1567.htm?ref>

We estimate the causal effect of exposure to math during high school on university major choice and performance, using a unique administrative dataset of 1,396 twins extracted from the entire student population enrolled between 2011 and 2021 at an Italian university. We apply a Twin Fixed Effect (TFE) estimator to account for unobserved factors like shared family background. We find that attending a low-math high school reduces the likelihood of enrolling in STEM majors by 32.6 percentage points and improves university performance, by increasing the likelihood of on-time graduation by 11.7 percentage points and boosting grades by 0.139 standard deviations. Leveraging a high school reform that expanded the math content in traditionally low-math curricula, we show that the added math background further reduces STEM enrollment for treated students, while it drives their improvement in performance. Our results suggest that, while increased math exposure does not necessarily boost STEM enrollment, it equips students with skills that help them improve their university outcomes. Compared with TFE, Ordinary Least Squares estimates of the effect of math exhibit a downward bias. The same applies to Difference-in-Differences estimates of the effect of the reform obtained using the entire student population.

Biagiotti, G., & Moriña, A. (2025). **Why, where and what to study? Exploring the university choices of Italian and Spanish graduates with disabilities**. *British Journal of Special Education*, 52(1), 49-57. <https://doi.org/10.1111/1467-8578.12573>

This article analyses the decisions and motivations that led 30 graduates with disabilities from Italy and Spain to pursue university studies, choose their degrees, and select their universities. Using a phenomenological approach, through semi-structured interviews and inductive data analysis, several reasons for graduates' university access were identified, such as vocation, the search for job opportunities and the desire to pursue an academic education. The results showed that both personal factors (disability or personal interest) and external factors (family, partners, friends and teachers) played a role in their choice of studies. Regarding university selection, participants considered proximity to their homes, the services offered, and the possibility of having an experience outside of their hometown. This article highlights the relevance of previous educational experiences, collaboration between secondary education institutions and universities, and the importance of providing information about the support and services available for students with disabilities during their university careers.

Estevan, F., Gall, T., Legros, P., & Newman, A. F. (2025). **The Top-Ten Way to Integrate High Schools** (Working Papers ECARES N° 2025-01). Consulté à l'adresse ULB -- Université Libre de Bruxelles website: https://econpapers.repec.org/paper/ecawpaper/2013_2f388438.htm?ref

We investigate « top-N percent » policies in college admission as possible instruments for increasing ethnic diversity in high schools. These policies produce incentives for students to relocate to schools with weaker academic competition. We provide theoretical

conditions under which such arbitrage contributes to high-school desegregation. We show that arbitrage can neutralize the policy at the college level, and characterize inter-school flows, which display multiplying cascade effects. Our model's predictions are supported by empirical evidence on the effects of the Texas Top-Ten Percent Law, indicating that a policy intended to support diversity in universities actually helped achieve it in high schools.

Estrada, R., Gignoux, J., & Hatrick, A. (2024). **Learning About Opportunity: Spillovers of Elite School Admissions in Peru** [PSE Working Paper]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halpsewpa/halshs-04350164.htm?ref>

We study how the admission of an older schoolmate to an elite secondary school influences the application decisions and admission outcomes of younger students. Our study focuses on the rapid expansion of a nationwide system of highly selective secondary schools in Peru. These schools are free of charge, which enables us to investigate the effect of peers on educational choices in a context with minimal financial barriers. Using a sharp regression discontinuity design, our analysis shows that the admission of an older schoolmate increases the number of younger students who apply (by 17%) and are admitted (by 43%) to this elite school system. The effect on applications is concentrated among students with low socioeconomic status (SES). Our evidence suggests that role models can reduce the socioeconomic aspirations gap by helping high-achieving, low-SES youth to learn about the benefits of attending elite schools and to assess whether such institutions are a good match for them.

Fincher, Beckman, Hardaway, Montgomery, Montgomery, & Thomas. (2025). **The History of 2-Year HBCU's in Mississippi: The Often Overlooked Foundation of Higher Education Access for African Americans.** *Community College Journal of Research and Practice*, 49(4-5), 210-224. <https://doi.org/10.1080/10668926.2024.2420323>

The proliferation of 2-year colleges in Mississippi began with institutions that would now be labeled as HBCU's. The 2-year HBCU was the original avenue to an advanced education for African Americans in Mississippi. This began decades before Mississippi created the first statewide public 2-year college system. Some of these institutions have had the name of community or junior college, but they all offered sub-baccalaureate higher education for African Americans in Mississippi when access to advanced education was greatly needed and terribly limited. These institutions, both those still operating and those lost to the changing higher education environment, did great work under very trying circumstances. Institutions of higher learning were largely founded, led and staffed by African Americans mere years and decades after the end of slavery. The creation of these colleges was a remarkable achievement under dire circumstances, and they left a legacy that should be honored long after the end of legally codified segregation of higher education. It is the purpose of this study to chronicle the history of these 2-year HBCU's in the state of Mississippi and to shed light on their continuing impact.

Gilchrist, Serrata, D'Amico, Miller, & Howell. (2025). **"I'm in a Different Place in Life": A Qualitative Study of Rural Adult Transfer Student Choices.** *Community College Journal of Research and Practice*, 49(4-5), 323-340. <https://doi.org/10.1080/10668926.2024.2436390>

Rural adult students' intersectional identities inform many of their decisions about college, including the choice to transfer from a community college to a university. This qualitative study sought to understand how rural adult students' social and relational identities shape their transfer plans and choice sets. The study examines the choice process of 12 pre-

and post-transfer community college students who identified as adult students and attended a rural-serving institution (RSI) within the North Carolina Community College System (NCCCS). The findings emphasize the importance of students' relational identities as key motivational drivers to pursue higher education. Data analysis revealed the factors students consider as they bind their transfer destination choice sets. Findings from this study have significant practical implications for community colleges and universities as they develop transfer policy and practice.

Hanotte-Zawiślak, A., Tissot, P., & Le Clère, F. (2024). **Écosystème de réorientation en licence 1 : expériences pédagogiques et recherche à l'université Paris 8**. *Cinq années de transformations de l'Enseignement Supérieur, publication web.*, 1. Consulté à l'adresse <https://hal.science/hal-05002130>

This paper addresses student reorientation in higher education, focusing on the experience of Paris 8 University and a training program: the Universitas University Diploma (DU). It highlights the challenges of the high school-university transition, presents the Universitas University Diploma (DU) as a support solution, and proposes a broader reorientation ecosystem. The discussion emphasizes the importance of viewing reorientation as a normal stage of the student journey rather than a failure.

Montalan, B., Delestre, S., & Carrein-Lerouge, C. (2025). **Choisir librement sa formation : rôles du sentiment d'efficacité personnelle à réussir ses études et du sentiment de liberté dans les choix d'orientation dans les intentions de poursuite ou d'arrêt d'études chez les étudiants primo-arrivants**. *L'orientation scolaire et professionnelle*, (54/1), 227. <https://doi.org/10.4000/13j6g>

Le décrochage universitaire reste une problématique actuelle et la part la plus importante de non-diplômés de l'enseignement supérieur émane du premier cycle universitaire. L'objectif de cette étude transversale était d'examiner les perspectives académiques des étudiants primo-arrivants en fonction des premiers résultats semestriels et du sentiment de liberté lors du choix de la formation postbac. Par questionnaire 261 étudiants de Licence ont été interrogés. S'inscrivant dans la perspective de la théorie sociale cognitive de l'orientation scolaire et professionnelle différents construits ont été mesurés : le sentiment d'avoir librement choisi son orientation lors de la procédure d'admission Parcoursup, les intentions de poursuite ou d'arrêt des études à l'issue de l'année en cours, le sentiment d'efficacité personnelle (SEP) à réussir ses études et la satisfaction à l'égard des résultats du premier semestre. Les résultats montrent que les perspectives académiques des étudiants sont en partie déterminées par leur niveau de satisfaction à l'égard de leurs performances académiques, cet effet étant médiatisé par le SEP à réussir dans la formation. En outre, concernant l'intention de persévérer dans les études et le risque de décrochage scolaire, l'effet de médiation du SEP s'est avéré être modéré par le sentiment de liberté lors du choix d'orientation. En conclusion, si la réussite académique est un déterminant important de la persévérance dans les études – et donc du décrochage universitaire – les conditions d'accès aux études postbac sont également susceptibles d'influer sur le devenir des étudiants.

Pirone, I., Le Clère, F., Hanotte, A., Tissot, P., & Siniscalchi, M. (2025). **Décrocher, se perdre, se réorienter : le DU Universitas, un fil d'Ariane à l'université**. *L'orientation scolaire et professionnelle*, (54/1), CDXXIII > CDXXXVI. <https://doi.org/10.4000/13j6m>

Cet article présente le Diplôme d'université Universitas, formation destinée aux étudiants de première année de licence qui risquent de mettre un terme à leurs études supérieures.

Il présente l'histoire, la structure, le fonctionnement et les spécificités de ce dispositif expérimental mis en place à l'Université Paris 8 à la suite des politiques publiques de « lutte contre le décrochage universitaire », notion que les auteurs déconstruisent. Les espaces d'écoute et d'échange prévus dans ce cadre permettent de mieux définir le profil des étudiants : ce ne sont des étudiants « mésoorientés » et angoissés face à la nouvelle expérience universitaire. Le décrochage ne vient pas uniquement d'un manque de volonté ou d'un faible niveau de compétences académiques, mais s'entend ici comme une difficulté des étudiants à s'autopositionner face à leurs apprentissages et à prendre le risque de construire un projet d'avenir. Le dispositif a une double mission : accompagner les étudiants pour les aider à sortir de leur errance et leur offrir une formation académique permettant l'acquisition de compétences disciplinaires et transversales. Cette expérience pédagogique conduit à insister sur l'importance de créer un véritable écosystème de formation capacitant à l'université, permettant aux jeunes adultes de s'orienter avant de se réorienter.

Porter-Beall, Smith, & Branchaw. (2025). **Transfer STEM Immersion: Creating a Summer Orientation Program for Incoming 2- to 4-Year STEM Transfer Students.** *Community College Journal of Research and Practice*, 49(4-5), 283-290. <https://doi.org/10.1080/10668926.2024.2430380>

STEM transfer students undergo an institution-specific adjustment and navigate field-specific ambiguities that accompany STEM higher education. Summer orientation programs aimed at preparing and socializing undergraduate STEM students often focus on providing high school students with foundational academic knowledge rather than providing transfer students, who have already acquired academic capital, with support in acclimating to a new environment. In this brief, we describe the creation of Transfer STEM Immersion (TSI), a summer orientation program for 2- to 4-year STEM transfer students and present evaluation research data documenting its impact. Using Transfer Student Capital as a guiding framework, we describe the strategic development and implementation of TSI, including program design, participant recruitment, and content considerations. We conclude with recommendations for campus leaders who seek to create similar programming that centers incoming transfer students, considers the field-specific complexities of STEM, and facilitates a more transparent and equitable transfer process.

Pralong, J. (2025, mars 17). **Devenir manager ne fait plus rêver... sauf les enfants issus d'un milieu populaire.** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/devenir-manager-ne-fait-plus-rever-sauf-les-enfants-issus-dun-milieu-populaire-250990>

Par « conscious unbossing », on désigne le fait de ne plus vouloir être manager chez certains jeunes. L'expression a eu son succès. Mais la réalité, plus subtile, interroge l'évolution des entreprises.

Roussel, G., Blaise, F., Bonnafous, S., Cuesta, C., Dauchet, M., Filloque, J.-M., ... Comité éthique et scientifique Parcoursup et Mon Master. (2025). **7e rapport annuel comité éthique et scientifique Parcoursup Mon Master** (p. 113). Consulté à l'adresse Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche website: <https://www.vie-publique.fr/rapport/297809-7e-rapport-annuel-comite-ethique-et-scientifique-parcoursup-mon-master>

| Ce rapport 2024 est marqué par une évolution importante du rôle du Comité éthique et scientifique avec l'élargissement du périmètre de ses missions à l'analyse du fonctionnement de la plateforme de candidature Mon Master (pour la procédure d'accès des étudiants au deuxième cycle d'études supérieures). Dans ce 7e rapport, les membres du Comité éthique et scientifique Parcoursup et Mon Master (CESPM) rappellent le fonctionnement des algorithmes utilisés dans Parcoursup et dans Mon Master, pour réaffirmer le rôle des responsables et enseignants des formations qui, réunis dans le cadre des commissions d'examen des dossiers, portent, seuls, les avis sur les candidatures. Le CESPM s'intéresse aux bacheliers du baccalauréat Sciences et technologies du management et de la gestion (STMG), souvent considérés comme les élèves parmi les plus fragiles de la voie générale et technologique. 20 % d'entre eux sortent de Parcoursup entre le moment où ils reçoivent une proposition d'admission et celui où ils devraient l'accepter. Ce constat a été particulièrement observé dans la région Nouvelle-Aquitaine qui est le territoire analysé dans ce 7e rapport annuel. Enfin, ce rapport élargi s'achève par une partie consacrée à la plateforme de candidature à la première année de toutes les formations conduisant au diplôme national de master (DNM), Mon Master. Pour cette première étude, le Comité fait le choix de limiter ses travaux à un « regard » d'ensemble et comparatif, en s'appuyant sur son expertise acquise par le travail pluriannuel mené sur Parcoursup. Le Comité éthique et scientifique Parcoursup et Mon Master liste une vingtaine de recommandations qui vont de l'exigence pour les formations sélectives d'une véritable transparence sur leurs critères de refus des candidats, à l'incitation des établissements à tirer parti de l'expérience des deux premières sessions de Mon Master et de celle de Parcoursup, pour la gestion du classement des candidats, en passant par la mise en place ou le développement, des parcours de consolidation pour les STMG en bachelors universitaires de technologie (BUT).

Sacerdote, B., Staiger, D., & Tine, M. (2025). **How Test Optional Policies in College Admissions Disproportionately Harm High Achieving Applicants from Disadvantaged Backgrounds** (NBER Working Paper N° 33389). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33389.htm?ref>

We find that test score optional policies harm the likelihood of elite college admission for high achieving applicants from disadvantaged backgrounds. We show that at one elite college campus, SAT (and ACT) scores predict first year college GPA equally well across income and other demographic groups; high school GPA and class rank offer little additional predictive power. Under test score optional policies, less advantaged applicants who are high achieving submit test scores at too low a rate, significantly reducing their admissions chances; such applicants increase their admissions probability by a factor of 3.6x (from 2.9 percent to 10.2 percent) when they report their scores. High achieving first-generation applicants raise admissions chances by 2.4x by reporting scores. Much more than commonly understood, elite institutions interpret test scores in the context of background, and availability of test scores on an application can promote rather than hinder social mobility.

Stahl, G., McDonald, Sarah, Nguyen, Tin, & Fairbairn, K. (2025). **The Necessity of Trust: Young Men from Low Socio-Economic Backgrounds Reflecting on What Counts in Career Counselling at the Secondary Level.** *British Journal of Educational Studies*, 73(1), 73-96. <https://doi.org/10.1080/00071005.2024.2374073>

While we have seen a significant investment in widening participation in Australian higher education, many equity groups remain under-represented. Males from low socio-economic backgrounds are the least likely to pursue higher education and the reasons for their non-participation are complex and arguably under-researched. Integral to the agenda of widening participation is career counselling (in its many forms) that occurs at the secondary school level, and the important role it plays in how young people make decisions about their futures. Unfortunately, in Australian secondary schools today, career counselling remains under-resourced and fragmented, often failing to serve the populations most in need. This article presents research conducted with first-in-family young men from low socioeconomic backgrounds where we document their perspectives on the career counselling they experienced during their secondary education. The data suggests they perceived their experiences as substandard; furthermore, their experiences indicate that career counselling is most effective when delivered by people they trust, highlighting how boys continue to be highly relational learners.

Tönismann, T., & Bran, A. (2025). **Rationalité des transitions postdoctorales : conflits entre les représentations, ressources, et vécus des doctorants et des titulaires de doctorat.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp8>

La formation doctorale, désormais orientée vers la préparation à des carrières variées au-delà du milieu académique, a fait l'objet de réformes visant à diversifier ses débouchés. Cependant, des incertitudes persistent quant à la perception, la préparation, et l'expérience de la transition postdoctorale, ainsi qu'aux ressources et contraintes qui y sont associées. À partir d'une analyse thématique d'entretiens avec des docteurs et doctorants en France, nous étudions comment ces derniers préparent et traversent la transition postdoctorale. Pour cela, nous nous appuyons sur le modèle d'analyse d'Albero (2018), qui distingue trois dimensions de la rationalité d'action : l'idéal, le fonctionnel de référence, et le vécu. En appliquant ce modèle à l'analyse des transitions postdoctorales, nous montrons qu'une prise en compte conjointe de l'ensemble des rationalités permet une compréhension plus fine de la manière dont ces transitions sont préparées et traversées. Les résultats révèlent un désalignement entre ces dimensions, soulignant les limites des dispositifs de soutien. Ces désalignements sont particulièrement importants pour certains sous-groupes de doctorants et de docteurs, notamment ceux des Sciences Humaines et Sociales. Enfin, l'analyse met également en lumière des éléments spécifiques aux transitions postdoctorales par rapport aux transitions universitaires, tels que l'importance des réseaux professionnels et la diversité des rôles des encadrants dans ce processus.

Tsai, H.-W., & Cheng, C.-L. (2025). **A Validity Study of the Traditional Chinese Version of the Claremont Purpose Scale for Taiwanese Adolescents.** *Journal of Psychoeducational Assessment*, 43(2), 161-177. <https://doi.org/10.1177/07342829241301293>

This study aimed to evaluate the psychometric properties and gather evidence supporting the validity of scores from a traditional Chinese version of the Claremont Purpose Scale (TC-CPS) among Taiwanese adolescents. The TC-CPS, measuring meaningfulness, goal directedness, and beyond-the-self orientation, was administered to 233 high school and 445 university students. Confirmatory factor analysis supported a second-order model with three first-order factors. Scores from the instrument demonstrated evidence of good internal consistency and test-retest reliability.

Additionally, evidence supporting concurrent validity was observed through correlations with scores from measures of identified purpose, search for purpose, life satisfaction, and depression. Each purpose dimension was significantly related to youth's well-being, except for the beyond-the-self dimension, which showed no significant link to depression. Measurement invariance across gender and educational stages was established. The TC-CPS exhibited robust psychometric properties, suggesting its utility for assessing purpose in life among Taiwanese youth. This evaluation of the psychometric properties and validity evidence of scores from the TC-CPS supports its potential to serve as a valuable instrument for understanding and promoting adolescent purpose development in Taiwan. The instrument can be particularly useful in the current educational context in Taiwan, which emphasizes self-exploration and meaningful goal-setting.

Vilches, O. (2025). **L'expérience des « décrocheurs » de la Garantie jeunes : quelles spécificités dans leurs parcours ?** *L'orientation scolaire et professionnelle*, (54/1), 311-332. <https://doi.org/10.4000/13j6i>

Cet article s'intéresse aux parcours des bénéficiaires de la Garantie jeunes et plus particulièrement aux spécificités des bénéficiaires ayant décroché à l'école. À partir d'une enquête longitudinale qualitative menée en trois temps, cet article propose de mettre en évidence les spécificités des « décrocheurs » au regard des autres jeunes. Il mobilise 55 entretiens semi-directifs, correspondant à 23 enquêtés, dont six qui sont considérés comme des « décrocheurs scolaires ». Nos analyses révèlent notamment que ces jeunes, aux multiples facteurs de vulnérabilité, parviennent à raccrocher à ce dispositif d'insertion et tirer profit de celui-ci, même si leur insertion socioprofessionnelle n'est pas optimale à la fin de la Garantie jeunes.

Politique de l'éducation et système éducatif

Adams, D., Harris, A., Moosa, V., Jones, M., & Khaleel, S. (2025). **Science mapping the knowledge base of distributed leadership in schools, 1988 to 2023.** *Educational Management Administration & Leadership*, 17411432251320782. <https://doi.org/10.1177/17411432251320782>

Over the past decades, distributed leadership has been extensively studied in educational settings, owing to its empirical association with school improvement, and enhanced student achievement. Consequently, researchers, policymakers, and those working on educational reform are increasingly focusing on adopting a distributed approach to school leadership. This review aimed to analyse the intellectual structure of the concept of distributed leadership within the field of school leadership over 35 years (1988 to 2023) by employing bibliometric methods to examine the meta-data of 572 selected documents. This review summarised the key features of the distributed leadership knowledge base by analysing its volume and citations trends, the geographical distribution of knowledge production, key scholars and their patterns of collaboration, and its underlying intellectual and conceptual structures. This review offers a resource for scholars by providing insights into the foundations and dynamic evolution of the knowledge base on distributed leadership. The review offers a roadmap for future research directions on distributed leadership, empowering scholars to explore new research possibilities, by building upon the existing knowledge base. Furthermore, this review makes a contribution to the ongoing development of distributed leadership within the field of school leadership. It offers an overview of the evolution of the scholarship on

this specific leadership topic, and it offers greater understanding of the development of the research base on distributed leadership.

Aderet-German, T. (2025). **Rewidening the lens to ethnic and socioeconomic diversity? 'Othering' through inclusion and assessment in Israeli educational policy and practice.** *International Journal of Inclusive Education*, 29(4), 585-602. <https://doi.org/10.1080/13603116.2023.2266445>

This paper examines how Israeli integration and inclusion educational policies, and their associated assessment policies, might shape definitions of 'the other' and of those to be proactively included in mainstream education. Guided by critical policy analysis, this study adopts a comparative lens of the historical and the contemporary, comparing past and current national policy addressing diversity and how these policies address assessment. Drawing on interviews with teachers and principals from Israeli schools and on current and past educational policy documents, the study explores how the other is constructed within the context of two policies in two different eras. Analysis suggests that both policies have had a unidimensional view of their target students as the other, which was part of a group intended for inclusion. The intersectional perspective that teachers and principals had of their students and their efforts to personalise their educational response to attend to students' individual needs attempted to bridge this unidimensional approach in practice, with varying success. Assessment practices and other aspects of the inclusion/integration policies analysed seemed to reinforce preexisting inequalities among students with different needs and from different socioeconomic backgrounds, further segregating the groups.

Ahrsĵš, U., Meghir, C., Palme, Mœ., & Schnabel, M. (2025). **The Effect of Education Policy on Crime: An Intergenerational Perspective** (Cowles Foundation Discussion Paper N° 2356R1). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: <https://econpapers.repec.org/paper/cwlcwldpp/2356r1.htm?ref>

We study the intergenerational effect of education policy on crime. We use Swedish administrative data that links outcomes across generations with crime records, and we show that the comprehensive school reform, gradually implemented between 1949 and 1962, reduced conviction rates both for the generation directly affected by the reform and for their sons. The reduction in conviction rates occurred in many types of crime. The key mediators of this reduction in child generation are an increase in education and household income and a decrease in crime among their fathers.

Ai Tran, C., Van ,Dung Ha, Thuy Phuong Nguyen ,Tram, Thi Thanh Nguyen ,Tuyen, & and Minh Nguyen, T. (2025). **Research in higher education quality assurance worldwide (2003–2023): a bibliometric analysis from the Scopus database.** *Cogent Education*, 12(1), 2479405. <https://doi.org/10.1080/2331186X.2025.2479405>

Quality assurance in higher education is vital for the development of educational systems, improving teaching and research capacity, and enhancing global institutional reputation and competitiveness. This study assesses the state of research on quality assurance in higher education across countries, identifies leading nations, examines international cooperation networks and highlights the achievements and emerging trends in quality assurance in higher education. Using bibliometric analysis with Biblioshiny and VOSviewer, we analyzes a dataset comprising 675 published works on quality assurance in higher education from the Scopus database (2003 - 2023). Findings reveal 1537 authors and 23,540 citations in total, with averages of 14.75 citations and 2.49

coauthors per document. The UK, USA, Australia, Germany and South Africa are the most influential countries. Leading contributing organizations include the University of Hong Kong, Imam Abdulrahman Bin Faisal University, Universitas Jambi and the University of Kassel. Key journals are Quality in Higher Education (78 articles) and Quality Assurance in Education (67 articles). Emerging trends are sustainable development in education and educational policies assurance. New findings provide a comprehensive overview of global higher education quality assurance, offering insights for scientists, universities and countries to identify new directions, foster collaboration and promote research in this area.

Asim, S., Gera, R. M. C., Harris, D. O., & Dercon, S. (2024). **Does Effective School Leadership Improve Student Progression and Test Scores? Evidence from a Field Experiment in Malawi** (Policy Research Working Paper Series N° 10846). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/10846.htm?ref>

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

Au nom de l'inclusion : les contradictions d'une ambition scolaire. (2025). Consulté à l'adresse

https://orfee.hepl.ch/bitstream/handle/20.500.12162/8178/Au_nom_de_l_inclusion_ed_1_v1.pdf?sequence=2&isAllowed=y

Depuis le milieu des années 1990 et la Conférence internationale de Salamanque organisée par l'UNESCO, la notion d'inclusion scolaire s'est imposée dans le vocabulaire politique, scolaire et scientifique. En s'appuyant sur les principes de justice, d'équité et de prise en compte de la diversité, le courant inclusif propose de renverser le paradigme de l'intégration scolaire : ce n'est plus aux élèves (équipés, accompagnés et soignés) de s'intégrer à l'école ordinaire parmi les « normaux », c'est à l'école de se transformer – en profondeur – pour accueillir tous les élèves et répondre à leurs besoins. Trente ans après Salamanque, où en est la « réforme majeure des écoles ordinaires » à laquelle appelaient les signataires de la déclaration ? Pour rendre intelligible cette intention d'inclusion, il s'agit d'observer son caractère performatif en investiguant les effets – parfois contradictoires – des politiques inclusives sur l'école, ses acteurs et leurs pratiques. L'ouvrage a pour objectif de comprendre ce qui se fait au nom de l'inclusion, en privilégiant des entrées diversifiées : la forme scolaire et les dispositifs scolaires, le métier d'enseignant·e, le partenariat avec les parents, la collaboration interprofessionnelle, les

inégalités scolaires ou encore les évidences et les implicites véhiculés par la notion d'inclusion.

Bara, F. (Éd.). (2025). **Scolarisation inclusive : défis et enjeux 20 ans après la loi du 11 février 2005**. ANAE - *Approche Neuropsychologique des Apprentissages chez l'Enfant*, (194). Consulté à l'adresse <http://www.anae-revue.com/>
Cliquez sur l'image pour l'agrandir

Ben Ayed, C., Bonamino, A., & Paes de Carvalho, C. (Éd.). (2025). **Les politiques éducatives au défi de la lutte contre les inégalités et les discriminations scolaires : un enjeu international aujourd'hui**. *Éducation comparée nouvelle série*, (28). Consulté à l'adresse <https://siteafec-ly0pv0zd9z.live-website.com/numero-28-1-2-2024/>

Benzakki, I. (2024). **Étude comparative sur l'inclusion d'élèves nouvellement arrivés à l'école primaire (France - Luxembourg - Québec) : quelles différenciations pédagogiques?** (Phdthesis, Université Sorbonne Nouvelle). Consulté à l'adresse <https://hal.science/tel-04950872>

<div><p>Depuis les années 1960, la massification de l'école et les vagues d'immigration ont transformé le paysage scolaire dans de nombreux pays de l'OCDE. Les enseignants de classe ordinaire accueillent désormais une population plus hétérogène du point de vue linguistique et des parcours scolaires, notamment en raison des préconisations d'inclusion rapide. Nous avons étudié les pratiques de différenciation mises en place par les enseignants de l'école élémentaire accueillant des élèves nouvellement arrivés. Cette étude a été menée grâce à l'éducation comparée entre la France, le Québec et le Luxembourg. Nos hypothèses de recherche reposent sur les problématiques rencontrées par ces enseignants. Pour y répondre, deux outils d'enquête ont été mis en place, un questionnaire numérique (252 répondants) et des entretiens semi-compréhensifs (13 entretiens). Notre base de données d'analyse a ainsi été constituée, visant à connaître les propositions d'accueil, les formations, les pratiques de différenciation et les questionnements des enseignants.</p><p>Notre approche théorique a débuté par une présentation des terrains de la recherche afin de poser les jalons de l'étude comparée des trois systèmes éducatifs. Les conceptions des grands pédagogues et l'essor de la pédagogie différenciée ont ensuite été développés.</p><p>L'analyse des réponses des enseignants nous a permis d'identifier six grands domaines de différenciation centrés principalement sur le cadre d'apprentissage. L'ouverture vers une approche interculturelle et la prise en compte de la composante relationnelle tournée vers l'enfant, ses relations avec l'enseignant et avec ses pairs se sont avérées être une condition de réussite essentielle.</p></div>

Bock, C. (2024). **Animation socioculturelle: une histoire de la formation**. Consulté à l'adresse <https://www.pur-editions.fr/product/9817/animation-socioculturelle>

L'animation socioculturelle puise ses origines dans l'éducation populaire. Or, de nombreuses injonctions politico-économiques bousculent aujourd'hui ce lien historique et conduisent à le réinterroger. Le monde de l'animation se structure autour d'une demande sociale qui impose une dynamique de professionnalisation et la création d'une filière bien identifiée. L'ouvrage explore cette dynamique et cette création en quatre périodes par lesquelles se construit le monde de l'animation : celle de la naissance des premiers diplômés, celle de la structuration de l'animation socioculturelle et de ses métiers, celle de l'organisation d'une filière de diplômés et, enfin, celle de

la formation à l'ère de la compétence. Il propose une sociohistoire d'un métier qui, à côté de celui d'enseignant, se donne pour principale mission d'épanouir les individus en lien avec tous les autres

Bodelin, L., Guy, H., & Meuric, L. (2025). **Comparaisons internationales sur le doctorat : l'attractivité française avérée.** *Note d'Information du SIES*, (25.05), 1-10. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/comparaisons-internationales-sur-le-doctorat-l-attractivite-francaise-averree-98747>

En raison de plusieurs spécificités, la France comptait 2,0 nouveaux inscrits en doctorat en 2021 pour 100 entrants en études supérieures en 2016 (3,7 et 2,8 pour l'UE et l'OCDE), mais la formation doctorale française fait partie des diplômes les plus attractifs à l'international, avec 38 % de doctorants étrangers mobiles, contre 25 % pour l'ensemble de l'UE.

Boeskens, L., & Meyer, K. (2025). **Policies for the digital transformation of school education: Evidence from the Policy Survey on School Education in the Digital Age** (328^e éd.) [OECD Education Working Papers]. <https://doi.org/10.1787/464dab4d-en>

Bolsen, T., Thornton, J., Lindsay, P., Barrios, M., Henrey, S., Rocha, L., & Williams, M. (2025). **How Advocacy Messages Influence Support for "Ban the Box" in College Admissions.** *Social Science Quarterly*, 106(2), e13487. <https://doi.org/10.1111/ssqu.13487>

Objectives This paper examines public attitudes toward the "Ban the Box" policy in college admissions in Georgia. It investigates how exposure to framed messages affects support for or opposition to the policy, focusing on its potential impact on campus safety and overall effects. **Methods** The data are from independent survey experiments conducted on two samples: undergraduate students at a USG institution (n = 587) and adult residents in Georgia (n = 500). Participants were randomly assigned to one of four experimental conditions: control, support banning the box message, oppose banning the box message, or mixed/competitive frame message. **Results** Participants exposed to supportive messages showed increased support, while those exposed to opposing messages showed decreased support. Competitive framing had mixed effects, with no significant difference from the control group in the adult sample. Overall, positive advocacy frames counteracted the negative impact of oppositional messages. **Conclusions** The study highlights the importance of framing in shaping public opinion on banning the box policies in college admissions. Both supportive and oppositional frames effectively sway attitudes, indicating the complexity of public perception on this issue. Further research is needed to explore the persistence of framing effects and their implications in policy debates.

Breton, H., & Eneau, J. (2025). **Les Sciences de la formation. Évolutions disciplinaires et perspectives situées : Introduction au numéro.** *Phronesis*, 14(3), 9-15. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-9>

Burgos, R. S., & Backer, D. I. (2025). **The pedagogics of language learning policy: Dussel, decoloniality, and the case of Pennsylvania.** *Journal of Education Policy*, 40(2), 334-350. <https://doi.org/10.1080/02680939.2024.2446950>

Argentinian philosopher Enrique Dussel (1977, 1977/1985) is a foundational figure in the tradition of liberatory education and decoloniality, having written significant contributions to educational theory. However, existing decolonial analyses of language

learning pedagogy and policy have not engaged with his writings, specifically those on pedagogics and liberation. In this paper, we argue that Dussel's notion of pedagogics provides a fresh framework for the critique and analysis of educational policy governing racialized multilinguals. We first consider the dehumanizing state of language education and policy. We then describe Dussel's contribution to critical policy analysis. Finally, we consider the case of Pennsylvania's language education policy in light of Dussel's ideas and make recommendations for a liberatory project of language education policy. This paper adds to scholarship that attempts to answer the question, What does liberatory education look like for multilingual students entering English dominant schools?, by focusing on the learner 'othered' within systems of oppression.

Butzbach, M. (2025, mars 22). **Le scandale Galileo, énième rappel de la nécessité de réguler l'enseignement supérieur privé**. Consulté 26 mars 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/scandale-galileo-enieme-rappel-de-necessite-de-reguler-lenseignem/00114426>

Alors qu'une enquête accablante sur le groupe Galileo a mis une nouvelle fois en lumière les abus des établissements supérieurs privés lucratifs, les pouvoirs publics s'interrogent enfin sur la régulation de ce secteur.

Câmara Leme, A. (2024). **Too young to quit school? Increasing the compulsory schooling leaving age and students' educational paths** (AMSE Working Paper N° 2436). Consulté à l'adresse Aix-Marseille School of Economics, France website: <https://econpapers.repec.org/paper/aimwpaimx/2436.htm?ref>

I study how a significant increase in the compulsory schooling leaving age, from 15 to 18 years old, can contribute to reducing early school leaving and changing students' educational paths. I analyse the Portuguese reform of 2009, exploiting the fact that grade retention in the 7th grade in this year provides quasi-experimental variation in exposure to the new policy. While effects for the overall student population are small or null, lower-achieving students significantly increase their schooling duration. Additionally, some sub-groups of lower-achieving students, particularly boys and those enrolling in upper-secondary school, increased their graduation probabilities. At the same time, I do not find that school quality decreased. These findings carry implications for research using compulsory schooling reforms as instruments for education, and inform policies aimed at supporting at-risk students.

Casely-Hayford, L., Gruijters, Rob J., Adjei, Louisa Owusu, & Yeboah, V. A. (s. d.). **The intended and unintended effects of secondary school fee abolition: evidence from Ghana's free senior high school policy**. *Comparative Education*, 0(0), 1-20. <https://doi.org/10.1080/03050068.2025.2463820>

Ghana's Free Senior High School policy, which was introduced in 2017, is the most prominent and comprehensive free secondary education policy in the region. It is therefore an ideal case for studying the effects of free secondary education on students, families and schools. We conducted an in-depth qualitative study of students, parents and school leaders' perspectives on and experiences with the policy. The findings show that stakeholders generally appreciated the improvement in access, especially for low-income students and those from remote rural areas. However, they also indicated that the policy led to an inflow of unprepared students and exacerbated preexisting challenges related to scarce school resources and quality. Moreover, stakeholders believed that free secondary education reduced student motivation and increased the

demand for boarding instead of day schooling. Based on these findings, we discuss options for improving the implementation of free secondary education policies and the Free SHS policy in particular.

Chachkine, E., & Annot, E. (2025). **Le vécu de l'expérience doctorale face aux transformations du doctorat : diversification des profils et professionnalisation.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp1>

Ce numéro spécial sur le vécu de l'expérience doctorale face aux transformations du doctorat est traité par des chercheurs de différents espaces de la francophonie : Belgique, France, Canada et Luxembourg. Nous savons que les parcours doctoraux sont extrêmement diversifiés en fonction des spécificités disciplinaires, des modes de financement du doctorat, de l'encadrement doctoral reçu, de la plus ou moins longue expérience qui précède l'entrée en thèse, des perspectives professionnelles des d...

Croguennec, Y. (2025). **Prévisions d'effectifs d'élèves du premier degré : la baisse devrait se poursuivre jusqu'en 2029.** *Note d'Information*, (25.12), 1-4. <https://doi.org/10.48464/ni-25-12>

Le nombre d'élèves dans le premier degré s'établirait à 6 169 800 à la rentrée 2025, en baisse de 90 700 élèves, après une diminution de 79 400 élèves observée entre les rentrées 2023 et 2024.

d'Aiglepierre, R., Ziegler, M., Sedel, C., & Bonnet, S. M. (2025). **Comment améliorer l'efficacité du financement international de l'éducation ? L'approche par les Fonds Communs.** *Question de développement*, (87), 1-4. Consulté à l'adresse <https://www.afd.fr/fr/ressources/comment-ameliorer-lefficacite-du-financement-international-de-leducation-lapproche-par-les-fonds-communs>

David, R. (2025). **Le service national universel, analyse institutionnelle d'une émancipation sous contrainte.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/908>

Depuis 2017 un dispositif éducatif portant le nom de service national universel (SNU) a vu le jour au sein du paysage éducatif français et se présente comme un projet visant à favoriser l'émancipation, la cohésion et à transmettre les valeurs de la République. Aussi, à partir d'une approche multiréférentielle des situations éducatives, cet article entreprend d'analyser la manière dont le service national universel constitue un dispositif de conformation fonctionnaliste à rebours de la rhétorique de l'engagement et de l'émancipation mobilisée dans le langage politique. En saisissant le SNU comme un projet éducatif et pédagogique et en s'appuyant sur la distinction tout autant que l'indissociabilité du projet-visée et du projet-programme, il sera ainsi permis de préciser et rendre visible le caractère idéologique du dispositif.

De Simone, M. E. (2025). **Improving Educational Outcomes for Children in Low-Income Countries: How the Progress and Pitfalls of Modernizing Edo State's Education Provide Lessons for the Future.** Consulté à l'adresse World Bank Group website: <https://documents1.worldbank.org/curated/en/099022825150037517/pdf/P505816-ea6c4a20-5a92-4526-a9be-5c55befc82fd.pdf>

Improving Educational Outcomes for Children in Low-Income Countries: How the Progress and Pitfalls of Modernizing Edo State's Education Provide Lessons for the Future (English)

de Alwis, A., Shrestha, A., & Sarker, T. (2025). **Exploring Governance for accreditation in the education sector using blockchain technology: a systematic literature review.** *Discover Education*, 4(1), 57. <https://doi.org/10.1007/s44217-025-00449-y>

The current education accreditation process poses a significant risk globally to the quality of education due to the increased falsification of academic certificates. Although previous studies have highlighted the potential benefits of blockchain technology in this context, there remains an opportunity towards a thorough investigation into the governance factors that influence the implementation of blockchain technology within the education sector. The accreditation system becomes increasingly important as a result of the emergence of a new learning ecosystem that enables the propagation of academic credits. It fosters an integrative learning approach by facilitating the accumulation of academic credits from a variety of higher education institutions, thereby promoting a learning ecosystem. The fundamental concept is to recognize the existence of a variety of learning pathways and to democratize education. To this end, we conducted a comprehensive review of existing studies on the governance mechanisms for accreditation in the education sector using Blockchain technology. We identified 63 journal articles using four academic databases (EBScost, Emerald, insight, Sage Journals, Scopus, Science direct) from 2018 to 2023. The literature appears devoid of proposals for a governance framework even though in the conventional paradigm such a framework is crucial in ensuring authenticity of credentials.

Deng, Z. (2025a). **Knowledge and curriculum: towards an educational and Didaktik/curriculum way of thinking and theorizing.** *Journal of Curriculum Studies*, 57(1), 64-77. <https://doi.org/10.1080/00220272.2025.2455690>

The call for 'bringing knowledge back in', epitomized by the concept of powerful knowledge coined notably by Michael Young and Johan Muller, has significantly influenced the 'knowledge turn' in global educational landscapes. However, the way of thinking and theorizing about knowledge and the curriculum that underpins the project of 'bringing knowledge back in' has not received adequate attention in the literature. Using Muller's article 'The palimpsests of knowledge' (this issue) as a starting point and referencing several key works by Young and Muller, this article examines the social realist approach to thinking and theorizing about knowledge and the curriculum, including its promises and limitations. Invoking Pädagogik and Didaktik, the article proposes an alternative approach that addresses these limitations and provides a foundation for articulating a model of a future-oriented, knowledge-rich curriculum—a model particularly pertinent to the 'knowledge turn' in the National Curriculum in England. The article concludes by calling for greater engagement with continental traditions of educational theory and theorizing.

Deng, Z. (2025b). **Social realism, knowledge and curriculum: furthering the conversation.** *Journal of Curriculum Studies*, 57(1), 1-13. <https://doi.org/10.1080/00220272.2025.2456954>

Building on the 'Didaktik Meets Curriculum' dialogue, this symposium (special issue) seeks to further the ongoing discussion on knowledge and curriculum—recently revitalized by the concept of powerful knowledge—by engaging with social realism in conjunction with Didaktik and curriculum theory. The symposium features two key articles concerning

social realism: Johan Muller revisits the early work of Basil Bernstein, while Michael Young examines the foundational ideas of Émile Durkheim. It also presents six response articles authored by scholars from England, the United States, and Finland, each engaging with Muller's article, Young's article, or both. Central to this discussion are the following questions: How should social realism be understood on its own terms? Why has it exerted very little influence in the United States, Germany, and other German-speaking countries? In what ways do curriculum theory and Didaktik differ from social realism? And what might constitute a beneficial and productive relationship between social realism, Didaktik, and curriculum theory?

Détrez, C., Lemonchois, M., Bordeaux, M.-C., & Kerlan, A. (2025). **Évaluer l'éducation artistique et culturelle: Enjeux épistémologiques et politiques de la recherche**. Consulté à l'adresse

<https://www.pressesdesciencespo.fr/fr/book/?gcoi=27246100924790#h2tabFormats>

Comment et pourquoi évaluer l'éducation artistique et culturelle? C'est sur cette question, à la croisée de l'évaluation des politiques publiques et de la construction de l'éducation artistique et culturelle (EAC) comme objet scientifique, que se penche cet ouvrage. Le développement de politiques publiques d'EAC depuis plusieurs décennies, en France comme à l'étranger, s'accompagne d'une demande d'évaluation croissante (en fonction d'objectifs ou de résultats attendus), sans que celle-ci soit systématiquement assortie de l'insertion de protocoles de recherche dans les dispositifs eux-mêmes. Fruit d'une injonction politique de plus en plus prégnante, soutenue par des financements ciblés, cette demande d'évaluation peut même contrevenir à la définition d'objets de recherche, qui ne sauraient se réduire à la seule traduction des objectifs des acteurs institutionnels. Mobilisant un corpus international de travaux sur l'évaluation des effets de l'EAC, cet ouvrage interroge les attendus les plus fréquents de la demande d'évaluation et souligne les apports d'une recherche indépendante. Il revisite les méthodologies employées et leurs résultats, de même que les postures épistémologiques. Les fondements implicites des objets de recherche sont ainsi discutés, entre poids des définitions institutionnelles de l'EAC et des modèles d'action ou dispositifs afférents d'une part et représentations politiques des apports de l'art et de la culture pour le développement des individus d'autre part.

Dingwall, K., & Hall, D. (s. d.). **'Layers of recontextualisation': exploring the forces shaping global inclusive education policy in Pakistan**. *Journal of Education Policy*, 0(0), 1-27. <https://doi.org/10.1080/02680939.2025.2474929>

This paper introduces 'layers of recontextualisation' as a concept to elucidate how Global Inclusive Education Policy (GIEP), promulgated by UNESCO, is shaped through a tension between the image and practices of the state. This tension is demonstrated through the analysis of in-depth interviews with elite policy actors concerning the Punjab Education Roadmap (PER), a 'collaborative' education reform effort between the Government of Punjab and the United Kingdom's Department for International Development (DfID). While the PER aimed to address aspects of Pakistan's 'education crisis', our analysis emphasises its interweaving with bilateral security agendas and local political dynamics, diluting any improvements it might have made. We conclude that GIEP is entangled in three critical yet frequently overlooked layers: ethno-federalism; patronage-based kinship; and geopolitics. Layers of recontextualisation counterbalances discourses of educational exclusion as a 'policy-implementation gap',

instead highlighting wider socio- and geopolitical dynamics driving state practices in educational inclusion.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2025). **State of implementation of the Council Recommendation on building bridges for effective cooperation in higher education 2023**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4068> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/d8e897b1-e382-11ef-be2a-01aa75ed71a1>

The Council Recommendation on building bridges for effective European cooperation in higher education (hereinafter the Recommendation), adopted on 5 April 2022, aims at enabling deeper and more effective transnational cooperation among higher education institutions across Europe. Challenges hampering seamless cooperation have many sources and may require action both at national and EU level. The European strategy for universities, which lists this Recommendation as one of its key deliverables, seeks to “unlock the full potential of the higher education sector as the promoter of skills and knowledge and the engine for innovation and solving societal challenges”, and to support the transformation of the European higher education sector. The Recommendation is an invitation to Member States to set a more coherent legislative framework at national level conducive to the effective implementation of transnational cooperation. It aims at strengthening the inclusiveness, excellence, diversity, attractiveness, and global competitiveness of the European higher education sector and to at making it easier for students to study and train in several institutions across the European Union and beyond, thereby benefiting from innovative pedagogies, transnational campuses, and mobility opportunities.

Duoblys, G. (2025). **Accessibility and specialization in the work of Michael Young**. *Journal of Curriculum Studies*, 57(1), 31-37. <https://doi.org/10.1080/00220272.2024.2349035>

Michael Young's work has had a significant influence over UK education in recent years, both at a school and policy level, although, as Young's contribution to this symposium notes, it has often been prone to misinterpretation. In this response, it will be argued that the work Young describes in his paper can be understood as part of a broader attempt to address three very real problems faced by teachers in their day to day practice: the problems of expertise, accessibility and motivation. Where the development of Young's thinking since the 1970s is often characterized as a 'turn', the continuity between his earlier and later work will be highlighted. In the latter part of the response, Young's use of the word 'specialized' will be analysed in order to highlight some of the conceptual confusion that remains around the process of specialization. It will be argued that the clearing up of such confusion is of crucial importance if Young's vision of all students having access to specialized knowledge is to be realized.

Education Public-Private Partnerships - PEHRC. (2025, janvier 30). Consulté 31 mars 2025, à l'adresse <https://www.educationbeforeprofit.org/education-public-private-partnerships/>

Demystifying Education Public-Private Partnerships What Every Policymaker Should Know
The policy brief aims to support more informed and strategic decision-making regarding public-private partnerships in education, protect public resources, improve policy implementation and enhance accountability. Available in English, French and Spanish.

Policy Brief Note de Politique Informe de políticas For a more comprehensive assessment of public-private partnerships

Égalité des chances pour l'accès à certaines écoles de service public. Pub. L. No. 2025-269 (2024). <https://www.senat.fr/dossier-legislatif/ppl24-353.html>

proposition de loi visant à proroger le dispositif d'expérimentation favorisant l'égalité des chances pour l'accès à certaines écoles de service public

El Nahass, N., Jarrah, A., & Mziray, M. (2025). **Guidance Note on Designing and Implementing Quality Early Learning Environment Principles in Low-and Middle-Income Countries** (p. 23). Consulté à l'adresse World Bank website: <https://openknowledge.worldbank.org/entities/publication/130da6fa-2e22-467f-9e5a-6337cb1c2fe2>

Strengthening the learning environment in Early Childhood Education (ECE) is crucial for enhancing children's learning experiences. A quality learning environment in ECE is characterized by dynamic opportunities for children to interact, collaborate, and explore. This Guidance note guides teachers and schools on ways to design and implement quality learning environments in ECE settings. It outlines key principles of quality in the learning environment and illustrates elements of quality that can be implemented in low- and middle-income countries (LMICs) with examples from Egypt, Tanzania, and Jordan. It also describes what these quality elements might look like in an ECE setting and how educators can use the environment in a daily routine. Finally, this note identifies key considerations that policymakers and World Bank teams can apply to support and strengthen the quality learning environment.

Evain, F., & Dieusaert, P. (2025). **Classe préparatoire à la classe de seconde : 1 320 élèves intègrent le dispositif expérimental à la rentrée scolaire 2024.** *Note d'information*, (25.14), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/classe-preparatoire-la-classe-de-seconde-1-320-eleves-integrent-le-dispositif-experimental-la-450041>

À la rentrée scolaire 2024, 1 320 élèves ont intégré une classe préparatoire à la seconde, dite « prépa-seconde ».

Favero, N., & Kagalwala, A. (2025). **The Politics of School Funding: How State Political Ideology is Associated With the Allocation of Revenue to School Districts.** *Educational Policy*, 39(3), 693-722. <https://doi.org/10.1177/08959048241258724>

States diverge widely when it comes to education funding choices, leading to substantial differences in how much states spend on schooling, the role of local versus state revenue sources, and relative differences among districts in funding levels. Prior studies have documented that Democratic party control of state governments appears to be associated with higher levels of spending on K-12 education, but beyond that we know little about how political ideology is related to patterns of education funding allocation by states. This study examines this question using a nationwide dataset of school district expenditures from 1999 to 2015. The results indicate that states that are more politically liberal tend to provide more funds (per pupil) to local districts. More liberal states also provide relatively more favorable distributions to districts that are more urban and have larger Black student populations, in addition to perhaps rewarding districts with higher local property tax rates.

Ferhat, I. (2025). **Les syndicats de l'éducation nationale : des acteurs en mutation ?** Consulté à l'adresse <https://www.puf.com/les-syndicats-de-leducation-nationale>

Floyd, Salinas, & Listermann. (2025). **Catalyzing Equity-Centered Change: Research, Challenges, and Issues for Community Colleges.** *Community College Journal of Research and Practice*, 49(4-5), 207-209. <https://doi.org/10.1080/10668926.2025.2460422>
This special issue of the Community College Journal of Research and Practice (CCJRP) addresses the importance of equity-centered change within community colleges. In this article, we highlight scholarly contributions presented at the 65th Annual Council for the 2024 Study of Community Colleges (CSCC) Conference. These papers present timely research concerning equity-centered change in community college research and practice.

Gajderowicz, Tomasz, Jakubowski, Maciej, Kennedy, Alec, Christrup Kjeldsen, Christian, Patrinos, Harry Anthony, & Strietholt, Rolf. (2025). **The Learning Crisis: Three Years After COVID-19.** Consulté à l'adresse <https://edworkingpapers.com/ai25-1147>

Gani, D. (2025, mars 26). **Des effectifs en baisse jusqu'en 2029 dans le 1er degré.** Consulté 26 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/26/des-effectifs-en-baisse-jusqu'en-2029-dans-le-1er-degre/>

Piloter par la qualité ou la comptabilité ? La DEPP prévoit une baisse significative des effectifs d'élèves dans les écoles primaires et secondaires d'ici 2029, avec des disparités selon les territoires

Gethin, A. (2025, mars). **L'influence de la politique éducative.** Consulté 31 mars 2025, à l'adresse Fonds Monétaire International website: <https://www.imf.org/fr/Publications/fandd/issues/2025/03/the-power-of-education-policy-amory-gethin>

L'éducation a été et peut rester au cœur de la réduction de la pauvreté mondiale

Global Education Monitoring Report Team. (2025). **Rapport mondial de suivi sur l'éducation 2024/5, Leadership dans l'éducation: diriger pour apprendre.** <https://doi.org/10.54676/GKXQ3348>

GPE KIX. (2025). **Data Systems and Data Use: Policy and Practice Insights** (p. 9). Consulté à l'adresse GPE KIX website: <https://www.gpekix.org/knowledge-repository/data-systems-and-data-use-policy-and-practice-insights>

This brief offers practitioners and decision-makers effective strategies and practices on data systems and data use based on evidence and lessons learned from five GPE KIX research projects highlighted in the report Data Systems and Data Use: A Research Synthesis.

Green, J. E., & Koebele, E. A. (2025). **Coordinating school improvement: Understanding the impact of state implementation approach on coordination in multilevel governance systems.** *Review of Policy Research*, 42(2), 188-211. <https://doi.org/10.1111/ropr.12612>

Multilevel governance is theorized to facilitate effective policy implementation by encouraging the use of local knowledge and expertise, enabling the participation of non-government actors, and capitalizing on the coordinating and sanctioning authority

of centralized governments. Whether a particular multilevel governance arrangement achieves this, however, depends in part on the degree to which it enables coordination among governmental and non-governmental actors representing different levels and jurisdictions. Using a comparative case study of education governance reform in the United States, this study investigates how differences in state policy implementation approach impact the structure and mode of coordination in multilevel governance systems and considers the effects this has on policy implementation processes. The results indicate that a state's implementation approach impacts coordination by structuring how different levels of government interact, share information, and influence policy. Specifically, variation in the structure of the central governing agency directly enables or restricts the influence of bottom-up coordination from lower levels of government. The results also highlight the theoretical limitations of current binary structure models of multilevel governance (i.e., centralized vs. decentralized, top-down vs. bottom-up, hierarchy vs. network) for capturing important nuances in policy coordination. These findings advance the understanding of policy coordination in multilevel governance systems and inform the design of institutional arrangements that balance trade-offs in centralization and the delegation of authority across governance systems during policy implementation.

Gremion, L., & Gremion, F. (2024). **L'intégration scolaire entre justice sociale et éthique du care**. *Revue internationale de l'éducation familiale*, 54(2), 19-40. Consulté à l'adresse <https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2024-2-page-19>

Gross, E., Jarus, T., Mayer, Y., Zaman, S., Mira, F. M., Boniface, J., ... Young, M. (2025). **Professional practice placement as a unique challenge for students with disabilities in health and human service educational programmes**. *International Journal of Inclusive Education*, 29(4), 534-552. <https://doi.org/10.1080/13603116.2023.2195858>

Students with disabilities face barriers to full participation in Health and Human Service (HHS) programmes. Few studies have focused on students' experiences in practice placements, an aspect of HHS programmes which yield unique barriers. This study aimed to understand the barriers that disabled students in HHS programmes experience during practice placements and their perspective of how to better support and accommodate them. Disabled students from 12 HHS programmes at a Canadian university and 14 Canadian occupational therapy programmes were invited to participate in a survey about their placement experiences. Eighty-two students responded to the survey. Of these, eleven volunteered to engage in follow up interviews. Results showed that students with disabilities are navigating accommodation practices that frequently lack communication, clarity, ease of use and are structured in ways that are less conducive to ever-changing practice environments. Students expressed relying on relationships with practice educators and placement coordinators to facilitate their accommodations. However, negative attitudes and stigma complicate these processes. Collaboration across HHS programmes is needed to develop clear and effective placement accommodation procedures. Those who support disabled students in placement should receive education on supporting students with disabilities and legal obligations of accommodation. Students may benefit from advocacy and disclosure skill education.

Guern, A. L., & Kredens, É. (2025). **Le décrochage universitaire : des représentations aux dispositifs d'accompagnement.** *L'orientation scolaire et professionnelle*, (54/1), CDXXIII. <https://doi.org/10.4000/13j6n>

Le décrochage à l'université, considéré par les politiques publiques comme un « problème » social, humain et financier, a fait l'objet de nombreuses lois et fait partie des objectifs sous-jacents de l'appel à projets Nouveaux Coursus à l'Université. L'accompagnement des étudiants vers la « réussite » en est l'un des axes principaux. À l'appui de questionnaires et d'entretiens menés auprès d'étudiants, de personnels enseignants et administratifs de l'université, l'article montre de quelles manières les actions mises en place dans le cadre de ce projet sont construites à partir des représentations des acteurs politiques et universitaires d'un étudiant décrocheur et ce que cette catégorisation induit. Nous verrons comment le dispositif place l'étudiant au prisme d'injonctions de lutte contre le décrochage, d'accrochage et de raccrochage universitaire. Dans ce contexte, les étudiants catégorisés décrocheurs, sont accompagnés vers le raccrochage lorsqu'ils sont considérés sans repères ; et pour quelques-uns dirigés vers la construction d'un « nouveau projet » pour qu'ils puissent raccrocher le système universitaire, ou du moins l'enseignement supérieur.

Guillon, S., & Oget, D. (2025). **L'activité de recherche en sciences de la formation : entre archipélisation des objets de recherche et hétérogénéité des méthodes.** *Phronesis*, 14(3), 125-139. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-125>

Fondées par un socle commun, les sciences de l'éducation et de la formation (SEF) regroupent des professionnels dont les activités et les approches apparaissent hétérogènes. À l'intérieur de ce groupe, les chercheurs en sciences de la formation se distinguent par leurs terrains, leurs objets et leurs méthodes, en partie hors du champ scolaire et de la formation initiale. Notre enquête auprès des trente laboratoires français des SEF a permis de produire une typologie de l'ensemble des chercheurs de la discipline, avec l'ambition de comprendre la construction de la différenciation et l'éclatement relatif des objets et des méthodes à partir des contextes de travail, des parcours professionnels et des collaborations.

Guinea Martín, D., & Rojas Mora, J. (2025). **The effect of copays on the economic and ethnic segregation of primary education students: An evaluation of Chile's 2015 School Inclusion Act** [UC3M Working papers. Economics]. Consulté à l'adresse Universidad Carlos III de Madrid. Departamento de Economía website: <https://econpapers.repec.org/paper/ctewerepe/45948.htm?ref>

Chile's 2015 School Inclusion Act promotes the phasing out of copays in so-called privatevoucher schools (largely equivalent to charter schools elsewhere). Our main research question is, What is the impact of reducing copays on (1) socioeconomic segregation, an intended target of the reform, and (2) ethnic segregation, a separate and much smaller dimension of school segregation that nonetheless might also be affected by the reform as minorities tend to be poorer? We analyze the entire student body in primary education between 2016 and 2018 with a strategy based on three instrumental variables: (1) variation in monthly municipality unemployment and activity rates; (2) student-to-teacher ratios in public schools; and, (3) a crime index. We conclude that dropping copays would eliminate more than two thirds of socioeconomic segregation and almost half of ethnic segregation. In the article we also compare our favored administrative-led definition of three socioeconomic statuses (low, mid and high) with alternatives based on mother's educational level or household income that rely on

a sizeable sample of around 80 percent of the student body. We conclude that these sample-based alternatives lead to biased (1) segregation measurements and (2) estimates of the effect on copays on segregation.

Hanotte-Zawiślak, A., Tissot, P., & Le Clère, F. (2024). **Écosystème de réorientation en licence 1 : expériences pédagogiques et recherche à l'université Paris 8**. *Cinq années de transformations de l'Enseignement Supérieur, publication web.*, 1. Consulté à l'adresse <https://hal.science/hal-05002130>

This paper addresses student reorientation in higher education, focusing on the experience of Paris 8 University and a training program: the Universitas University Diploma (DU). It highlights the challenges of the high school-university transition, presents the Universitas University Diploma (DU) as a support solution, and proposes a broader reorientation ecosystem. The discussion emphasizes the importance of viewing reorientation as a normal stage of the student journey rather than a failure.

Hashem, R., & Starr, K. (2025). **Enacting policy change in Jordanian public schools: interrogating the reproductive habitus of Al Faza'a leadership**. *Journal of Education Policy*, 40(2), 313-333. <https://doi.org/10.1080/02680939.2024.2421919>

An extensive longitudinal study examining the enactment of Jordan's Education Reform for Knowledge Economy (ERfKE) policy in public schools uncovered the pervasive influence of Al-Faza'a leadership, which is deeply rooted in tribal values of solidarity and kinship. This article analyses Al-Faza'a leadership as a culturally potent force that profoundly challenges policy change for education reform. Through a sociological study guided by Bourdieu's theory of practice, our findings reveal Al-Faza'a leadership as a distinctive form of *illusio* that is all the more powerful when intertwined with the *doxa* of Sheikhocracy. We illustrate how Al-Faza'a leadership embodies a persistent reproductive habitus, obstructing ERfKE's transformative potential and exemplifying resistance to externally imposed and culturally ill-suited reform agendas in Jordan's schools. By dissecting nuanced sociocultural dynamics shaping leadership practices, the article focuses on the experiences and perspectives of public school principals charged with policy enactment. It illuminates embedded cultural practices within schools and the Ministry of Education that are steeped in long-held traditions and beliefs which undermine policy objectives. This grounded theory-building study highlights the unsuitability of imported policy ideals that assume universal applicability and emphasizes the necessity of culturally sensitive approaches to education policymaking, policy enactment, and, hence, to education reform.

Hay, A. (2025). **What may be: policy enactment in education, a new conceptual framework with actor-network theory**. *Journal of Education Policy*, 40(2), 179-198. <https://doi.org/10.1080/02680939.2024.2411989>

In this article, I present a new conceptual framework constructed using sensemaking theory and Actor–Network Theory (ANT) to demonstrate layers of policy enactment. The framework reimagines policy enactment as a sociomaterial ethico-political activity by considering the factors that mediate policy enactment and the assemblages facilitating the translation of policy into action. The framework forms an idealised cycle, using concepts from sensemaking theory including sensegiving and the system builder and Actor–Network Theory; problematisation, intersement, enrolment, mobilisation and stabilisation. This framework is then applied to research focussing on a forming Multi-Academy Trust and the attempt to establish joint 6th form provision. This highlights the

potential human, contextual and material difficulties faced by schools as they attempt to translate national policy into practice and work together. The conceptual framework provides an alternative way of thinking about policy enactment, one that allows a reflection on the difficulties associated with translating policy into practice whilst also offering insights to help these to be overcome.

Hordern, J. (2025). **On the intellectual horizons of social realism: a response to Barton.** *Journal of Curriculum Studies*, 57(1), 47-55.
<https://doi.org/10.1080/00220272.2024.2375238>

This paper comments on the arguments made in 'knowledge without disciplines: a critique of social realism's disciplinary fixation', authored by Keith Barton. It is suggested that Barton has not fully grasped how social realism views disciplines and curricula and that this reflects a wider tendency amongst commentators to overlook some of the thinking underpinning social realism. A different, more generous interpretation of social realism is outlined in respect of disciplinarity, the constitution of knowledge, the relationship between disciplines and subjects and the socio-epistemic formation that make knowledgeability possible. Social realism is seen as having already made a substantive impact, with the potential to further extend its intellectual horizons.

Hossen, C. (2024). **Curriculum arrangé/accommodé à l'école coloniale réunionnaise : Jugement professoral et agentivité des élèves au lycée Leconte de Lisle (1927-1946)** (Phdthesis, Université de la Réunion). Consulté à l'adresse <https://theses.hal.science/tel-04997938>

L'héritage colonial réunionnais porte les traces d'une domination dont l'un des instruments est l'école. Si le paradoxe d'une éducation nationale s'applique en contexte local, quelles pratiques scolaires autorisent l'émergence d'une élite cultivée mais imperméable aux données culturelles locales ? L'objet de cette étude consiste à mettre en contraste les traces d'activités évaluées d'élèves sous le prisme de la société d'entre-deux guerres/contemporaine dans un établissement d'élite (Lycée Leconte de Lisle, St Denis, La Réunion). Le croisement des attentes entre productions d'élèves et modalités d'évaluation permet de restituer les logiques de la domination culturelle de la métropole ainsi que les stratégies d'hybridation, qu'elles soient de type « arrangé/accommodé », qui autorisent de nouvelles formes scolaires. L'approche anthropo-didactique contrastive de deux contextes historiques autorisera ainsi le questionnement au sein de Cultural Studies du sens de l'institution scolaire au regard des problématiques de contextualisation et de globalisation d'une société en cours d'hybridation dans et par l'école.

IGÉSR. (2025). **Acte II de l'école inclusive : Rapport à monsieur le ministre de l'éducation nationale et de la jeunesse et monsieur le ministre de la santé et de la prévention.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4067> (p. 83) [Report]. Consulté à l'adresse Inspection générale des Affaires sociales (France) website: <https://www.vie-publique.fr/files/rapport/pdf/297562.pdf>

En parallèle de la préparation de la Conférence nationale du handicap d'avril 2023, l'Inspection générale de l'éducation, du sport et de la recherche (IGÉSR) et l'Inspection générale des affaires sociales (Igas) ont été chargées d'identifier les moyens à mobiliser et les évolutions organisationnelles nécessaires pour la construction d'un acte II de l'école inclusive. Il s'agissait notamment d'étudier les coopérations entre le secteur médico-social et les établissements scolaires. Alors que la loi du 11 février 2005 reconnaît

à tous les enfants et adolescents le droit d'être inscrit dans un établissement scolaire de droit commun, à la rentrée 2021, plus de 470 000 élèves en situation de handicap étaient scolarisés en milieu ordinaire, en établissement médico-social ou en établissement hospitalier, soit une évolution de 21 % depuis 2017. Le mouvement de structuration de ressources d'appui à l'école inclusive a connu une notable accélération depuis la loi

Innocenti Global Office of Research and Foresight. (2024). **Improving Education in Africa: Insights from research across 33 countries** (p. 20). Consulté à l'adresse UNICEF Innocenti website: <https://www.unicef.org/innocenti/reports/improving-education-africa>
Inform, invest, implement: Research insights from 33 countries

ISTP Iceland. (2025). **Quality Education: The Key to Prosperity and Well-being** (p. 22). Consulté à l'adresse Education International website: <https://www.ei-ie.org/en/item/29557:quality-education-the-key-to-prosperity-and-well-being>

This year we turn our attention to fostering equity and well-being in our education systems, starting from those essential early years, and to empowering students to actively participate in shaping their futures and the world. We will also focus on the well-being of teachers and education support personnel as a prerequisite for quality education. Research increasingly demonstrates a positive correlation between teacher well-being and students' academic achievement and their social, emotional, and cognitive development. This relatively new policy priority is challenging as it includes and cuts across a number of distinct policy areas: employment status; remuneration and conditions of work; respect and social status; professional autonomy and agency; and occupational safety and health. As such, a policy commitment to enhancing teacher well-being requires a holistic approach.

Jack, A. M., & Pogodzinski, B. (2025). **A Shift in School Reform: Examining Site-Level Spending and Student Academic Growth**. *Educational Policy*, 39(3), 664-692. <https://doi.org/10.1177/08959048241243066>

Accountability efforts under the Every Student Succeeds Act (ESSA) has brought greater attention to school-level processes and practices and their impact on student outcomes. This has pushed states to report more school-level inputs, including per-pupil expenditures. Grounded in an open systems theory (OST) framework, we identify the association between school-level per-pupil spending and academic growth on statewide assessments for seventh graders in Michigan. Overall, our findings suggest an overall positive association between school-level per-pupil expenditure and student growth.

Jaïdi, L. (2025). **La réforme du système éducatif face au dilemme de la gouvernance** (N° 09/25). Consulté à l'adresse Policy Center for the New South website: <https://www.policycenter.ma/publications/la-reforme-du-systeme-educatif-face-au-dilemme-de-la-gouvernance>

Le système éducatif est au cœur de tous les débats. Normal, l'École pose les fondations des sociétés futures car elle est déterminante pour notre prospérité future qui dépend largement des compétences et des connaissances que le système scolaire inculque aujourd'hui aux élèves. Cette année, le Maroc a accueilli dans ses écoles et universités un peu plus de neuf millions d'élèves et d'étudiants répartis entre les différents cycles de l'enseignement.

Jovanović, J., Zamecnik, A., Barthakur, A., & Dawson, S. (2025). **Curriculum analytics: Exploring assessment objectives, types, and grades in a study program.** *Education and Information Technologies*, 30(4), 4843-4866. <https://doi.org/10.1007/s10639-024-13015-0>

Higher education institutions are increasingly seeking ways to leverage the available educational data to make program and course quality improvements. The development of automated curriculum analytics can play a substantial role in this effort by bringing novel and timely insights into course and program quality. However, the adoption of curriculum analytics for program quality assurance has been impeded by a lack of accessible and scalable data-informed methods that can be employed to evaluate assessment practices and ensure their alignment with the curriculum objectives. Presently, this work remains a manual and resource intensive endeavour. In response to this challenge, we present an exploratory curriculum analytics approach that allows for scalable, semi-automated examination of the alignment between assessments and learning objectives at the program level. The method employs a comprehensive representation of assessment objectives (i.e., learning objectives associated with assessments), to encode the domain specific and general knowledge, as well as the specific skills the implemented assessments are designed to measure. The proposed method uses this representation for clustering assessment objectives within a study program, and proceeds with an exploratory analysis of the resulting clusters of objectives in relation to the corresponding assessment types and student assessment grades. We demonstrate and discuss the capacity of the proposed method to offer an initial insight into alignment of assessment objectives and practice, using the assessment-related data from an undergraduate study program in information systems.

Kadzamira, E., Saddick, L., Twabi, H., & Chiwaya, P. (2025). **Exploring the Foundational Learning Data and Knowledge Ecosystem in Sub-Saharan Africa: Malawi's Situational Analysis.** <https://doi.org/10.53832/unlockingdata.1019>

Kalthoff, H., & Koelsch, F. (2025). **Before (e)valuating: student testing in History and Engineering.** *British Journal of Sociology of Education*, 46(3), 323-340. <https://doi.org/10.1080/01425692.2025.2454316>

University examinations categorise students according to their individual achievements determined by teaching staff. This procedure serves the elicitation and certification of student knowledge and thus reproduces academic hierarchies. Drawing on empirical evidence from ethnographic fieldwork in Engineering and History departments, this article investigates the processes involved in designing and administering higher education examinations. It analyses the reciprocal relationship between lectures and examinations, the standardisation of lecture content through exam questions, and the use of administrative documents as examination infrastructure. The university examination is conceptualised as a distributed activity, involving various university units, each with its own specific logic, yet whose functions converge and overlap within teaching staff. The article argues that the growing significance of examinations, driven by national and global higher education reforms, is reshaping academic teaching practices in profound ways.

Knowledge without disciplines: a critique of social realism's disciplinary fixation. (2025). *Journal of Curriculum Studies*, 57(1), 46-46. <https://doi.org/10.1080/00220272.2025.2458391>

Knox, P. N., Garnett, B., DeCarolis, J., & Haensch, J. (2025). **Community School Implementation in Rural Vermont**. *Educational Policy*, 39(3), 572-606. <https://doi.org/10.1177/08959048241239893>

This study highlights the Community Schools (CS) implementation experience of five rural Vermont schools. Principals and CS coordinators participating in a state-funded program aimed at CS establishment were interviewed to understand better their experience with implementing a school/district-wide policy and reform effort. Findings suggest several elements play a critical role in the successful implementation of rural CSs, including leveraging already-present community engagement practices, school leader embodiment of CS values/mentality, as well as collaborative leadership practices that broaden participation and level the field for all parties involved. Implications for community school implementation within rural contexts are discussed.

Kohout-Diaz, M., & Gbebe, K. M. (2025). **Éducation inclusive et dignité de l'enfant en situation de handicap: une question éthique d'inculturation**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/education-inclusive-et-dignite-de-lenfant-en-situation-de-handicap/77845>

Comment définir une éthique fondée sur la dignité de l'enfant en situation de handicap pour favoriser le développement de l'éducation inclusive en Afrique et plus spécialement dans des contextes traditionnellement discriminants comme la communauté éwé au Togo, où le sujet handicapé est qualifié de « corps vivant malformé » et exclu ? Quelles sont les sources des discriminations ? Quels sont les facteurs à promouvoir ? Les enjeux principaux de cet ouvrage sont liés à l'identification des processus de stigmatisation en contexte traditionnel éwé, à une redéfinition du concept de « dignité » et à un éclairage des processus de l'éducation inclusive. Ils sont aussi relatifs aux mécanismes de transfert de ces processus dans les pratiques sociopolitiques et à l'inclusion socioprofessionnelle des personnes en situation de handicap. L'auteur démontre que face à la personne en situation de handicap, la dignité de son corps peut l'emporter sur sa déficience, de sorte que l'expression « Tohsu » ou « corps vivant malformé » se vide de son sens. L'utilisation de cette expression devient une injure. L'anthropologie appliquée au champ de l'éducation fournit un cadre pertinent pour saisir une vision dynamique de l'humain en lien avec les principes de l'éducation inclusive et qui contraste avec le stigmate réifié dans la langue et réifiant

Kwihangana, F. (2025). **Teacher positioning in educational ICT policies: implications for digital teacher identity development in under-resourced contexts**. *Journal of Education Policy*, 40(2), 242-265. <https://doi.org/10.1080/02680939.2024.2386309>

This study explores how ICT policies assign positions and digital teacher identities to educators in under-resourced contexts. It examines implications of such positioning on the training of technology – using language teachers in Rwanda by using positioning theory to analyse positions and identities assigned to teachers in 10 ICT policy and teacher education programme documents. Findings show that ICT policies use the under-resourced nature of their context to justify compulsory, deficient or aspirational digital teacher identities assigned to teachers through a range of ICT storylines in which teachers are given self-contradictory positions. Overall, the study clarifies how ICT policies shape the development of digital teacher identities through positioning, and by appealing to teachers' imagined selves and needed contribution to national socio-economic ambitions. The study exemplifies the operationalisation of positioning theory and the positioning triangle in educational policy analysis. Its findings will appeal

especially to policymakers, teacher educators and researchers with an interest in educational technology or positioning theory.

Lambert, K., & and Hilton, A. L. (2025). **Cutting the Gordian knot of the education 'crisis' with teacher testing. A blunt instrument that crushes marginalised pre-service teachers.** *Journal of Education Policy*, 40(2), 220-241. <https://doi.org/10.1080/02680939.2024.2405731>

This paper offers a brief yet evocative glimpse into marginalised pre-service teachers' (PST) experiences of teacher testing in Australia's High-stakes Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE). Utilising Critical Disability Theory (CDT) in particular, Goodley's (2016) concept of neoliberal-ableism, we problematise teacher testing as a gatekeeping tool for students undertaking teacher education. The article highlights how neoliberal education policies in Australia have disempowered and turned away talented and empathetic future teachers. By illuminating their embodied experiences of stress and anxiety, we interrogate neoliberal discourses of power and how teacher testing is used as a blunt instrument to solve complex problems and funnel public funding to private corporations. As part of a larger longitudinal research project, we offer four narrative portraits giving voice to vulnerable PSTs who have become unwitting victims of the high-stakes test juggernaut. This article focuses on five emergent themes from the research: (a) the embodied impact of stress and anxiety on test-takers, (b) withholding of information regarding testing processes and support, (c) the lack of differentiation available to PSTs (d) impacts of edu-businesses and the business of education on vulnerable participants and (e) a passion for differentiation.

Law, Floyd, & Listermann. (2025). **Resilient Stretching: How Community College Leaders Navigated Fiscal Decision-Making During the COVID-19 Pandemic Era.** *Community College Journal of Research and Practice*, 49(4-5), 307-322. <https://doi.org/10.1080/10668926.2024.2429672>

This qualitative grounded theory study examined how leaders of Florida's public community colleges led their organizations forward during the COVID-19 pandemic while dealing with shifting funding sources. Perspectives of both senior administrative leaders and key informants from across Florida were included along with documents provided by interviewees as well as those publicly available. Existing research focused on decision-making theories, such as rational choice theory and garbage can theory. These theories do not specifically focus on fiscal decision-making in higher education, especially at times of extended crisis such as the COVID-19 pandemic. This research study found that throughout the COVID-19 pandemic leaders established approaches to demonstrate resilience in their fiscal decision-making process maintaining viable institutions of higher education while funding support was uncertain. Moreover, the leaders in this study pushed themselves and their organizations to think creatively and stretch beyond prior capabilities when considering fiscal decisions to meet the ever-changing needs of students and external stakeholders during the COVID-19 pandemic. The collective experiences of these leaders during the COVID-19 pandemic resulted in the Resilient Stretching Theory (RST) of community college fiscal decision-making. The findings of this study resulted in the development of the "resilient stretching" theory which explains how leaders ensured institutional viability through fiscal decision-making while responding to the new circumstances they encountered.

Lawrence, C. (2025). **Making the spoons last longer: Parents' views on flexischooling with their child with special educational needs**. *British Journal of Special Education*, 52(1), 91-99. <https://doi.org/10.1111/1467-8578.12577>

Flexischooling—the sharing of a child's education between home and school through formal agreement—is one of a range of 'alternative' education approaches that may adapt education to meet a child's special educational needs. This study considers qualitative data from an online survey conducted during November and December 2023 regarding parents' reasons for undertaking flexischooling with their child, and the activities they describe their children undertaking during school hours. Findings suggest that parents are concerned about the challenges that they feel their child faces in full-time school, but that they also perceive advantages, both social and academic, to the 'not-school' element of the educational approach they are undertaking. Consideration of the potential for flexischooling to support parents as they learn about their child's ever-changing needs is discussed.

Le Gouellec, M. (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.

Lebon, F. (2025). **L'éducation populaire en France : politiques, travail et stratégies de reproduction.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/903>

Le monde de l'éducation populaire correspond, en France, à une action publique qui combine des enjeux politiques et scolaires variés, liés aux collectivités locales et à la vie associative. Il propose des activités culturelles, organise les loisirs des enfants et participe à l'insertion sociale et professionnelle des jeunes avec pour objectif des apprentissages associés à la citoyenneté et à la participation. Alors que les instituteurs ont longtemps joué un rôle central dans ce secteur, il repose à présent sur une division du travail éducatif dont les configurations varient localement, avec une diversité de professionnels (animatrices, éducateurs sportifs, musiciens intervenants, etc.) et des formes de travail hors emploi (bénévolat, stage, volontariat). Enfin, l'éducation populaire se heurte à la reproduction des structures sociales, en dépit d'un projet qui vise l'émancipation de toutes et tous : les pratiques de loisirs encadrées sont notamment plus fréquentes et plus légitimes à mesure qu'on monte dans la hiérarchie sociale.

Leclercq, G. (2025). **Un outillage conceptuel pour approcher, évaluer et développer les dispositifs de formation : Contribution à une démarche dispositifive.** *Savoirs*, 67(1), 103-119. <https://doi.org/10.3917/savo.067.0103>

L'idée de démarche dispositifive n'est pas nouvelle. Elle rencontre les préoccupations d'une communauté de chercheurs qui entrent dans l'activité de recherche en éducation par l'activité. Cette contribution s'inscrit dans un mouvement d'ensemble, mais elle porte sur un enjeu particulier puisqu'il s'agit de répondre à cette question : comment et pourquoi évaluer un dispositif de formation ? Deux étapes la structurent : approcher un dispositif dans la perspective de l'évaluer et l'évaluer pour contribuer à son développement. Nous pouvons la décrire comme l'activation d'un dialogue qui s'efforce d'appréhender et de débrider un état de création dispositifive. Elle promeut ce que Barbier (2001) appelle une recherche en intelligibilité et invite à constituer un champ de pratique en champ de recherche. C'est l'état d'un outillage conceptuel en janvier 2024 qui est présenté dans ce texte. Il est extrait d'expériences qui, toutes, relèvent de la formation d'adultes et de jeunes adultes.

Lemieux, O., & Fortier-Chouinard, A. (2024). **La Coalition avenir Québec et l'éducation : bilan de mi-mandat.** *Formation et profession*, 32(2), 10. <https://doi.org/10.18162/fp.2024.a324>

Levy, S. R., Monahan, C., Araiza, A., Ramirez, L., & Palacios-Espinosa, X. (2025). **Reducing Climate Change Denial and Increasing Support for Climate-Friendly Policies: The Role of**

Climate Change Education. *Journal of Social Issues*, 81(1), e12664.
<https://doi.org/10.1111/josi.12664>

Insufficient US public education and misinformation from other sources contribute to climate change (CC) denial. Public US university students in the South (Study 1) and Northeast (Studies 1 and 2) were randomly assigned to watch two educational science videos on CC (experimental condition) or flu viruses (control condition). Experimental (vs. control) condition participants reported (a) less agreement with statements reflecting CC denial (immediate post-test [Studies 1 and 2] and delayed post-test [Study 2]); (b) greater agreement with statements about the existence, seriousness, and human causes of CC and hope for CC interventions (immediate post-test [Studies 1 and 2]); (c) greater intentions to support climate-friendly US policies (immediate post-test [Study 1]); and (d) less negative feelings about CC (delayed post-test [Study 2]), when controlling for gender and political leaning. Implications for effectively addressing CC education among university students with relatively easy-to-implement, time-efficient, and cost-effective interventions are discussed.

Marsden, L., Munn, L., Magee, L., Ferrinda, M., St. Pierre, J., & Third, A. (2025). **Inclusive online learning in Australia: Barriers and enablers.** *Education and Information Technologies*, 30(4), 5301-5330. <https://doi.org/10.1007/s10639-024-13012-3>

While the pandemic highlighted the critical role technology plays in children's lives, not all Australian children have reliable access to technology. This situation exacerbates educational disadvantage for children who are already amongst the nation's most vulnerable. In this research, we carried out a project with three schools in Western Australia, conducting workshops, interviews and surveys with students, parents, and school staff from which we identified key barriers and enablers for digitally inclusive online learning at individual, interpersonal, organizational, and infrastructural levels. Our findings showed that language, credit rating, housing security, quality and affordability of infrastructural provisioning and teacher and family digital literacy all could act as barriers. Alongside provision of connectivity and devices, we successfully piloted a school-based Digital Inclusion Studio workshop to address aspects of this wider socio-ecology of digital inclusion. We conclude with recommendations for cultivating digital inclusion for learning at various levels: in the home, classroom and at the point of digital service provision and regulation.

Mason, S., & Lorandos, D. (2025). **High Cost of Scientific Ignorance: A Conceptual Foundation for Scientific Literacy in the Courts.** *Journal of Social Issues*, 81(1), e70001. <https://doi.org/10.1111/josi.70001>

This paper examines the failure of Daubert, using analysis from case law, legal scholarship, social psychology, and the philosophy of science to map out the scope of the problem. Next, it provides a diagnostic situated within recent work in social epistemology that highlights structural challenges in the contemporary epistemic landscape. Although the problem of the misuse of science in the courtroom has many different dimensions, one underexplored facet is the courtroom as an instance of broader structural problems in the management of authority, ignorance, and expertise. Building on this analysis, the authors identify five key scientific concepts: (1) the source of scientific authority is derived from consensus within a critical community; (2) falsification, rather than confirmation, is a primary methodological commitment; (3) uncertainty and ignorance in scientific inquiry can be managed, but not eliminated; (4) there is a difference between performative, disingenuous pseudoskepticism and a skeptical, critical perspective; and (5) one should

be able to recognize genuine scientific expertise and should defer to that expertise. These five foundational ideas provide a conceptual footing for scientific literacy within courtrooms and a basis for educating legal professionals.

Miconnet, N. (2025). **Prévisions des effectifs du second degré pour les années 2025 à 2029**. *Note d'Information*, (25.13), 1-4. <https://doi.org/10.48464/ni-25-13>

Le nombre d'élèves dans le premier degré s'établirait à 6 169 800 à la rentrée 2025, en baisse de 90 700 élèves, après une diminution de 79 400 élèves observée entre les rentrées 2023 et 2024.

Muller, J. (2025). **The palimpsests of knowledge**. *Journal of Curriculum Studies*, 57(1), 14-23. <https://doi.org/10.1080/00220272.2024.2397981>

This paper first re-visits the origins of the concept powerful knowledge and goes on to assess its mixed fortunes as of 2022. It assesses Basil Bernstein's early interest in knowledge in the curriculum by examining his retrieval of Durkheim's discussion of the Trivium and Quadrivium, going on to examine how the sciences and the Humanities each specialize knowledge but in different ways. It then discusses the recursive form of theorizing of pedagogy developed by Bernstein in his pedagogic device, distinguishing this form from that to be found in recent discussions of Didaktik and powerful knowledge, drawing out their complementarity.

Murphy, A., Greenway, C., & Conn, C. (2025). **Negotiating additional learning needs reform in Wales: The voice of the ALNCo**. *British Journal of Special Education*, 52(1), 18-26. <https://doi.org/10.1111/1467-8578.12568>

Through a focus on the work of the additional learning needs co-ordinator (ALNCo) and their collaboration with others, this article examines the policy-practice intersection, specifically focusing on inclusive education and practices to support additional learning needs in primary schools in Wales in response to recent educational reform. Our study gathered data from three focus groups of ALNCoS across south Wales, with three participants in each group. Our findings explore ALNCoS' sense of connectedness within the system and the conditions that supported the development of certain educational practices, some of which align with the new policy agenda and others which have their roots in the previous system of supporting children with special educational needs. Four key themes are presented: compliance with mandated practice, non-compliance and resistance to reform, the importance of accountability within local systems, and challenges of the ALNCo role.

Nurse, L. (2025). **Parental perception of inclusive education: mothers' narrative construct of the school space**. *International Journal of Inclusive Education*, 29(4), 603-617. <https://doi.org/10.1080/13603116.2023.2266731>

For many decades the emphasis of inclusive education policies in England and Western countries has been on schools and educational professionals. Recent research on the concepts of family and parents' involvement in their children's education emphasises reciprocity and shared responsibility between family and school programmes and recognises that schools play an important role in supporting families and encouraging them to become actively involved in schools. This approach requires further empirical knowledge about parents' experience of school space, the cultural and linguistic resources in families, parental aspirations and expectations and, significantly, their own biographical experience of education. This article focuses on perceptions of school

space as described by mothers of primary and pre-primary school children who participated in the EC H2020 Inclusive Education and Social Support to Tackle Inequalities in Society (ISOTIS) project qualitative study (2017–2019) in England. The variety of local and personal contexts within these cases allowed for comparative analyses that reveal the impact of mothers' experiences on their perception of school space. The article addresses a wide range of ways for parents' involvement in their children's schooling, such as individual, social and cultural.

OECD. (2025a). **Everybody Cares About Using Education Research Sometimes: Perspectives of Knowledge Intermediaries**. <https://doi.org/10.1787/5ef88972-en>

OECD. (2025b). **Future-focused mathematics curricula: Empowering learners for the 21st century** (18^e éd.) [OECD Education Spotlights]. <https://doi.org/10.1787/18036510-en>

Ottone, V., & Barbieri, M. (2025). **Implementation arrangements for research and innovation policies in the Italian, Spanish, French, and German national recovery plan: A comparative analysis of emerging challenges for multi-level governance**. *Review of Policy Research*, 42(2), 234-251. <https://doi.org/10.1111/ropr.12592>

The crisis triggered by the Covid-19 pandemic has challenged the socioeconomic systems of all European member states. To reduce the severe impact of the pandemic, the European Union has established a common fund for European states, launching therefore a social-economic recovery process. This fund was granted upon the submission of a programmatic plan of targets to be pursued within certain deadlines, appropriately assessed by the European Commission. Although the European Commission provided general guidelines for the elaboration of plans and the constitution of the multi-level governance of national recovery plans, each country followed its own institutional, political, economic, and social context. Thus, this article investigates the influencing factors on the implementation arrangements of research and innovation policies in four different contexts, geographically, historically, economically, and administratively, such as Italy and Spain as representatives of the Mediterranean model; France and Germany as representatives of the continental model. Findings confirm two main key factors, enriching the reference literature on implementation arrangements of public policies. Firstly, the actors' ability to join together in synergetic and cooperative networks is oriented towards achieving common goals. The second is the policy legacy, which still anchors actors in path dependencies, thus complicating their path diversion.

Park, J., & Yamaguchi, S. Y. (2025). **Integrating Data to Ensure Inclusive Education for Climate-displaced Populations**. *UNU-IAS Policy Briefs*, 4. <https://doi.org/10.533.26/ODYU0629>

Insights and recommendations on utilizing data to minimize learning disruptions in the context of climate change.

Parker, W. C. (2025). **Towards a shared reality for liberal democracy**. *Journal of Curriculum Studies*, 57(1), 38-45. <https://doi.org/10.1080/00220272.2024.2425634>

American citizens face an epistemic crisis that threatens their liberal-democratic political order: They lack a shared standard of truth for distinguishing facts from falsehoods. Schools have an obvious role to play in solving the problem, for teaching the truth about the world and how to find it are at the heart of their mission. Careful curriculum decision-making is needed to accomplish this aim, and my contribution to this symposium is to

suggest that Durkheim and Bernstein's sociology of education, as articulated by Young and Muller in the two keynote articles and across the past twenty-five years, takes us in a useful direction. I briefly sketch two curricula that are responsive to the crisis and will serve, in substance and method, as specimens of that direction. I then reflect on them and make a civic argument for centring disciplinary content and skills in the curriculum. Next, I join Young, Muller, and their colleagues in suggesting that a popular 'critical' discourse limits educators' ability to accomplish the aim of teaching truth and truth-finding because it turns their attention away from knowledge and curriculum. I conclude with an Arendtian warning of what is at stake in this crisis.

Pineau, G. (2025). **Émergence des sciences de la formation à l'université de Tours.** *Phronesis*, 14(3), 105-124. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-105>

À partir de quatre incontournables à prendre en compte en formation des adultes, identifiés par Jean-Pierre Boutinet (2007), l'article commence par situer la construction des sciences de la formation dans un mouvement de transition paradigmatique. Avec cette référence modélisée, il opère ensuite un survol historique de l'émergence des sciences de la formation au laboratoire (1980) puis département des sciences de l'éducation et de la formation de l'Université de Tours. La problématique temporelle d'alternances intégratives entre formations expérientielle et formelle, par soi, avec les autres et les choses s'est imposée progressivement en plusieurs étapes et sous de multiples formes. Finalement émerge un vert paradigme d'auto-socio-éco-formation existentielle avec ses différentes dimensions axiologiques, épistémo-méthodologiques, stratégiques et ingénieriques à développer par rythmes appropriés pour vraiment vivre en existant.

Poucet, B. (2025, mars 31). **Enseignement privé : le contrôle des établissements sous contrat en question.** Consulté 1 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/enseignement-prive-le-controle-des-etablissements-sous-contrat-en-question-250301>

Le scandale de Bétharram soulève la question du contrôle des établissements privés sous contrat. Que disent les textes ? Et sont-ils appliqués ? Que changent les annonces du ministère de l'éducation ?

Priestley, M., Angier, C., Schuler, B., & Smith, J. (2025). **Vers une typologie des approches de politique curriculaire** (p. 91). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393083_fre

Robertson, C. (2025). **Strengthening the relationship between the special educational needs and disabilities governor and the school SENCo.** *British Journal of Special Education*, 52(1), 111-113. <https://doi.org/10.1111/1467-8578.70002>

Roda, A., & Menken, K. (2025). **The Conflation of Dual Language Bilingual Education With Gifted Programs in New York City Schools.** *Educational Policy*, 39(3), 531-571. <https://doi.org/10.1177/08959048241237724>

As neighborhoods across New York City gentrify, Dual Language Bilingual Education (DLBE) has become a big draw for gentrifier families. Our research contributes to growing literature on DLBE gentrification by examining how a racially diverse group of parents in two communities perceived DLBE as a school choice option. We found that schools with

DLBE programs screened potential students via academic screening tests or school choice processes to determine admission into DLBE programs. This screening process has contributed to a) the conflation of DLBE with the city's gifted programs, and b) a focus away from admitting and centering emergent bilinguals. While this screening served to further advantage gentrifier families, some parents resisted the opportunity hoarding behaviors of their peers through their alternative school choices and advocacy efforts. In this way, we show how all parents are constrained and impacted by the neoliberal logics of contemporary DLBE policy and school choice.

Rosenblad, N., & and Wheelahan, L. (2025). **The ontology of personhood and a realist critique of the policy discourse based on skills**. *British Journal of Sociology of Education*, 46(3), 375-390. <https://doi.org/10.1080/01425692.2025.2464145>

This paper uses the critical realist concept of human reflexivity to develop a theoretical critique of the notion of 'skills' in current policy discourses, particularly in vocational education. We argue that current policy reifies skills as market commodities and alienates them from the minds, bodies, and hands of those who exercise them and the social contexts in which they are deployed. This is traced to historical ideas of a liberal market society, resulting in an impoverished view of human beings and human agency. The skills discourse presumes people's reasons to value things they care about arise from possessive individualist preferences and external conditioning of atomistic social and material utility. In contrast, we suggest real people act on reasons they value to learn things and practice their skills or not, which resonates with the ontology of personhood, the intrinsic worth of human beings, and a rounded notion of human agency.

Roussel, G., Blaise, F., Bonnafous, S., Cuesta, C., Dauchet, M., Filloque, J.-M., ... Comité éthique et scientifique Parcoursup et Mon Master. (2025). **7e rapport annuel comité éthique et scientifique Parcoursup Mon Master** (p. 113). Consulté à l'adresse Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche website: <https://www.vie-publique.fr/rapport/297809-7e-rapport-annuel-comite-ethique-et-scientifique-parcoursup-mon-master>

| Ce rapport 2024 est marqué par une évolution importante du rôle du Comité éthique et scientifique avec l'élargissement du périmètre de ses missions à l'analyse du fonctionnement de la plateforme de candidature Mon Master (pour la procédure d'accès des étudiants au deuxième cycle d'études supérieures). Dans ce 7e rapport, les membres du Comité éthique et scientifique Parcoursup et Mon Master (CESPM) rappellent le fonctionnement des algorithmes utilisés dans Parcoursup et dans Mon Master, pour réaffirmer le rôle des responsables et enseignants des formations qui, réunis dans le cadre des commissions d'examen des dossiers, portent, seuls, les avis sur les candidatures. Le CESPM s'intéresse aux bacheliers du baccalauréat Sciences et technologies du management et de la gestion (STMG), souvent considérés comme les élèves parmi les plus fragiles de la voie générale et technologique. 20 % d'entre eux sortent de Parcoursup entre le moment où ils reçoivent une proposition d'admission et celui où ils devraient l'accepter. Ce constat a été particulièrement observé dans la région Nouvelle-Aquitaine qui est le territoire analysé dans ce 7e rapport annuel. Enfin, ce rapport élargi s'achève par une partie consacrée à la plateforme de candidature à la première année de toutes les formations conduisant au diplôme national de master (DNM), Mon Master. Pour cette première étude, le Comité fait le choix de limiter ses travaux à un « regard » d'ensemble et comparatif, en s'appuyant sur son expertise acquise par le travail pluriannuel mené sur Parcoursup. Le Comité éthique et scientifique

Parcoursup et Mon Master liste une vingtaine de recommandations qui vont de l'exigence pour les formations sélectives d'une véritable transparence sur leurs critères de refus des candidats, à l'incitation des établissements à tirer parti de l'expérience des deux premières sessions de Mon Master et de celle de Parcoursup, pour la gestion du classement des candidats, en passant par la mise en place ou le développement, des parcours de consolidation pour les STMG en bachelors universitaires de technologie (BUT).

Rubin, P. G., Daily, C. A., & Coon, S. R. (2025). **State Goals, Institutional Social Constructions, and Utah's Postsecondary Education Governance Reform Efforts.** *Educational Policy*, 39(3), 640-663. <https://doi.org/10.1177/08959048241243082>

State-level postsecondary education governance has experienced a lull in successful reform efforts since the turn of the century. However, in 2020, the Utah System of Higher Education and Utah System of Technical Colleges were formally merged following a multi-year effort by state legislators and higher education officials. Framed by the theory of social construction and policy design, this study considers underlying institutional considerations and statewide goals that led to Utah's governance merger and how these changes impacted the public higher education sectors in the state, offering insights for research examining higher education governance and reform efforts.

Sacerdote, B., Staiger, D., & Tine, M. (2025). **How Test Optional Policies in College Admissions Disproportionately Harm High Achieving Applicants from Disadvantaged Backgrounds** (NBER Working Paper N° 33389). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33389.htm?ref>

We find that test score optional policies harm the likelihood of elite college admission for high achieving applicants from disadvantaged backgrounds. We show that at one elite college campus, SAT (and ACT) scores predict first year college GPA equally well across income and other demographic groups; high school GPA and class rank offer little additional predictive power. Under test score optional policies, less advantaged applicants who are high achieving submit test scores at too low a rate, significantly reducing their admissions chances; such applicants increase their admissions probability by a factor of 3.6x (from 2.9 percent to 10.2 percent) when they report their scores. High achieving first-generation applicants raise admissions chances by 2.4x by reporting scores. Much more than commonly understood, elite institutions interpret test scores in the context of background, and availability of test scores on an application can promote rather than hinder social mobility.

Santos, K. da S. (2024). **L'institutionnalisation de la vaccination dans les contextes brésilien et français : questionnements croisés dans le domaine de la santé et de l'éducation** (Phdthesis, Université de Limoges; Universidade de São Paulo (Brésil)). Consulté à l'adresse <https://theses.hal.science/tel-05002900>

Avec la réémergence de maladies anciennes, des flambées épidémiques, telles que la fièvre jaune et la rougeole, et la pandémie de Covid-19, la vaccination prend de l'importance, notamment en ce qui concerne l'obligation ou non pour la population de se faire vacciner. Ce sujet a été mis en débat dans la société depuis la Révolte de la Vaccination, au Brésil, et la période Hygiéniste, en France. Dans des processus complexes et des mouvements de conservation et de changement, la vaccination en tant qu'institution s'exprime dans un contexte socio-historique, économique, culturel et

politique. Ainsi, cette recherche vise à analyser le processus d'institutionnalisation de la vaccination au Brésil et en France, sous la perspective du cadre théorique de l'analyse institutionnelle. Il s'agit d'une recherche qualitative, dans le cadre de la socio-clinique institutionnelle. La recherche a été approuvée par le Comité d'Éthique de l'École d'Infirmière de Ribeirão Preto. Ce travail s'inscrit dans une proposition de cotutelle internationale entre le Brésil et la France, avec la production de données dans les deux pays. L'étude a porté sur une ville du sud-ouest de la France et deux municipalités de l'intérieur de São Paulo, au Brésil. Le premier groupe de participants à l'étude était composé de parents et/ou tuteurs d'origine brésilienne et française, intentionnellement de différents âges, pour un total de 19 tuteurs. Le second groupe sélectionné était composé de professionnels de la santé travaillant directement avec les vaccins dans les municipalités étudiées, pour un total de 31 personnes. Les dispositifs suivants ont été utilisés pour la production de données : analyse documentaire, journal de recherche, entretien semi-structuré et observation participante. Pour l'organisation et la sélection des données, des codes ont été élaborés à l'aide du logiciel Nvivo12 qui, regroupés, ont donné naissance aux axes thématiques présentés dans les résultats de l'étude : Le travail lié à la vaccination : la formation et la production de pratiques vaccinales ; L'obligation et l'hésitation vaccinale : dynamiques institutionnelles ; Pratiques vaccinales et processus éducatifs : rencontres et malentendus. Il ne s'agissait pas de comparer des réalités, mais de produire des dispositifs permettant aux institutions impliquées, en particulier la vaccination, de « parler » de leurs implicites et de leurs pactes non-dits. Ainsi, les données empiriques de l'étude révèlent les principaux contrastes entre les vaccinoteurs brésiliens et français, la place qu'ils occupent au sein des équipes et la manière dont se déroule la formation en santé ; les effets provoqués par l'analyseur historique de la pandémie de Covid-19 en tant que perturbateur des pratiques vaccinales et des perceptions autour des vaccins ; le processus institué-instituant autour de l'obligation et de l'hésitation vaccinale, impliquant des aspects historiques, culturels, sociaux et économiques ; les lieux de vaccination, le stockage et les formalités entourant l'acte vaccinal ; la puissance du soin en santé issue de la rencontre entre tuteurs et professionnels de santé lors de la vaccination ; et, enfin, comment le travail de santé peut être considéré comme éducatif dans une perspective d'éducation émancipatrice. De cette manière, l'étude montre la complexité du processus d'institutionnalisation et comment l'analyseur historique a permis d'approfondir les analyses et de formuler des questions sur l'institution de la vaccination en identifiant ses processus matériels et immatériels par le biais du questionnement croisé des contextes et des champs de connaissances.

Senior, C., & Sahlberg, P. (2025). **The evolution of the OECD's position on equity in global education.** *International Journal of Educational Development*, 114, 103241. <https://doi.org/10.1016/j.ijedudev.2025.103241>

This article explores the role the Organisation for Economic Cooperation and Development (OECD) plays on national education policy and how it emerged to become a global champion of equity in education. Two overarching conclusions made in this article are that (1) the OECD's position on equity in education has changed over the past three decades and that (2) the OECD's evolving focus on equity in education is a reason why education systems around the world are including equity as a priority policy aim. It has remained largely unexplained why despite the OECD promoting equity as a key priority for national education policies for over two decades with influence on policy discourse around the world, equity of education outcomes has not generally improved globally. Many policymakers today wonder why equity policies so often fail. The premise

of this article is that better understanding of the OECD's role in advocating equity in global education could be helpful in efforts to advance equity in national education policies and reforms.

Skytterstad, R., Antonsen ,Yngve, & and Stenseth, A.-M. (2025). **Remediating deficits? Problem representations in Norwegian policies for newly qualified teachers.** *Journal of Education Policy*, 40(2), 199-219. <https://doi.org/10.1080/02680939.2024.2380761>

This article analyzes how newly qualified teachers (NQTs) are conceptualized in Norwegian policy, specifically the green paper 'NOU 2022: 13: With Further Significance'. Utilizing Carol Bacchi's 'What's the Problem Represented to Be?' approach, we dissect policy proposals and solutions to uncover and examine a tension-filled conceptualization of NQTs as both 'valuable contributors' and 'being in need'. Our findings reveal a discourse that predominantly frames NQTs as the 'problem' while marginalizing potential deleterious conditions that shape their professional realities. We argue that this framing not only oversimplifies a complex issue but also risks perpetuating the very challenges it aims to solve. Considering these findings, we highlight the benefits of shifting from a discourse of remediating deficits to one of equality that acknowledges NQTs' capabilities and contributions. This reconsideration could have broader implications for enhancing the attractiveness and reputation of the teaching profession. While our analysis centers on Norwegian policy, the issues and consequential discussion have implications beyond the borders of Norway.

Smith, J., Harris ,Richard, & and Burn, K. (2025). **History teachers as curriculum-makers in policy and practice: quantitative insights from England and Scotland.** *Journal of Education Policy*, 40(2), 288-312. <https://doi.org/10.1080/02680939.2024.2357614>

In England and Scotland, the History National Curriculum avoids the prescription of specific content; expecting schools instead to devise a curriculum appropriate to their pupils within broad guidance. This means in both countries, teachers apparently have responsibility for constructing a curriculum: selecting content, sequencing learning and identifying resources, but only in Scotland is it explicitly stated in policy that teachers act as curriculum-makers. Based on the 2021 UK Historical Association survey, this paper explores the extent to which history teachers in England and Scotland use their curricular autonomy to respond to calls for diversified curricula. Drawing on responses from 8% of England's secondary schools and 20% of Scotland's, the data suggest that, although teachers in Scotland are more explicitly framed as curriculum-makers in policy, it is history teachers in English secondary schools who are more likely to have diversified their curricula. The paper explores possible explanations for these findings and suggests that demographic diversity, inspection cultures, and knowledge exchange networks exercise greater influence over teachers' willingness to diversify their curricula than the positioning of teachers in policy.

Sochala, L., & Le Mentec, M. (2025, mars 18). **Confinement et école à distance, le ressenti des élèves comme témoin des inégalités.** Consulté 19 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/confinement-et-ecole-a-distance-le-ressenti-des-eleves-comme-temoin-des-inegalites-248462>

En confinement, si les familles se sont investies pour maintenir le lien entre l'école et leurs enfants, elles se sont heurtées à de multiples contraintes qui ont influencé leur vécu.

Spangenberg, I. (2025). **Reading the schoolchild: teacher perspectives on equality under Danish inclusion reform policies.** *International Journal of Inclusive Education*, 29(4), 520-533. <https://doi.org/10.1080/13603116.2023.2193205>

The Nordic education system centers ideologically on the idea that schools should be comprehensive and 'for all'. A central dilemma however exists between 'including all' while still finding the means to differentiate in the same school. This article explores how the concept of the child has materialised into particular figurations of the schoolchild, by examining what produces the boundary-making practice between the normal schoolchild and the not-fully-schoolchild. The empirical example used for the analysis constitutes debates regarding two educational reforms in 1993 and 2014 targeting the Municipal primary and lower secondary school [Folkeskolen] in Denmark. Using posthuman theory and critical childhood studies, I explore how teachers debate the differences associated with inclusion and exclusion. The analysis shows that the figurations of the not-fully-schoolchild are intertwined with ideas of irreparable damage, lack of family support, and being harmful to themselves and other pupils. The not-fully-schoolchild has problems greater than their teachers and school can handle and therefore cannot be included in mainstream education. The figuration of the normal schoolchild does not include those with behavioural and emotional problems, and the effects of not viewing such children as fully schoolchildren involve the risk of exclusion from everyday school life.

Stroobants, J.-P. (2025, mars 18). **Les étudiants français en Belgique, heureux mais trop nombreux.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/03/18/ici-le-systeme-de-notation-est-plus-strict-mais-en-france-l-acces-a-une-formation-est-bien-plus-difficile-les-etudiants-francais-en-belgique-heureux-mais-trop-nombreux_6583009_4401467.html

De plus en plus d'étudiants français partent en Belgique, fuyant Parcoursup et les écoles privées. Mais les moyens réduits des universités posent aujourd'hui un dilemme politique : faut-il contingenter l'accueil des étudiants étrangers ? ou augmenter leurs frais d'inscription ?

Tournier, B., Chimier, C., & Klein, E. (2025). **Improving the Quality of Teaching at Scale: Middle-Tier Instructional Leaders as Change Agents.** *ECNU Review of Education*, 20965311251329338. <https://doi.org/10.1177/20965311251329338>

Purpose This article presents collaborative research by the UNESCO International Institute for Educational Planning (IIEP) and Education Development Trust, focusing on the roles and impact of the instructional middle. **Design/Approach/Methods** The study examines innovative reforms through case studies in Delhi (India), Jordan, Rwanda, Shanghai (China), and Wales, specifically chosen for their progressive middle-tier reforms involving coaching and support. Qualitative methods, including interviews and focus groups, were used alongside secondary data from program documents. **Findings** The instructional middle tier fulfilled four pivotal roles. Firstly, it provided accessible support mechanisms, enhancing learning outcomes within schools. Secondly, professionals utilized international and local knowledge, creating a knowledge-sharing network. Thirdly, they fostered collaboration, promoting shared learning within and between schools. Lastly, these professionals served as intermediaries, bridging the gap between the Ministry of Education and schools. **Originality/Value** This research emphasizes the transformative impact of the instructional middle tier. Unlike singular training events, the middle-tier approach provides sustainable, relationship-based support, creating trust and networks

among teachers, emphasizing every teacher's potential for excellence through tailored support, localized knowledge, and ongoing collaboration. These insights are crucial for education policymakers and practitioners, offering evidence-based strategies to enhance educational quality and empower teachers within complex educational systems.

Uljens, M. (2025). **On powerful knowledge as a policy concept and sociological theory.** *Journal of Curriculum Studies*, 57(1), 56-63.
<https://doi.org/10.1080/00220272.2024.2436354>

The aim of this article is to analyze Michael Young's and Johan Muller's revisit of the origins of the concept of powerful knowledge. The background and theoretical framing of the analysis consist in an ongoing debate regarding similarities and differences between Anglophone and German-Nordic approaches to frame teaching and pedagogical practice conceptually. The methodological approach applied is hermeneutical text analysis of significant contributions by Young and Muller. The result of the analysis focus four critical issues. Firstly, emphasizing the importance of an epistemological analysis of curricular knowledge, the social realist reasoning appears valid primarily within Anglophone education research. Secondly, powerful knowledge represents instructional reductionism, separating epistemological analysis from pedagogical reflection, unlike Didaktik, which treats them relationally, considering the educative dimensions of contents. Thirdly, in comparison with Durkheim's and Bernstein's theories, powerful knowledge seems more like a policy concept. Fourthly, as I appreciate Bernstein's theoretical approach to conceptualizing sociology of knowledge, I argue also that pedagogy or education requires a similar level of conceptual clarification. The conclusion of the article is that given that Education as an autonomous academic discipline, like sociology or psychology, Education requires an independent ontological and epistemological curricular base. Thus, education is not be reduced to a field of practical application, as is the case with Young and Muller.

UNESCO. (2025). **Les langues comptent: orientations mondiales pour l'éducation multilingue.** <https://doi.org/10.54675/UTXF6991>

Villeneuve, A., & Bouchamma, Y. (2024). **La prise de décision appuyée sur les données : la direction d'établissement d'enseignement au cœur d'une implantation réussie.** *Formation et profession*, 32(2), 11. <https://doi.org/10.18162/fp.2024.a325>

Walton, E. (2025). **Why inclusive education falters: a Bernsteinian analysis.** *International Journal of Inclusive Education*, 29(4), 570-584.
<https://doi.org/10.1080/13603116.2023.2241045>

The inclusive education policy agenda has not made a significant impact on the global problem of educational exclusion. Explanations for this lack of impact include inadequate teacher education, lack of resources, negative attitudes, and a policy-practice gap. This paper takes a different turn and, using the concept of classification, argues that the challenge to achieve more inclusive education is more fundamental than has been previously articulated. Key tenets of the inclusive education agenda demand a weakening of the insulation between categories that are sustained and advanced by current marketised and standards-driven education systems. Inclusive schooling weakens spatial insulation, collaboration weakens professional insulation, transformability weakens ability insulation, intersectionality weakens identity insulation,

and inclusive pedagogy weakens pedagogical insulation. When inclusive education is mapped onto strongly classified education systems, limited instantiations of inclusive education are inevitable, and difference and exclusion are re-inscribed. Change is possible if 1. Those advancing the inclusive education agenda acknowledge the identities and defences that classification constructs. 2. The workings of power that sustain insulation between categories in education are identified. 3. Counter-hegemonic action that weakens insulation and blurs boundaries is encouraged.

Wiltshire, J. C. (2024). **Lifting the Cap on Non-Resident University Enrollment: Evidence from Wisconsin** (Department Discussion Paper N° 2408). Consulté à l'adresse Department of Economics, University of Victoria website: <https://econpapers.repec.org/paper/vicvicddp/2408.htm?ref>

Non-resident students are often accused of negatively affecting academic quality and crowding out resident students. We present new evidence on this relationship by exploiting the removal of an enrollment cap on non-resident students at a highly ranked state flagship university. We find this policy yielded a 29 percent increase in non-resident enrollment (coming almost entirely from domestic rather than international students), and a consequent 47 percent increase in tuition revenue which funded large increases in financial aid disbursed at the university, particularly for low-income resident students. We find no evidence of negative effects on several measures of academic quality or resident-student enrollment.

Wu, H. (2025). **How Do Positive and Negative Shocks Jointly Shape Educational and Labor Market Outcomes? The Case of Education Reforms in Vietnam** (SocArXiv N° 2km56_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfocarx/2km56_5fv1.htm?ref

Current research on education reform has focused chiefly on positive shocks that intend to equalize educational opportunity, while negative shocks that impede school access have rarely been investigated. What would happen to someone exposed simultaneously to both types of shocks? I tackle this question in the context of Vietnam, where a universal primary education reform (a positive shock) and an introduction of tuition fee for secondary education (a negative shock) took place almost at the same time but affected different cohorts. I find that the negative shock decreased individual years of schooling, whereas the positive shock increased it. The beneficial effect of the positive shock outstrips the adverse effect of the negative shock, resulting in an overall improvement in educational attainment for those exposed to both shocks. The favorable joint effect on schooling is more pronounced for socioeconomically disadvantaged rural residents, women, and ethnic minorities. Educational assortative mating, intergenerational persistence of education, and labor market outcomes are also examined in this article.

Pratiques enseignantes

Abou Halloun, S., & Thouin, M. (2025). **Retombées d'une formation donnée à des enseignantes de chimie du secondaire sur leur enseignement du concept de mole.** *Revue hybride de l'éducation*, 9(2), 1-26. <https://doi.org/10.1522/rhe.v9i2.1785>

En chimie, l'enseignement du concept de la quantité de matière dont l'unité est la mole présente des difficultés d'origine épistémologique et didactique. L'objectif de cette recherche de développement de type design-based research, menée auprès de six

enseignantes du secondaire, était d'étudier les retombées d'une formation sur l'évolution de leurs connaissances professionnelles en enseignement du concept de la mole. Une analogie modélisante, fondée sur la littérature scientifique, a été conçue pour enseigner le concept. L'analyse et l'interprétation des résultats obtenus montrent que la formation a eu des retombées positives.

Adam, U. A., Ayanwale ,Musa Adekunle, Lameed ,Soladoye N., Owolabi ,Tunde, Onowugbeda ,Franklin U., Oladejo ,Adekunle I., ... and Adebowale, M. A. (2025). **Bridging culture and science: Culturo-Techno-Contextual Approach in culturally relevant biology pedagogy.** *The Journal of Educational Research*, 118(2), 100-115. <https://doi.org/10.1080/00220671.2024.2446898>

As science educators seek innovative methods to engage students, the Culturo-Techno-Contextual Approach (CTCA) has emerged as a promising strategy, particularly for African students. CTCA is a culturally responsive teaching method that integrates culture, technology, and locational context, making science more relatable and meaningful. We assessed CTCA's effectiveness in enhancing critical thinking in biology among 121 senior secondary students in Lagos State. An explanatory sequential design was used, with the experimental group taught using CTCA and the control group receiving traditional instruction. Data were collected using the Critical Thinking Test in Nutrition ($\alpha = 0.80$) and interviews. Results showed a significant improvement in critical thinking for the CTCA group ($F(1, 198) = 11.43$; $p < 0.05$), with no significant gender differences ($F(1,49) = .49$; $p > .05$). Students responded positively to intervention, leading to the conclusion that CTCA effectively enhances critical thinking in biology; hence, adoption of CTCA in biology instruction is recommended.

Agbanimu, D. O., Okebukola ,Peter A., Onowugbeda ,Franklin U., Peter ,Esther O., Oladejo ,Adekunle I., Gbeleyi ,Olasunkanmi A., & and Ademola, I. A. (2025). **Mitigating difficulty in Computer studies through Culturo-Techno-Contextual Approach.** *The Journal of Educational Research*, 118(2), 147-155. <https://doi.org/10.1080/00220671.2025.2454673>

This study investigates the effectiveness of a culturo-techno-contextual approach (CTCA) in teaching flowcharts and algorithms to junior secondary school students. Despite their importance in programming, these concepts are often difficult for students to grasp. The study involved 196 students (average age 12) who were divided into experimental and control groups. The experimental group received CTCA instruction, while the control group received traditional teaching. Results showed that the experimental group outperformed the control group, with a significant difference in achievement test scores ($F(1,196) = 1119.86$; $p < .05$). This study demonstrates the efficacy of CTCA in improving students' understanding of flowcharts and algorithms. By using cultural knowledge and creative instructional materials, teachers can promote meaningful learning and enhance students' performance in computer studies. The findings suggest that CTCA is a valuable innovative teaching method for improving students' mastery of complex programming concepts.

Aparicio-Flores, M. P., Esteve-Faubel, R. P., Fernández-Sogorb, A., & González, C. (2025). **Spanish validation perceived ease of ICT among future early childhood education and primary school teachers.** *Education and Information Technologies*, 30(4), 5133-5148. <https://doi.org/10.1007/s10639-024-12983-7>

The use of Information and Communication Technologies (ICT) has been increasing in education. Despite its benefits, not everyone perceives its use with the same ease. This

raises the need to observe the perceived ease of use (PEOU) of ICT among future teachers, which requires a valid and reliable instrument to measure this variable for the Spanish population. The aim of this study is to validate PEOU among trainee early childhood education and primary education teachers studying at Spanish universities and observe the factorial invariance across gender. Two studies were conducted: the first study consisted of an Exploratory Factor Analysis with 474 students (Mage = 21.17; SD = 4.03), while the second study tested the scale based on 796 students (Mage = 21.25; SD = 3.99). The results found that PEOU is a valid and reliable measurement scale consisting of two factors (FI. Difficulty [$\alpha = 0.89$] and FI. Ease [$\alpha = 0.81$], and that there are no gender differences. In conclusion, it provides a scale to assess PEOU of ICT among the Spanish adult population.

Archimbaud, E. (2024). **Influences de collectifs d'enseignants sur les pratiques individuelles : la résolution de problèmes mathématiques à l'école** (Thesis). Consulté à l'adresse <https://wo.app.u-paris.fr/cgi-bin/WebObjects/TheseWeb.woa/5/wo/Z2JCZqir53pJ9YCKsME2d0/2.0.0.14.1.3.1.5.0.1.1.1.11.23.2.7.1.1.1.1.3.1>

Baco, C. (2025). **Comment soutenir le développement professionnel des futurs enseignants et de leurs formateurs ? Analyse des compétences des maitres de stage et des entretiens post-leçons en triade (stagiaire, maitre de stage, superviseur)** (Thèse pour l'obtention du diplôme de Docteur en Sciences de l'éducation et enseignement, Université de Mons). Consulté à l'adresse <https://orbi.umons.ac.be/handle/20.500.12907/52136>

Face aux défis du système éducatif belge francophone (iniquité, attrition précoce), le législateur réforme à la fois l'enseignement et la formation des enseignants. Dans ce contexte, le travail doctoral porte sur la formation professionnelle des enseignants lors des stages. Afin d'être soutenus dans leur développement professionnel, les stagiaires sont encadrés par un maitre de stage et un superviseur. Ensemble, ils forment la triade. La première partie empirique examine la question des compétences des maitres de stage au travers d'une enquête à large échelle. Celle-ci a permis de valider un référentiel de formation pour la fonction de maitre de stage et de prioriser les besoins de formation de ces acteurs. La deuxième partie empirique porte sur un moment de l'encadrement des stagiaires, à savoir les entretiens en triade réalisés après une leçon dispensée par le stagiaire. Dans le cadre de cette deuxième partie, des entretiens obtenus dans un contexte écologique ont été analysés pour identifier comment le développement professionnel du stagiaire était soutenu lorsque les membres de la triade étaient physiquement réunis. L'ensemble de ce travail se conclut sur trois pistes pour la pratique et quatre pistes pour la recherche. Elles visent, au regard des défis du système éducatif belge francophone, à améliorer la formation des enseignants au bénéfice des élèves qui seront confiés aux nouvelles générations d'enseignants.

Baldwin, P., Yaneva, V., North, K., Ha, L. A., Zhou, Y., Mechaber, A. J., & Clauser, B. E. (2025). **The Vulnerability of AI-Based Scoring Systems to Gaming Strategies: A Case Study**. *Journal of Educational Measurement*, 62(1), 172-194. <https://doi.org/10.1111/jedm.12427>

Recent developments in the use of large-language models have led to substantial improvements in the accuracy of content-based automated scoring of free-text responses. The reported accuracy levels suggest that automated systems could have widespread applicability in assessment. However, before they are used in operational testing, other aspects of their performance warrant examination. In this study, we explore

the potential for examinees to inflate their scores by gaming the ACTA automated scoring system. We explore a range of strategies including responding with words selected from the item stem and responding with multiple answers. These responses would be easily identified as incorrect by a human rater but may result in false-positive classifications from an automated system. Our results show that the rate at which these strategies produce responses that are scored as correct varied across items and across strategies but that several vulnerabilities exist.

Barlatier, A. (2025, mars 27). **Les évaluations ... Pour qui? Pourquoi? entretien avec Caroline Hache**. Consulté 31 mars 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/03/27/les-evaluations-pour-qui-pourquoi-entretien-avec-caroline-hache/>

« Est-ce que l'on évalue les élèves pour améliorer le système ? Ou est-ce que l'on évalue les enseignants au travers des résultats obtenus par la classe ? », questionne Caroline Hachen

Baron, J., & Fagnant, A. (2025). **Comment appréhender les compétences évaluatives des enseignants ? Adaptation d'un outil au contexte de l'enseignement secondaire supérieur belge francophone**. *e-JIREF*, 11(1), 29-48. <https://doi.org/10.48782/e-jiref-11-1-29>

Le temps consacré aux évaluations occupe une place importante dans le temps scolaire. Selon William (2011, p.13), « l'intégration de l'évaluation dans l'enseignement pourrait avoir un effet important pour améliorer l'engagement des élèves et leurs apprentissages », mais encore faut-il que les enseignants disposent de compétences évaluatives appropriées (ce que d'aucuns qualifient d'Assessment Literacy). Définie au départ comme un ensemble de « connaissances » que devraient posséder les enseignants pour mener à bien des évaluations en classe (Mertler, 2004), la façon dont l'Assessment Literacy a été conceptualisée a évolué au cours du temps (Pastore, 2023) pour être progressivement considérée comme une « pratique sociale et dynamique » qui dépend du contexte dans lequel elle est vécue (Willis et al., 2013). L'article cherche tout d'abord à montrer comment les définitions de l'évaluation et de l'Assessment Literacy ont évolué conjointement, en partant d'une vision relativement « techniciste » de l'évaluation pour aller vers une vision plus « opérationnelle » d'une évaluation-soutien d'apprentissage. En parallèle, il décrit l'évolution des outils conçus par les chercheurs pour appréhender l'Assessment Literacy et présente un outil spécifique (ACAI, DeLuca et al., 2016a, b) qui répond davantage aux normes contemporaines de l'évaluation. L'article envisage alors la problématique de l'adaptation de cet outil au contexte de l'enseignement secondaire en Belgique francophone en interrogeant sa concordance avec le cadre décretaal et en envisageant les enjeux de traduction/contextualisation d'un questionnaire développé en langue anglaise et principalement utilisé en Amérique du Nord.

Bart, D., Goasdoué, R., & Vantourout, M. (2025). **La validité des évaluations en contexte scolaire : débats et approches**. *Éducation & didactique*, (1), 35-50. Consulté à l'adresse <https://shs.cairn.info/revue-education-et-didactique-2025-1-page-35>

Benzakki, I. (2024). **Étude comparative sur l'inclusion d'élèves nouvellement arrivés à l'école primaire (France - Luxembourg - Québec) : quelles différenciations pédagogiques?** (Phdthesis, Université Sorbonne Nouvelle). Consulté à l'adresse <https://hal.science/tel-04950872>

Depuis les années 1960, la massification de l'école et les vagues d'immigration ont transformé le paysage scolaire dans de nombreux pays de l'OCDE. Les enseignants de classe ordinaire accueillent désormais une population plus hétérogène du point de vue linguistique et des parcours scolaires, notamment en raison des préconisations d'inclusion rapide. Nous avons étudié les pratiques de différenciation mises en place par les enseignants de l'école élémentaire accueillant des élèves nouvellement arrivés. Cette étude a été menée grâce à l'éducation comparée entre la France, le Québec et le Luxembourg. Nos hypothèses de recherche reposent sur les problématiques rencontrées par ces enseignants. Pour y répondre, deux outils d'enquête ont été mis en place, un questionnaire numérique (252 répondants) et des entretiens semi-compréhensifs (13 entretiens). Notre base de données d'analyse a ainsi été constituée, visant à connaître les propositions d'accueil, les formations, les pratiques de différenciation et les questionnements des enseignants. Notre approche théorique a débuté par une présentation des terrains de la recherche afin de poser les jalons de l'étude comparée des trois systèmes éducatifs. Les conceptions des grands pédagogues et l'essor de la pédagogie différenciée ont ensuite été développés. L'analyse des réponses des enseignants nous a permis d'identifier six grands domaines de différenciation centrés principalement sur le cadre d'apprentissage. L'ouverture vers une approche interculturelle et la prise en compte de la composante relationnelle tournée vers l'enfant, ses relations avec l'enseignant et avec ses pairs se sont avérées être une condition de réussite essentielle.

Boucenna, S., & Chapelle, G. (2023). **Partager les systèmes normatifs, une ressource pour un accompagnement émancipateur ?** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs3>

L'article présente les résultats d'une recherche qui s'intéresse aux effets professionnalisants d'entretiens d'accompagnement mené avec des cadres intermédiaires de l'enseignement, dans un contexte se voulant émancipé des qualités et caractéristiques de l'espace d'activité professionnelle. L'analyse, par catégorisation conceptualisante de deux entretiens de rétrospection permet de qualifier et de proposer une typologie des systèmes normatifs mis au travail dans l'accompagnement par les protagonistes. Les résultats montrent que ces derniers doivent partager les systèmes normatifs pour que l'accompagnement fondé sur l'analyse des pratiques professionnelles engage un processus de professionnalisation tout en s'inscrivant dans une relation émancipatrice.

Boucenna, S., & Gremion, C. (2023). **Analyse de pratiques, évaluation et rapport à la (aux) norme(s) : quels risques ? de déprofessionnalisation (s) ?** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs1>

L'analyse de pratiques professionnelles correspond à un ensemble de dispositifs fréquemment convoqué dans les formations professionnalisantes. Les finalités promues sont multiples : création de savoirs, amélioration ou reconnaissance des pratiques professionnelles, construction identitaire et professionnalisation.

Breidenbach, M. C., Julier, A., Lacaze-Labadie, A., Massou, M., Achigar, M., Dutrey, P., ... Devaux, V. (2025). **Tensions et réflexions éthiques à propos du travail social auprès des personnes exilées. Le cas d'un dispositif de formation par la recherche.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/916>

La complexité de l'accompagnement des personnes exilées en demande d'asile s'avère une épreuve de la professionnalité pour les travailleur·euses sociaux·les missionné·es au sein des structures d'accueil. La mise en œuvre d'une recherche-action-formation (RAF) au sein d'une association accueillant des demandeur·euses d'asile et des bénéficiaires de la protection internationale avait vocation à questionner les pratiques professionnelles pour favoriser le développement du pouvoir d'agir des personnes concernées. La réflexion collective et les expérimentations de terrain mises en œuvre, au-delà du développement du pouvoir d'agir, ont finalement contribué à l'émergence de postures d'intervention qui tentent de préserver les enjeux éthiques de l'accompagnement en contexte contraint et problématique.

Bruggink, M., Swart, N., Van Der Lee, A., & Segers, E. (2025). **Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts**. <https://doi.org/10.1007/978-3-031-75121-9>

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025a). **Evidence-Based Didactic Principles for Digital Reading**. In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 19-43). https://doi.org/10.1007/978-3-031-75121-9_2

This chapter explores the challenges faced by teachers in teaching reading comprehension in the context of digital reading. Additionally, we discuss how to incorporate the skills and knowledge required for paper-based reading into digital reading. Based on scientific insights, six key didactic principles for teaching the reading comprehension of digital texts are discussed in the chapter: (1) building vocabulary and activating prior knowledge, (2) including the characteristics of digital texts in education, (3) modeling digital reading strategies, (4) supporting multiple document reading, (5) stimulating self-regulation, and (6) practicing regularly in the classroom across subjects. These didactic principles are outlined with examples and practical advice. In addition, guidelines for stimulating digital inclusion within schools are provided to support equal access to digital education for all students.

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025b). **Exploring Digital Reading Using ePIRLS**. In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 45-85). https://doi.org/10.1007/978-3-031-75121-9_3

This chapter uses a digital text from the fifth cycle of IEA's 2021 Progress in International Reading Literacy Study (PIRLS) to provide further insight into the reading comprehension of digital texts, using the four comprehension processes described in the PIRLS 2026 assessment framework (see Chap. 1). The specific reading skills, vocabulary, and prior knowledge required to answer each question are discussed. The chapter illustrates specific difficulties students may encounter when reading the text and how teachers can support their students by using the didactic principles for digital reading as described in Chap. 2.

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025c). **Good Practices for Teaching Reading Comprehension with Digital Text from Three PIRLS Countries**. In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 87-101). https://doi.org/10.1007/978-3-031-75121-9_4

In the final chapter of this book, good practices from three countries that participated in IEA's Progress in International Reading Literacy Study (PIRLS) are highlighted. One school from each country presents how their teachers work on teaching reading comprehension for digital texts. The description of the school's teaching of reading comprehension for digital texts is illustrated with practical tips and example lessons. These practical suggestions and ideas can inspire teachers to strengthen their own practice when teaching digital reading and the comprehension of digital texts.

Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2025d). **Theories of Digital Reading**. In M. Bruggink, N. Swart, A. van der Lee, & E. Segers (Éd.), *Teaching Reading Comprehension in a Digital World: Evidence-Based Contributions Using PIRLS and Digital Texts* (p. 1-18). https://doi.org/10.1007/978-3-031-75121-9_1

This chapter aims to provide teachers with a brief overview of the current research on what digital reading entails, the differences between print-based reading and on-screen reading, and what skills are required for digital reading. This chapter will serve as a frame of reference for the rest of the book. Reading comprehension is, in essence, the same when reading digitally or on paper. However, digital texts have a number of characteristics that require a different approach or additional skills when reading. In addition, when searching the internet for information for school assignments, students have to search for and read multiple digital texts. Multiple document reading entails navigating and searching for information, reading texts and evaluating them on their relevance and reliability, and integrating information from a variety of different texts. Finally, we describe the four dimensions of digital inclusion and their importance in schools for preparing students for digital society.

Bulut, O., Gorgun, G., & Karamese, H. (2025). **Incorporating Test-Taking Engagement into Multistage Adaptive Testing Design for Large-Scale Assessments**. *Journal of Educational Measurement*, 62(1), 57-80. <https://doi.org/10.1111/jedm.12380>

The use of multistage adaptive testing (MST) has gradually increased in large-scale testing programs as MST achieves a balanced compromise between linear test design and item-level adaptive testing. MST works on the premise that each examinee gives their best effort when attempting the items, and their responses truly reflect what they know or can do. However, research shows that large-scale assessments may suffer from a lack of test-taking engagement, especially if they are low stakes. Examinees with low test-taking engagement are likely to show noneffortful responding (e.g., answering the items very rapidly without reading the item stem or response options). To alleviate the impact of noneffortful responses on the measurement accuracy of MST, test-taking engagement can be operationalized as a latent trait based on response times and incorporated into the on-the-fly module assembly procedure. To demonstrate the proposed approach, a Monte-Carlo simulation study was conducted based on item parameters from an international large-scale assessment. The results indicated that the on-the-fly module assembly considering both ability and test-taking engagement could minimize the impact of noneffortful responses, yielding more accurate ability estimates and classifications. Implications for practice and directions for future research were discussed.

Burguete, E., Coulibaly, B., & Komis, V. (2025). **Empirical validation of a brick-centric learning design methodology and its implementation through the Eduscript Doctor**

pedagogical scenario kit. *Education and Information Technologies*, 30(4), 5009-5057.
<https://doi.org/10.1007/s10639-024-13011-4>

To design and script courses, practitioners often collaboratively use simple and tangible tools such as Post-it notes. In light of this, research and development were conducted to develop Eduscript Doctor, an analogic tool that would retain the inductive potential of Post-it notes while structuring the pedagogical scripting process. This Design-Based Research was carried out in three stages: the initial design of the scripting methodology and the tool (3 researchers), their improvement with the participation of practitioners (11 centers), and then an external evaluation (3 teams). The latter stage took the form of a qualitative empirical study on the tool's utility and usability by examining three MOOCs. The results of the qualitative study showed that the tool was generally useful and usable, facilitating an in-depth analysis of the scripting of the three MOOCs. However, some negative aspects emerged from the interviews, such as the tool's apparent complexity at first glance, the long time required to store the pieces after use, and the lack of digital backup for the produced models. Among the results of this study, the foundations of a new Learning Design theory centered around the concept of "bricks" also emerged. Although it still requires further research to be stabilized, improved, and validated, a high level of abstraction carried by this new theory will be necessary to consider the tool's future developments. In conclusion, the results of this initial study on the kit seem promising, but much more research is needed to better understand its uses, methodology, and potential audiences.

Burns, E. C., & Van Bergen, P. (2025). **What Are Teacher–Student Relationships in Adolescent Motivation Research? A Systematic Review of Conceptualizations, Measurement, and Analysis.** *Educational Psychology Review*, 37(1), 22.
<https://doi.org/10.1007/s10648-025-09998-y>

Positive teacher–student relationships are critical for motivation in secondary school yet are conceptualized and measured inconsistently in motivation research. Motivation studies that draw on relational theories typically treat teacher–student relationships as a multidimensional construct, comprising positive (e.g., closeness) and negative (e.g., conflict) dimensions. In contrast, studies drawing on motivation theories typically use unidimensional relationship measures (e.g., only closeness). Studies also differ in their measures of teacher–student relationships and in whether they study dyads ("my teacher to me") or broader groups ("teachers to me"; "my teacher to us"), and it is unclear which approaches are most common in current adolescent motivation research and how they have shaped current understandings of relationships in the field. Given this confusion, the aim of our systematic review was to map how teacher–student relationships have been conceptualized, measured, and analyzed in adolescent motivation research published between 2010 and 2023. Using PRISMA guidelines, 237 studies and 222 unique relationship measures were identified. The findings showed that teacher–student relationships and teacher support were used interchangeably across studies, both in terms of terminology and measurement. Most studies also examined teacher–student relationships using unidimensional measures, rather than multidimensional, with dyadic and non-dyadic relationships both common. Finally, there was no clear pattern of conceptualization or measurement for specific motivation constructs. These findings raise concerns regarding alignment between theorizing and measurement of teacher–student relationships in motivation research. We offer a path forward for identifying and appropriately using existing measures of teacher–student relationships vs support, as well as highlight the need for the development of measures which critically engage with conceptual

concerns regarding teacher–student relationships and which reflect an integrated understanding of core relationship components (e.g., dyadic, multidimensional) identified across relational and motivation theories.

Bussesund, E. S., McGarr, O., & Engen, B. K. (2025). **Teacher educators' discursive enactment of professional digital competencies.** *Journal of Education Policy*, 40(2), 266-287. <https://doi.org/10.1080/02680939.2024.2379821>

This paper explores how teacher educators in Norway discursively enact a policy framework for teachers' professional digital competence (PDC) in the context of the digitalisation of education. This study draws on group interviews and focuses on how teacher educators understand and respond to the policy through practical argumentation. The paper identifies different variations and interrelationships in policy enactment and discusses the tension between a qualification-oriented and a critical-reflective perspective on PDC. This paper contributes to the literature on teacher educators and their enactment of education policy by highlighting the influence of beliefs and values and the wider context of teacher education. In particular, it highlights how the multiple professional roles held by teacher educators adds an additional level of complexity to teacher educators' policy enactment.

Caron, J., & Harvey, C. (2023). **Normes et besoins au regard de la formation professionnalisante à la gestion de classe au primaire.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs5>

Au Québec, des recherches sur la gestion de classe mettent en évidence que les personnes enseignantes peuvent vivre de la détresse associée à la complexité de cette compétence (Bergeron et al., 202 ; Tardif et al., 2021). La préparation à la gestion du groupe-classe est pointée pour l'expliquer (Cadière et Chaliès, 2018). La formation à l'enseignement s'articule autour de normes favorisant le développement de compétences (Wittorski et Roquet, 2013), dont celle à gérer la classe. La formation peut répondre aux besoins du futur personnel enseignant. Quels sont ces besoins ? L'objectif de cette recherche qualitative : les identifier et les coanalyser pour en dégager des normes souhaitées. Les données ont été collectées à l'aide d'un questionnaire auprès de personnes étudiantes et diplômées, ainsi que d'un entretien semi-dirigé de groupe, avant de faire l'objet d'une analyse de contenu. La formation pourrait privilégier des contenus tenant compte de l'hétérogénéité des élèves, déployer des formules pédagogiques variées permettant de soutenir l'articulation théorie-pratique et préconiser des modalités d'évaluation visant la coconstruction, l'utilité et la contextualisation.

Castillo, L. (2025). **Using Pedagogies of Emergence to Cultivate Well-Being in Students.** *British Journal of Educational Studies*, 73(2), 235-254. <https://doi.org/10.1080/00071005.2024.2422451>

This essay argues that embodied pedagogies of emergence are fundamental to facilitating student wellbeing in the classroom. It shows that such classroom approaches require an incorporation of contemplative pedagogies to be truly attuned to presence; likewise contemplative pedagogies require an emergent approach – particularly the recasting of course content – to effectively address student wellbeing. The essay describes such an emergent process as it unfolded in an undergraduate seminar that focused on the theme of wellbeing, and it shows that the methods used in that course

cultivated wellbeing in students. It argues for increased development of, and training in, pedagogies of emergence as a way of supporting student mental health.

Chang, A., Mauer, E., Wanzek, J., Kim, S., Scammacca, N., & Swanson, E. (2025). **Examining the Academic Effects of Cross-age Tutoring: A Meta-analysis.** *Educational Psychology Review*, 37(1), 19. <https://doi.org/10.1007/s10648-025-09997-z>

Cross-age tutoring is an educational model where an older tutor is paired with a younger tutee, valued for its economic advantages and capacity to engage participants. This model leads to improvements in both academic performance and behavior, as evidenced by Shenderovich et al. (International Journal of Educational Research, 76, 190–21 2016) meta-analysis, which reported statistically significant positive effects across various educational settings and demographic groups. In this study, we aimed to update this previous meta-analysis by systematically examining 32 studies on cross-age tutoring. In our updated meta-analysis, we observed a small to moderate positive effect on academic outcomes for both tutors and tutees. The overall effect size was 0.34, with tutees benefiting at 0.33 and tutors at 0.39. Our moderator analyses revealed no significant differences in impact from the number of sessions, tutor type, tutee risk status, or subject area. These findings highlight the broad applicability and effectiveness of cross-age tutoring, particularly emphasizing the benefits of using older students as tutors in resource-limited settings. Further research is recommended to explore additional influencing factors.

Charles, S., Mabilon-Bonfils, B., & Lecorre, T. (2024). **Effets formatifs du spectacle-recherche sur les tuteurs et tutrices du master Bien-être dans les organisations.** *Nouveaux cahiers de la recherche en éducation*, 26(3), 101-125. <https://doi.org/10.7202/1116393ar>

Comment faire coexister pédagogie, recherche, partage de la science à visée émancipatrice? C'est l'expérimentation du spectacle-recherche (SR), un outil de production artistique collective pour participer à la communication de résultats de recherche. S'il est utilisé comme dispositif pédagogique pour mobiliser les concepts abordés dans le master Bien-être dans les organisations, peut-il aussi être considéré comme un outil de développement de compétences des tuteurs et tutrices? Car eux aussi interrogent la notion de SR, se mettent en scène et mobilisent des compétences psychosociales et transformatives. Nous interrogeons leur perception des compétences de créativité, de communication et de collaboration possiblement développées dans cet exercice, de la transposabilité de ces compétences et de la capacité de médiation offerte par ce dispositif pédagogique en cherchant à identifier des tendances.

Cheung, W. C., Chen, P., & Ostrosky, M. M. (2025). **Teachers' perspectives on including children with disabilities in virtual motor play activities during online learning.** *British Journal of Special Education*, 52(1), 27-36. <https://doi.org/10.1111/1467-8578.12567>

Structured motor play is crucial to the motor and social development of children with disabilities. However, many teachers report that including children with disabilities in motor play is challenging, especially during virtual learning. The purpose of this interview study was to explore 26 preschool teachers' perspectives on engaging children with disabilities in motor play in virtual environments and the strategies they used to involve students. Teachers believed that including children with disabilities in virtual motor play activities is important for their physical development, sense of belonging, and exploration of potential. Teachers also indicated that understanding the motor abilities and interests of children with disabilities and making adaptations to support each child during virtual

motor play is important. Additionally, seeing therapists as resources for motor play ideas and sharing resources with parents were strategies suggested by participants to facilitate the engagement of children with disabilities in motor play during virtual learning. Findings suggest that an interdisciplinary approach to teaching motor play is crucial for children with disabilities regardless of the service delivery model.

Chidebe, Cummins, Karam, Kramer, Narine, & Yamashita. (2025). **Producing Graduates That Industry Needs: Exploring the Views of Employers, Administrators, Faculty, and Students on Foundational Skills at Community College STEM Programs.** *Community College Journal of Research and Practice*, 49(4-5), 225-240. <https://doi.org/10.1080/10668926.2024.2426173>

This qualitative study explored the views of community college employers, faculty, administrators, and students on the importance of foundational skills, including literacy, numeracy, and problem-solving skills, in science, technology, engineering, and math (STEM) programs of study. Participants (N = 50) were recruited, semi-structured interviews were conducted, and the data were analyzed using inductive thematic analysis. Four themes were identified: 1) foundational skills are as important as the course of study; 2) the ability to communicate technical skills is crucial; 3) leadership and supervisory skills are valuable; and 4) employers contribute to the curriculum, producing graduates that industry needs. Our findings provide policy and practice recommendations, including the need to design curricula with strong components of literacy, numeracy, and problem-solving skills, integrating supervisory and leadership skills in classroom exercises, and engagement of employers in curriculum development and instruction. Producing graduates in STEM fields with skills that employers require is important for employee advancement and for future economic growth.

Chilton, D., Wilson, K., & Dutton, J. (2025). **A case study of students' and teachers' attitudes towards BYOD and its use within their history classrooms.** *Education and Information Technologies*, 30(4), 4795-4824. <https://doi.org/10.1007/s10639-024-13006-1>

In recent years, laptop and 'Bring Your Own Device' (BYOD) programs have become an integral part of teaching and learning in many Australian schools. For history teachers, the presence of BYOD in the classroom potentially provides the opportunity to align two key teaching goals: historical research skills; and information, communication and technology (ICT) skills. However, there is a dearth of literature that focuses on BYOD for history teaching and learning. This paper reports on the findings of a case study examining Year 9 students' (13-15-year-olds) and teachers' attitudes towards the uses of BYOD in their history classes. The findings are from a larger study that examined the way that BYOD was being used for the teaching and learning of historical research skills online. This study uses reflexive thematic analysis to analyse student questionnaires where students reflected on their learning and attitudes. Teachers completed questionnaires and participated in semi-structured interviews. This study has found that the presence of BYOD has heightened an underlying constructivist approach to history teaching. Both students and teachers greatly value the access that BYOD provides for student-centred historical inquiry, as well as valuing BYOD as a perceived labour saver. However, participants seemed to underestimate the role that BYOD is playing in narrowing students' understanding of history to facts about the past. Despite the limits of its small sample size, this case study has important implications for history educators, which are discussed.

Copreaux, L. (2024). **Les pratiques enseignantes en séances autonomes de sciences** (Thesis). Consulté à l'adresse <https://theses.fr/api/v1/document/2024CYUN1343>

Coştu, F. (2025). **Promoting gifted students' understanding of everyday life problems**. *The Journal of Educational Research*, 118(2), 169-184. <https://doi.org/10.1080/00220671.2025.2455012>

The objective of the study is to assess the effectiveness of laboratory activities employing the Predict-Explain-Observe-Discuss-Explain (PEODE) approach in promoting gifted students' interpretation of everyday problems related to fundamental science concepts. This quasi-experimental study involved 54 gifted students enrolled in the Science and Art Center (SAC), divided into an experimental group (EG; n = 28) and a control group (CG; n = 26). While the CG participated in traditional laboratory activities, the EG engaged in PEODE-based. Both groups underwent 16 h of laboratory sessions. An Everyday-life Problem Test (EPT), comprising nine problems, was administered as both a pretest and a post-test to assess gifted students' interpretation of everyday life problems. Pre- and post-test scores from the EPT were analyzed both qualitatively and quantitatively. The results indicated that PEODE-based laboratory contributed to the interpretation of daily life problems among gifted students by diminishing reliance on alternative conceptions compared to traditional laboratory.

Dai, Z., Yang, Y., Chen, Z., Wang, L., Zhao, L., Zhu, X., & Xiong, J. (2025). **The role of project-based learning with activity theory in teaching effectiveness: Evidence from the internet of things course**. *Education and Information Technologies*, 30(4), 4717-4749. <https://doi.org/10.1007/s10639-024-12965-9>

Higher education is beginning to focus on how to effectively cultivate IoT engineers who possess both hard skills and soft skills. Therefore, from the perspective of activity theory and combining it with project-based learning, this study constructed a project-based learning framework based on activity theory and applied this framework to an IoT course at a university in central China. The first half of the course adopted a traditional lecture-based teaching method, while the second half of the course was carried out based on the proposed framework, thus constituting a control group and an experimental group. To further explore the effectiveness of the proposed framework on IoT courses, the data of this study consisted of two aspects: on the one hand, questionnaires on students' learning engagement and satisfaction with the IoT course were collected; on the other hand, with the help of an intelligent teaching analytics platform, the effectiveness of the proposed framework in optimizing the classroom structure was objectively analyzed from three dimensions of teaching mode, classroom atmosphere, and teacher-student intimacy. The experimental results showed that compared with traditional teaching, teaching based on the proposed framework can significantly improve students' learning engagement and satisfaction. Specifically, the increase in emotional engagement was the highest at 43.07%, followed by a 26.42% increase in behavioral engagement and a 35.15% increase in cognitive engagement. Meanwhile, it also optimizes the classroom structure to a certain extent. The teaching mode has shifted from lecture-based to hybrid, the classroom atmosphere is more harmonious and equal, and the teacher-student intimacy is increasing.

Debliquy, N., Deschepper, C., & Colognesi, S. (2024). **Des balises à la réflexivité : portrait des autoévaluations post-stage en formation des enseignants**. *Formation et profession*, 32(2), 7. <https://doi.org/10.18162/fp.2024.891>

Bien que l'écriture d'une autoévaluation post-stage soit couramment utilisée en formation pour favoriser le développement professionnel des futur·e·s enseignant·e·s, elle demeure insuffisamment explorée. Ce manque de documentation est particulièrement notable concernant les moyens de soutien déployés pour faire de cette pratique un réel levier d'apprentissage. Notre étude propose une analyse des balises orientant l'autoévaluation post-stage. À travers une analyse de contenu portant sur 66 balises récoltées auprès des instituts de formation à l'enseignement primaire en Belgique francophone, nous avons mis en lumière les tâches prescrites, telles que l'activation de l'autoréflexion par la complétion d'un canevas, la rédaction d'un texte libre et/ou le remplissage d'une grille critériée.

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** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2868>

Demory, M. (2025). **Faire acte de médiation numérique : l'inclusion au regard des pratiques professionnelles**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/875>

Les professionnel·les de la médiation numérique contribuent quotidiennement au développement du pouvoir d'agir des citoyen·nes, en ayant pour objectif structurel la lutte contre les inégalités numériques. Toutefois, ces acteurs et ces actrices ainsi que leurs pratiques semblent encore peu documentés, notamment dans la littérature sociologique. À partir d'une enquête de terrain en région Sud au sein de structures de médiation numérique, constituée principalement d'observations et d'entretiens, le présent article entend analyser les actes de médiation numérique, leurs applications concrètes et les valeurs qui les sous-tendent. En déroulant le faisceau de tâches des professionnel·les enquêté·es, il convient ici de mettre au jour une catégorisation des actes en termes de médiations d'initiation, d'approfondissement et de création, ainsi qu'une structuration autour de représentations qualifiant la médiation numérique de politique et pédagogique. Les résultats présentés permettent finalement de conclure sur la puissance de l'inclusion numérique et sociale de ces actes.

Denny, J.-L., Pagnani, B., & Durrive, L. (2023). **Le dispositif dynamique à 3 pôles comme processus de professionnalisation : l'exemple d'un Groupe de Rencontres du Travail**. *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs6>

L'article traite de la relation entre analyse de l'activité, travail et professionnalisation par évaluation-interprétation croisée. Il explicite un processus par lequel l'usage d'un cadre d'analyse des pratiques professionnelles, le Groupe de Rencontres du Travail est en capacité de provoquer de la transformation auprès des praticiens par une entrée « activité » tenant de la démarche ergologique. Il documente l'existence d'une matrice, le dispositif dynamique à 3 pôles, susceptible de potentialiser tout type de modèle formel d'analyse des pratiques. Les données portent sur l'activité de 3 enseignants en situation d'animation de débats d'élèves approchée selon la méthodologie de l'autoconfrontation simple et croisée. Les résultats témoignent d'un repérage d'un obstacle de professionnalité qui s'accompagnent de nouvelles manières de faire et de

penser les gestes du métier. Une réflexion portant sur la formation continue en France visant les questions socialement vives est esquissée.

Desany, M. (2025). **Un moment décisif dans la recherche : de l'incertitude à la cohérence méthodologique**. *Savoirs*, 67(1), 135-139. <https://doi.org/10.3917/savo.067.0135>

Desrochers, K., Dumais, C., & Berthiaume, R. (2024). **Évaluer la compétence à communiquer oralement au moyen de la coévaluation formative**. *Formation et profession*, 32(2), 9. <https://doi.org/10.18162/fp.2024.a326>

Détrez, C., Lemonchois, M., Bordeaux, M.-C., & Kerlan, A. (2025). **Évaluer l'éducation artistique et culturelle: Enjeux épistémologiques et politiques de la recherche**. Consulté à l'adresse <https://www.pressesdesciencespo.fr/fr/book/?gcoi=27246100924790#h2tabFormats>

Comment et pourquoi évaluer l'éducation artistique et culturelle ? C'est sur cette question, à la croisée de l'évaluation des politiques publiques et de la construction de l'éducation artistique et culturelle (EAC) comme objet scientifique, que se penche cet ouvrage. Le développement de politiques publiques d'EAC depuis plusieurs décennies, en France comme à l'étranger, s'accompagne d'une demande d'évaluation croissante (en fonction d'objectifs ou de résultats attendus), sans que celle-ci soit systématiquement assortie de l'insertion de protocoles de recherche dans les dispositifs eux-mêmes. Fruit d'une injonction politique de plus en plus prégnante, soutenue par des financements ciblés, cette demande d'évaluation peut même contrevenir à la définition d'objets de recherche, qui ne sauraient se réduire à la seule traduction des objectifs des acteurs institutionnels. Mobilisant un corpus international de travaux sur l'évaluation des effets de l'EAC, cet ouvrage interroge les attendus les plus fréquents de la demande d'évaluation et souligne les apports d'une recherche indépendante. Il revisite les méthodologies employées et leurs résultats, de même que les postures épistémologiques. Les fondements implicites des objets de recherche sont ainsi discutés, entre poids des définitions institutionnelles de l'EAC et des modèles d'action ou dispositifs afférents d'une part et représentations politiques des apports de l'art et de la culture pour le développement des individus d'autre part.

D. Godino, J. (2025). **Hybridisation and Networking of Theories: The Case of the Ontosemiotic Approach in Mathematics Education**. *Éducation & didactique*, (1), 71-86. Consulté à l'adresse <https://shs.cairn.info/revue-education-et-didactique-2025-1-page-71>

Doran, H., Yamada, T., Diaz, T., Gonulates, E., & Culver, V. (2025). **A Generalized Objective Function for Computer Adaptive Item Selection**. *Journal of Educational Measurement*, 62(1), 5-32. <https://doi.org/10.1111/jedem.12405>

Computer adaptive testing (CAT) is an increasingly common mode of test administration offering improved test security, better measurement precision, and the potential for shorter testing experiences. This article presents a new item selection algorithm based on a generalized objective function to support multiple types of testing conditions and principled assessment design. The generalized nature of the algorithm permits a wide array of test requirements allowing experts to define what to measure and how to measure it and the algorithm is simply a means to an end to support better construct representation. This work also emphasizes the computational algorithm and its ability to

scale to support faster computing and better cost-containment in real-world applications than other CAT algorithms. We make a significant effort to consolidate all information needed to build and scale the algorithm so that expert psychometricians and software developers can use this document as a self-contained resource and specification document to build and deploy an operational CAT platform.

Dubeau, A., Collin-Vallée, T., & St-Germain, M. (2024). **Le processus d'accompagnement des enseignants novices. Points de vue des enseignants accompagnateurs de la formation professionnelle.** *Formation et profession*, 32(2), 2. <https://doi.org/10.18162/fp.2024.856>

Une démarche de recherche-action a été entreprise auprès d'un centre de formation professionnelle (FP) de Montréal pour élaborer un dispositif d'accompagnement adapté à l'insertion professionnelle des enseignants novices en contexte de la FP. Cet article présente les perceptions de sept enseignants accompagnateurs ayant participé à l'élaboration de ce dispositif sur le processus d'accompagnement des enseignants novices au sein de leur centre. Les résultats montrent que l'accompagnement du personnel enseignant novice en FP repose fortement sur les initiatives et les caractéristiques personnelles des enseignants accompagnateurs et des enseignants novices en l'absence d'un cadre structurant propice à sa mise en œuvre.

Ducellier, M. (2025). **De l'éducation «à» l'image vers l'éducation «aux» images. Une impossible transition depuis une fabrique de l'éducation populaire?** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/851>

Les formats dominants de l'éducation à l'image, centrés sur la promotion du cinéma d'auteur·e et de patrimoine depuis le rituel de la salle, sont de plus en plus contestés par l'expansion du numérique. Les modes d'accès, de production et de diffusion des images sont désormais massivement démocratisés et conduisent les professionnel·les de l'éducation à l'image à se repositionner dans ce nouveau contexte. Cet article documente la difficile remise en cause des formes et enjeux traditionnels de l'éducation à l'image où le seul cinéma art et essai serait capable d'éduquer «à» l'image en général. Sous la forme d'une ethnographie de l'ordinaire au sein de la Ligue de l'enseignement, association pionnière de l'éducation à l'image, il s'agit d'étudier l'apparition soudaine de l'éducation «aux» images en tant que réinterrogation de ce socle normatif. Le changement de préposition du singulier au pluriel sous-tend de nombreux décroissements (cinéma et numérique, arts et médias, éducation artistique et culturelle et éducation aux médias et à l'information) qui bousculent les pratiques professionnelles. Entre résistances et opportunités éducatives, c'est un nouveau répertoire d'actions en train de se faire qui se dessine pour répondre à l'iconicité généralisée du monde.

Duchaine, M.-P., Gaudreau, N., Verret, C., Nadeau, M.-F., Bernier, V., Massé, L., & Bégin, J.-Y. (2024). **Modalités de formation-accompagnement et conditions favorables à la transformation des pratiques du personnel scolaire en matière d'établissement de plans d'intervention.** *Formation et profession*, 32(2), 6. <https://doi.org/10.18162/fp.2024.875>

L'engagement et la participation du personnel des établissements scolaires québécois dans une démarche de développement professionnel peuvent être influencés par plusieurs facteurs. Mettant à profit la voix des principaux concernés, cet article vise à documenter les perceptions du personnel scolaire concernant les modalités de

formation-accompagnement à privilégier et les conditions visant à faciliter l'appropriation et la mise en œuvre de l'approche «J'ai MON plan!», axée sur l'autodétermination de l'élève, dans les milieux scolaires. À l'aide d'un devis de recherche qualitatif, quinze entrevues de groupe ont été réalisées avec le personnel scolaire et les formateurs qui ont participé à l'expérimentation de cette approche dans leurs milieux scolaires respectifs. Les résultats permettent de formuler plusieurs recommandations relatives à la formation et à l'accompagnement du personnel scolaire.

Feng, R., & Luo, J. (2025). **Analysis of K-12 teachers' demand characteristics for digital educational resource services from the perspective of adaptive feedback: based on the analysis of KANO model.** *Education and Information Technologies*, 30(4), 4695-4716. <https://doi.org/10.1007/s10639-024-12980-w>

Based on the adaptive feedback theory, promoting the development of digital educational resource services towards adaptability is key to solving the problem of poor applicability in current K-12 digital educational resource services. Demand-driven resource service construction plays a significant guiding role in this process, making it essential to clarify the demands of K-12 teachers for resource services. Therefore, this study employed a combination of large-scale interviews and Kano model analysis to summarize the composition, categories, and characteristics of teachers' demands, based on the analysis of resource service elements. The research findings reveal that teachers expect resource services to provide convenient, personalized, and continuously evolving support for teaching, professional development, and students' self-regulated learning scenarios. In terms of prioritizing these demands, teachers believe that addressing the demands in teaching scenario should take precedence before expanding to other scenarios. Finally, based on these research findings, a three-stage construction strategy has been designed: first, focusing on services for teaching scenario; second, addressing professional development and services for self-regulated learning; third, continuously improving the services. This strategy aims to enhance service quality and efficiency, providing guidance for the development of digital educational resource services in K-12 education.

Filagová, M. (2025). **We pamper them and suddenly reality hits them: Slovak national testing for Year 5 pupils with special needs.** *International Journal of Inclusive Education*, 29(4), 464-485. <https://doi.org/10.1080/13603116.2023.2184509>

This article is an output of a comprehensive survey of national testing in Slovakia (Part of VEGA project 1/0303/22 Descholarisation and home education in new social and pedagogical situations and contexts). It is a response to the lack of expert debate in Slovakia on the circumstances under which children with disabilities are included in the national testing. The research findings are from qualitative longitudinal research into the set-up, process, conditions and results of the first test cycle for Year 5 primary school children in Slovakia. Specifically, it looks at the situation of pupils with a special educational needs diagnosis who are integrated into mainstream schools. Drawing on a data analysis of interviews with primary school teachers, heads and special needs teachers, the article focuses on their views of the procedural and content modifications of the test conditions in Slovak schools. It compares these with the approaches, strategies and modified testing processes used mainly in Anglo-American settings. Questions are raised about the targeting of the modifications, which, according to our participants,

reflects neither the pupils' individual needs nor the methods used by pupils in the classroom.

Firoozi, T., Mohammadi, H., & Gierl, M. J. (2025). **Using Automated Procedures to Score Educational Essays Written in Three Languages.** *Journal of Educational Measurement*, 62(1), 33-56. <https://doi.org/10.1111/jedm.12406>

The purpose of this study is to describe and evaluate a multilingual automated essay scoring (AES) system for grading essays in three languages. Two different sentence embedding models were evaluated within the AES system, multilingual BERT (mBERT) and language-agnostic BERT sentence embedding (LaBSE). German, Italian, and Czech essays were holistically scored using the Common European Framework of Reference of Languages. The AES system with mBERT produced results that were consistent with human raters overall across all three language groups. The system also produced accurate predictions for some but not all of the score levels within each language. The AES system with LaBSE produced results that were even more consistent with the human raters overall across all three language groups compared to mBERT. In addition, the system produced accurate predictions for the majority of the score levels within each language. The performance differences between mBERT and LaBSE can be explained by considering how each language embedding model is implemented. Implications of this study for educational testing are also discussed.

Frenay, M., Boudrenghien, G., Devos, C., Van der Linden, N., Klein, O., Azzi, A., & Galand, B. (2025). **Et si j'avais choisi mon sujet de thèse? Analyse de trajectoires menant à l'obtention ou l'abandon au doctorat.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp3>

Comment comprendre les différentes trajectoires de doctorat qui peuvent, selon les cas, se terminer par un abandon? De nombreuses études explorent les variables potentiellement explicatives, souvent de manière isolée ou sans mesurer de manière fine leurs interactions ou encore sans prendre en compte le temps long du doctorat. La présente étude se base sur 21 entretiens approfondis d'anciens doctorants dont 13 n'ont pas été jusqu'au bout du parcours. L'analyse qualitative de ces parcours fait émerger sept trajectoires différentes, qui se déclinent dans toute leur complexité et leur temporalité. Nous mettons ainsi en lumière le processus qui a conduit, depuis le démarrage du doctorat, à l'obtention ou l'arrêt de celui-ci. Que ce soit les motivations à s'engager, la manière dont le sujet a été négocié, imposé ou choisi et des événements qui se sont déroulés durant la thèse (soutien du promoteur, appropriation du sujet, ...), ces éléments se combinent dans des trajectoires qui donnent à voir des évolutions relativement linéaires, des trajectoires en dents de scie ou qui font l'objet de revirements de situation positifs ou négatifs. Les implications pour de futures recherches ainsi que les implications pratiques de ces résultats sont évoquées.

Freyssi, I., & Kammerer, B. (2025). **Ma thèse en 3 points: profs, oubliez les punitions!** *Sciences Humaines*, (377), 22-22. Consulté à l'adresse <https://www.scienceshumaines.com/irene-freyssinet-profs-oubliez-les-punitions>

Et si la meilleure manière d'éliminer les comportements perturbateurs en classe consistait à les ignorer? Tel est le pari d'Irène Freyssinet, chercheuse en sciences de l'éducation, qui a conçu une méthode inspirée de la psychologie comportementale au service des enseignants.

Ganivet-Rapicault, A., & Bertrand, E. (2025). **Transformation des pratiques d'accompagnement en formation par alternance : caractéristiques d'une recherche à visée praxéologique en sciences de la formation.** *Phronesis*, 14(3), 78-89. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-78>

Cette contribution rend compte des résultats d'une recherche menée dans le cadre d'une thèse soutenue en 2023 sur un dispositif en alternance. L'objet porte sur les questions contemporaines de temporalité, de rythme d'apprentissage, qui traversent et entravent parfois les parcours, sur les difficultés qui en découlent en matière d'accompagnement et de professionnalisation des moniteurs. L'article présente également les spécificités d'une démarche de recherche praxéologique, la méthode et les rapports au terrain qu'elle suppose. Au final, l'article veut contribuer à la spécification des sciences de la formation, en mettant en discussion, deux objets travaillés dans l'article : 1/ une approche renouvelée de l'alternance, autour des questions contemporaines de temporalité, 2/ les spécificités d'une approche de la recherche praxéo-phénoméno-herméneutique.

Gewerc, M., & Dias-Chiaruttini, A. (2025). **Les visites scolaires aux musées du point de vue des enseignants : une étude comparée entre le Brésil et la France.** *Éducation & didactique*, (1), 9-34. Consulté à l'adresse <https://shs.cairn.info/revue-education-et-didactique-2025-1-page-9>

Gilbert, M.-C., & Boutet, M. (2024). **Formation pratique en enseignement dans une perspective d'avenir viable: projet d'écodispositif.** *Formation et profession*, 32(2), 1. <https://doi.org/10.18162/fp.2024.830>

Cette contribution repose sur une étude doctorale, qui avait pour objectif principal de dégager les caractéristiques souhaitables d'un écodispositif d'intégration d'une éducation pour un avenir viable (EAV) à la formation pratique du futur personnel enseignant. Un groupe de treize personnes a été consulté à cette fin dans le cadre d'une recherche collaborative. Huit provenaient du domaine de la formation pratique et cinq du domaine de la formation en EAV. Les résultats issus de l'analyse d'entretiens individuels et de groupe semi-dirigés, ainsi que de propos tenus lors d'un forum électronique de coconstruction de connaissances ont permis de dégager cinq constituantes de l'écodispositif : savoirs, approches, accompagnement, ressources, éléments transversaux.

Gorney, K., & Sinharay, S. (2025). **A Note on the Use of Categorical Subscores.** *Journal of Educational Measurement*, 62(1), 101-119. <https://doi.org/10.1111/jedm.12423>

Although there exists an extensive amount of research on subscores and their properties, limited research has been conducted on categorical subscores and their interpretations. In this paper, we focus on the claim of Feinberg and von Davier that categorical subscores are useful for remediation and instructional purposes. We investigate this claim by examining (a) the agreement between true and observed subscore classifications and (b) the agreement between subscore classifications across parallel forms of a test. Results show that the categorical subscores of Feinberg and von Davier are often inaccurate and/or inconsistent, pointing to a lack of justification for using them for remediation or instructional purposes.

Gottfried, M., Little, M., & Ansari, A. (2025). **Novice Teachers and Student Attendance in Early Elementary School.** *Educational Policy*, 39(3), 607-639.
<https://doi.org/10.1177/08959048241231952>

Student absenteeism in the earliest years of elementary school has been linked to a range of negative outcomes. Though the literature has examined numerous factors that are associated with children missing school, the role of teachers—especially at the early elementary level—has not been well understood. Given that students spend the majority of their time in elementary school with one teacher in a single classroom, a large component of early elementary school is underexplored, and our understanding of absenteeism remains incomplete. In this vein, we looked into whether having novice versus more experienced teachers was linked to the frequency of student absenteeism in the earliest years of school. Using a national dataset including repeated observations of students in grades K-2, we found that novice teachers have students with fewer absences and a lower probability of being chronically absent. There were no differences in the outcomes of novice teachers as a function of child nor classroom characteristics. Implications for policy and practice are discussed.

Grandchamp, A., Descoeudres, M., Zinguinian, M., Ottet, F., Weber, S., Chajai, S., & Méard, J. (2023). **Les tensions entre les différents systèmes d'activité du praticien formateur lors de l'entretien post-leçon.** *Questions Vives. Recherches en éducation*, (40).
<https://doi.org/10.4000/13fsd>

Ce travail de recherche examine l'activité des praticiens formateurs (des formateurs de terrain dans le contexte vaudois, en Suisse) qui participent à la formation des futurs enseignants primaires de la Haute école pédagogique vaudoise. L'étude s'intéresse particulièrement aux entretiens post-leçons menés par ces praticiens formateurs, lesquels révèlent des tensions entre les injonctions institutionnelles à respecter, leurs propres besoins, et ceux des stagiaires. L'objectif de cette recherche est de comprendre et d'analyser les tensions et les préoccupations vécues par les praticiens formateurs lors de l'entretien post-leçon. S'appuyant sur plusieurs générations de théorie de l'activité, le cadre théorique met en lumière des contradictions, dans le système d'activité des praticiens formateurs, qui se manifestent par des tensions et des dilemmes. En s'appuyant sur les méthodologies d'autoconfrontation pour explorer l'activité réelle des praticiens formateurs, les résultats mettent en évidence leurs préoccupations récurrentes et révèlent des tensions générées en partie par des règles qui imprègnent leur activité. Ces tensions limitent notamment leur capacité à développer la réflexion critique des stagiaires.

Granger, K. L., & Chow, J. C. (2025). **Classroom Carrying Capacity: A Resource and Limiting Factors Framework.** *Educational Psychology Review*, 37(1), 23.
<https://doi.org/10.1007/s10648-025-09999-x>

The purpose of this paper is to propose a framework to guide the study of classroom factors that promote student functioning and development within classroom settings. First, we describe a new framework, Classroom Carrying Capacity, to categorize factors in the classroom as limiting or resource factors across four domains: external, collective classroom, student, and teacher. We also describe a schema for categorizing each limiting or resource factor as density dependent vs. independent and psychosocial vs. physical. This new framework is built from a model of sustainable ecosystems from the fields of biology and environmental sciences, to conceptualize the optimal level of support that a classroom can provide. Second, we illustrate the application of Classroom

Carrying Capacity by demonstrating how three areas of research inquiry may be advanced via this framework. Finally, we recommend directions and high-leverage opportunities for theoretically and empirically building on the proposed framework.

Gremion, C. (2023). **Analyse de pratique, normes et postures d'accompagnement : point de vue de personnes en formation.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs9>

Cette recherche s'intéresse à un dispositif d'accompagnement de la pratique dans une formation initiale d'enseignants professionnels en Suisse. Ce dispositif cherche à développer la posture critique et réflexive permettant d'argumenter des choix dans une visée de professionnalisation. Nous souhaitons comprendre quelle posture d'accompagnement, plus prescriptive par rapport à une norme ou plus autonomisante voire émancipatrice, est perçue comme la plus utile en termes de professionnalisation par les personnes en formation. Sur la base de données récoltées par questionnaire et analysées de manière statistique, nous avançons que ces postures ne sont pas en opposition mais bien en complémentarité. Nos données donnent également à penser que la distinction entre posture et gestes d'accompagnement n'est pas si simple et que, si le formateur peut utiliser les outils de l'accompagnement, la personne en formation ne l'autorise ou ne le légitime pas systématiquement à tenir ce rôle.

Hadwin, A. F., Rostampour, R., & Winne, P. H. (2025). **Advancing Self-Reports of Self-Regulated Learning: Validating New Measures to Assess Students' Beliefs, Practices, and Challenges.** *Educational Psychology Review*, 37(1), 8. <https://doi.org/10.1007/s10648-024-09977-9>

Self-report measures are essential sources of information about learners' studying perceptions. These perceptions also guide self-regulated learning (SRL) decisions and strategies in future studying. However, the development of self-report methods has not kept pace with other multi-modal methodological advancements, particularly in the field of self-regulated learning. The purpose of this study was to test the psychometric adequacy and predictive utility of four complementary SRL-grounded measures examining students' perceptions of SRL during studying. Participants were two samples (N = 220; N = 473) of post-secondary students enrolled in various academic disciplines. Exploratory and confirmatory factor analyses confirmed the measurement adequacy of (a) a 4-factor SRL self-efficacy measure, (b) a 4-factor SRL importance measure, (c) a 6-factor self-regulated learning practices measure, and (d) a 6-factor academic challenges measure. The predictive validity of factors within each measure revealed that (a) prioritizing and feeling confident about planning and foundational academic behaviors positively predicted academic performance, and (b) SRL practices were either positively associated with academic performance or negatively associated with academic challenges. Despite being underrepresented in most measures of SRL, task understanding practices were found to be important for predicting academic performance beyond other SRL practices. Overall, findings indicate that student's self-reports about SRL beliefs and practices can predict academic outcomes.

He, C.-W., Fiorella, L., & Lemons, P. P. (2025). **Does Instruction-First or Problem-Solving-First Depend on Learners' Prior Knowledge?** *Educational Psychology Review*, 37(1), 18. <https://doi.org/10.1007/s10648-025-09993-3>

This study tested competing theories about the effectiveness of different instructional sequences for learners with different levels of prior knowledge. Across two classroom

experiments, undergraduates learned about noncovalent interactions in biochemistry by either receiving explicit instruction before problem-solving (I-PS group) or engaging in problem-solving before explicit instruction (PS-I group). Then all students completed near- and far-transfer tests on the material. In Experiment 1, participants were introductory biology students ($n=367$), who had relatively low prior knowledge of the topic. Results indicated that the PS-I group significantly outperformed the I-PS group on the near-transfer test, providing support for productive failure. In Experiment 2, participants were biochemistry students ($n=138$), who had relatively higher prior knowledge of the topic. In contrast to Experiment 1, results indicated that the I-PS group significantly outperformed the PS-I group, providing support for cognitive load theory. Neither experiment showed significant effects of instructional sequences on the far-transfer test. Overall, the findings suggest the effects of instructional sequences on students with different levels of topic-specific prior knowledge may not be as straightforward as existing theories suggest.

Helvich, J., Novak, L., Mikoska, P., Hubalovsky, S., & Juklova, K. (2025). **English teachers' gamification satisfaction and perception scale (ETGSPS) development and validation.** *Education and Information Technologies*, 30(4), 5199-5228. <https://doi.org/10.1007/s10639-024-13001-6>

Over the years, gamification has played an important role in English education. Despite the promising results, there is a scarcity of research on gamified English teaching. Additionally, most studies addressing this topic used tools with problematic validity, posing challenges in interpreting their findings. Therefore, the objectives were to develop and validate a measure assessing the teacher-perceived applicability of gamification applications and the perceived effect on learners' motivation and learning outcomes. Two samples of 278 ($M = 41.2$, $SD = 9.38$; 81.3% females) and 333 ($M = 43.7$, $SD = 9.2$; 87% females) participants were used for Exploratory and Confirmatory Factor Analyses, respectively. Network analysis examined the mutual dynamics between the items. Additionally, two retest samples were collected to explore the stability of the scale. Measurement invariance was examined between the samples and education levels. The construct validity was assessed by examining associations with other constructs using Spearman's Rank correlations. The results supported the four-factor model ($CFI = 0.863$; $TLI = 0.85$; $RMSEA = 0.076$; $SRMR = 0.077$) with excellent internal consistency (Cronbach's $\alpha = 0.91$ and McDonald's $\omega = 0.94$) and excellent stability ($ICC = 0.96$). The network analysis identified 9 communities. The measurement invariance revealed that the scale measures the same across different education levels and samples. Spearman's Rank correlations suggested statistically significant associations between individual subscales and selected constructs except between learning outcomes and general point averages. Altogether, the scale exhibits a high temporal and cross-level robustness, making it a valuable tool for gamification assessment in English teaching.

Hu, S.-F., Wu, A. D., & Stone, J. (2025). **Using Multilabel Neural Network to Score High-Dimensional Assessments for Different Use Foci: An Example with College Major Preference Assessment.** *Journal of Educational Measurement*, 62(1), 120-144. <https://doi.org/10.1111/jedm.12424>

Scoring high-dimensional assessments (e.g., > 15 traits) can be a challenging task. This paper introduces the multilabel neural network (MNN) as a scoring method for high-dimensional assessments. Additionally, it demonstrates how MNN can score the same test responses to maximize different performance metrics, such as accuracy, recall, or

precision, to suit users' varying needs. These two objectives are illustrated with an example of scoring the short version of the College Majors Preference assessment (Short CMPA) to match the results of whether the 50 college majors would be in one's top three, as determined by the Long CMPA. The results reveal that MNN significantly outperforms the simple-sum ranking method (i.e., ranking the 50 majors' subscale scores) in targeting recall (.95 vs. .68) and precision (.53 vs. .38), while gaining an additional 3% in accuracy (.94 vs. .91). These findings suggest that, when executed properly, MNN can be a flexible and practical tool for scoring numerous traits and addressing various use foci.

Hwang, Y., Lee, S., & Jeon, J. (2025). **Integrating AI chatbots into the metaverse: Pre-service English teachers' design works and perceptions.** *Education and Information Technologies*, 30(4), 4099-4130. <https://doi.org/10.1007/s10639-024-12924-4>

Alongside technological advances, the educational potential of artificial intelligence (AI) chatbots and the metaverse has generated significant interest in the field of computer-assisted language learning (CALL). However, despite this heightened interest, there have been no studies that have delved into the effective integration of these two technologies into educational contexts. In response to this concern, this research examined a teacher training course where pre-service teachers designed and used their customized chatbots within the context of the metaverse space. Fifty-five pre-service English teachers were assigned to the chatbot-only group (COG) (n=31) and the chatbot-metaverse group (CMG) (n=24). We first explored the CMG's chatbot design works and teaching demonstrations in metaverse spaces and compared them to those of the COG, who developed and utilized chatbots in a physical classroom setting. We further compared their perceptions related to experiences with chatbot-based lesson designing and teaching demonstrations, using a survey and reflection papers. The comparison of design works and teaching demonstrations revealed that while both groups recognized the value and effectiveness of AI chatbots in the language classroom, the participants in the CMG tended to develop more authentic, immersive, and interactive learning tasks, with the metaverse space playing a crucial role as a context. Analysis of a survey and reflection papers indicated that the CMG reported more positive perceptions than the COG. We discussed how the metaverse space might have influenced the way teachers developed and integrated chatbots into their educational contexts. Pedagogical and theoretical implications regarding the combined use of AI chatbot and metaverse technologies were also provided.

Jammeh, A. L. J., Karegeya, C., & Ladage, S. (2025). **Clicker-integrated instruction and conventional instruction: The comparative evaluations of students' performances in chemistry.** *Education and Information Technologies*, 30(4), 5331-5351. <https://doi.org/10.1007/s10639-024-12992-6>

Clicker-integrated instruction is the current innovation in teaching and learning. Several studies used this technology to investigate learning processes, while others mainly used it to assess for learning, facilitation of group discussion and students' participation. All applications require creativity and analytical thinking and very much different from conventional instruction where learning is direct and sometimes unreceptive. However, most of those studies either conducted a meta-analysis of the literature or an intervention with a small group to evaluate its impact on teaching and learning. However, the relationship that exists between its integration through intervention and final regional examination results in chemistry was limited in studies. Therefore, the main focus of the present study was to examine the relationship between an intervention and regional

examination results. Data collected and analysed were the 2593 students' final chemistry results, between grade levels 1 to 6, as the main requirement for university admission. The scope of the data collected from 2017 to 2019. There were 1463 male (56.4%), and 1130 female (43,6%) from the total sample. The findings obtained were compared within and to the findings generated from an intervention, for any relationship. Regression results indicated no relationship between the two findings. Further, multiple regression also suggests that the relative contribution of the clicker technology, stands on firm empirical ground, as it explained 3.5% of the variance in results, which implied that clicker-integrated instruction can be encouraged.

Jan, D., & Berger, J.-L. (2025). **Évaluer une pratique professionnelle : besoins psychologiques, motivation et conceptions de l'évaluation.** *e-JIREF*, 11(1), 3-28. <https://doi.org/10.48782/e-jiref-11-1-3>

En Suisse, la diplomation en formation professionnelle en alternance dans la branche du commerce passe par l'examen pratique dans l'entreprise formatrice de l'apprenti. Cet examen, certificatif et éliminatoire, est conduit par des évaluateurs actifs dans le commerce également. Malgré le grand nombre d'examens pratiques, aucune étude scientifique n'a été réalisée sur cette fonction d'évaluateur. Les buts de cette étude sont de comprendre l'articulation entre la satisfaction des besoins psychologiques et la motivation à la fonction d'évaluateur selon trois conceptions de l'évaluation (normative, critériée et autorégulation). Pour y parvenir, un échantillon de 228 évaluateurs a répondu à un questionnaire dont les données ont été traitées à l'aide d'une modélisation par équations structurelles. Les résultats de cette étude ont permis de mettre en évidence un effet médiateur de la motivation autonome entre la satisfaction des besoins psychologiques et les conceptions de l'évaluation. Un lien significatif entre les formations dans la branche professionnelle et la conception critériée de l'évaluation est observé ; en contraste, le lien est non significatif entre les formations pédagogiques et les trois conceptions de l'évaluation.

Jeong, S., Rague, J., Litson, K., Feldon, D. F., Lawler, M. J., & Plummer, K. (2025). **Effects of decision-based learning on student performance in introductory physics: The mediating roles of cognitive load and self-testing.** *Education and Information Technologies*, 30(4), 4413-4433. <https://doi.org/10.1007/s10639-024-12962-y>

DBL is a novel pedagogical approach intended to improve students' conditional knowledge and problem-solving skills by exposing them to a sequence of branching learning decisions. The DBL software provided students with ample opportunities to engage in the expert decision-making processes involved in complex problem-solving and to receive just-in-time instruction and scaffolds at each decision point. The purpose of this study was to examine the effects of decision-based learning (DBL) on undergraduate students' learning performance in introductory physics courses as well as the mediating roles of cognitive load and self-testing for such effects. We used a quasi-experimental posttest design across two sections of an online introductory physics course including a total N = 390 participants. Contrary to our initial hypothesis, DBL instruction did not have a direct effect on cognitive load and had no indirect effect on student performance through cognitive load. Results also indicated that while DBL did not directly impact students' physics performance, self-testing positively mediated the relationship between DBL and student performance. Our findings underscore the importance of students' use of self-testing which plays a crucial role when engaging with DBL as it can

influence effort input towards the domain task and thereby optimize learning performance.

Jin, K.-Y., & Siu, W.-L. (2025). **Modeling Directional Testlet Effects on Multiple Open-Ended Questions.** *Journal of Educational Measurement*, 62(1), 81-100.
<https://doi.org/10.1111/jedm.12422>

Educational tests often have a cluster of items linked by a common stimulus (testlet). In such a design, the dependencies caused between items are called testlet effects. In particular, the directional testlet effect (DTE) refers to a recursive influence whereby responses to earlier items can positively or negatively affect the scores on later items. This study aims to introduce an innovative measurement model to describe DTEs among multiple polytomously scored open-ended items. Through simulations, we found that (1) item and DTE parameters can be accurately recovered in Latent GOLD®, (2) ignoring positive (or negative) DTEs by fitting a standard item response theory model can result in the overestimation (or underestimation) of test reliability, (3) collapsing multiple items of a testlet into a super item is still effective in eliminating DTEs, (4) the popular multidimensional strategy of adding nuisance factors to describe item dependencies fails to account for DTE adequately, and (5) fitting the proposed model for DTE to testlet data involving nuisance factors will observe positive DTEs but will not have a better fit. Moreover, using the proposed model, we demonstrated the coexistence of positive and negative DTEs in a real history exam.

Kalthoff, H., & Koelsch, F. (2025). **Before (e)valuating: student testing in History and Engineering.** *British Journal of Sociology of Education*, 46(3), 323-340.
<https://doi.org/10.1080/01425692.2025.2454316>

University examinations categorise students according to their individual achievements determined by teaching staff. This procedure serves the elicitation and certification of student knowledge and thus reproduces academic hierarchies. Drawing on empirical evidence from ethnographic fieldwork in Engineering and History departments, this article investigates the processes involved in designing and administering higher education examinations. It analyses the reciprocal relationship between lectures and examinations, the standardisation of lecture content through exam questions, and the use of administrative documents as examination infrastructure. The university examination is conceptualised as a distributed activity, involving various university units, each with its own specific logic, yet whose functions converge and overlap within teaching staff. The article argues that the growing significance of examinations, driven by national and global higher education reforms, is reshaping academic teaching practices in profound ways.

Kamran, M., Kazimi, A. B., & Siddiqui, S. (2025). **Optimising the teaching and learning process for children with special educational needs in an inclusive school: A SOAR analysis in Karachi, Pakistan.** *British Journal of Special Education*, 52(1), 37-48.
<https://doi.org/10.1111/1467-8578.12569>

Even though inclusive education is one of the significant concerns of a wide-ranging civil rights agenda, many teachers and administrators have serious hesitations about promoting the extensive placement of learners with disabilities or special educational needs in mainstream schools. However, there is widespread rhetorical commitment to inclusion, as several countries, including Pakistan, are signatories to many international documents that demand its implementation. This research study aimed to use a

qualitative research method to explore the strengths, opportunities, aspirations and results (SOAR) factors that could optimise the teaching and learning process for children with special educational needs in the context of an inclusive school located in Karachi, Pakistan. Semi-structured interviews were conducted with 16 participants. The interviews were transcribed and analysed using a case study research design. The research reveals that the school prioritises social bonds to create an inclusive environment, fostering acceptance of children with special needs. The integration of daily living activities into an inclusive classroom presents a valuable opportunity for training children with special needs and enhancing their functional abilities. The school serves as a commendable example by not only adopting inclusive pedagogical practices but also cultivating a supportive environment that fosters the acceptance and inclusion of children with special needs. The results suggest that an inclusive school caters to the strengths of children with special educational needs and allows them to sustain themselves in this setting. Moreover, the study also reveals how aspirations toward becoming an inclusive school motivated teachers to adopt pedagogical practices to facilitate teaching and learning for children with special educational needs.

Kaptan, O., Yalçın, Z., & Tabancalı, E. (2025). **Analyzing leadership approaches in educational management doctoral theses in Turkey: a bibliometric study.** *Quality & Quantity*, 59(1), 357-379. <https://doi.org/10.1007/s11135-024-01936-4>

This research aims to analyze the bibliographies of doctoral theses on leadership in educational management in Turkey, focusing on approaches to leadership based on years, regions, and research methods. A total of 157 theses and 9032 cited references were examined, and 20,879 references were analyzed. A bibliometric systematic review with exponential random graph modeling (ERGM) was used to analyze the data. ERGM proves to be an apt methodology for bibliometric systematic reviews due to its mathematical framework tailored for analyzing complex relationships and network structures. By modeling the dynamic properties of citation networks, ERGM enables a deeper understanding of citation relationships, allowing researchers to capture nuanced changes within the literature. The network created was analyzed for density, reciprocity, transitivity, and centralization. Descriptive statistics were generated for attributes such as year, region, and research method to support the analysis. The study found that there has not been a significant change in the sources referred to for leadership, based on year, region, and method. Transformational leadership, instructional leadership, and ethical leadership were the main focus of the leadership-themed doctoral theses in educational management. The centrality level of the obtained network was quite low, and it was found that the citations were concentrated on a few works and there was no significant communication between these sub-graphs. This study fills a gap in the literature using ERGM analysis, providing significant statistical evidence on the transformations undergone by theses according to year, region, and methodology.

Kaur, R., & Salian, R. H. (2025). **Teacher perspectives and barriers in implementing inclusive education for Indian children with special needs: A pilot study.** *British Journal of Special Education*, 52(1), 4-17. <https://doi.org/10.1111/1467-8578.12558>

Inclusive education is crucial for integrating children with special needs into mainstream educational settings. This pilot study explores the attitudes of teachers in India toward providing inclusive education to children with disabilities, and the challenges they face. As the Indian education system continues to evolve, there are significant gaps in teacher preparedness and the availability of resources, especially given the socio-cultural and

economic diversity of the country. The study aims to assess the perspectives of 30 primary and secondary school teachers regarding their experiences with inclusive education, focusing on their attitudes, challenges, and the resources available for supporting students with special needs. A mixed-methods approach was employed, utilising surveys and interviews to gather both quantitative and qualitative data. The results indicate that while many teachers hold a positive attitude toward inclusive education, they face numerous challenges in its implementation, including a lack of specialised training, insufficient support services and inadequate teaching materials. Teachers expressed particular difficulty in supporting students with severe disabilities due to the lack of behavioural and psychological services in schools. This study emphasises the importance of continued teacher training and infrastructure improvements to foster effective inclusive education. It also highlights the need for policy changes, such as the integration of the Samagra Shiksha scheme and recognition of the 2016 Rights of Persons with Disabilities Act, to support teachers in overcoming the barriers they face. The findings from this pilot study will inform a larger, more comprehensive study, and provide the foundation for future reforms of inclusive education in India.

Keane, K. (2025). **Text-based discussion interactions and engagement with three different text types.** *The Journal of Educational Research*, 118(2), 185-199. <https://doi.org/10.1080/00220671.2024.2423177>

Multimodal text types hold promise for promoting classroom discourse. Because of the ways that language combines with various other modes such as sound and movement, video-based texts can offer access points for meaning-making and engagement that print-only text cannot. Through the lens of New Literacies, this mixed methods study examines one small group of 5th grade multilingual students identified as struggling with engagement in reading, and their interactions and engagements with one another and their teacher as they participated in text-based discussions using three kinds of text types: print-only, print-plus image, and video-only. Lesson observations, teacher interviews, and surveys of students' engagement with each text shed light on differing talk distributions, interactional moves, and levels of engagement between print-only, print-plus image, and video-only texts. This study finds talk distributions to be consistent with the literature on student and teacher talk with no statistically significant difference between text types. Student and teacher talk moves were found to vary little between text types, though higher rates of instructing moves were statistically different from print-only and print-plus image texts. Video-only engagement for students was rated overwhelmingly higher as compared to other text types. Together these findings suggest video to be a meaningful text type to use during text-based discussions.

Kirpouiki, A., & Agaliotis, I. (2025). **Teaching argumentative text comprehension to secondary students with specific reading disability or low reading achievement.** *British Journal of Special Education*, 52(1), 81-90. <https://doi.org/10.1111/1467-8578.12575>

We examined the efficacy of two interventions aiming to strengthen argumentative text comprehension in Greek secondary students with specific reading disability or low reading achievement of unspecified cause. The first intervention (control group, n = 29) was based on principles of systematic explicit instruction, whereas in the second one (experimental group, n = 30) the repeated reading strategy (RRS) was added. Both the control and the experimental groups included students with specific reading disability or low reading achievement. The control group received 24 lessons of 60 min each, whereas the experimental group received one extra lesson to ensure participants'

familiarisation with the use of RRS. Both groups presented significantly higher achievement at post-test than at pre-test, as shown by measurements for which a standardised and a researcher-made reading comprehension tool were used. The effect size of both interventions was high (control group: 0.85, experimental group: 0.81). Results are discussed in terms of the effectiveness of systematic explicit instruction in teaching argumentative text comprehension to secondary struggling readers.

Kwihangana, F. (2025). **Teacher positioning in educational ICT policies: implications for digital teacher identity development in under-resourced contexts.** *Journal of Education Policy*, 40(2), 242-265. <https://doi.org/10.1080/02680939.2024.2386309>

This study explores how ICT policies assign positions and digital teacher identities to educators in under-resourced contexts. It examines implications of such positioning on the training of technology – using language teachers in Rwanda by using positioning theory to analyse positions and identities assigned to teachers in 10 ICT policy and teacher education programme documents. Findings show that ICT policies use the under-resourced nature of their context to justify compulsory, deficient or aspirational digital teacher identities assigned to teachers through a range of ICT storylines in which teachers are given self-contradictory positions. Overall, the study clarifies how ICT policies shape the development of digital teacher identities through positioning, and by appealing to teachers' imagined selves and needed contribution to national socio-economic ambitions. The study exemplifies the operationalisation of positioning theory and the positioning triangle in educational policy analysis. Its findings will appeal especially to policymakers, teacher educators and researchers with an interest in educational technology or positioning theory.

Lambert, K., & and Hilton, A. L. (2025). **Cutting the Gordian knot of the education 'crisis' with teacher testing. A blunt instrument that crushes marginalised pre-service teachers.** *Journal of Education Policy*, 40(2), 220-241. <https://doi.org/10.1080/02680939.2024.2405731>

This paper offers a brief yet evocative glimpse into marginalised pre-service teachers' (PST) experiences of teacher testing in Australia's High-stakes Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE). Utilising Critical Disability Theory (CDT) in particular, Goodley's (2016) concept of neoliberal-ableism, we problematise teacher testing as a gatekeeping tool for students undertaking teacher education. The article highlights how neoliberal education policies in Australia have disempowered and turned away talented and empathetic future teachers. By illuminating their embodied experiences of stress and anxiety, we interrogate neoliberal discourses of power and how teacher testing is used as a blunt instrument to solve complex problems and funnel public funding to private corporations. As part of a larger longitudinal research project, we offer four narrative portraits giving voice to vulnerable PSTs who have become unwitting victims of the high-stakes test juggernaut. This article focuses on five emergent themes from the research: (a) the embodied impact of stress and anxiety on test-takers, (b) withholding of information regarding testing processes and support, (c) the lack of differentiation available to PSTs (d) impacts of edu-businesses and the business of education on vulnerable participants and (e) a passion for differentiation.

Le Garrec, S. (2023). **Du déroutage de l'évaluation.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fsc>

L'évaluation du travail est devenue une pratique omniprésente dans les sphères professionnelles. Pourtant ce qui est désigné comme tel pose question. L'évaluation appliquée au travail démontre certaines limites mais surtout des évolutions problématiques dans son usage et ses finalités. De la pluralité et de la complexité de ce que recouvrait originellement la démarche évaluative, il ne reste qu'un outil standardisé et uniformisé portant non plus sur des actions incluant des aspects qualitatifs mais sur les individus et des indices de mesurabilité. De ces changements, force est de constater que l'évaluation plus que de (in)former, déforme de plus en plus le rapport à la professionnalité des acteurs en occultant ce qui est constitutif pour eux de leur cœur de métier. Cette déprofessionnalisation de l'intérieur est également portée par un autre processus à l'œuvre dans les discours managériaux qui relèvent de la naturalisation des compétences. Quand ces dernières se parent de l'inné, il semble difficile de faire reconnaître sa qualité professionnelle.

Le Gouellec, M. (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

pois 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.

Le Pontois, S., & M. Pelly, R. D. (2025). **«Telle est ma quête, suivre l'étoile» : auto-ethnographie d'une expérience doctorale en management**. *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp6>

Cet article a pour objectif de partager de manière authentique le vécu d'un parcours doctoral par nature singulier et de le faire résonner chez le lecteur et la communauté académique. Pour ce faire, je présente l'intérêt de l'auto-ethnographie à la fois comme narration de soi et comme méthode de recherche pour étudier le vécu de l'expérience doctorale au prisme des concepts d'« épreuve » et d'« identité professionnelle ». Puis je soumetts au lecteur des vignettes auto-ethnographiques d'épreuves « typiques » illustrant les luttes prosaïques auxquelles j'ai été confrontée en tant que doctorante, ces sources de tensions favorisant l'émergence et la construction de mon identité de chercheuse. Enfin, j'interroge les apports de cette expérience transformatrice rendue possible par le phénomène de la formation doctorale et appelle à la conservation d'espaces liminaux pour permettre l'exercice de la liberté académique en toute altérité.

Lecuyer-Chardevel, S., Girault, I., & Hoffmann, C. (2024, septembre). **Modeling and supporting goal setting and planning in the regulation of learning activities in a CSCL environment**. Consulté à l'adresse <https://hal.science/hal-04999910>

Lepers, É. (2025). **La relation d'accompagnement formateurs-stagiaires dans le cadre des formations aux compétences clés : vers une double (re)construction identitaire des acteurs**. *Savoirs*, 67(1), 65-81. <https://doi.org/10.3917/savo.067.0065>

Li, Jingxian, & Copur-Gencturk, Y. (2025). **Perceptions versus performance: Assessing teacher learning in asynchronous online professional development**. *Education and Information Technologies*, 30(4), 4751-4776. <https://doi.org/10.1007/s10639-024-13020-3>

Teacher learning in asynchronous online professional development (PD) is often measured by self-reported instruments, despite uncertainties regarding teachers' accuracy in their self-assessment of learning. This study explored whether teachers' self-reported gains in content knowledge for teaching aligned with those measured by direct assessments. Through quantitative analyses of data collected from 57 middle school mathematics teachers who participated in a fully asynchronous online PD program, we found no significant correlation between teachers' self-reported knowledge gains and those measured by direct assessments. Additionally, we examined the role of teachers' use of self-regulated learning (SRL) strategies, namely organization, elaboration, and monitoring, in their learning from the PD program by conducting linear regression analyses. Our results indicated that teachers who frequently monitored their understanding of the PD content demonstrated greater gains in their content knowledge as measured by direct assessments. However, none of the SRL strategies predicted the accuracy of teachers' self-assessments of knowledge gains from the asynchronous online

PD program. These findings raise concerns about relying solely on self-reported instruments to capture teachers' learning in asynchronous online PD programs, and they emphasize the need for more robust and accurate outcome measures in the asynchronous online learning context.

Li, Jiuliang, & and Iwashita, N. (2025). **Examining the effects of a diagnostic language test on learning.** *The Journal of Educational Research*, 118(2), 156-168. <https://doi.org/10.1080/00220671.2025.2454682>

This study applied expectancy-value theory (EVT) to examine the impact of diagnostic language assessment (DLA) on the learning activities of a group of Chinese learners of English as a foreign language (EFL). A model of test impact on learning was conceptualized by integrating EVT and DLA theories. Structural equation modeling (SEM) was performed to explore how the test's diagnostic power influenced remedial learning through subjective task value, which encompassed attainment and utility values. The results indicated that the test's diagnostic power positively influenced students' attainment value, utility value, and remedial learning. While utility value mediated the relationship between diagnostic power and remedial learning, attainment value did not. Additionally, a significant distal mediation was observed in the causal relationship among diagnostic power, attainment value, utility value, and remedial learning. The findings have implications for test development, classroom teaching, and research on test impact, particularly in the context of EVT and DLA.

López, F., Rivas-Drake, D., Serrano, E., & Delcid, G. (2025). **The Role of Asset-Based Pedagogy in Promoting Belonging and Ethnic-Racial Identity among Latine Students.** *Educational Psychology Review*, 37(1), 16. <https://doi.org/10.1007/s10648-025-09992-4>

To contribute to a more nuanced understanding of student belonging among Latine youth that explicitly considers race and racism, this review was centered on scholarship focused on asset-based pedagogy to examine how it contributes to Latine students' school belonging and ethnic-racial identity. In this review, 22 studies documenting Latine students' experiences of asset-based pedagogies across K-12 settings consistently demonstrated enhanced belonging and/or ethnic-racial identity. The review also identified evidence that asset-based pedagogies create educational contexts that promote Latine youths' school belonging and ethnic-racial identity across developmental periods and that teacher support is important. The framework that guided the present review provides a heuristic for future research to further contribute to a robust understanding of the factors and contexts that foster student belonging for minoritized youth.

Lorant, S., Claudepierre, L., Sperduto, C., Fenouillet, F., & Lefèvre, L. (2025). **Le rôle du CPE dans la prévention du décrochage scolaire : comprendre l'influence du burnout et de la satisfaction des besoins psychologiques fondamentaux pour agir auprès des lycéens.** *L'orientation scolaire et professionnelle*, (54/1), 73. <https://doi.org/10.4000/13j6a>

Cette recherche vise (1) à étudier l'impact de la satisfaction des besoins psychologiques fondamentaux dans la relation entre le burnout scolaire et le risque de décrochage scolaire, et (2) à identifier comment les CPE perçoivent, intègrent et justifient ces concepts dans leurs pratiques. Cette étude a adopté une approche mixte combinant une analyse quantitative menée auprès de 117 élèves de 15 ans d'un lycée général et technologique, ainsi qu'une analyse qualitative basée sur des entretiens avec cinq Conseillers Principaux d'Éducation (CPE). Nos résultats montrent que l'influence du

burnout sur le risque de décrocher scolairement est principalement médiée par le besoin de compétence. Le burnout réduit significativement la satisfaction de ce besoin, ce qui augmente le risque de décrocher. Ces conclusions sont examinées en tenant compte des connaissances et de la compréhension de ces concepts par les CPE, ainsi que de leur mise en œuvre, afin d'éclairer leur contribution potentielle à la prévention du décrochage scolaire. Ces résultats mettent en lumière le rôle protecteur du besoin de compétence dans le contexte éducatif.

Makoelle, T. M., & Burmistrova, V. (2025). **Teacher education and inclusive education in Kazakhstan.** *International Journal of Inclusive Education*, 29(4), 447-463. <https://doi.org/10.1080/13603116.2021.1889048>

The aim of the study was to analyse the factors enabling or inhibiting the preparation of pre-service teachers for the practice of inclusive education in schools by Kazakhstani pedagogical/teacher training universities/colleges. A generic qualitative research study was conducted during which data were collected through one-on-one interviews with teacher educators and focus group interviews with pre-service teachers. Documentary analysis of participating pedagogical universities/colleges was done to corroborate data collected during interviews. Data were collected in five pre-service teacher training institutions of Kazakhstan situated in Nur-sultan, Pavlodar and Almaty cities. Three pedagogical universities and two colleges participated in the study. In each university/college, five teacher educators were interviewed, and a focus group of five students who were enrolled in a teacher training program. Data were analysed using inductive thematic content analysis. Among the main findings was that Kazakhstani pedagogical universities do not have a coherent and well-articulated strategy for pre-service teacher preparation for inclusion, i.e. development of inclusive programs, courses and curricula. The pre-service teacher practicum will require exposing pre-service teachers to dealing with an inclusive classroom setting. It is therefore recommended that teacher training institutions prioritise the training of teacher educators and develop specialised courses on inclusive education.

Maldonado, M., Simonet, P., & Kohler, C. (2023). **Quelle conception de la renormalisation dans le métier d'enseignant?** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs7>

Cet article explore les tensions entre les normes prescrites et l'activité réelle des enseignants à travers l'analyse d'un dispositif de formation visant à accompagner ces derniers dans l'appropriation de la méthode Narramus, récemment introduite dans les écoles primaires de Genève. En mobilisant l'analyse de l'activité par le biais des auto-confrontations simples et collectives dans un cadre d'enquête collaborative, l'étude examine comment ces dispositifs soutiennent les processus de renormalisation et contribuent au développement de l'agir professoral. L'analyse des interactions discursives met en lumière les dynamiques de négociation de sens ainsi que le rôle des formateurs·trices dans ces transformations. L'étude questionne également les limites des formations actuelles centrées sur le collectif des enseignants, en soulignant la nécessité d'intégrer les prescripteurs institutionnels dans le processus de renormalisation pour transformer les situations réelles de travail par le développement du pouvoir d'agir et l'élargissement des marges de manœuvre organisationnelles.

Morel, M. (2024). **Quel regard le personnel enseignant en arts plastiques porte-t-il sur l'éco-éducation artistique ?** *Nouveaux cahiers de la recherche en éducation*, 26(3), 151-175. <https://doi.org/10.7202/1116395ar>

L'article présente les résultats préliminaires d'une recherche exploratoire de type qualitatif menée au Québec auprès de personnes enseignantes. Cette recherche permet d'interroger les liens à établir – à leurs yeux – entre l'art et l'éducation relative à l'environnement (ERE) pour répondre aux exigences éducatives contemporaines. Les données ont été recueillies auprès de 14 personnes spécialistes en arts plastiques qui enseignent à l'école primaire ou secondaire. L'objectif est de comprendre, à travers ses représentations, ses savoirs et ses vécus, quel est le regard du personnel enseignant sur les interférences possibles entre les arts plastiques et l'ERE et, par extension, sur le potentiel éducatif (et transformatif) de l'art à l'école.

Nazari, M., & Kamali, J. (2025). **An Ecological Inquiry into Transnational English Language Teachers' Emotional Vulnerability and Agency.** *British Journal of Educational Studies*, 73(1), 97-118. <https://doi.org/10.1080/00071005.2024.2388542>

In this study, we propose an ecological model of teacher agency and emotional vulnerability that draws on epistemological roots of these two constructs to capture historico-personal, socio-organizational, and prospective levels of teacher professionalism. We then ontologically apply the model to exploring transnational language teachers' agency and emotional vulnerability in the context of Turkey. Framing the study within a narrative inquiry methodology, we collected data from open-ended questionnaires, narrative frames, and semi-structured interviews. Data analyses revealed that the teachers' personal emotions, embodied agencies, and vulnerabilities were profoundly shaped by individual histories, contextual discourses, and sociocultural particularities. The findings unpack novel dimensions of teachers' agency and emotional vulnerability, attesting to their interconnection, especially within the context of transnationalism. We conclude the study with implications for teacher educators to reduce the pressure on transnational teachers and render their agencies as rooted in effective professional growth, rather than being defined by excessive vulnerabilities that in turn restrict teacher agencies.

Neuhaus, O. (2023). **La création d'une norme commune par autoconfrontations collectives entre enseignants professionnels novices.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs2>

Afin d'accompagner l'entrée dans le métier des enseignants professionnels en Suisse, un dispositif basé sur l'analyse de vidéos en autoconfrontation collective a été mis en place. Ce dispositif permet à chaque enseignant novice, porté par les normes qu'il a héritées de son métier précédent, de partager les traces de sa nouvelle activité d'enseignant par vidéo et de les confronter à celles ramenées par ses pairs en présence d'un facilitateur (un accompagnateur, seul expérimenté prenant part au dispositif). Les différentes rencontres ont été transcrites en verbatim et montrent un déplacement des préoccupations des novices rencontre après rencontre, partant des activités enseignantes pour aller, au fil des rencontres, vers les activités des étudiants. Les groupes constitués de novices ayant des métiers initiaux différents font de plus, plus fréquemment référence à la matière à enseigner que les groupes constitués de novices venant des mêmes métiers. Finalement, la posture du facilitateur est relevée comme centrale dans le déroulement des enquêtes collaborative, menant les novices à une renormalisation.

Nyberg, E., Castéra, J., Marre, C. C., Jégou, C., & Redondo, C. (2025). **Self-perceived Action Competence for Sustainability and Environmental Attitudes**. *Australian Journal of Environmental Education*, 1-16. <https://doi.org/10.1017/ae.2025.2>

Within environmental education research, there is an ongoing interest in trying to understand what factors might lead to pro-environmental action and pro-environmental behaviours. This study explores the relationship between environmental attitudes and self-perceived action competence for sustainability by combining a questionnaire measuring self-perceived action competence for sustainability (SPACS-Q) with a questionnaire measuring environmental attitudes, the 2 factor Model of Environmental Values (2-MEV-Q), among 236 primary school student teachers in France. Our results show that the SPACS-Q adapted to the French context is largely valid within this sample and that the factor Preservation in the 2-MEV model is a predictor for SPACS. This connection is strongest for the factor Willingness to act. Likewise, we conclude that age impacts the SPACS factor Confidence in one's own influence, whereas other variables such as training in sustainable development issues do not impact any of the SPACS factors. The study provides some insights into how self-perceived action competence and pro-environmental attitudes might be promoted through education.

OECD. (2025). **Everybody Cares About Using Education Research Sometimes: Perspectives of Knowledge Intermediaries**. <https://doi.org/10.1787/5ef88972-en>

Özen Altinkaynak, Ş., Erginsoy Osmanoğlu, D., Inaltekin, T., Kirman Bilgin, A., & Erdağı, S. (2025). **The views and course practices of science teachers on the psychological resilience of students with learning disabilities**. *British Journal of Special Education*, 52(1), 58-69. <https://doi.org/10.1111/1467-8578.12562>

It is crucial for students with learning disabilities (SLDs) to possess psychological resilience in order to pursue their careers as entrepreneurial individuals. One of the areas where entrepreneurship skills are taught in middle school is in science courses. This shows the importance of teaching psychological resilience in science courses. On the basis of this idea, the present study aims to determine the views and suggestions of science teachers on the psychological resilience of SLDs as well as the course processes they carry out in order to foster this trait. Individual and focus group interviews were conducted with 15 science teachers and observations were recorded with two science teachers. Interview and observation forms were developed, taking into account the indicators of the four dimensions of resilience: coping with stress, communication, assertiveness and problem-solving skills. The study revealed that science teachers did not implement teaching processes to develop the psychological resilience of SLDs and that they considered themselves professionally inadequate in this regard. The science teachers suggested that activities based on learning by practice and experience, collaboration with different businesses and project-based teaching could be effective in improving the psychological resilience of SLDs.

Patzak, A., & Zhang, X. (2025). **Blending Teacher Autonomy Support and Provision of Structure in the Classroom for Optimal Motivation: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, 37(1), 17. <https://doi.org/10.1007/s10648-025-09994-2>

Teacher autonomy support and provision of structure are crucial for students' learning and motivation, yet it is unclear how to best blend them. Research describes autonomy support and structure as independent but mutually supportive, equivalent, and even

opposite. These contradictions jeopardize the generalizability of findings across studies and hamper classroom implementation. Our meta-analysis aims to disentangle the dynamics between autonomy support and structure by synthesizing their definitions, relationships, and effects on students. Following PRISMA guidelines, 94 studies and 110 effect sizes were identified through databases (PsycINFO, ERIC, Education Research Complete, Psychology and Behavioral Sciences Collection, Teacher Reference Center, ProQuest Education Database, and ProQuest Theses & Dissertations) and forward reference searches. Dissertations and peer-reviewed articles examining teacher autonomy support and structure were included. Our synthesis revealed intertwined conceptualizations and plentiful operationalizations of autonomy support and structure. Autonomy support and structure reinforced each other, with a large effect size. This relationship was moderated by the data collection method and school level and appears to be universal. Autonomy support and structure both elevated students' motivation, engagement, and need satisfaction with moderate to large effect sizes. Teachers who facilitate autonomy and structure were motivated to teach and felt effective as teachers. Our findings suggest blending autonomy support and structure for optimal growth of students and teachers.

Pidoux, M., Martin, B., Court, L., & Brülhart, E. (2024). **Les systèmes d'émulation utilisés par les enseignants novices pour gérer les comportements d'élèves s'appuient-ils sur la formation initiale ?** *Formation et profession*, 32(2), 5. <https://doi.org/10.18162/fp.2024.858>

Dans le but d'améliorer la formation des futurs enseignants du primaire, cette contribution examine la pertinence du dispositif de formation en alternance intégrative de la HEP Vaud, en Suisse. Plus spécifiquement, dans le cadre de l'enseignement primaire, elle étudie l'utilisation par des enseignants novices de systèmes d'inspiration béhavioriste afin de gérer les comportements de leurs élèves, principalement l'usage des systèmes d'émulation. Nous constatons que les enseignants de notre échantillon qui y ont recours en ont pris connaissance sur le terrain professionnel, lors de leurs stages et non dans le cadre de la formation en institut. Nous relevons également qu'ils n'ont qu'une compréhension partielle de ces systèmes et qu'ils les appliquent sous forme de trucs et astuces, sans s'appuyer sur des savoirs robustes.

Prot, F.-M. (2024). **Presentation of a cooperative engineering project for transferring the didactic institution of free text in ordinary classrooms.** *Perspectiva Educacional. Formación de Profesores*, 63(3), 49. <https://doi.org/10.4151/07189729-vol.63-iss.3-art.1609>

This study explores cooperative engineering applied to writing practices in French primary schools, with a specific focus on the 'free text' method of the Freinet educational approach. Cooperative engineering, as defined by Sensevy and Bloor (2020), consists of educators and researchers collaboratively designing, implementing and refining a teaching sequence. This method is not intended to innovate per se, but to bridge the gap between theoretical models and practical application in the classroom, recognising variations in teaching practices. The research examines the transferability of the free text model to conventional school settings to improve students' writing skills and foster collaboration between students. After introducing the context and the model, the study describes the collective cooperative process with teachers seeking effective strategies for text production. In addition, it addresses the challenges that teachers face in adapting their methods and rethinking classroom organisation. Through observational data, interviews and multimedia documentation, this study aims to establish the conditions for successfully integrating free text into traditional classrooms.

Ramassamy, M. (2024). **L'apprentissage de la construction d'une preuve mathématique dans l'enseignement supérieur aux Antilles : Une étude comparative des perceptions et des capacités des étudiants et des conceptions des enseignants** (Phdthesis, Université des Antilles). Consulté à l'adresse <https://theses.hal.science/tel-05005628>

La question des performances des élèves et étudiants français en mathématiques, alimentée par la médiatisation des résultats de certaines enquêtes internationales, est un sujet largement exploré par la recherche en didactique des mathématiques. Dans ce travail, nous portons notre attention sur l'apprentissage des mécanismes de construction d'une preuve à la transition entre l'enseignement secondaire et l'enseignement supérieur. L'apprentissage de la preuve, perçue comme un objet de connaissance transversal aux différents champs mathématiques, a fait l'objet de nombreux travaux dans le cadre de la théorie anthropologique du didactique dans l'enseignement secondaire. Ces études font état de difficultés des étudiants tant dans l'exploitation des connaissances que dans la mise en œuvre de raisonnement et de procédures syntaxiques afin de produire une preuve conforme aux attentes des enseignants. Les programmes de mathématiques du secondaire précisent ces attentes de l'institution à la fin du lycée, l'élève devant être en mesure de trouver des arguments et mettre en œuvre un raisonnement pour construire une preuve puis de la rédiger. Dans le cas de l'enseignement supérieur, les programmes de formations telles que les Classes Préparatoires aux Grandes Ecoles soulignent l'importance de l'apprentissage de la preuve. Dans le cas des formations universitaires, cet objet occupe une place variable, certains descriptifs le mentionnant explicitement comme étant enseigné et d'autres n'en faisant pas état. À partir de ces constats, nous nous sommes interrogés sur les capacités d'étudiants à construire une preuve en entrant dans l'enseignement supérieur. Nous investiguons également leurs perceptions relatives à ces capacités et les évolutions dans ce domaine au cours du premier cycle d'études supérieures. À ces fins, nous avons mené une étude longitudinale entre septembre 2019 et mai 2022. Un questionnaire a été administré à deux promotions d'étudiants inscrits en Classes Préparatoires aux Grandes Ecoles et en licence de mathématiques à l'entrée dans l'enseignement supérieur aux Antilles puis au début et à la fin de la deuxième année. Les perceptions des étudiants sur leur capacité à trouver des arguments, à mettre en œuvre un raisonnement, à rédiger une preuve et leur capacité à analyser une démonstration ont été questionnées. Par des entretiens semi-directifs, nous avons également questionné les perceptions d'enseignants sur les difficultés de leurs étudiants, leurs pratiques d'enseignement déclarées et leurs conceptions sur certains termes. Les résultats obtenus ont révélé que l'apprentissage de la preuve n'est pas achevé à l'entrée dans l'enseignement supérieur et se poursuit au cours du premier cycle. Une évolution non homogène des perceptions et des capacités de ces étudiants au cours de ces deux années est notée. En effet, en entrant dans l'enseignement supérieur, les profils de ces étudiants vis-à-vis de leurs perceptions et de leurs capacités étaient variés et le sont moins au bout de deux ans. Par ailleurs, les conceptions des étudiants vis-à-vis de la signification attribuée aux termes hypothèse, démonstration, justification et conjecture et de leurs difficultés lors de la preuve d'un résultat se rapprochent de celles de leurs enseignants au bout de deux ans. Les pratiques déclarées par les enseignants montrent, dans certains cas, une absence de situations d'enseignement dédiées au raisonnement. Malgré cela, une évolution globale est perçue dans les conceptions des étudiants et dans leurs capacités à prouver un résultat. Enfin, la prééminence, déclarée par les enseignants, du raisonnement déductif dans l'activité mathématique conduit à s'interroger sur la place laissée à

d'autres types de raisonnement. Ainsi, notre travail nous semble ouvrir un champ d'études relatif à l'intégration des autres types de raisonnement dans l'enseignement supérieur et à la place et aux fonctions du raisonnement mathématique dans le cycle master.

Relyea, J. E., Davis, Dennis, Dobis, Corrie, Huang, Becky, & Samuelson, C. (2025). **Feasibility of the Knowledge, Language, and Inquiry (K.L.I.) intervention for multilingual English learners.** *The Journal of Educational Research*, 118(2), 131-146. <https://doi.org/10.1080/00220671.2024.2449035>

This study evaluated the feasibility of the Knowledge, Language, and Inquiry (K.L.I.) intervention, designed to support Grades 3–5 multilingual students classified as English learners (ML-ELs) in building content knowledge, language skills, and reading comprehension through inquiry-based small-group instruction. Feasibility was examined across five dimensions—acceptability, practicality, integration, implementation fidelity, and effectiveness—using teacher interviews, ratings, lesson observations, and student and teacher learning outcome assessments. Findings suggest that the intervention was generally well-received by teachers, with structured lesson plans and resources facilitating implementation. Teachers demonstrated increased knowledge in reading instruction and the intervention following professional development, and students showed gains in vocabulary, text structure awareness, and topic-specific knowledge. However, time constraints during standardized testing periods limited consistent implementation. These findings inform the refinement of the K.L.I. intervention for broader application, emphasizing the need to address contextual challenges and conduct future evaluations to support its larger-scale implementation and improve ML-ELs' literacy outcomes.

Robitaille, C., Dumais, C., Soucy, E., Simard, R., & Racine, M. (2024). **Des astuces de communication comme ressources pour soutenir le développement de la compétence à communiquer oralement d'élèves du secondaire en adaptation scolaire.** *Formation et profession*, 32(2), 8. <https://doi.org/10.18162/fp.2024.a327>

Robitaille, C., Lehrer, J., & Proulx, N. (2025). **Le care dans le quotidien de personnes professionnelles de la petite enfance oeuvrant dans trois contextes éducatifs au Québec.** *Revue hybride de l'éducation*, 9(2), 1-23. <https://doi.org/10.1522/rhe.v9i2.1828>

Le care est omniprésent dans le quotidien des personnes professionnelles qui oeuvrent dans les milieux éducatifs de la petite enfance. Or, le care peine à être rendu visible, plaçant ainsi dans l'ombre une partie importante du travail de ces personnes professionnelles. Cet article vise à apporter un éclairage sur les manifestations quotidiennes du care dans le travail éducatif accompli auprès de jeunes enfants au Québec selon la perspective de personnes professionnelles concernées. Les résultats sont tirés d'entretiens semi-dirigés et proviennent d'une étude qualitative portant sur les contextes éducatifs offerts aux enfants de 4 ans au Québec. L'analyse montre que le care transcende les actions posées par les personnes professionnelles et qu'il s'actualise à travers cinq phases indissociables pour répondre aux besoins des jeunes enfants.

Roblez, A. (2023). **Des récits pour de futures configurations des normes à partir de leurs perceptions et de la reconnaissance et validation des acquis de l'expérience.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fsc>

Cet article présente une réflexion sur les normes et les activités d'évaluation et d'analyse de pratiques professionnelles. Le concept de configuration est central, pour déboucher sur une mise en récit de quatre scénarii venant interroger les risques et limites, mais aussi opportunités, de relations entre les individus et les aspects configuratoires : la technologie, les tendances, les spécialisations des professionnels et une ouverture.

Rougerie, C., & Pilotti, A. (2025). **Analyser les implications en formation continue à l'université : place et posture de formateur-intervenant.** *Phronesis*, 14(3), 46-61. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-3-page-46>

Nous proposons une lecture critique de la place du « formateur-intervenant » en formation continue à l'université. En convoquant nos parcours professionnels respectifs en qualité de maître de conférences et de praticienne hospitalière titulaire d'un doctorat, nous interrogeons la place de la formation continue et ses effets sur les pratiques pédagogiques à l'université. Les concepts d'implication et de formation-intervention nous amènent à saisir le processus de co-construction de savoirs à l'interface de l'université et du milieu professionnel. Comment les expériences des différents acteurs en présence s'entremêlent pour faire sens à l'université, en devenant traductrices et passeuses de savoirs ?

Ruiz-Ballesteros, C., & Fabre, I. (2024). **Éducation de l'attention et photographie : l'expérience en question.** *Nouveaux cahiers de la recherche en éducation*, 26(3), 126-150. <https://doi.org/10.7202/1116394ar>

Figure d'innovation dans le paysage éducatif français, l'enseignement agricole (EA) a récemment intégré le développement des compétences psychosociales dans ses référentiels de formation. Prenant comme point de départ la volonté de faire évoluer l'école au rythme de la société, cet article revient sur l'histoire de la pédagogie par projet et de sa visée expérientielle pour étudier en quoi l'éducation socioculturelle, spécificité de l'EA, peut répondre à cet enjeu. Pour cela, nous étudions un atelier de pratique artistique mêlant photographie et qi gong. Il s'agit d'analyser la place de l'expérience au sein de ce projet et d'étudier ses effets en matière d'éducation de l'attention et du partage du sensible.

Sander, E. (2025). **Un maillage analogique de la résolution de problèmes arithmétiques : le cadre A-S3.** *Éducation & didactique*, (1), 51-70. Consulté à l'adresse <https://shs.cairn.info/revue-education-et-didactique-2025-1-page-51>

Sauvageau, C., & Soucy, E. (2024). **Pratiques déclarées de conseillers pédagogiques québécois quant à la transmission des connaissances issues de la recherche liées à l'enseignement du lexique au primaire.** *Formation et profession*, 32(2), 3. <https://doi.org/10.18162/fp.2024.857>

L'enseignement du lexique au primaire présente certains écueils (ex., échanges spontanés, sans consolidation des apprentissages). De là émerge un questionnement relatif à l'accès des enseignants aux connaissances issues de la recherche (CIR) dans ce domaine. En raison du rôle des conseillers pédagogiques (CP) à cet effet, nous rapportons les résultats d'une enquête par questionnaire portant sur les pratiques déclarées de 39 CP québécois concernant la transmission des CIR sur le lexique auprès des enseignants du primaire. Nous soulignons les pratiques jugées efficaces (ex., pratiques collaboratives) et lacunaires (ex., recours peu fréquent à des experts) par la recherche afin d'enrichir la transmission des connaissances dans les milieux de formation.

Shin, M., & Park, I. (2025). **The impact of teachers' perceptions of the effectiveness of formal and informal technology learning on technology usage intentions.** *Education and Information Technologies*, 30(4), 4519-4544. <https://doi.org/10.1007/s10639-024-12975-7>

This study investigated the impact of teachers' perceptions of the effectiveness of formal and informal technology learning on their intention to use technology, mediated by technology self-efficacy and digital literacy, within a structural relationship framework. The research model included formal technology learning types such as in-person and remote training, and informal types like learning through media, learning through experience and reflection, interaction with peers, and participation in professional learning communities. The results showed that only learning through media had a significant positive influence on the technology usage intention. Among the mediating factors, only digital literacy demonstrated a significant direct effect on technology usage intention. The study further revealed that the perceived effectiveness of formal learning types, in-person and remote training, and informal type, personal learning through media, positively correlated with both technology self-efficacy and digital literacy. However, other informal learning types did not exhibit significant relationships with these mediating variables. In terms of mediating effects, significant mediation was found only when digital literacy mediated the relationship between the effectiveness perception of certain learning types and technology usage intention, while technology self-efficacy did not demonstrate significant mediation. Based on these findings, this study presents implications for effective application strategies of formal and informal technology learning to enhance teachers' intentions to use technology.

Smith, J., Harris, Richard, & Burn, K. (2025). **History teachers as curriculum-makers in policy and practice: quantitative insights from England and Scotland.** *Journal of Education Policy*, 40(2), 288-312. <https://doi.org/10.1080/02680939.2024.2357614>

In England and Scotland, the History National Curriculum avoids the prescription of specific content; expecting schools instead to devise a curriculum appropriate to their pupils within broad guidance. This means in both countries, teachers apparently have responsibility for constructing a curriculum: selecting content, sequencing learning and identifying resources, but only in Scotland is it explicitly stated in policy that teachers act as curriculum-makers. Based on the 2021 UK Historical Association survey, this paper explores the extent to which history teachers in England and Scotland use their curricular autonomy to respond to calls for diversified curricula. Drawing on responses from 8% of England's secondary schools and 20% of Scotland's, the data suggest that, although teachers in Scotland are more explicitly framed as curriculum-makers in policy, it is history teachers in English secondary schools who are more likely to have diversified their curricula. The paper explores possible explanations for these findings and suggests that demographic diversity, inspection cultures, and knowledge exchange networks exercise greater influence over teachers' willingness to diversify their curricula than the positioning of teachers in policy.

Smythe, F. (2025). **Teachers and teacher training for inclusive pedagogies in England. Mainstream and SEND schools providing their own solutions.** *British Journal of Special Education*, 52(1), 70-80. <https://doi.org/10.1111/1467-8578.12574>

In England, a vertical equity model of inclusive schooling has been increasingly visible in both educational policy and school practices since the 2019 education reforms. Within this mixed model of provision, alongside and in complementarity to mainstream

schooling, alternative provision (AP) and special educational needs and disabilities (SEND) settings offer schooling for disabled or excluded children. Within this national context, teachers across mainstream, AP and SEND schools were interviewed in a 2021-2022 study about their views and experiences of training for inclusive pedagogies. The findings reveal that teachers across the sectors face similar problems, such as a lack of time for further training in inclusive pedagogies and the difficulty of meeting all pupils' needs (both those with and without SEND). Teachers in both mainstream and specialised settings favoured in-house training to promote specific skills, while those working in the AP and SEND sectors also wanted more sharing of best practices through inter-school networks. Both mainstream and specialised settings further identified a place for university-based training in supporting teachers' understanding of diversity and inclusion, in addition to schools-based professional development. Teachers' views suggest that initial teacher training insufficiently prepares teachers for working with diverse pupils, and it is only by real-world practice that effective skills are developed.

Son, M., & Ha, M. (2025). **Development of a digital literacy measurement tool for middle and high school students in the context of scientific practice.** *Education and Information Technologies*, 30(4), 4583-4606. <https://doi.org/10.1007/s10639-024-12999-z>

Digital literacy is essential for scientific literacy in a digital world. Although the NGSS Practices include many activities that require digital literacy, most studies have examined digital literacy from a generic perspective rather than a curricular context. This study aimed to develop a self-report tool to measure elements of digital literacy among middle and high school students in the context of science practice. Using Messick's validity framework, Rasch analysis was conducted to ensure the tool's validity. Initial items were developed from the NGSS, KSES, and other countries' curricula and related research literature. The final 38 items were expertly reviewed by scientists and applied to 1194 students for statistical analysis. The results indicated that the tool could be divided into five dimensions of digital literacy in the context of science practice: collecting and recording data, analyzing and interpreting (statistics), analyzing and interpreting (tools), generating conclusions, and sharing and presenting. Item fit and reliability were analyzed. The study found that most items did not show significant gender or school level differences, but scores increased with grade level. Boys tended to perform better than girls, and this difference did not change with grade level. Analysis and Interpretation (Tools) showed the largest differences across school levels. The developed measurement tool suggests that digital literacy in the context of science practice is distinct from generic digital literacy, requiring a multi-contextual approach to teaching. Furthermore, the gender gap was evident in all areas and did not decrease with higher school levels, particularly in STEM-related items like math and computational languages, indicating a need for focused education for girls. The tool developed in this study can serve as a baseline for teachers to identify students' levels and for students to set learning goals. It provides information on how digital literacy can be taught within a curricular context.

Song, Y., Guo, L., & Zheng, Q. (2025). **Measuring scientific inquiry ability related to hands-on practice: An automated approach based on multimodal data analysis.** *Education and Information Technologies*, 30(4), 4381-4411. <https://doi.org/10.1007/s10639-024-12991-7>

Scientific inquiry ability is closely related to the process of hands-on inquiry practice. However, its assessment is often separated from this practice due to the limitation of technical basis and labor cost. The development of multimodal data analysis provides a

new opportunity to realize automated assessment based on hands-on practice. Therefore, this study aims to explore whether and how we can use automated multimodal data analysis approaches to measure the scientific inquiry ability of students during the hands-on inquiry practice. In a scientific inquiry activity called « Explore the Moon, » designed for 472 fourth graders, we collected textual, tabular, and video data. Aiming to analyze and evaluate the data, we first designed a modal conversion method based on the multimodal pre-trained model LLaVA-7B and a text scoring method integrating keyword matching, one-way nearness, and Jaccard similarity. Then, to bridge the computing ability with the scoring criteria from science teachers, we constructed a structured representation language and verified the human-machine consistency of automated scoring. Finally, we used a multidimensional item response theory (IRT) model to validate the assessment's overall quality and analyze the participants' scientific inquiry ability. The proposed data analysis method has high man-machine consistency, and the results of IRT analysis present reasonable item characteristics. In summary, we constructed a low-cost and scalable multimodal assessment approach based on scientific inquiry activities, providing methodological support for science teachers to carry out formative evaluation of students' scientific inquiry activities in the daily inquiry-based learning environment.

Spangsberg, I. (2025). **Reading the schoolchild: teacher perspectives on equality under Danish inclusion reform policies.** *International Journal of Inclusive Education*, 29(4), 520-533. <https://doi.org/10.1080/13603116.2023.2193205>

The Nordic education system centers ideologically on the idea that schools should be comprehensive and 'for all'. A central dilemma however exists between 'including all' while still finding the means to differentiate in the same school. This article explores how the concept of the child has materialised into particular figurations of the schoolchild, by examining what produces the boundary-making practice between the normal schoolchild and the not-fully-schoolchild. The empirical example used for the analysis constitutes debates regarding two educational reforms in 1993 and 2014 targeting the Municipal primary and lower secondary school [Folkeskolen] in Denmark. Using posthuman theory and critical childhood studies, I explore how teachers debate the differences associated with inclusion and exclusion. The analysis shows that the figurations of the not-fully-schoolchild are intertwined with ideas of irreparable damage, lack of family support, and being harmful to themselves and other pupils. The not-fully-schoolchild has problems greater than their teachers and school can handle and therefore cannot be included in mainstream education. The figuration of the normal schoolchild does not include those with behavioural and emotional problems, and the effects of not viewing such children as fully schoolchildren involve the risk of exclusion from everyday school life.

Spilles, M., Huber, C., Nicolay, P., König, J., & Hennemann, T. (2025). **The relationship of classmates-perceived teacher feedback and the social acceptance of second, third and fourth graders.** *International Journal of Inclusive Education*, 29(4), 486-501. <https://doi.org/10.1080/13603116.2023.2185690>

In the past, some field studies have shown that in addition to student characteristics teacher feedback can influence the social acceptance of students. However, research gaps still exist: for example, most field studies use ratings by adult observers to measure feedback, even though following social referencing theory how students perceive feedback is more relevant. Furthermore, most field studies have not investigated whether

the impact of teacher feedback on social acceptance is moderated by student development. The present study addresses two research questions: 1. Is classmates-perceived teacher feedback related with the social acceptance of students? 2. Does the relationship between teacher feedback and social acceptance increase according to the development of elementary-aged students? A cross-sectional survey was performed with $n = 960$ students from $n = 16$ second, $n = 16$ third and $n = 16$ fourth grade classes at $n = 13$ schools in Germany. The results of the multi-level analysis confirm the first hypothesis. By statistically controlling for gender and challenging behaviour, positive or negative teacher feedback clarified 3% (negative feedback) and 11-12% (positive feedback) more variance. With regard to research question 2, the relationship between positive teacher feedback and social acceptance increased according to the grade level.

Stacy, B. W., Akmal, M., Rogers, F. H., Venegas Marin, S., Rajaram, H., & Farysheuskaya, V. (2025). **What's at Play? Unpacking the Relationship between Teaching and Learning** (N° 9; p. 79). Consulté à l'adresse World Bank Group website: <https://openknowledge.worldbank.org/entities/publication/a71e64fc-bc19-4d9f-a28b-de5b0aa46855>

Using unique nationally representative school and system survey data from 13 education systems in low and middle-income countries collected through the World Bank's Global Education Policy Dashboard (GEPD), we examine how the pedagogical practices, including practices to foster student engagement and subject content knowledge of primary-school teachers, correlate with their students' learning outcomes. The authors find that student performance on literacy (and, to a lesser extent, math) assessments are correlated with receiving instruction from teachers with better-measured pedagogical skills. While the better-pedagogy effect is modest for the entire sample, it is statistically robust and quite substantial for the upper-middle-income countries. Based on a sub-sample of those education systems, we also find that using learning strategies that support greater student engagement appears to be highly predictive of student learning outcomes in literacy. Better pedagogical practices correlate with teachers' exposure to more practical, school-based pedagogical support, for example through induction or mentoring and feedback on lesson plans, and with better teacher evaluation at the school level. The findings confirm the important role of interventions providing direct pedagogical support and feedback to teachers through training, instructional leadership, and evaluation, and they highlight the potential for interventions to foster student engagement and improve learning outcomes.

Stupurienė, G., Jevsikova, T., Gülbahar, Y., Juškevičienė, A., Gindulytė, A., & Juodagalvytė, A. (2025). **To plug or not to plug: exploring pedagogical differences for teaching informatics in primary schools**. *Education and Information Technologies*, 30(4), 4545-4582. <https://doi.org/10.1007/s10639-024-13000-7>

The demand to incorporate informatics into primary education is seen as a critical necessity both today, and for the future of modern societies. Numerous countries are currently revising their primary education curricula in order to incorporate informatics concepts and computational thinking skills. Although many successful initiatives have been implemented, countries commonly encounter shared obstacles related to teacher competence development, concept selection, learning content design, and the pedagogical approaches employed. This study explored the effectiveness of three pedagogical approaches on primary school students' learning of informatics concepts.

Mixed-method research with a concurrent embedded design in the form of a quasi-experimental study was conducted to investigate the effectiveness of the three pedagogical approaches (two unplugged: role-play, hands-on, and one plugged: technology-mediated). A total of 55 fourth-grade students participated in the intervention where the instructional content focused on the core five concepts of informatics in primary school through 15 activities. Based on students' pretest and posttest results, as well as their reflections, unique advantages and drawbacks of the three pedagogical approaches were revealed. Gender differences according to the results, reflections, and pedagogical approaches were each investigated. Although variations were noted in task completion and reflective outcomes, it is a crucial to recognise that the effectiveness of any approach may be contingent upon other contextual factors. The findings of this study are significant in terms of the potential influence of various pedagogical approaches on future educational practices, as well as policies for instructional designers at the primary school level.

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.

Tournier, B., Chimier, C., & Klein, E. (2025). **Improving the Quality of Teaching at Scale: Middle-Tier Instructional Leaders as Change Agents**. *ECNU Review of Education*, 20965311251329338. <https://doi.org/10.1177/20965311251329338>

Purpose This article presents collaborative research by the UNESCO International Institute for Educational Planning (IIEP) and Education Development Trust, focusing on the roles and impact of the instructional middle. **Design/Approach/Methods** The study examines innovative reforms through case studies in Delhi (India), Jordan, Rwanda, Shanghai (China), and Wales, specifically chosen for their progressive middle-tier reforms involving coaching and support. Qualitative methods, including interviews and focus groups, were used alongside secondary data from program documents. **Findings** The instructional middle tier fulfilled four pivotal roles. Firstly, it provided accessible support mechanisms, enhancing learning outcomes within schools. Secondly, professionals utilized international and local knowledge, creating a knowledge-sharing network. Thirdly, they fostered collaboration, promoting shared learning within and between schools. Lastly, these professionals served as intermediaries, bridging the gap between the Ministry of Education and schools. **Originality/Value** This research emphasizes the transformative impact of the instructional middle tier. Unlike singular training events, the middle-tier approach provides sustainable, relationship-based support, creating trust and networks among teachers, emphasizing every teacher's potential for excellence through tailored support, localized knowledge, and ongoing collaboration. These insights are crucial for education policymakers and practitioners, offering evidence-based strategies to enhance educational quality and empower teachers within complex educational systems.

Trousse, B. (2024, mars 20). **Open Innovation 2.0, Living Labs and « Labs » in Education**. 59. Consulté à l'adresse <https://inria.hal.science/hal-05009360>

Living Labs, as promoted by ENoLL (European Network of Living Labs), represent an open innovation 2.0 tools that gained more and more popularity within various sectors—ranging from Sustainable Development, Agriculture, and Agri-food to Education, among others. The ENoLL General Assembly in Manchester (2015) established a unified vision: «Empowering everyone to innovate». The pivotal question remains: how does one achieve this vision? Living Labs, in their quest to « democratize innovation » (inspired by Von Hippel), find themselves amidst an evolving landscape of labs—embracing fablabs, citizen labs, city labs, creative labs, idea labs, edulabs, learning labs, open labs, hubs ... These diverse entities signify emerging movements, networks, and organizations within the sphere of innovation. Initially, this talk introduces the concept of open innovation 2.0 and give various definitions of Living Labs. Each implementation embodies common principles. We articulate this concept through three dimensions and identify key performance indicators (KPIs) linked to macro, mezzo, and micro levels, crucial for assessing the maturity of a Living Lab. Subsequently, we focus on the fundamental characteristics of a living lab process, as manifested within a specific LL project. To exemplify this, we offer a practical illustration. Then, we examine the application of the Living Lab concept in Education. This discussion encompasses some examples of Living Labs and other «labs»such as fablabs, hubs, and learning labs. We highlight specific attributes unique to a Living Lab in Education and propose multi-level recommendations for effecting sustainable shifts in practices.

Vachon, I., & Guézennec, L. (2025). **Les retombées d'un accompagnement en Communication NonViolente (CNV) sur le développement des compétences socioémotionnelles du personnel scolaire d'une école primaire**. *Revue hybride de l'éducation*, 9(2), 1-17. <https://doi.org/10.1522/rhe.v9i2.1816>

Cet article présente les retombées de l'accompagnement en Communication NonViolente sur le développement des compétences socioémotionnelles du personnel scolaire d'une école primaire. Il montre d'abord les orientations d'un projet pilote visant des interventions bienveillantes envers soi et envers les autres. Il définit ensuite les compétences socioémotionnelles du Collaborative for academic, social, and emotional learning (CASEL, 2017) et l'approche de la Communication NonViolente de Rosenberg (2016). Des résultats exemplifient les apprentissages réalisés par les personnes participantes. Enfin, les apports et les limites du projet sont exposés, et quelques recommandations pour soutenir l'intégration de cette approche auprès d'autres écoles sont formulées.

Vanmeerhaeghe, S. (2023). **Ordre social du stage en enseignement: Analyse des significations partagées en situation de classe.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fsb>

Dès la fin du XXe siècle, le stage en enseignement est devenu une modalité de formation à la fois centrale et normale dans les cursus professionnalisants. Toutefois, sa complexité reste peu questionnée, tout comme les difficultés qui s'y vivent. Cette contribution s'ancre dans une approche interactionniste de l'analyse de pratique pour examiner une part invisible de l'activité : celle de la construction des significations lors d'une situation de classe, en stage. Sur base d'entretiens menés auprès du stagiaire, du maître de stage et des élèves à propos d'une même situation de classe, l'analyse goffmanienne de leur discours identifie des perceptions plurielles de la scène de classe et des actions posées. Il en ressort que pour garder un ordre social au sein du stage, les acteurs endossent des rôles principaux et secondaires éloignés de la norme d'apprentissage professionnalisant.

Vembye, M. H., Weiss, F., & Bhat, B. H. (2023). **The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis** (MetaArXiv N° mq5v7_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfmetaar/mq5v7_5fv1.htm?ref

Co-teaching and related collaborative models of instruction are widely used in primary and secondary schools in many school systems. This systematic review and meta-analysis investigated the effects of such models on students' academic achievement and how these effects are moderated by factors of theoretical and practical relevance. Although previous research and reviews have asserted that the evidence base is scarce, we found 128 treatment and control group studies from 1984–2020. We excluded 52 studies due to critical risk of bias via Cochrane's risk of bias assessment tools and conducted a meta-analysis of 76 studies. This yielded 280 short-term effect sizes of which 82% were pretest-adjusted. We found a moderate, positive, and statistically significant mean effect of $g^- = 0.11$, 95% CI[0.035, 0.184] of collaborative instruction compared to single-taught controls, using the correlated-hierarchical effects (CHE-RVE) model. From moderator analyses, we found that collaborative instruction yields effects of mostly the same size, whether the interventions involved trained teachers or assistants with no teaching qualifications. This implies a potential for the expansion of such interventions at lower costs than otherwise expected. Moreover, factors that are highlighted in the co-teaching literature as preconditions for the effectiveness of collaborative instruction did not explain variations in effect sizes. Finally, we found no clear evidence for publication bias or small study effects. Notably, a large number of the studies that we drew upon were non-randomized studies, and therefore, more rigorous experimental research is needed, especially on relevant co-teaching interventions.

Vincent, R. (2024). **Du ludique au pédagogique : la scolarisation du jeu vidéo par les enseignants** (Phdthesis, Sorbonne Paris Nord). Consulté à l'adresse <https://hal.science/tel-04964996>

Depuis les politiques d'équipement des écoles françaises en matériel informatique instaurées dans les années 1970 et 1980, les jeux vidéo sont régulièrement présentés comme un vecteur d'innovation pédagogique. Les travaux sur leur introduction en salle de classe se concentrent sur l'efficacité du dispositif ludique en termes d'apprentissage et de motivation des élèves. Ces études omettent le plus souvent le rôle de l'enseignant, que ce soit dans la construction du jeu vidéo en tant qu'outil pédagogique ou lors de son utilisation concrète en classe. Comment les enseignants se saisissent-ils du jeu vidéo, un dispositif ludique prévu pour le divertissement et par ailleurs absent des programmes scolaires, afin de le transformer en outil pédagogique ? Cette thèse rend compte du processus de scolarisation du jeu vidéo par le biais d'une enquête de terrain reposant sur l'observation de dix-sept enseignants en situation, issus de différentes disciplines de l'enseignement secondaire français. Les résultats montrent que les enquêtés s'appuient sur leur propre culture ludique pour préparer leurs séances. Les ressources utilisées pour enseigner sont donc le reflet de l'éclectisme du répertoire culturel des enseignants mêlant des pratiques jugées légitimes et d'autres, comme le jeu vidéo, considérées comme illégitimes. Ils parviennent cependant à en valoriser l'intérêt culturel et éducatif tant dans le cadre de leur loisir que dans l'exercice de leur métier. Néanmoins, l'usage du jeu vidéo en classe n'est pas une simple transposition de sa pratique dans la sphère du divertissement : tout en adaptant le jeu vidéo aux objectifs du programme scolaire, les enquêtés souhaitent répondre aux difficultés rencontrées dans l'exercice de leur métier, comme lutter contre la routine professionnelle, susciter l'intérêt des élèves et construire un climat scolaire agréable. Scolariser les jeux vidéo contribue également à la construction d'un style pédagogique propre et d'une réputation au sein de leur établissement. L'observation de leurs cours permet ensuite de remettre en question les termes de gamification ou de ludification qui peinent parfois à saisir la réalité des pratiques en situation. En effet, afin de scolariser les jeux vidéo, les enquêtés contrôlent l'activité ludique des élèves : pour mettre à distance les pratiques ludiques juvéniles et atteindre leurs objectifs pédagogiques, les enquêtés interviennent directement dans la pratique du jeu, en prenant par exemple en charge l'apprentissage des règles, en réduisant les possibilités d'action des élèves et en ajoutant un travail écrit. Cette pédagogie du contrôle varie néanmoins en fonction des contextes d'enseignement, des disciplines et du style pédagogique des enquêtés. En décrivant concrètement les différentes pratiques pédagogiques mobilisant le jeu vidéo, cette enquête met en évidence les tensions entre l'activité ludique et les objectifs éducatifs. Par ailleurs, elle dépasse la seule question du jeu vidéo et interroge la scolarisation des pratiques culturelles. À l'instar du cinéma, de la musique ou des séries télévisées, le jeu vidéo est souvent mobilisé pour tenter de faciliter la transmission des connaissances du programme. Dans d'autres cas, il est étudié comme une œuvre culturelle et artistique sollicitant chez les élèves des dispositions savantes et esthétiques. Cette perspective permet d'aborder les réceptions différenciées que peuvent en faire les élèves en fonction de leur propre culture ludique, de leur niveau scolaire et du contexte social de l'établissement. L'usage du jeu vidéo en classe témoigne ainsi de l'évolution et de la complexification du métier d'enseignant, mais également de celles des tâches scolaires demandées aux élèves. En cela, cette recherche a pour ambition de nuancer, voire de

dépasser, les discours médiatiques, institutionnels et industriels sur le potentiel éducatif des jeux vidéo.

Wang, M., Long, T., Li, N., Shi, Y., & Chen, Z. (2025). **The impact of different types of feedback on pre-service teachers' microteaching practice and perceptions.** *Education and Information Technologies*, 30(4), 5427-5448. <https://doi.org/10.1007/s10639-024-13024-z>

Feedback plays an indispensable role in pre-service teachers' microteaching practice. It provides essential information about their microteaching performance, which is of great significance in their reflection and improvement. As AI and teaching analytics advance, feedback is no longer exclusively human-generated. AI technologies are increasingly capable of delivering feedback on microteaching performance. Yet, the effects of differing feedback types on the microteaching practices of pre-service teachers are not well documented. This study examines the impact of three types of feedback—observation-based, teaching analytics-based, and combined (a combination of both)—on pre-service teachers' microteaching performance, scope of reflection, perceived usefulness, and satisfaction through an experimental research design. Sixty-five pre-service teachers voluntarily participated and were randomly assigned to three groups: observation-based feedback (N=21), teaching analytics-based feedback (N=23), and combined feedback (N=21). The findings indicate that combined feedback was most effective in enhancing pre-service teachers' scope of teaching reflection, perceived usefulness of feedback, and satisfaction, but not on microteaching performance. However, when only teaching analytics-based feedback was provided, pre-service teachers perceived it as least useful and were least satisfied. The study discusses the implications of different types of feedback in teacher education.

Wilson, K. N., Ghansah, B., Ananga, P., Oppong, S. O., Essibu, W. K., & Essibu, E. K. (2025). **Exploring the efficacy of computer games as a pedagogical tool for teaching and learning programming: A systematic review.** *Education and Information Technologies*, 30(4), 4157-4184. <https://doi.org/10.1007/s10639-024-13005-2>

This systematic literature review examines the use of computer games as instructional aids in the teaching and learning of programming. With the ubiquitous nature of technology permeating various aspects of modern life, the integration of gaming devices into educational settings has garnered increased attention. This paper investigates whether computer games, primarily designed for entertainment, can effectively facilitate the teaching and learning of programming concepts. By analysing existing literature, this review aims to provide insights into the potential benefits, challenges, and overall efficacy of using computer games as a pedagogical tool for teaching and learning programming. Key themes explored include student engagement, skill acquisition, and the impact on learning outcomes. The findings of this review contribute to a deeper understanding of the innovative intersection between gaming and programming education and offer practical implications for educators and instructional designers.

Wittorski, R. (2023). **Analyse de pratiques, auto-évaluation et normalisation : entre enjeu de professionnalisation et risque de déprofessionnalisation.** *Questions Vives. Recherches en éducation*, (40). <https://doi.org/10.4000/13fs8>

Ce texte a pour intention d'analyser la façon dont le processus de normalisation/ re-normalisation du travail par l'analyse de pratiques peut conduire, dans un certain nombre de situations, à produire des effets de professionnalisation des acteurs qui y sont

engagés au sens où les nouveaux repères proposés par eux à propos du « travail bien fait » peuvent alors être considérés comme une stabilisation et une formalisation commune de l'activité qui peut ensuite être affirmée pour faciliter la reconnaissance professionnelle dans une logique de « professionnalisation-production de nouvelles professionnalités ». Nous mettrons également en évidence qu'il arrive parfois que ce processus produise au contraire des effets de déprofessionnalisation au sens où l'AP s'accompagne alors du développement d'une habitude d'autoévaluation conduisant les professionnels à incorporer les contraintes plus fortes d'évaluation prescrites par l'organisation sans même être invités à les interroger dans une logique de « professionnalisation-montée d'exigences nouvelles de professionnalisme ».

World Bank. (2025). **Is Sierra Leone's Education Sector Ready for Technology?: Baseline Technical Note Using EdTech Readiness Index (ETRI) 2022** (p. 36). Consulté à l'adresse The World Bank website: <https://openknowledge.worldbank.org/entities/publication/c6b363bc-8db9-4420-aebd-b6ab66788941>

Wu, T., Kim, S. Y., Westine, C., & Boyer, M. (2025). **IRT Observed-Score Equating for Rater-Mediated Assessments Using a Hierarchical Rater Model**. *Journal of Educational Measurement*, 62(1), 145-171. <https://doi.org/10.1111/jedm.12425>

While significant attention has been given to test equating to ensure score comparability, limited research has explored equating methods for rater-mediated assessments, where human raters inherently introduce error. If not properly addressed, these errors can undermine score interchangeability and test validity. This study proposes an equating method that accounts for rater errors by utilizing item response theory (IRT) observed-score equating with a hierarchical rater model (HRM). Its effectiveness is compared to an IRT observed-score equating method using the generalized partial credit model across 16 rater combinations with varying levels of rater bias and variability. The results indicate that equating performance depends on the interaction between rater bias and variability across forms. Both the proposed and traditional methods demonstrated robustness in terms of bias and RMSE when rater bias and variability were similar between forms, with a few exceptions. However, when rater errors varied significantly across forms, the proposed method consistently produced more stable equating results. Differences in standard error between the methods were minimal under most conditions.

Yu, J. H., & Chauhan, D. (2025). **Trends in NLP for personalized learning: LDA and sentiment analysis insights**. *Education and Information Technologies*, 30(4), 4307-4348. <https://doi.org/10.1007/s10639-024-12988-2>

This paper presents a comprehensive analysis of the major themes in Natural Language Processing (NLP) applications for personalized learning, derived from a Latent Dirichlet Allocation (LDA) examination of top educational technology journals from 2014 to 2023. Our methodology involved collecting a corpus of relevant journal articles, applying LDA for thematic extraction, and conducting sentiment analysis on the identified themes. Four predominant themes have been identified: Emotionally Intelligent NLP for Enhanced Writing Education, Interactive Conversational Tutors, Semantic and Sentiment Analysis in Video-based Learning, and Algorithmic Personalization in Massive Open Online Courses (MOOCs). The study highlights the growing importance of emotional intelligence in NLP, the development of AI-powered conversational tutors, and the strategic use of NLP to extract insights from multimedia content. Moreover, the study reveals a uniformly positive

sentiment towards NLP's potential in education, despite the challenges and a need for ethical considerations. No significant sentiment variances were found across the four themes, indicating a consensus on NLP's value in diverse educational applications. This research supports the sentiment of ongoing innovation within NLP to enhance personalized learning experiences and suggests a promising future for its empirical validation and application in educational settings.

Relation formation-emploi

Aucejo, E., Perry, S., & Zafar, B. (2024). **Assessing the costs of balancing college and work activities: the gig economy meets online education** [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/126752.htm?ref>

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

Bullington, Ison, Lopez, & Li. (2025). **Financial Considerations of Vertical Transfer Students: Salary and Student Loan Outcomes for Bachelor's Degree Recipients.** *Community College Journal of Research and Practice*, 49(4-5), 241-261. <https://doi.org/10.1080/10668926.2024.2420905>

College continues to be a worthwhile economic investment for students who complete a bachelor's degree. We examined two labor market outcomes (salary and cumulative student loans borrowed) for bachelor's degree recipients. We used regression models to investigate the relationship for vertical transfer students who begin at a community college versus a four-year institution and post-baccalaureate salary and student loan outcomes. Our findings show a complex financial picture for students who start at a community college and transfer to a four-year institution: they have less loan debt but earn less salary. Results of this investigation suggest a complicated cost-benefit analysis that community college transfer students must conduct if they are to properly evaluate

the efficacy of such a pathway. This study helps address a gap in the literature as there needs to be more information on post-baccalaureate outcomes for vertical transfer students. Future directions for research and implications are also discussed.

Chidebe, Cummins, Karam, Kramer, Narine, & Yamashita. (2025). **Producing Graduates That Industry Needs: Exploring the Views of Employers, Administrators, Faculty, and Students on Foundational Skills at Community College STEM Programs.** *Community College Journal of Research and Practice*, 49(4-5), 225-240. <https://doi.org/10.1080/10668926.2024.2426173>

This qualitative study explored the views of community college employers, faculty, administrators, and students on the importance of foundational skills, including literacy, numeracy, and problem-solving skills, in science, technology, engineering, and math (STEM) programs of study. Participants (N = 50) were recruited, semi-structured interviews were conducted, and the data were analyzed using inductive thematic analysis. Four themes were identified: 1) foundational skills are as important as the course of study; 2) the ability to communicate technical skills is crucial; 3) leadership and supervisory skills are valuable; and 4) employers contribute to the curriculum, producing graduates that industry needs. Our findings provide policy and practice recommendations, including the need to design curricula with strong components of literacy, numeracy, and problem-solving skills, integrating supervisory and leadership skills in classroom exercises, and engagement of employers in curriculum development and instruction. Producing graduates in STEM fields with skills that employers require is important for employee advancement and for future economic growth.

Delaney, J. M., & Devereux, P. (2025). **Levelling the Playing Field? SES Differences in Graduate Degree Choices** (IZA Discussion Paper N° 17652). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17652.htm?ref>

In many countries, subsidies towards higher education and financial aid to students from poorer backgrounds have reduced socio-economic status (SES) gaps in undergraduate study. The increasing importance of graduate studies that are typically more expensive may, however, provide a new avenue for outcome differences by SES. We use administrative data from Ireland that allows us to take account of the exact undergraduate programme of study as well as a rich set of covariates. We find differences by SES in the probability of undertaking graduate study and larger differences in the type of programme entered. Low SES students are less likely to enter business/economic fields and more likely to enter education -- the lowest SES group enter fields with expected earnings that are, on average, about 3% lower compared to the highest SES group. We find that, at age 33, students in the lowest SES group who studied a graduate degree earn about 10% less compared to the highest SES group -- even for this high achieving group of graduates, those from the poorest backgrounds still earn significantly less than those from the most privileged backgrounds. Interestingly, we find choice of graduate programme can explain about 40% of this gap.

Landaud, F., Maurin, E., Willage, B., & Willén, A. (2024). **The Value of a High School GPA** [PSE-Ecole d'économie de Paris (Postprint)]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halpsptp/halshs-04409423.htm?ref>

This paper provides novel evidence on the causal effect of high school Grade Point Average (GPA) on the human capital development and labor market trajectory of

individuals. Causal identification is achieved by exploiting a unique feature of the Norwegian education system that produces exogenous variation in GPA among high school students. We find little effect on the number of completed years of higher education, but significant effects on the number and quality of higher education programs available to students after high school. Most importantly, we find persistent effects on students' long-run labor market outcomes, most notably market wage.

Macaluso, C. (2025). **Skill Remoteness and Post-layoff Labor Market Outcomes**. *American Economic Journal: Macroeconomics*, 17(2), 134-176.
<https://doi.org/10.1257/mac.20220062>

Local skill remoteness captures the dissimilarity between the skill profiles of a worker's last job and other jobs in a local labor market. Higher skill remoteness at layoff is associated with persistently lower earnings after layoff, a higher probability of changing occupation, a lower probability of being reemployed at jobs with similar skill profiles, and a higher propensity to migrate. Jobs destroyed in recessions are also more skill remote than those lost in booms. The local skill remoteness of jobs is an empirically relevant factor to explain the severity and cyclical nature of displaced workers' earnings losses and reallocation patterns.

Réussite scolaire

Ai Tran, C., Van ,Dung Ha, Thuy Phuong Nguyen ,Tram, Thi Thanh Nguyen ,Tuyen, & and Minh Nguyen, T. (2025). **Research in higher education quality assurance worldwide (2003–2023): a bibliometric analysis from the Scopus database**. *Cogent Education*, 12(1), 2479405. <https://doi.org/10.1080/2331186X.2025.2479405>

Quality assurance in higher education is vital for the development of educational systems, improving teaching and research capacity, and enhancing global institutional reputation and competitiveness. This study assesses the state of research on quality assurance in higher education across countries, identifies leading nations, examines international cooperation networks and highlights the achievements and emerging trends in quality assurance in higher education. Using bibliometric analysis with Biblioshiny and VOSviewer, we analyze a dataset comprising 675 published works on quality assurance in higher education from the Scopus database (2003 - 2023). Findings reveal 1537 authors and 23,540 citations in total, with averages of 14.75 citations and 2.49 coauthors per document. The UK, USA, Australia, Germany and South Africa are the most influential countries. Leading contributing organizations include the University of Hong Kong, Imam Abdulrahman Bin Faisal University, Universitas Jambi and the University of Kassel. Key journals are *Quality in Higher Education* (78 articles) and *Quality Assurance in Education* (67 articles). Emerging trends are sustainable development in education and educational policies assurance. New findings provide a comprehensive overview of global higher education quality assurance, offering insights for scientists, universities and countries to identify new directions, foster collaboration and promote research in this area.

Apperson, J. T., Blankson, A. N., Jackson, F., Viceisza, A., Wade, B., & Wright, J. G. (2025). **Metacognitive Awareness and Academic Performance** (NBER Working Paper N° 33380). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33380.htm?ref>

Roughly 25 percent of first-year college students do not return for a second year. This has led to a range of policies and interventions aimed at increasing college performance, persistence, and graduation. In this article, we assess whether cognitive strategy instruction (CSI) has the potential to improve student performance in college. We conducted two randomized controlled trials in a mandatory, year-long, first-year, reading/writing-intensive course at Spelman College, a private historically Black institution for women. We find that CSI at best impacts grade-related outcomes like GPA, but not metacognitive knowledge or persistence. Future work will explore the impacts on longer-run outcomes such as graduation.

Asim, S., Gera, R. M. C., Harris, D. O., & Dercon, S. (2024). **Does Effective School Leadership Improve Student Progression and Test Scores? Evidence from a Field Experiment in Malawi** (Policy Research Working Paper Series N° 10846). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/10846.htm?ref>

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

Ayllón, S., & Lado, S. (2025). **More than Just Lunch: School-Meal Subsidies and Language Proficiency** (IZA Discussion Paper N° 17631). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17631.htm?ref>

This paper is the first to provide, in the European context, credible causal estimates for the impact on educational achievement of a means-tested programme that subsidises school lunches. We use administrative data from the city of Barcelona for the whole universe of applications to the programme. Using a Regression Discontinuity Design, we measure the effect of receiving a partial subsidy, as opposed to none; meanwhile a Difference-in-Differences (DiD) strategy allows us to account for the effect of receiving a full subsidy, compared to a partial one. Our results indicate an overall positive effect of the subsidies on educational achievement across all the subjects analysed, with statistically significant estimates only for Catalan language. Heterogeneous results show that those who benefit most are boys who attend large schools and have peers who are, on average, more socio-economically advantaged. The opportunity for subsidy recipients to spend more time at school during lunch, and to communicate and socialise with wealthier and linguistically more competent children is the mechanism that lies behind our main findings.

Berjot, S., Badré, S., Popiolek, A., & Huyghebaert-Zouaghi, T. (2025). **Déterminants identitaires des intentions de décrochage scolaire et universitaire : analyse de contenu des menaces identitaires vécues par les lycéen·nes et étudiant·es français.** *L'orientation scolaire et professionnelle*, 54(1), 139. <https://doi.org/10.4000/13j6c>

L'objectif de cette étude est d'identifier les situations difficiles et menaçantes pour l'identité auxquelles des lycéen·nes et des étudiant·es sont confrontés·es en contexte scolaire/universitaire, et parmi elles, lesquelles sont associées à un désengagement psychologique des études (versus un sur-engagement) et une intention de décrocher. Ces situations ont été recueillies par le biais d'une question ouverte. Les évaluations cognitives de la menace identitaire, le sur-engagement, le désengagement psychologique et l'intention de décrocher ont été évalués au travers d'échelles de mesure. L'analyse de contenu du corpus de réponses à la question ouverte, effectuée sur Alceste V®, fait ressortir cinq classes chez les lycéen·nes (N = 466) et quatre chez les étudiant·es (N = 1141). Si certaines catégories de situations sont rencontrées à la fois par ces deux populations, en particulier celles portant sur les évaluations, et les relations problématiques à autrui, leur vécu et leur impact sont souvent différents. Parmi les lycéen·nes, le décrochage et le désengagement sont particulièrement élevés en situation de transitions, d'isolement ou de harcèlement et de maltraitance. Chez les étudiant·es, ils sont plus marqués en situation de recherches de stage, et de réorientations liées à un échec ou aux pressions aux examens.

Bernard, P.-Y., & Jacob, C. (2025). **Lutter contre le décrochage scolaire par le service civique : entre inclusion et assignation.** *L'orientation scolaire et professionnelle*, (54/1), 283. <https://doi.org/10.4000/13j6h>

L'objectif de cette étude est de montrer en quoi le dispositif du service civique peut constituer une réponse au problème du décrochage scolaire. Cette étude a été réalisée à partir de données administratives de l'Agence du service civique portant sur l'ensemble des volontaires en service civique en France d'une part, et auprès de 45 jeunes en décrochage scolaire réalisant une mission de service civique dans un département du sud de la France d'autre part. Nous utilisons une méthodologie mixte. Le volant quantitatif a pour but de déterminer les caractéristiques des missions effectuées par les jeunes en décrochage, ainsi que le risque pour ces jeunes d'interrompre leur mission avant leur terme. Le volant qualitatif permet d'appréhender la réception du dispositif par les jeunes : comment y ont-ils accédé, que pensent-ils des activités proposées, quels apports estiment-ils en tirer ? Les résultats de l'étude montrent que, bien que le service civique offre un contexte institutionnel adapté aux jeunes en décrochage, parce que ne reposant pas sur un principe académique caractéristique de l'institution scolaire, leur participation au dispositif s'inscrit dans une division du travail par rapport aux volontaires diplômés, construite à partir des compétences supposées des jeunes, et qui prépare d'une certaine manière à la hiérarchisation des positions sociales en fonction du niveau de diplôme.

Bertocchi, G., Bonacini, L., Joxhe, M., & Pignataro, G. (2025). **Math Exposure and University Performance: Causal Evidence From Twins** (GLO Discussion Paper Series N° 1567). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1567.htm?ref>

We estimate the causal effect of exposure to math during high school on university major choice and performance, using a unique administrative dataset of 1,396 twins extracted from the entire student population enrolled between 2011 and 2021 at an Italian

university. We apply a Twin Fixed Effect (TFE) estimator to account for unobserved factors like shared family background. We find that attending a low-math high school reduces the likelihood of enrolling in STEM majors by 32.6 percentage points and improves university performance, by increasing the likelihood of on-time graduation by 11.7 percentage points and boosting grades by 0.139 standard deviations. Leveraging a high school reform that expanded the math content in traditionally low-math curricula, we show that the added math background further reduces STEM enrollment for treated students, while it drives their improvement in performance. Our results suggest that, while increased math exposure does not necessarily boost STEM enrollment, it equips students with skills that help them improve their university outcomes. Compared with TFE, Ordinary Least Squares estimates of the effect of math exhibit a downward bias. The same applies to Difference-in-Differences estimates of the effect of the reform obtained using the entire student population.

Bourgeois, C., & Rojas Rubio, L. (2025). **Évaluations Repères 2024 de début de CM2 : meilleures performances des filles en français et des garçons en mathématiques, excepté pour « poser et calculer »**. *Note d'Information*, (25.19), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-cm2-meilleures-performances-des-filles-en-francais-et-des-450068>

À la rentrée 2024, l'ensemble des élèves de CM2 ont été évalués pour la première fois en français et en mathématiques. En début de CM2, en français, les élèves présentent le niveau de maîtrise le plus élevé en compréhension de l'oral et en lexique. Ils rencontrent des difficultés en lecture à voie haute, en orthographe grammaticale et en grammaire. En mathématiques, les élèves présentent le niveau de maîtrise le plus élevé pour l'écriture des nombres entiers et rencontrent des difficultés en automatismes de calcul.

Câmara Leme, A. (2024). **Too young to quit school? Increasing the compulsory schooling leaving age and students' educational paths** (AMSE Working Paper N° 2436). Consulté à l'adresse Aix-Marseille School of Economics, France website: <https://econpapers.repec.org/paper/aimwpaimx/2436.htm?ref>

I study how a significant increase in the compulsory schooling leaving age, from 15 to 18 years old, can contribute to reducing early school leaving and changing students' educational paths. I analyse the Portuguese reform of 2009, exploiting the fact that grade retention in the 7th grade in this year provides quasi-experimental variation in exposure to the new policy. While effects for the overall student population are small or null, lower-achieving students significantly increase their schooling duration. Additionally, some sub-groups of lower-achieving students, particularly boys and those enrolling in upper-secondary school, increased their graduation probabilities. At the same time, I do not find that school quality decreased. These findings carry implications for research using compulsory schooling reforms as instruments for education, and inform policies aimed at supporting at-risk students.

Caria, A., Checchi, D., & Paolini, D. (2025). **TV Digital Transition in Italy and the Impact on Pupils' Academic Performance** (IZA Discussion Paper N° 17623). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17623.htm?ref>

This paper studies the impact of television on student achievement in Italy, utilizing the staggered rollout of digital television across Italian provinces to isolate television's

influence. Using data from national educational assessments (INVALSI) collected in four grades from 2009 to 2012, we uncover a negative effect of television on school performance by applying difference-in-differences techniques. We observe a positive correlation between TV viewing and test scores for a subset of the survey. Still, the negative impact is partly confirmed when instrumenting hours of view with the availability of digital channels. We also find significant heterogeneity: foreign-born pupils benefit from the greater availability of TV channels, while children with graduate parents experience less significant achievement losses.

Casely-Hayford, L., Gruijters, Rob J., Adjei, Louisa Owusu, & Yeboah, V. A. (s. d.). **The intended and unintended effects of secondary school fee abolition: evidence from Ghana's free senior high school policy.** *Comparative Education*, 0(0), 1-20. <https://doi.org/10.1080/03050068.2025.2463820>

Ghana's Free Senior High School policy, which was introduced in 2017, is the most prominent and comprehensive free secondary education policy in the region. It is therefore an ideal case for studying the effects of free secondary education on students, families and schools. We conducted an in-depth qualitative study of students, parents and school leaders' perspectives on and experiences with the policy. The findings show that stakeholders generally appreciated the improvement in access, especially for low-income students and those from remote rural areas. However, they also indicated that the policy led to an inflow of unprepared students and exacerbated preexisting challenges related to scarce school resources and quality. Moreover, stakeholders believed that free secondary education reduced student motivation and increased the demand for boarding instead of day schooling. Based on these findings, we discuss options for improving the implementation of free secondary education policies and the Free SHS policy in particular.

Chang, A., Mauer, E., Wanzek, J., Kim, S., Scammacca, N., & Swanson, E. (2025). **Examining the Academic Effects of Cross-age Tutoring: A Meta-analysis.** *Educational Psychology Review*, 37(1), 19. <https://doi.org/10.1007/s10648-025-09997-z>

Cross-age tutoring is an educational model where an older tutor is paired with a younger tutee, valued for its economic advantages and capacity to engage participants. This model leads to improvements in both academic performance and behavior, as evidenced by Shenderovich et al. (International Journal of Educational Research, 76, 190–21 2016) meta-analysis, which reported statistically significant positive effects across various educational settings and demographic groups. In this study, we aimed to update this previous meta-analysis by systematically examining 32 studies on cross-age tutoring. In our updated meta-analysis, we observed a small to moderate positive effect on academic outcomes for both tutors and tutees. The overall effect size was 0.34, with tutees benefiting at 0.33 and tutors at 0.39. Our moderator analyses revealed no significant differences in impact from the number of sessions, tutor type, tutee risk status, or subject area. These findings highlight the broad applicability and effectiveness of cross-age tutoring, particularly emphasizing the benefits of using older students as tutors in resource-limited settings. Further research is recommended to explore additional influencing factors.

Closon, C., Toko, I. M., & Hellemans, C. (2025). **Analyse des facteurs contributifs au décrochage scolaire à Kinshasa.** *L'orientation scolaire et professionnelle*, (54/1), 45-72. <https://doi.org/10.4000/13j69>

La République Démocratique du Congo (RDC) connaît un taux élevé de décrochage scolaire. Cette étude examine les facteurs qui y contribuent à Kinshasa en combinant des approches qualitatives et quantitatives. Une enquête quantitative menée auprès de 333 élèves a permis d'évaluer les facteurs de risque et les ressources influençant les difficultés scolaires et le décrochage. Par ailleurs, des entretiens avec 43 jeunes décrocheurs ont approfondi la compréhension des dynamiques menant à l'abandon scolaire. Nos résultats montrent que le décrochage est fortement lié aux conditions de pauvreté des familles, entraînant une double exclusion. L'exclusion physique, due aux contraintes financières empêchant l'accès ou le maintien à l'école, ne se limite pas à un éloignement avec le cadre scolaire : elle engendre aussi une rupture symbolique. L'impossibilité de poursuivre une scolarité fragilise progressivement leur identification en tant qu'élèves et leur sentiment d'avoir leur place à l'école. Ces résultats soulignent l'urgence d'investir davantage dans l'éducation et de mettre en place des dispositifs de soutien pour les jeunes en dehors du cadre scolaire.

Curry & Chan. (2025). **The Effect of an Online Growth Mindset Intervention on the Academic Performance for Community College Students in Corequisite Math Courses.** *Community College Journal of Research and Practice*, 49(4-5), 341-354. <https://doi.org/10.1080/10668926.2024.2431982>

This study examined the effect of a virtual growth mindset intervention in enhancing the perceived flexibility of intelligence and academic outcomes of community college students enrolled in corequisite math courses during the COVID-19 pandemic. Prior research suggests that growth mindset interventions can positively influence students' beliefs about intelligence and academic performance, but effects may vary based on individual sociodemographic characteristics and college readiness. Employing a randomized pre-posttest design, this investigation assessed the impact of the intervention on students' perceived intelligence flexibility and course grades for those enrolled in corequisite math courses. Results indicate a significant increase in growth mindset among participants in the intervention group. However, no significant differences in self-report course grades existed between the intervention and control groups. These findings underscore the complex relationship between growth mindset, academic performance, and contextual factors. The results call for further research to elucidate the long-term effects of growth mindset interventions for underprepared college students.

Dahl-Leonard, K., Hall, C., Cho, E., Capin, P., Roberts, G. J., Kehoe, K. F., ... Demchak, A. (2025). **Examining the Effects of Family-Implemented Literacy Interventions for School-Aged Children: A Meta-Analysis.** *Educational Psychology Review*, 37(1), 10. <https://doi.org/10.1007/s10648-025-09985-3>

There is considerable research evaluating the effects of family members implementing shared book reading interventions, especially during early childhood. However, less is known about the effects of family members providing instruction to help their school-aged children develop literacy skills, including both code-focused and meaning-focused skills that facilitate reading comprehension. The purpose of this meta-analysis was to describe and evaluate recent research examining the effects of at-home, family-implemented literacy interventions for school-aged children. A total of 25 interventions across 22 studies (12 with group designs and 10 with single-case experimental designs) were analyzed. The average effect on combined literacy outcomes was estimated as $g = 0.36$ ($p < .01$; $Q = 191.83$; $I^2 = 36.17$) for group design studies and $g = 1.50$ ($p < .01$; $Q = 114.58$; $I^2 = 38.58$) for single-case experimental design studies. Notably, for group

design studies, effects varied by literacy outcome type. The mean effect for code-focused outcomes (i.e., PA, decoding/word reading, spelling, text reading) was $g = 0.28$ ($p < .01$) and the mean effect for meaning-focused outcomes (i.e., vocabulary, listening comprehension, reading comprehension) was $g = 0.41$ ($p < .01$). Overall, these findings support the implementation of family-delivered literacy interventions to improve literacy outcomes for school-aged children. At the same time, this meta-analysis revealed the paucity of research examining the effects of family-implemented literacy interventions, especially for older children, indicating a need for more research on this topic.

Davey, K. (2025). **Striving to Be Super: The Contradictions of Academic Success in High-Achieving, Working-Class Girls' Pathways to High-Tariff Universities.** *British Journal of Educational Studies*, 73(2), 215-234. <https://doi.org/10.1080/00071005.2024.2421206>

Although higher education is positioned as a site of opportunity for young women in the UK, not all female applicants experience straightforward pathways into this arena. This paper focuses on a group of 16 high-achieving girls from working-class backgrounds who are striving for academic success, in the form of top grades and places at high-tariff UK universities. Against the backdrop of neoliberalism and postfeminism, the stereotype of an academic 'supergirl' incites these young women to construct their pathways to high-tariff universities individualistically and to invest in aspirational futures beyond where they grew up. However, this stereotype also places a heavy burden on them, as young women from working-class backgrounds, to take responsibility for their own outcomes. Using Margaret Archer's concept of 'autonomous reflexivity' to analyse the research findings, the paper shows how the girls find themselves pincered between the powerfully enabling and constraining effects of their social class alongside their academic success. It highlights complexities and contradictions of striving to be a high-achieving, working-class girl that are not currently well understood within the research literature or widening access and participation agenda.

Dechaume, M. (2024). **The impact of family environment on intellectual and creative potential** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04998284>

The dissertation argues for a holistic, multidimensional approach, connecting theoretical perspectives to concrete actions to support the well-being of high-potential children and their families. The relationship between intelligence and creativity is explained in terms of the interaction between convergent and divergent thinking, emphasizing the importance of breaking down common cognitive processes into observable sub-dimensions. The socio-environmental interactions and their impact on individuals and their family environment are also explored from a sub dimensional perspective. Through examining aspects such as cognitive mechanisms, parenting styles, societal and familial interplay, and adaptability within familial units, the dissertation aims to provide a nuanced understanding of the challenges and opportunities associated with raising high-potential children. The way parents navigate through the characteristics, educational needs, and emotional well-being of children with high-potential involving the interaction between personal circumstances and non-cognitive contexts, is presented both theoretically and empirically. The dissertation emphasizes both sub-dimensions and multi-dimensional structures as important mechanisms needed for the exploration of complex phenomenon such as the impact of family factors on children with high potential. Beginning with the ongoing dilemma concerning the nature of the relationships between intelligence and creativity, in the first contribution, divergent

exploratory and convergent integrative thinking, the two sub dimensions of the creative process, are expressed as two general modes of thinking identified in both intelligence and creativity. Whereas, convergent thinking aims for optimal, unified responses, divergent thinking explores the range of various ideas, given a particular starting point. It was hypothesized that the relationship between intelligence and creativity can be explained in terms of the interplay between these two thinking processes. A dual methodology comprising the traditional, though disputed, analysis of Torrance's Threshold Hypothesis and the more recent, Necessary Condition Analysis (NCA) were used to explore the relationships between the sub dimensions of intelligence, as measured by the Wechsler Intelligence Scale for Children (WISC) and the sub dimensions of creativity, as measured by the Evaluation of Creative Potential battery (EPoC). As a reminder, Torrance's hypothesis suggests a positive relationship between creativity and intelligence up to a certain threshold, beyond which the relationship diminishes. In contrast, the NCA approach aims to identify necessary conditions that are required for a particular outcome to occur. Although this condition may not be sufficient on its own to guarantee the outcome(s), its absence cannot be compensated for by other conditions or factors. Overall, intelligence is deemed as necessary but not always sufficient for creativity. The question raised was: to what extent is intelligence necessary to obtain a creative production? This contribution involved analyses on data collected from 854 children from a clinical population with a wide range of intellectual potential, including 238 children with high intellectual potential (Total IQ > 130). Findings concerning the relationships between intelligence and creativity demonstrated that divergent exploratory thinking is not constrained by intelligence levels (Total IQ), but is potentially influenced by processing speed. Convergent integrative thinking was also linked to a sufficient level of TIQ, processing speed, verbal comprehension and fluid reasoning sub dimensions. Thus, it is suggested that both divergent exploratory and convergent integrative thinking should be integrated in a comprehensive examination of the relationship between intelligence and creativity. Further, exploring intelligence in terms of its sub dimensions could allow to better identify abilities and ta

Desclaux, J., & Giraudeau-Barthet, H. (2025). **Évaluations Repères 2024 de début de CE2 : meilleures performances des filles en français et des garçons en mathématiques, à l'exception de « poser et calculer »**. *Note d'Information*, (25.17), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-ce2-meilleures-performances-des-filles-en-francais-et-des-450065>

À la rentrée 2024, l'ensemble des élèves de CE2 ont été évalués en français et en mathématiques. En début de CE2, en français, les élèves présentent le niveau de maîtrise le plus élevé en compréhension de l'oral et rencontrent des difficultés en orthographe grammaticale et en grammaire. En mathématiques, les élèves présentent des niveaux de maîtrise plus élevés pour la lecture et l'écriture des nombres entiers et rencontrent des difficultés en calcul posé et en résolution de problèmes.

Dubet, F. (2025). **L'humiliation des perdants de la compétition scolaire nourrit le populisme**. Consulté 1 avril 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/dubet-emprise-scolaire>

Le poids du mérite scolaire instaure un clivage entre les vainqueurs et les vaincus du système éducatif. Humiliés, ces derniers adhèrent de moins en moins aux valeurs de la démocratie. Un facteur essentiel de la montée du populisme contemporain. Le point de vue de François Dubet, sociologue.

Edelsbrunner, P. A., Simonsmeier, B. A., & Schneider, M. (2025). **The Cronbach's Alpha of Domain-Specific Knowledge Tests Before and After Learning: A Meta-Analysis of Published Studies.** *Educational Psychology Review*, 37(1), 4. <https://doi.org/10.1007/s10648-024-09982-y>

Knowledge is an important predictor and outcome of learning and development. Its measurement is challenged by the fact that knowledge can be integrated and homogeneous, or fragmented and heterogeneous, which can change through learning. These characteristics of knowledge are at odds with current standards for test development, demanding a high internal consistency (e.g., Cronbach's Alphas greater .70). To provide an initial empirical base for this debate, we conducted a meta-analysis of the Cronbach's Alphas of knowledge tests derived from an available data set. Based on 285 effect sizes from 55 samples, the estimated typical Alpha of domain-specific knowledge tests in publications was $\alpha = .85$, CI90 [.82; .87]. Alpha was so high despite a low mean item intercorrelation of .22 because the tests were relatively long on average and bias in the test construction or publication process led to an underrepresentation of low Alphas. Alpha was higher in tests with more items, with open answers and in younger age, it increased after interventions and throughout development, and it was higher for knowledge in languages and mathematics than in science and social sciences/humanities. Generally, Alphas varied strongly between different knowledge tests and populations with different characteristics, reflected in a 90% prediction interval of [.35, .96]. We suggest this range as a guideline for the Alphas that researchers can expect for knowledge tests with 20 items, providing guidelines for shorter and longer tests. We discuss implications for our understanding of domain-specific knowledge and how fixed cut-off values for the internal consistency of knowledge tests bias research findings.

Émeline, B., Roussel, N. O., & Safont-Mottay, C. (2025). **La Motothérapie comme médiation à visée thérapeutique et mode d'accompagnement d'enfants, d'adolescents en situation de décrochage scolaire.** *L'orientation scolaire et professionnelle*, (54/1), 333. <https://doi.org/10.4000/13j6j>

Cet article se propose de décrire un dispositif de médiation thérapeutique via une pratique du motocross pour des enfants et des adolescents en situation de décrochage scolaire. Cette innovation thérapeutique a la particularité de « briser » les conventions classiques d'accompagnement psychologique, en travaillant l'alliance thérapeutique avec des jeunes qui ont décroché des systèmes de soins et scolaires, avec une intervention « en dehors des murs institutionnels ». Vingt-huit enfants et adolescents, âgés de 8 à 17 ans, ont participé à ce programme psychothérapeutique. L'objectif de cette étude vise (1) à analyser en quoi la pratique du motocross peut permettre à des enfants et des adolescents de recouvrer une estime de soi plus valorisée et de se re-mobiliser sur le plan scolaire, (2) rendre compte des pratiques d'accompagnement mises en œuvre au sein des séances et comprendre en quoi le travail du psychologue et le médiateur moto ont des effets dans l'accompagnement de ces jeunes vers un mieux-être. Les principaux résultats tendent à montrer une évolution favorable avec une augmentation de l'estime de soi et de leur engagement scolaire. La médiation par le motocross, en plus de sa valeur affective, favorise l'adhésion des enfants et adolescents aux interventions thérapeutiques en introduisant une autre représentation du professionnel soignant.

Erer, S., Hadjar, A., & Backes, S. (2025). **School mechanisms behind achievement differences: A systematic review of multilevel modelling studies in primary schools.** *International Journal of Educational Research*, 131, 102572. <https://doi.org/10.1016/j.ijer.2025.102572>

The discourse on school effects on educational inequality has been extensively explored within the field of sociology of education. This systematic review of multilevel modelling studies conducted in primary schools aims to identify main school-level factors explaining achievement differences. A search of the Web of Science and ERIC databases yielded 36 articles meeting inclusion criteria. Findings reveal multifaceted school mechanisms behind achievement differences: school student composition, socio-physical conditions, school management, school climate, teacher composition, and curriculum and instruction. These mechanisms operate collectively rather than in isolation, contributing to educational inequality. Understanding their interplay is crucial for researchers. By examining the state of research, this study provides insights into how these school factors contribute to the complex nature of educational inequality.

Estrada, R., Gignoux, J., & Hatrick, A. (2024). **Learning About Opportunity: Spillovers of Elite School Admissions in Peru** [PSE Working Paper]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halpsewpa/halshs-04350164.htm?ref>

We study how the admission of an older schoolmate to an elite secondary school influences the application decisions and admission outcomes of younger students. Our study focuses on the rapid expansion of a nationwide system of highly selective secondary schools in Peru. These schools are free of charge, which enables us to investigate the effect of peers on educational choices in a context with minimal financial barriers. Using a sharp regression discontinuity design, our analysis shows that the admission of an older schoolmate increases the number of younger students who apply (by 17%) and are admitted (by 43%) to this elite school system. The effect on applications is concentrated among students with low socioeconomic status (SES). Our evidence suggests that role models can reduce the socioeconomic aspirations gap by helping high-achieving, low-SES youth to learn about the benefits of attending elite schools and to assess whether such institutions are a good match for them.

Evrard, L., & Le Breton, S. (2025a). **Évaluations Repères 2024 de début de CE1 : hausse des résultats par rapport à 2023 et réduction des écarts en mathématiques entre public hors éducation prioritaire et éducation prioritaire.** *Note d'Information*, (25.16), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-ce1-hausse-des-resultats-par-rapport-2023-et-reduction-des-450060>

À la rentrée 2024, l'ensemble des élèves de CE1 ont été évalués en français et en mathématiques pour la cinquième année consécutive. Les résultats sont en hausse pour la majorité de compétences évaluées par rapport à 2023.

Evrard, L., & Le Breton, S. (2025b). **Évaluations Repères 2024 de début de CP : des résultats en français et en mathématiques comparables à ceux de 2023 et en légère hausse par rapport à 2019.** *Note d'Information*, (25.15), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-cp-des-resultats-en-francais-et-en-mathematiques-comparables-450059>

À la rentrée 2024, l'ensemble des élèves de CP ont été évalués en français et en mathématiques. Par rapport à 2023, les résultats sont en hausse pour deux compétences en français et une en mathématiques et stables pour les autres compétences.

Ferrandon-Vépière, A., Pépin, G., Verchier, Y., Loreto, I. D., & Esquerre, S. (2025). **Étude des relations entre le refus scolaire anxieux et les caractéristiques des établissements scolaires.** *L'orientation scolaire et professionnelle*, (54/1), 15-43. <https://doi.org/10.4000/13j68>

Le refus scolaire anxieux (RSA) résulte de multiples causes, parmi lesquelles l'anxiété de performance pourrait jouer un rôle clé. Sa prévalence, estimée entre 1 et 5 %, reste difficile à établir précisément, notamment en France, en raison du manque de recherches approfondies. Cette étude explore son lien avec des facteurs sociaux, notamment l'Indice de Position Sociale (IPS) et l'Indice d'Éloignement (IE), à partir de données recueillies auprès de 3 722 élèves de 26 collèges d'Île-de-France. Les résultats montrent que le RSA est associé à l'IPS de l'établissement, à l'IE et à la taille des établissements, mais qu'il n'a pas de lien significatif avec l'IVAC, le nombre d'élèves par classe ou la présence de classes spécialisées. Le dépistage via l'échelle SCREEN suggère une sous-déclaration du RSA dans les populations défavorisées, où les normes culturelles peuvent freiner l'expression de la vulnérabilité émotionnelle, entraînant une confusion avec le décrochage scolaire.

Frenay, M., Boudrenghien, G., Devos, C., Van der Linden, N., Klein, O., Azzi, A., & Galand, B. (2025). **Et si j'avais choisi mon sujet de thèse? Analyse de trajectoires menant à l'obtention ou l'abandon au doctorat.** *Revue internationale de pédagogie de l'enseignement supérieur*, 41(1). <https://doi.org/10.4000/13gp3>

Comment comprendre les différentes trajectoires de doctorat qui peuvent, selon les cas, se terminer par un abandon? De nombreuses études explorent les variables potentiellement explicatives, souvent de manière isolée ou sans mesurer de manière fine leurs interactions ou encore sans prendre en compte le temps long du doctorat. La présente étude se base sur 21 entretiens approfondis d'anciens doctorants dont 13 n'ont pas été jusqu'au bout du parcours. L'analyse qualitative de ces parcours fait émerger sept trajectoires différentes, qui se déclinent dans toute leur complexité et leur temporalité. Nous mettons ainsi en lumière le processus qui a conduit, depuis le démarrage du doctorat, à l'obtention ou l'arrêt de celui-ci. Que ce soit les motivations à s'engager, la manière dont le sujet a été négocié, imposé ou choisi et des événements qui se sont déroulés durant la thèse (soutien du promoteur, appropriation du sujet, ...), ces éléments se combinent dans des trajectoires qui donnent à voir des évolutions relativement linéaires, des trajectoires en dents de scie ou qui font l'objet de revirements de situation positifs ou négatifs. Les implications pour de futures recherches ainsi que les implications pratiques de ces résultats sont évoquées.

Gottfried, M., Little, M., & Ansari, A. (2025). **Novice Teachers and Student Attendance in Early Elementary School.** *Educational Policy*, 39(3), 607-639. <https://doi.org/10.1177/08959048241231952>

Student absenteeism in the earliest years of elementary school has been linked to a range of negative outcomes. Though the literature has examined numerous factors that are associated with children missing school, the role of teachers—especially at the early elementary level—has not been well understood. Given that students spend the majority of their time in elementary school with one teacher in a single classroom, a large component of early elementary school is underexplored, and our understanding of absenteeism remains incomplete. In this vein, we looked into whether having novice versus more experienced teachers was linked to the frequency of student absenteeism

in the earliest years of school. Using a national dataset including repeated observations of students in grades K-2, we found that novice teachers have students with fewer absences and a lower probability of being chronically absent. There were no differences in the outcomes of novice teachers as a function of child nor classroom characteristics. Implications for policy and practice are discussed.

Guern, A. L., & Kredens, É. (2025). **Le décrochage universitaire : des représentations aux dispositifs d'accompagnement**. *L'orientation scolaire et professionnelle*, (54/1), CDXXIII. <https://doi.org/10.4000/13j6n>

Le décrochage à l'université, considéré par les politiques publiques comme un « problème » social, humain et financier, a fait l'objet de nombreuses lois et fait partie des objectifs sous-jacents de l'appel à projets Nouveaux Coursus à l'Université. L'accompagnement des étudiants vers la « réussite » en est l'un des axes principaux. À l'appui de questionnaires et d'entretiens menés auprès d'étudiants, de personnels enseignants et administratifs de l'université, l'article montre de quelles manières les actions mises en place dans le cadre de ce projet sont construites à partir des représentations des acteurs politiques et universitaires d'un étudiant décrocheur et ce que cette catégorisation induit. Nous verrons comment le dispositif place l'étudiant au prisme d'injonctions de lutte contre le décrochage, d'accrochage et de rattrapage universitaire. Dans ce contexte, les étudiants catégorisés décrocheurs, sont accompagnés vers le rattrapage lorsqu'ils sont considérés sans repères ; et pour quelques-uns dirigés vers la construction d'un « nouveau projet » pour qu'ils puissent rattraper le système universitaire, ou du moins l'enseignement supérieur.

Hamlin, D., Peltier, C., & Reeder, S. (2024). **The effects of a university-led high impact tutoring model on low-achieving high school students: A three-year randomized controlled trial** (EdArXiv N° kqdfp_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfedarxi/kqdfp_5fv1.htm?ref

Rigorous evaluations have consistently demonstrated that high impact tutoring is one of the most effective ways to accelerate student learning. However, few studies compare the effects of high impact tutoring to alternative interventions, and even less scholarship tests for differences within tutoring models based on tutoring group size. The purpose of this study is to examine the effects of a university-led high impact tutoring model on ninth-grade mathematics achievement at seven high schools. A randomized controlled trial design was used for three separate cohorts of ninth-grade students. In the pooled sample, students (n = 524) in the treatment group participated in high impact tutoring (i.e., student-tutor groups of 2:1 or 3:1) three times a week for an entire academic year. In the control group, students (n = 438) attended a remediation mathematics course. The treatment group showed a difference of approximately a half-year of additional learning (0.14 SD) compared to the control group although both groups achieved academic growth that considerably exceeded expected growth trajectories for ninth-grade students. Results also showed that 2:1 student-tutor groups did not outperform 3:1 student-tutor groups, suggesting that 3:1 student-tutor ratios can be used to expand high impact tutoring with no detrimental effects on academic performance. Considering the well-documented logistical and financial barriers to high impact tutoring, our work indicates that remedial courses may also be a cost-effective alternative in cases when resources for high impact tutoring are limited.

Ibourk, A., & El aynaoui, K. (2024). **Gender gap in school learning: Micro-level evidence from Morocco**. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(2), 100289. <https://doi.org/10.1016/j.joitmc.2024.100289>

The gender gap in education has been a significant concern for Moroccan policymakers and researchers, but the quantitative measurement of this gap has often been overlooked. This study specifically examines the gender gap in academic achievement in reading and mathematics at both the national and residential levels. The objective is to identify the factors that influence gender performance differences and their magnitude. To achieve this, micro-level data from 5427 students extracted from the PIRLS 2016 and TIMSS 2015 surveys were analyzed. The Blinder-Oaxaca (1973) decomposition technique was employed to assess the significance of the differences and to break down the performance gaps by incorporating explanatory variables related to schools, teachers, and students' characteristics. The results reveal a significant gender difference in favor of girls in reading, both nationally and in urban areas. In mathematics, the gender gap is not statistically significant and is approximately 3 points at the national level. Only 29% of the reading gap can be explained by the selected variables, while this percentage is around 20% for the math gap. Pre-school attendance, maternal education, schools, and schools' characteristics are identified as significant factors influencing the reading gap at the national and urban levels. In contrast, at the rural level, home conditions and the characteristics of the school and teacher play a more decisive role.

Jack, A. M., & Pogodzinski, B. (2025). **A Shift in School Reform: Examining Site-Level Spending and Student Academic Growth**. *Educational Policy*, 39(3), 664-692. <https://doi.org/10.1177/08959048241243066>

Accountability efforts under the Every Student Succeeds Act (ESSA) has brought greater attention to school-level processes and practices and their impact on student outcomes. This has pushed states to report more school-level inputs, including per-pupil expenditures. Grounded in an open systems theory (OST) framework, we identify the association between school-level per-pupil spending and academic growth on statewide assessments for seventh graders in Michigan. Overall, our findings suggest an overall positive association between school-level per-pupil expenditure and student growth.

Jaegers, D., Benyekhlef, H., Bricteux, S., Crepin, F., Pressia, F., & Baye, A. (2025). **Prévenir le décrochage scolaire à l'issue du tronc commun en Fédération Wallonie-Bruxelles : des solutions inspirées de témoignages de jeunes en difficulté**. *L'orientation scolaire et professionnelle*, (54/1), 107. <https://doi.org/10.4000/13j6b>

La présente recherche vise à mettre en évidence les mesures et pratiques scolaires susceptibles de limiter le décrochage des jeunes en difficulté au terme du (nouveau) tronc commun en Fédération Wallonie-Bruxelles. L'objectif est de comprendre, par le biais d'entretiens biographiques, l'expérience de 21 jeunes qui ont vécu des difficultés académiques et/ou relationnelles à l'école. On veut ainsi déterminer quels accompagnements l'institution pourrait envisager pour prévenir ou remédier au décrochage. Les résultats montrent que la transition entre les grades 9 et 10 est une période charnière pendant laquelle les adolescent·es ressentent une rupture dans la satisfaction de leurs besoins fondamentaux. Ils mettent en évidence les difficultés qui peuvent mener au désengagement progressif des jeunes tout en mettant en lumière les formes pédagogiques favorables à leur accrochage scolaire. La discussion souligne la

nécessité d'encourager une vision plus évolutive de l'intelligence, des pratiques d'activation cognitive, des dispositifs permettant de saisir l'utilité de l'enseignement ainsi que ceux visant à mieux organiser le soutien académique et socioémotionnel.

Jammeh, A. L. J., Karegeya, C., & Ladage, S. (2025). **Clicker-integrated instruction and conventional instruction: The comparative evaluations of students' performances in chemistry.** *Education and Information Technologies*, 30(4), 5331-5351. <https://doi.org/10.1007/s10639-024-12992-6>

Clicker-integrated instruction is the current innovation in teaching and learning. Several studies used this technology to investigate learning processes, while others mainly used it to assess for learning, facilitation of group discussion and students' participation. All applications require creativity and analytical thinking and very much different from conventional instruction where learning is direct and sometimes unreceptive. However, most of those studies either conducted a meta-analysis of the literature or an intervention with a small group to evaluate its impact on teaching and learning. However, the relationship that exists between its integration through intervention and final regional examination results in chemistry was limited in studies. Therefore, the main focus of the present study was to examine the relationship between an intervention and regional examination results. Data collected and analysed were the 2593 students' final chemistry results, between grade levels 1 to 6, as the main requirement for university admission. The scope of the data collected from 2017 to 2019. There were 1463 male (56.4%), and 1130 female (43,6%) from the total sample. The findings obtained were compared within and to the findings generated from an intervention, for any relationship. Regression results indicated no relationship between the two findings. Further, multiple regression also suggests that the relative contribution of the clicker technology, stands on firm empirical ground, as it explained 3.5% of the variance in results, which implied that clicker-integrated instruction can be encouraged.

Kaganovich, M., & Zilcha, I. (2025). **Risky College Enrollment, Dropout, and Student Debt Forgiveness** (CESifo Working Paper Series N° 11620). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11620.htm?ref>

The paper analyzes the effects of two kinds of college education subsidies: unconditional tuition discounts and targeted forgiveness of student loans on student college enrollment and completion or dropout decisions. We focus on students' imperfect knowledge of their academic ability at the time of matriculation and its updating in the course of study as key factors in their responses to funding policies. We find that while unconditional tuition subsidies incentivize both matriculation and continued study even upon the revelation of low ability hence low returns to college, a policy combining such subsidy with partial forgiveness of student debt conditional on dropping out has a doubly efficient effect of risk mitigation: it maintains incentives to matriculate but discourages continued study when low future returns are revealed. It is, moreover, superior in terms of mitigating the "bad debt" held by students, that unrecouped by returns to college. Budget neutral conversion of a part of unconditional tuition subsidy to targeted debt forgiveness reduces the aggregate bad debt held by students.

Kakuba, C., Nankinga, O., & Golaz, V. (2025). **Who leaves school prematurely in Uganda: Do predictors vary by place of residence?** *International Journal of Educational Development*, 114, 103238. <https://doi.org/10.1016/j.ijedudev.2025.103238>

This paper examined the predictors for school dropouts in Uganda following the introduction of universal primary education close to 30 years ago. We used 10% of the 2014 Uganda Population and Housing Census dataset (albeit relatively old) to examine the predictors of school dropouts in; i) Rural Uganda ii) Kampala (the capital) and iii) other urban areas. We specifically applied the logistic regression model to predict the probability that a child aged 6–16 dropped out of school (versus not) in 2014. While the socioeconomic status of households, household size, composition and age of the child were the strongest predictors for dropouts, the latter were found to vary by place of residence, due to variations in; geography, population composition, nature of economic activity, supply of education and levels of commitment of local government authorities in school supervision. Action points to redress dropouts in Uganda cannot be implemented ubiquitously but ought to take into consideration peculiar circumstances pertaining in; i) Rural areas ii) Kampala and iii) other urban areas. Policy should especially engender fiscal reforms to increase local revenue and redress the various predictors for dropouts in the differing rural and urban spaces.

Keller, M. M., Yanagida, T., Lüdtke, O., & Goetz, T. (2025). **How Similar Are Students' Aggregated State Emotions to Their Self-Reported Trait Emotions? Results from a Measurement Burst Design Across Three School Years.** *Educational Psychology Review*, 37(1), 26. <https://doi.org/10.1007/s10648-025-09995-1>

Students' emotions in the classroom are highly dynamic and thus typically strongly vary from one moment to the next. Methodologies like experience sampling and daily diaries have been increasingly used to capture these momentary emotional states and its fluctuations. A recurring question is to what extent aggregated state ratings of emotions over a longer period of time are similar to self-reported traits of emotions. Thus, this study aims to investigate the extent of similarity between students' aggregated emotional states and self-reported traits over a two-week period in three consecutive school years (NT1 = 149, average ageT1 = 15.64 years). Six discrete emotions (enjoyment, anger, pride, anxiety, shame, and boredom) were assessed in German, English, French, and mathematics classes. We investigated similarity in terms of convergence, mean-level differences, long-term stability, and incremental predictive validity of aggregated states and self-reported traits. Results indicated substantial convergence between aggregated states and self-reported traits, with both showing similar long-term stability. However, aggregated states did not demonstrate superior predictive validity compared to self-reported traits for academic outcomes, while momentary assessments offer insights into short-term emotional fluctuations, on a person-aggregated level aggregated states and self-reported traits behave rather similarly. This suggests that both can be used interchangeably to study students' trait-related research questions, like interindividual differences or long-term emotional processes in educational settings.

Kouassi, V., & Darnon, C. (2025). **Valeur économique des diplômes: Impacts psychologiques et implications sur le décrochage et les inégalités de réussite dans l'enseignement supérieur.** *L'orientation scolaire et professionnelle*, (54/1), 205-226. <https://doi.org/10.4000/13j6e>

En France, et dans la plupart des pays de l'OCDE, il existe des inégalités économiques entre les différentes positions sociales (salaire, qualité de vie...) et la répartition des individus dans ces positions inégales est en grande partie déterminée par le diplôme obtenu. En résulte une pression à la poursuite d'études : beaucoup d'étudiant·es se pressent dans les formations les plus valorisées possibles et sont sélectionné·es (ou non) à

l'issue d'une importante compétition. La recherche en psychologie sociale montre que ce contexte spécifique affecte les étudiant·es de plusieurs manières et peut entraîner des répercussions sur la reproduction des inégalités socioéconomiques. En effet, la compétition pousse à des formes de motivations qui produisent des effets délétères, surtout chez les étudiant·es issu·es de groupes désavantagés. En outre, ces contextes menacent plus fortement ces étudiant·es, déjà vulnérables et dépendant·es du système, et contribuent également à la promotion de certaines croyances qui justifient et légitiment les écarts entre les groupes.

Li, M., Zhang, S., Liu, Y., Snow, C., Zhang, H., & Han, B. (2025). **Using Decoding Measures to Identify Reading Difficulties: A Meta-analysis on English as a First Language Learners and English Language Learners.** *Educational Psychology Review*, 37(1), 12. <https://doi.org/10.1007/s10648-025-09987-1>

Students with or at risk of reading difficulties (RD) benefit from accurate early identification and intervention. Previous research has employed various decoding measures to screen students for RD, but the criteria for identification have been inconsistent. Assessing students with RD is especially challenging in English Language Learners (ELLs), as vocabulary deficits can impact decoding. Additionally, few research syntheses have examined whether researchers use different measures to screen ELLs and EL1s for RD, and whether these differences result in distinct decoding profiles between ELLs with RD and EL1s with RD. To address these gaps, this study uses a meta-analysis to examine the decoding measures used in RD assessments and whether outcomes differ for ELLs and EL1s. The findings show that real word reading assessments identify students with more pronounced decoding deficits than nonword reading assessments. Despite the use of different RD screening measures for ELLs and EL1s, the gap between ELLs with and without RD was similar to that between EL1s with and without RD. These results suggest that real word-reliant measures, which are influenced by word knowledge, provide a more comprehensive assessment of RD than nonword-reliant measures for both ELLs and EL1s. We encourage future researchers to use consistent decoding measures when screening RD in both populations, to maximize comparability of findings.

Lorant, S., Claudepierre, L., Sperduto, C., Fenouillet, F., & Lefèvre, L. (2025). **Le rôle du CPE dans la prévention du décrochage scolaire : comprendre l'influence du burnout et de la satisfaction des besoins psychologiques fondamentaux pour agir auprès des lycéens.** *L'orientation scolaire et professionnelle*, (54/1), 73. <https://doi.org/10.4000/13j6a>

Cette recherche vise (1) à étudier l'impact de la satisfaction des besoins psychologiques fondamentaux dans la relation entre le burnout scolaire et le risque de décrochage scolaire, et (2) à identifier comment les CPE perçoivent, intègrent et justifient ces concepts dans leurs pratiques. Cette étude a adopté une approche mixte combinant une analyse quantitative menée auprès de 117 élèves de 15 ans d'un lycée général et technologique, ainsi qu'une analyse qualitative basée sur des entretiens avec cinq Conseillers Principaux d'Éducation (CPE). Nos résultats montrent que l'influence du burnout sur le risque de décrocher scolairement est principalement médiée par le besoin de compétence. Le burnout réduit significativement la satisfaction de ce besoin, ce qui augmente le risque de décrocher. Ces conclusions sont examinées en tenant compte des connaissances et de la compréhension de ces concepts par les CPE, ainsi que de leur mise en œuvre, afin d'éclairer leur contribution potentielle à la prévention du décrochage scolaire. Ces résultats mettent en lumière le rôle protecteur du besoin de compétence dans le contexte éducatif.

Magnino, L., & Raffy, G. (2025). **Évaluations Repères 2024 de début de CM1 : des résultats stables en français et en légère hausse en mathématiques.** *Note d'Information*, (25.18), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evaluations-reperes-2024-de-debut-de-cm1-des-resultats-stables-en-francais-et-en-legere-hausse-en-450066>

À la rentrée 2024, l'ensemble des élèves de CM1 ont été évalués en français et en mathématiques pour la deuxième année consécutive. En début de CM1, les résultats en français sont stables et comparables à ceux de 2023 pour la plupart des compétences. En mathématiques, la réussite des élèves augmente par rapport à 2023 dans cinq des six compétences communes aux deux années et sont stables dans la sixième.

Mahawar, K., & Rattan, P. (2025). **Empowering education: Harnessing ensemble machine learning approach and ACO-DT classifier for early student academic performance prediction.** *Education and Information Technologies*, 30(4), 4639-4667. <https://doi.org/10.1007/s10639-024-12976-6>

Higher education institutions have consistently strived to provide students with top-notch education. To achieve better outcomes, machine learning (ML) algorithms greatly simplify the prediction process. ML can be utilized by academicians to obtain insight into student data and mine data for forecasting the performance. In this paper, the authors proposed an ML-based student prediction model based on the demographic, social, psychological, and economic factors, collectively. The dataset utilized for this study was compiled from a designed questionnaire administered to second-year undergraduate students. The objective of this study is to uncover factors that could assist in predicting students' performance. Eight ML classifiers, logistic regression, random forest, support vector machine, XGBoost, support vector machine with a linear kernel, naïve Bayes, K-Nearest Neighbor, and decision tree are used to forecast student performance. Additionally, nine feature selection techniques, variance threshold, XGBoost, feature importance, recursive feature elimination, chi-square, ridge, Pearson correlation, lasso, and random forest, are employed to determine optimal factors. The authors experimented with each technique by creating two sets of training and testing data with 80:20 and 70:30 proportions, respectively. Comparatively, the ensemble DXK (DT + XGB + KNN) model with cross-validation and 80:20 proportions outperformed other standard classifiers, achieving a highest accuracy of 97.83%, an r-square of 96.17%, a precision of 97.94%, a recall of 97.83%, and an f1-score of 97.88%. These were the highest among all models tested. Additionally, the authors propose the ACO-DT model, which improves the prediction performance of the top-performing DT classifier by utilizing the Ant Colony Optimization technique. The findings demonstrate that the proposed model with 80:20 proportions achieve an accuracy of 98.15%, an f1-score of 98.16%, a precision of 98.18%, a recall of 98.15%, and an r-square of 84.75%, surpassing all other models for forecasting student performance. Using the specified data size, this model creation time is 8.49 s. The authors also recommended the future research directions to further enhance this study.

Martinussen, M., Singh, Neha, & and Rangarajan, S. (2025). **'The standard is the standard': constructing meritocratic student selves through sense-making on academic writing.** *British Journal of Sociology of Education*, 46(3), 358-374. <https://doi.org/10.1080/01425692.2025.2461183>

Higher education initiatives to support students from low socioeconomic backgrounds are widespread. However, there is pervasive concern within public discourse that such

widening participation efforts have contributed to a 'dumbing down' of higher education. There are classed dimensions to evaluations of (dis)advantaged students' university (un)preparedness. Our investigation centres the under-researched voices of students in exploring these tensions. Using vignette methods, we investigate students' views on how universities should accommodate the needs of disadvantaged students in a highly affective field of practice—academic writing and assessments. We detail how class-based exclusions are (re)formulated through the misrecognition of dis/advantages, and assumptions of meritocracy, which underpin students' suggestions. We close by proposing that greater public discussion on social class inequities may aid students in understanding their potential role in reducing classed inequities, in higher education and beyond.

Observatoire des inégalités. (2025). **L'école française réussit aux élèves les plus favorisés.** Consulté 1 avril 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/pisa>

Le niveau de mathématiques et de compréhension de l'écrit des élèves de 15 ans dépend fortement de leur milieu social. Année après année, la France figure parmi les pays où l'écart entre élèves d'origine très favorisée et très défavorisée est le plus grand.

Park, J., & Yamaguchi, S. Y. (2025). **Integrating Data to Ensure Inclusive Education for Climate-displaced Populations.** *UNU-IAS Policy Briefs*, 4. <https://doi.org/10.533.26/ODYU0629>

Insights and recommendations on utilizing data to minimize learning disruptions in the context of climate change.

Pirone, I., Le Clère, F., Hanotte, A., Tissot, P., & Siniscalchi, M. (2025). **Décrocher, se perdre, se réorienter: le DU Universitas, un fil d'Ariane à l'université.** *L'orientation scolaire et professionnelle*, (54/1), CDXXIII > CDXXXVI. <https://doi.org/10.4000/13j6m>

Cet article présente le Diplôme d'université Universitas, formation destinée aux étudiants de première année de licence qui risquent de mettre un terme à leurs études supérieures. Il présente l'histoire, la structure, le fonctionnement et les spécificités de ce dispositif expérimental mis en place à l'Université Paris 8 à la suite des politiques publiques de « lutte contre le décrochage universitaire », notion que les auteurs déconstruisent. Les espaces d'écoute et d'échange prévus dans ce cadre permettent de mieux définir le profil des étudiants : ce ne sont des étudiants « mésoorientés » et angoissés face à la nouvelle expérience universitaire. Le décrochage ne vient pas uniquement d'un manque de volonté ou d'un faible niveau de compétences académiques, mais s'entend ici comme une difficulté des étudiants à s'autopositionner face à leurs apprentissages et à prendre le risque de construire un projet d'avenir. Le dispositif a une double mission : accompagner les étudiants pour les aider à sortir de leur errance et leur offrir une formation académique permettant l'acquisition de compétences disciplinaires et transversales. Cette expérience pédagogique conduit à insister sur l'importance de créer un véritable écosystème de formation capacitant à l'université, permettant aux jeunes adultes de s'orienter avant de se réorienter.

Porter-Beall, Smith, & Branchaw. (2025). **Transfer STEM Immersion: Creating a Summer Orientation Program for Incoming 2- to 4-Year STEM Transfer Students.** *Community College Journal of Research and Practice*, 49(4-5), 283-290. <https://doi.org/10.1080/10668926.2024.2430380>

STEM transfer students undergo an institution-specific adjustment and navigate field-specific ambiguities that accompany STEM higher education. Summer orientation programs aimed at preparing and socializing undergraduate STEM students often focus on providing high school students with foundational academic knowledge rather than providing transfer students, who have already acquired academic capital, with support in acclimating to a new environment. In this brief, we describe the creation of Transfer STEM Immersion (TSI), a summer orientation program for 2- to 4-year STEM transfer students and present evaluation research data documenting its impact. Using Transfer Student Capital as a guiding framework, we describe the strategic development and implementation of TSI, including program design, participant recruitment, and content considerations. We conclude with recommendations for campus leaders who seek to create similar programming that centers incoming transfer students, considers the field-specific complexities of STEM, and facilitates a more transparent and equitable transfer process.

Raymondie, R., & Lecardeur, L. (2025). **Prévenir le décrochage scolaire grâce à l'entretien motivationnel.** *L'orientation scolaire et professionnelle*, (54/1), CCCLXV-CCCLXXXVI. <https://doi.org/10.4000/13j6k>

L'entretien motivationnel (EM) est une approche centrée sur la personne, visant à guider celle-ci vers le changement, y compris lorsqu'elle n'en éprouve pas l'intérêt. Bien que cette approche puisse s'appliquer à de nombreux contextes, dont la lutte contre le décrochage scolaire, les ressources en français sur l'EM sont rares et souvent limitées à l'addictologie. Destiné aux chercheurs et professionnels de l'éducation, cet article présente l'état d'esprit, les processus et certains savoir-faire de l'EM. Nous proposons des moyens d'intégrer l'EM pour soutenir les élèves décrocheurs ou à risque de décrochage et illustrons comment l'EM peut permettre de développer des relations de confiance avec les élèves, préalables indispensables afin de les aider à explorer leurs motivations, à identifier avec eux les obstacles au « raccrochage » scolaire et à élaborer ensemble des stratégies de changement. Enfin, nous formulons des recommandations pour mettre en place des formations à l'EM adaptées aux professionnels de l'éducation.

Romero-Reyes. (2025). **“More Than a Workshop”: Perspectives from First-Generation and Low-Income Men of Color Participating in a Community College Men of Color Initiative.** *Community College Journal of Research and Practice*, 49(4-5), 291-306. <https://doi.org/10.1080/10668926.2024.2441276>

This study examined the experiences of first-generation and low-income men of color involved with a community college men of color initiative, focusing on the students' perspective. The research was guided by two main questions: (a) What factors contribute to the participation of first-generation and low-income men of color with a community college men of color initiative? (b) How do community college men of color initiatives activate the assets of first-generation and low-income men of color to support their vertical transfer aspirations? A qualitative case study approach was employed, involving interviews with 10 Black and Latino men participating in the initiative. After the interviews were transcribed, they were analyzed using an in-vivo and higher-level coding process, using the participants' words to identify themes. Students described how programming, active coaching and mentorship, and the relationships formed within the initiative significantly enriched their community college experiences and aspirations for vertical transfer. The initiative's opportunities established a multilevel support system for students, which activated aspects of their community cultural wealth. The findings uncovered

valuable insights into effectively engaging first-generation and low-income men of color in community college. They also shed light on the programmatic and individual practices that validate students' experiences. These findings underscore the necessity for more community colleges to embrace similar practices to enhance the support provided to first-generation and low-income men of color on campus and strengthen their community college to four-year university vertical transfer pathways.

Sabando Rojas, D. S., Puigdemívol Aguadé, I., & Torrado Fonseca, M. (2025). **Inclusive education and academic performance in Catalan public schools**. *International Journal of Inclusive Education*, 29(4), 429-446. <https://doi.org/10.1080/13603116.2021.1879954>

In response to the challenges of the global Education 2030 Agenda (i.e. to guarantee inclusive and equitable quality education for all), this study was designed to ascertain to what extent inclusive education policies are applied in public primary schools in Catalonia (Spain). The objective was to identify the level of inclusion (LI) of the schools through an online questionnaire, and to determine the relationship of LI to the students' academic performance in the schools, as measured by the Catalan external evaluation exam in their last year of primary education. Our findings showed advances in applying more inclusive education in the 615 participating schools. On ascertaining the LI we classified the schools according to levels of consolidation of inclusive practices, identifying both the most well-established areas and barriers to inclusion. Hence we obtained a wide spectrum of the application of inclusion in the Catalan education system. The study also showed that there was no relationship between inclusive practices and pupils' academic performance in the schools taking part. The rigour of the procedures used and the breadth of the sample can promote evidence-based practices for the development of policy in the Catalan education system and internationally.

Srivastava, B., Hirrfot, K. T., & Behrer, A. (2024). **High Temperature and Learning Outcomes: Evidence from Ethiopia** (Policy Research Working Paper Series N° 10714). Consulté à l'adresse <https://econpapers.repec.org/paper/wbkwbrwps/10714.htm?ref>

This paper uses data from 2003–19 on 2.47 million test takers of a national high stakes university entrance exam in Ethiopia to study the impacts of temperature on learning outcomes. It finds that high temperatures during the school year leading up to the exam reduce test scores, controlling for temperatures when the exam is taken. The results suggest that the scores of female students are less impacted by higher temperatures compared to their male counterparts. Additionally, the analysis finds that the scores of students from schools located in hotter regions are less impacted by higher temperatures compared to their counterparts from cooler regions. The evidence suggests that the adverse effects of temperature are driven by impacts from within-classroom temperatures, rather than from indirect impacts on agriculture.

Stacy, B. W., Akmal, M., Rogers, F. H., Venegas Marin, S., Rajaram, H., & Farysheuskaya, V. (2025). **What's at Play? Unpacking the Relationship between Teaching and Learning** (N° 9; p. 79). Consulté à l'adresse [World Bank Group website: https://openknowledge.worldbank.org/entities/publication/a71e64fc-bc19-4d9f-a28b-de5b0aa46855](https://openknowledge.worldbank.org/entities/publication/a71e64fc-bc19-4d9f-a28b-de5b0aa46855)

Using unique nationally representative school and system survey data from 13 education systems in low and middle-income countries collected through the World Bank's Global

Education Policy Dashboard (GEPD), we examine how the pedagogical practices, including practices to foster student engagement and subject content knowledge of primary-school teachers, correlate with their students' learning outcomes. The authors find that student performance on literacy (and, to a lesser extent, math) assessments are correlated with receiving instruction from teachers with better-measured pedagogical skills. While the better-pedagogy effect is modest for the entire sample, it is statistically robust and quite substantial for the upper-middle-income countries. Based on a sub-sample of those education systems, we also find that using learning strategies that support greater student engagement appears to be highly predictive of student learning outcomes in literacy. Better pedagogical practices correlate with teachers' exposure to more practical, school-based pedagogical support, for example through induction or mentoring and feedback on lesson plans, and with better teacher evaluation at the school level. The findings confirm the important role of interventions providing direct pedagogical support and feedback to teachers through training, instructional leadership, and evaluation, and they highlight the potential for interventions to foster student engagement and improve learning outcomes.

Sywelem, M. M. G., & Alotaibi, S. B. (2025). **Evaluating electronic gaming addiction impact on middle schoolers: Parental views.** *Education and Information Technologies*, 30(4), 4883-4906. <https://doi.org/10.1007/s10639-024-12993-5>

This quantitative study explores parental awareness of gaming addiction risks and their perceptions of coping strategies among middle school students in Jazan region, Saudi Arabia. Data were collected from 245 parents using a validated questionnaire designed to assess perceptions of three primary risks associated with gaming addiction: health, behavioral, and academic impacts. The results indicate a consistently high level of parental awareness concerning these risks, with respondents uniformly acknowledging their significance. Statistical analyses reveal no statistically significant differences in risk perception based on demographic variables such as gender, educational level, residence, and average monthly income. Furthermore, the study identifies a substantial consensus among parents regarding proposed strategies for addressing gaming addiction risks. These findings underscore the crucial role of parental engagement and awareness in mitigating gaming addiction among middle school students. They emphasize the necessity for collaborative efforts among parents, educators, and policymakers to effectively prevent and manage gaming-related challenges within this demographic. In conclusion, this study provides valuable insights into parental perceptions and strategies concerning gaming addiction risks among middle school students in Jazan region. It advocates for targeted interventions that harness parental involvement and interdisciplinary collaboration to promote healthier gaming behaviors and enhance the overall well-being of children in Saudi Arabia.

Tan, L.-P., Gong, S.-Y., Wang, Y.-J., Guo, X.-R., Xu, X.-Z., & Wang, Y.-Q. (2025). **Enhancing Academic Performance Through Self-Explanation in Digital Learning Environments (DLEs): A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(1), 20. <https://doi.org/10.1007/s10648-025-10001-x>

Self-explanation serves as a constructive learning scaffold in education, actively engaging learners in the identification of knowledge gaps and the rectification of erroneous mental models. This study aimed to examine the effects of self-explanation on students' academic performance in digital learning environments and to test the possible moderating factors in this association. We focused on two issues: (a) the

effectiveness of self-explanation on academic performance; (b) moderating factors (learners' characteristics, learning environment characteristics, inducement characteristics, and learning material characteristics) associated with different studies that may have resulted in the inconsistent findings. Based on 204 effect sizes extracted from 56 studies, we found that, compared with no self-explanation conditions, self-explanation had at least a medium effect (total: $k=204$, $g=0.46$; retention: $k=56$, $g=0.31$; transfer: $k=77$, $g=0.33$; mixed: $k=71$, $g=0.60$; immediate: $k=158$, $g=0.45$; delayed: $k=46$, $g=0.35$) in enhancing academic performance. Furthermore, moderator analysis found that studies conducted in learner-centered pacing learning environments showed larger effect sizes of self-explanation on academic performance than those conducted in system-centered pacing learning environments. Self-explanation was also more effective in concept knowledge and mixed knowledge compared to procedural knowledge. In general, this meta-analysis provided confidence in utilizing self-explanation and offered evidence-based recommendations for providing self-explanation in digital learning environments. We concluded with issues for future research, such as the necessity for additional studies on the quality of self-explanation and the establishment of standardization criteria for evaluating its quality.

Terriot, K., Vignoli, E., & Lannegrand, L. (2025). **Décrochage scolaire et universitaire - Introduction.** *L'orientation scolaire et professionnelle*, (54/1), 5-12. <https://doi.org/10.4000/13j67>

Bien qu'en constante diminution dans le champ scolaire ou universitaire, le décrochage, processus qui conduit chaque année des jeunes à quitter leur formation sans obtenir le diplôme visé, reste une préoccupation forte des pays industrialisés. Prévenir le décrochage est un enjeu de taille car les conséquences peuvent être lourdes, tant pour la personne concernée que pour la société dans laquelle elle évolue. La commission européenne (2011) précise que réduire ce décrochage répond à un double ...

UNICEF Innocenti – Global Office. (2024). **Exploring the Reasons Behind Primary School Dropout in Mozambique** (p. 19). Consulté à l'adresse UNICEF website: <https://www.unicef.org/innocenti/media/10496/file/Exploring%20the%20Reasons%20Behind%20Primary%20School%20Dropout%20in%20Mozambique.pdf>

Vallin, V. V. (2025). **Le décrochage universitaire : entre contrainte et autonomisation.** *L'orientation scolaire et professionnelle*, (54/1), 257. <https://doi.org/10.4000/13j6f>
Cet article explore le décrochage universitaire à travers la théorie des capacités, interrogeant s'il peut représenter une forme d'autonomisation plutôt qu'un échec. L'étude repose sur une analyse qualitative de 50 récits biographiques d'étudiants de l'académie de Créteil (Seine-Saint-Denis, Val-de-Marne) et de Paris, collectés entre 2020 et 2024. Les résultats montrent que le décrochage résulte souvent d'un décalage entre aspirations personnelles et parcours imposés, amplifié par des contraintes institutionnelles telles que des choix par défaut et des pressions familiales. Si certains étudiants parviennent à transformer cette rupture en une opportunité de réorientation, d'autres se retrouvent piégés dans une précarité limitant leur capacité à rebondir. Cette recherche souligne l'importance d'un accompagnement institutionnel adapté pour faciliter la réintégration des étudiants et prône une flexibilité accrue des parcours éducatifs. Cette approche vise à garantir une plus grande liberté de choix et à réduire les inégalités d'accès à l'enseignement supérieur.

Vargas, J., & Rozo Villarraga, S. V. (2024). **Right to Education: Forced Migration and Child Education Outcomes** (Policy Research Working Paper Series N° 10720). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/10720.htm?ref>

About a third of the 7.7 million Venezuelans who have left their country due to political and economic turmoil have settled in neighboring Colombia. The extent to which the Colombian schooling system can absorb the massive demand for education of Venezuelan children is key for their future trajectory of human capital accumulation, as well as that of Colombian students in receiving communities. This paper estimates the effect of Venezuelan migration on educational outcomes of children living in settlement municipalities in Colombia, distinguish between the effect of the migration shock on native and migrant students. Specifically, it estimates the effect of the migration shock on school enrollment, dropout/promotion rates and standardized test scores. The identification relies on a plausibly exogenous measure of the predicted migration shock faced by each Colombian municipality every year. The findings show that the migration shock increased the enrollment of Venezuelan students in both public and private schools and in all school grades, but also generated negative spillovers related to failing promotion rates and increasing dropout. This paper documents that these negative effects are explained by the differential enrollment capacity of schools, as well as by the deterioration of key school inputs.

Vembye, M. H., Weiss, F., & Bhat, B. H. (2023). **The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis** (MetaArXiv N° mq5v7_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfmetaar/mq5v7_5fv1.htm?ref

Co-teaching and related collaborative models of instruction are widely used in primary and secondary schools in many school systems. This systematic review and meta-analysis investigated the effects of such models on students' academic achievement and how these effects are moderated by factors of theoretical and practical relevance. Although previous research and reviews have asserted that the evidence base is scarce, we found 128 treatment and control group studies from 1984–2020. We excluded 52 studies due to critical risk of bias via Cochrane's risk of bias assessment tools and conducted a meta-analysis of 76 studies. This yielded 280 short-term effect sizes of which 82% were pretest-adjusted. We found a moderate, positive, and statistically significant mean effect of $g^+ = 0.11$, 95% CI[0.035, 0.184] of collaborative instruction compared to single-taught controls, using the correlated-hierarchical effects (CHE-RVE) model. From moderator analyses, we found that collaborative instruction yields effects of mostly the same size, whether the interventions involved trained teachers or assistants with no teaching qualifications. This implies a potential for the expansion of such interventions at lower costs than otherwise expected. Moreover, factors that are highlighted in the co-teaching literature as preconditions for the effectiveness of collaborative instruction did not explain variations in effect sizes. Finally, we found no clear evidence for publication bias or small study effects. Notably, a large number of the studies that we drew upon were non-randomized studies, and therefore, more rigorous experimental research is needed, especially on relevant co-teaching interventions.

Vilches, O. (2025). **L'expérience des « décrocheurs » de la Garantie jeunes : quelles spécificités dans leurs parcours ?** *L'orientation scolaire et professionnelle*, (54/1), 311-332. <https://doi.org/10.4000/13j6i>

Cet article s'intéresse aux parcours des bénéficiaires de la Garantie jeunes et plus particulièrement aux spécificités des bénéficiaires ayant décroché à l'école. À partir d'une enquête longitudinale qualitative menée en trois temps, cet article propose de mettre en évidence les spécificités des « décrocheurs » au regard des autres jeunes. Il mobilise 55 entretiens semi-directifs, correspondant à 23 enquêtés, dont six qui sont considérés comme des « décrocheurs scolaires ». Nos analyses révèlent notamment que ces jeunes, aux multiples facteurs de vulnérabilité, parviennent à raccrocher à ce dispositif d'insertion et tirer profit de celui-ci, même si leur insertion socioprofessionnelle n'est pas optimale à la fin de la Garantie jeunes.

Wiltsire, J. C. (2024). **Lifting the Cap on Non-Resident University Enrollment: Evidence from Wisconsin** (Department Discussion Paper N° 2408). Consulté à l'adresse Department of Economics, University of Victoria website: <https://econpapers.repec.org/paper/vicvicddp/2408.htm?ref>

Non-resident students are often accused of negatively affecting academic quality and crowding out resident students. We present new evidence on this relationship by exploiting the removal of an enrollment cap on non-resident students at a highly ranked state flagship university. We find this policy yielded a 29 percent increase in non-resident enrollment (coming almost entirely from domestic rather than international students), and a consequent 47 percent increase in tuition revenue which funded large increases in financial aid disbursed at the university, particularly for low-income resident students. We find no evidence of negative effects on several measures of academic quality or resident-student enrollment.

Wu, H. (2025). **How Do Positive and Negative Shocks Jointly Shape Educational and Labor Market Outcomes? The Case of Education Reforms in Vietnam** (SocArXiv N° 2km56_v1). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/2km56_5fv1.htm?ref

Current research on education reform has focused chiefly on positive shocks that intend to equalize educational opportunity, while negative shocks that impede school access have rarely been investigated. What would happen to someone exposed simultaneously to both types of shocks? I tackle this question in the context of Vietnam, where a universal primary education reform (a positive shock) and an introduction of tuition fee for secondary education (a negative shock) took place almost at the same time but affected different cohorts. I find that the negative shock decreased individual years of schooling, whereas the positive shock increased it. The beneficial effect of the positive shock outstrips the adverse effect of the negative shock, resulting in an overall improvement in educational attainment for those exposed to both shocks. The favorable joint effect on schooling is more pronounced for socioeconomically disadvantaged rural residents, women, and ethnic minorities. Educational assortative mating, intergenerational persistence of education, and labor market outcomes are also examined in this article.

Yahiaoui, G. (2025). **Le groupe de pairs au secours de la scolarité adolescente, une expérience clinique en protection de l'enfance**. *L'orientation scolaire et professionnelle*, (54/1), CCCLXXXVII. <https://doi.org/10.4000/13j6l>

La surreprésentation de la « difficulté scolaire adolescente » en protection de l'enfance est démontrée par les études comme dans la clinique. Des modalités de traitement opérantes restent pourtant à inventer. Nous discuterons les acquis de

l'accompagnement durant trois ans d'un groupe de sept adolescents au sein d'un service d'AEMO. Ceux-ci présentent une affiliation scolaire beaucoup plus importante que les autres adolescents suivis dans le service. Nous avancerons que les interactions entre pairs d'un groupe restreint d'adolescents permettent de lutter efficacement contre la désaffiliation scolaire rencontrée en protection de l'enfance. Les caractéristiques générales de ce dispositif seraient le respect de la règle des trois unités (temps, lieu et action), la disponibilité et la permanence dans la relation transférentielle, à l'opposé de la discontinuité habituellement reprochée aux accueillants. Enfin, les freins rencontrés dans la pérennisation de ce dispositif opérant nous amènent à envisager les effets des dynamiques institutionnelles contemporaines sur la généralisation possible de ce dispositif.

Zaffran, J. (2025). **Qui survit en licence ? Analyse de survie en licence des bacheliers en général et des bacheliers professionnels en particulier.** *L'orientation scolaire et professionnelle*, (54/1), 171. <https://doi.org/10.4000/13j6d>

Les travaux en France sur le décrochage universitaire en général et sur le décrochage en licence en particulier sont abondants. Ces travaux mettent en exergue l'effet des facteurs sociodémographiques et de la pédagogie universitaire sur l'obtention du diplôme. Ils pointent également l'importance du décrochage au cours de première année de licence. Cependant, les travaux prenant en compte la nature processuelle du phénomène ne mesurent pas le risque de décrocher à partir du temps écoulé entre le début de suivi et la fin du suivi. Une mesure de cette nature est au centre de l'analyse du temps de survie. À partir des données du panel « Bacheliers de 2014 dans l'enseignement supérieur », l'article propose une analyse de survie qui mesure d'abord la probabilité que le décrochage se produise à un instant donné, selon le temps de survie en licence des bacheliers. Elle prédit ensuite l'effet de plusieurs variables explicatives sur la durée de survie en licence. Les résultats montrent que le décrochage en licence, certes évolutif, présente des paliers plus ou moins importants dans le temps. Ils confirment également la spécificité des bacheliers de série professionnelle : quelle que soit la filière d'études de licence ils sont confrontés à un risque plus élevé que les autres bacheliers de décrocher que ce soit à court terme ou à long terme. La conclusion soulève la question d'un phénomène qui intervient à court terme et perdure dans le temps long.

Zhu, X., Tang, Y., Lu, J., Song, M., Yang, C., & Zhao, X. (2024). **Inhibitory Control and Mathematical Ability in Elementary School Children: A Preregistered Meta-Analysis.** *Educational Psychology Review*, 37(1), 1. <https://doi.org/10.1007/s10648-024-09976-w>

Mathematical ability is a crucial component of human cognitive function, which is defined as the ability to acquire, process, and store mathematical information. While many studies have documented a close relationship between elementary school children's inhibitory control and their mathematical ability, existing empirical evidence remains controversial with some other studies showing a null correlation between these two constructs. This preregistered three-level meta-analysis aims to further elucidate the relationship between inhibitory control and mathematical ability in elementary school children by differentiating various types of inhibitory control, domains of mathematical ability, and exploring various potential moderators. This meta-analysis synthesized 241 effect sizes extracted from 86 samples, involving data from a total of 14,223 primary school children with a mean age of 8.67 years. The results showed a moderate positive correlation between inhibitory control and mathematical ability ($r = 0.19$). Mathematical ability was more strongly correlated with interference inhibition ($r = 0.21$) than response

inhibition ($r = 0.14$). The relation between inhibitory control and mathematical ability was not moderated by domains of mathematical ability, inhibitory control task, age, gender, developmental status, socioeconomic status, and sample region. These findings provide novel insights into the cognitive underpinnings of mathematical ability in elementary school children. Practical implications are discussed.

Valeurs

Arthur, J., Goodman, David M., & Clemente, M. (2025). **Towards an Anthropological Perspective on Human Flourishing in Education.** *British Journal of Educational Studies*, 73(2), 201-214. <https://doi.org/10.1080/00071005.2024.2401035>

While many recognise the impact formal education has on human flourishing, often overlooked are the forces in society that shape our conception of the good life. Our understanding of flourishing is formed as much by the culture we live in as by the classrooms we learn in. This oversight impacts our ability to think clearly about flourishing because it keeps us from seeing the foundations upon which our idea of the good life is built. Contending that the language used by psychologists often reduces our understanding of human flourishing and existence we argue that the notion of the good life many of us adopt simply by existing in our modern therapeutic culture has been deeply distorted. On this basis, we advance a corrective for constricted therapeutic conceptions of flourishing, arguing that human flourishing needs 'anthropology' in two senses – one employed by social scientists and one by theologians and philosophers – and we make the case for the educational importance of turning to 'anthropologies of the good' as a positive, constructive examination of flourishing that is philosophically and theologically sophisticated enough to parse the several empirical investigations of human nature and bring clarity and insight to their findings.

Boulet, P. (2025, mars 25). **La transition numérique dans l'enseignement supérieur et dans la recherche est-elle compatible avec l'écologie ?** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/la-transition-numerique-dans-l-enseignement-superieur-et-dans-la-recherche-est-elle-compatible-avec-lecologie-251572>

L'empreinte carbone de la transition numérique va-t-elle exploser avec l'essor des IA génératives ? Cette question concerne aussi le secteur de l'enseignement supérieur et de la recherche.

Breidenbach, M. C., Julier, A., Lacaze-Labadie, A., Massou, M., Achigar, M., Dutrey, P., ... Devaux, V. (2025). **Tensions et réflexions éthiques à propos du travail social auprès des personnes exilées. Le cas d'un dispositif de formation par la recherche.** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/916>

La complexité de l'accompagnement des personnes exilées en demande d'asile s'avère une épreuve de la professionnalité pour les travailleur·euses sociaux·les missionné·es au sein des structures d'accueil. La mise en œuvre d'une recherche-action-formation (RAF) au sein d'une association accueillant des demandeur·euses d'asile et des bénéficiaires de la protection internationale avait vocation à questionner les pratiques professionnelles pour favoriser le développement du pouvoir d'agir des personnes concernées. La réflexion collective et les expérimentations de terrain mises en œuvre, au-delà du développement du pouvoir d'agir, ont finalement contribué à

l'émergence de postures d'intervention qui tentent de préserver les enjeux éthiques de l'accompagnement en contexte contraint et problématique.

Briole, S., Gurgand, M., Maurin, E., McNally, S., Ruiz-Valenzuela, J., & Santín, D. (2024). **The Making of Civic Virtues: A School-Based Experiment in Three Countries** [PSE Working Paper]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halpsewpa/halshs-04720970.htm?ref>

This paper shows that schools can foster the transmission of civic virtues by helping students to develop concrete, democratically chosen, collective projects. We draw on a RCT implemented in 200 middle schools in three countries. The program leads students to conduct citizenship projects in their communities under the supervision of teachers trained in the intervention. The intervention caused a decline in absenteeism and disciplinary sanctions at school, alongside improved academic achievement. It also led students to diversify their friendship network. The program has stronger effects when implemented by teachers who are initially more involved in the life of the school.

David, R. (2025). **Le service national universel, analyse institutionnelle d'une émancipation sous contrainte**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (70). Consulté à l'adresse <https://pratiquesdeformation.fr/908>

Depuis 2017 un dispositif éducatif portant le nom de service national universel (SNU) a vu le jour au sein du paysage éducatif français et se présente comme un projet visant à favoriser l'émancipation, la cohésion et à transmettre les valeurs de la République. Aussi, à partir d'une approche multiréférentielle des situations éducatives, cet article entreprend d'analyser la manière dont le service national universel constitue un dispositif de conformation fonctionnaliste à rebours de la rhétorique de l'engagement et de l'émancipation mobilisée dans le langage politique. En saisissant le SNU comme un projet éducatif et pédagogique et en s'appuyant sur la distinction tout autant que l'indissociabilité du projet-visée et du projet-programme, il sera ainsi permis de préciser et rendre visible le caractère idéologique du dispositif.

Dubet, F. (2025). **L'humiliation des perdants de la compétition scolaire nourrit le populisme**. Consulté 1 avril 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/dubet-emprise-scolaire>

Le poids du mérite scolaire instaure un clivage entre les vainqueurs et les vaincus du système éducatif. Humiliés, ces derniers adhèrent de moins en moins aux valeurs de la démocratie. Un facteur essentiel de la montée du populisme contemporain. Le point de vue de François Dubet, sociologue.

Kohout-Diaz, M., & Gbebe, K. M. (2025). **Éducation inclusive et dignité de l'enfant en situation de handicap: une question éthique d'inculturation**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/education-inclusive-et-dignite-de-lenfant-en-situation-de-handicap/77845>

Comment définir une éthique fondée sur la dignité de l'enfant en situation de handicap pour favoriser le développement de l'éducation inclusive en Afrique et plus spécialement dans des contextes traditionnellement discriminants comme la communauté éwé au Togo, où le sujet handicapé est qualifié de « corps vivant malformé » et exclu ? Quelles sont les sources des discriminations ? Quels sont les facteurs à promouvoir ? Les enjeux principaux de cet ouvrage sont liés à l'identification des

processus de stigmatisation en contexte traditionnel éwé, à une redéfinition du concept de « dignité » et à un éclairage des processus de l'éducation inclusive. Ils sont aussi relatifs aux mécanismes de transfert de ces processus dans les pratiques sociopolitiques et à l'inclusion socioprofessionnelle des personnes en situation de handicap. L'auteur démontre que face à la personne en situation de handicap, la dignité de son corps peut l'emporter sur sa déficience, de sorte que l'expression « Tohsu » ou « corps vivant malformé » se vide de son sens. L'utilisation de cette expression devient une injure. L'anthropologie appliquée au champ de l'éducation fournit un cadre pertinent pour saisir une vision dynamique de l'humain en lien avec les principes de l'éducation inclusive et qui contraste avec le stigmate réifié dans la langue et réifiant

Kristjánsson, K. (2025). **Richard Pring's View of Education as a Moral Practice**. *British Journal of Educational Studies*, 73(2), 165-180. <https://doi.org/10.1080/00071005.2025.2470469>

Richard Pring (1938–2024) was the first holder of a Chair in Education at the University of Oxford and the Editor of the present journal from 1986 to 2001. This article pays tribute to his legacy in the field of educational philosophy. After reviewing briefly some well-known recurring themes in Pring's educational philosophy, such as his busting of 'false dualisms', the article focuses on his specific view of education (and teaching) as a moral practice. This view is considered both in light of his more general conception of the aims of education and his latter-day writings about moral or character education more specifically. The article elicits the novelty of Pring's position, especially in some of his less discussed works, and highlights his lasting legacy as a stalwart of early academic philosophy of education in the U.K. The article confirms Pring's self-ascription as a Deweyan, albeit exclusively in the context of Dewey's more systematic writing. However, Pring brought a unique take to most of the topics he discussed, defying any simplistic identification with a specific school of educational or philosophical thought.

Kristjánsson, K., Harrison, T., & Peterson, A. (2025). **Reconsidering the 'Ten Myths' about Character Education**. *British Journal of Educational Studies*, 73(1), 49-72. <https://doi.org/10.1080/00071005.2024.2378059>

Is character education flawed as an approach to values education? A 2013 article answered that question in the negative and defused ten common objections against character education as 'myths'. The aim of the present article is to revisit those objections and consider the evidence that has accumulated since 2013. After a brief historical and conceptual rehearsal, the core section of the article is taken up with reminders of the original arguments rebutting each myth, complemented with additional updated, and more extensive, considerations that were not available at the time. The original article contained a section on 'three well-founded misgivings'. We argue that none of those misgivings is as relevant in today's climate as they were in 2013. However, we acknowledge that those misgivings have been superseded by new challenges that test the theoretical flexibility and empirical credibility of character education. To ensure that those interested in human flourishing can continue to dispel myths about character education and address the most pressing challenges in the field, we close with some reflections on the future of character education and where we see its next ideal academic destinations to be.

Laville, M., & Gremion, F. (2024). **Introduction : L'éthique du care, une éthique du concret**. *Revue internationale de l'éducation familiale*, 54(2), 13-17. Consulté à l'adresse

<https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2024-2-page-13>

Levy, S. R., Monahan, C., Araiza, A., Ramirez, L., & Palacios-Espinosa, X. (2025). **Reducing Climate Change Denial and Increasing Support for Climate-Friendly Policies: The Role of Climate Change Education.** *Journal of Social Issues*, 81(1), e12664. <https://doi.org/10.1111/josi.12664>

Insufficient US public education and misinformation from other sources contribute to climate change (CC) denial. Public US university students in the South (Study 1) and Northeast (Studies 1 and 2) were randomly assigned to watch two educational science videos on CC (experimental condition) or flu viruses (control condition). Experimental (vs. control) condition participants reported (a) less agreement with statements reflecting CC denial (immediate post-test [Studies 1 and 2] and delayed post-test [Study 2]); (b) greater agreement with statements about the existence, seriousness, and human causes of CC and hope for CC interventions (immediate post-test [Studies 1 and 2]); (c) greater intentions to support climate-friendly US policies (immediate post-test [Study 1]); and (d) less negative feelings about CC (delayed post-test [Study 2]), when controlling for gender and political leaning. Implications for effectively addressing CC education among university students with relatively easy-to-implement, time-efficient, and cost-effective interventions are discussed.

Nyberg, E., Castéra, J., Marre, C. C., Jégou, C., & Redondo, C. (2025). **Self-perceived Action Competence for Sustainability and Environmental Attitudes.** *Australian Journal of Environmental Education*, 1-16. <https://doi.org/10.1017/ae.2025.2>

Within environmental education research, there is an ongoing interest in trying to understand what factors might lead to pro-environmental action and pro-environmental behaviours. This study explores the relationship between environmental attitudes and self-perceived action competence for sustainability by combining a questionnaire measuring self-perceived action competence for sustainability (SPACS-Q) with a questionnaire measuring environmental attitudes, the 2 factor Model of Environmental Values (2-MEV-Q), among 236 primary school student teachers in France. Our results show that the SPACS-Q adapted to the French context is largely valid within this sample and that the factor Preservation in the 2-MEV model is a predictor for SPACS. This connection is strongest for the factor Willingness to act. Likewise, we conclude that age impacts the SPACS factor Confidence in one's own influence, whereas other variables such as training in sustainable development issues do not impact any of the SPACS factors. The study provides some insights into how self-perceived action competence and pro-environmental attitudes might be promoted through education.

Rivière, J. B. (2025, mars 19). **Les élèves des lycées agricoles sont-ils hostiles à l'agroécologie ?** Consulté 26 mars 2025, à l'adresse The Conversation website: <http://theconversation.com/les-eleves-des-lycees-agricoles-sont-ils-hostiles-a-lagroecologie-248400>

De nouveaux modes de production agricole, plus respectueux de l'environnement, se développent. Comment les élèves y sont-ils formés et quelle attitude adoptent-ils face aux transformations du métier ?

Rollin, Z. (2024). **Face à la maladie grave : de l'intérêt de mobiliser les éthiques du care pour comprendre le travail enseignant.** *Revue internationale de l'éducation familiale*,

54(2), 57-74. Consulté à l'adresse <https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2024-2-page-57>

Roussel, G., Blaise, F., Bonnafous, S., Cuesta, C., Dauchet, M., Filloque, J.-M., ... Comité éthique et scientifique Parcoursup et Mon Master. (2025). **7e rapport annuel comité éthique et scientifique Parcoursup Mon Master** (p. 113). Consulté à l'adresse Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche website: <https://www.vie-publique.fr/rapport/297809-7e-rapport-annuel-comite-ethique-et-scientifique-parcoursup-mon-master>

| Ce rapport 2024 est marqué par une évolution importante du rôle du Comité éthique et scientifique avec l'élargissement du périmètre de ses missions à l'analyse du fonctionnement de la plateforme de candidature Mon Master (pour la procédure d'accès des étudiants au deuxième cycle d'études supérieures). Dans ce 7e rapport, les membres du Comité éthique et scientifique Parcoursup et Mon Master (CESPM) rappellent le fonctionnement des algorithmes utilisés dans Parcoursup et dans Mon Master, pour réaffirmer le rôle des responsables et enseignants des formations qui, réunis dans le cadre des commissions d'examen des dossiers, portent, seuls, les avis sur les candidatures. Le CESPM s'intéresse aux bacheliers du baccalauréat Sciences et technologies du management et de la gestion (STMG), souvent considérés comme les élèves parmi les plus fragiles de la voie générale et technologique. 20 % d'entre eux sortent de Parcoursup entre le moment où ils reçoivent une proposition d'admission et celui où ils devraient l'accepter. Ce constat a été particulièrement observé dans la région Nouvelle-Aquitaine qui est le territoire analysé dans ce 7e rapport annuel. Enfin, ce rapport élargi s'achève par une partie consacrée à la plateforme de candidature à la première année de toutes les formations conduisant au diplôme national de master (DNM), Mon Master. Pour cette première étude, le Comité fait le choix de limiter ses travaux à un « regard » d'ensemble et comparatif, en s'appuyant sur son expertise acquise par le travail pluriannuel mené sur Parcoursup. Le Comité éthique et scientifique Parcoursup et Mon Master liste une vingtaine de recommandations qui vont de l'exigence pour les formations sélectives d'une véritable transparence sur leurs critères de refus des candidats, à l'incitation des établissements à tirer parti de l'expérience des deux premières sessions de Mon Master et de celle de Parcoursup, pour la gestion du classement des candidats, en passant par la mise en place ou le développement, des parcours de consolidation pour les STMG en bachelors universitaires de technologie (BUT).