

Veille de l'IREDU



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Acquisition de compétences

Alabi, É. (2024). **Du kplon à la « salle du papier » : étude des dimensions idéologiques et représentationnelles de l'appropriation de l'Approche Par Compétences dans les écoles au Bénin** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04932572>

Cette recherche s'intéresse à la mise en œuvre de l'Approche Pédagogique par Compétences (APC) au Bénin. En adoptant ce modèle pédagogique, les autorités politiques s'inscrivent dans la logique où la formation scolaire doit être pensée en réponse aux besoins en matière d'emploi (Labbé, 2021). Mais vingt ans après son adoption dans le système scolaire du Bénin, des voix s'élèvent pour affirmer l'échec de ce projet pédagogique. L'objectif au départ de cette thèse est dans une perspective heuristique. Il consiste à identifier les problèmes majeurs de la mise en œuvre de l'APC au Bénin. Sa spécificité est orientée vers la vision de l'éducation chez les enseignants et les pratiques qui en découlent. Elle interroge l'idéologie de l'éducation qui sous-tend la pratique des enseignants au Bénin et questionne la manière dont celle-ci pourrait influencer leur appropriation de l'outil pédagogique APC. Sur le plan de la démarche d'investigation, elle s'inscrit dans une perspective de triangulation méthodologique. Elle comporte trois stratégies complémentaires que sont : l'observation des enseignants en situation de classe, des entretiens sur les activités d'enseignement accomplies pour susciter la dynamique de "coanalyse observateur/observé" et l'entretien semi-directif avec chaque enseignant pour recueillir les représentations de ceux-ci sur le modèle pédagogique prescrit. En effet, chaque stratégie est censée nous révéler un aspect particulier du même objet de la recherche (Hille, 2015). Les résultats obtenus confirment une pratique effective distante de la prescription. En effet, l'appropriation de l'injonction chez les enseignants se heurte à des contraintes de terrain renforcés par une représentation négative vis-à-vis de l'outil pédagogique APC.

Auli-Giraldo, M. (2024). **Élaboration d'un outil d'évaluation de compétences, outil d'évolution des pratiques d'enseignement-apprentissage universitaires vers une Approche Par Compétences** (Phdthesis, Aix marseille Université; p. 543). <https://doi.org/10.36315/2022v1end121>

Depuis 2017, l'Université Aix-Marseille s'est engagée dans une transformation pédagogique vers une Approche par Compétences (APC). Cependant, l'évaluation des compétences n'est pas encore opérationnelle. La transition vers une APC implique un changement de paradigme pédagogique : ce qui est évalué ici n'est pas seulement la performance des étudiant·e·s (le résultat de leur activité), mais aussi leur capacité à atteindre ce résultat (les processus mentaux qui conduisent à la performance). Afin de rendre l'APC opérationnelle, il est essentiel de dépasser les systèmes d'évaluation se concentrant presque exclusivement sur le caractère productif de la compétence (la performance). En effet, certaines conceptions de l'APC sont encore influencées par une approche comportementaliste et ont tendance à réduire la compétence à ses manifestations observables, laissant de côté son caractère constructif. La difficulté de créer de nouveaux outils pour évaluer les compétences réside, en partie, dans le manque de modèles socio-constructivistes qui accordent leur juste poids à l'activité cognitive de l'apprenant·e. Dans notre quête d'amélioration des pratiques pédagogiques, nous avons reconnu l'importance d'ancrer notre pratique dans les théories de l'Apprentissage Auto-Régulé (AAR) et la métacognition. Les compétences métacognitives permettent aux étudiant·e·s de planifier, surveiller et réguler

efficacement leurs activités d'apprentissage, ce qui conduit au développement des compétences disciplinaires. Pour soutenir cette transition, nous avons développé le Modèle Métacognitif et d'Auto-Régulation des Compétences (MMARC), qui nous sert comme base théorique pour concevoir l'outil de développement et d'évaluation de compétences, « Questions Réflexives (QR) ». En pratique, les étudiant·e·s de l'UFR Sciences répondent à aux QR portant sur leurs connaissances, expériences et habiletés métacognitives au début, au milieu et à la fin (PRE, PER et POST- performance) des séances de Travaux Pratiques (TP). L'outil QR fournit ainsi des informations précieuses sur les processus cognitifs sous-jacents au développement des compétences, profitant à la fois aux étudiant·e·s et aux enseignant·e·s. Lors de l'évaluation du niveau de développement des compétences des étudiant·e·s, les enseignant·e·s considèrent non seulement les résultats des évaluations de performance traditionnelles, mais aussi les réponses aux QR. Cette approche encourage une évaluation robuste de la compétence, tout en soutenant son développement. Nous considérons que la mise en œuvre de l'outil QR devrait contribuer de manière significative à l'amélioration des capacités métacognitives et d'AAR des étudiant·e·s, favorisant ainsi une compréhension et une maîtrise approfondies des compétences disciplinaires visées au sein de leur formation.

Bachy, S. (2021). **Portrait des compétences numériques d'étudiants belges et pistes d'accompagnement**. *Revue internationale des technologies en pédagogie universitaire*, 18(3), 17-38. <https://doi.org/10.18162/ritpu-2021-v18n3-02>

Bal Sarialtın, N., & and Ata Baran, A. (2025). **A case study on the mathematical communication competency of mathematically gifted and non-gifted students**. *The Journal of Educational Research*, 118(3), 299-309. <https://doi.org/10.1080/00220671.2025.2475310>

The purpose of this study was to comparatively investigate the mathematical communication competency of mathematically gifted and non-gifted eighth-grade students. In this qualitative research, the multiple case study method was used. The participants consisted of a total of 10 eighth-grade students, comprising five mathematically gifted and five non-gifted students. The Mathematical Communication Competency Measurement Tool and Clinical Interview Form were used as data collection tools. The research data obtained with the Mathematical Communication Competency Measurement Tool were analyzed quantitatively by considering the levels of mathematical communication competency, whereas deductive analysis was performed on the data collected through the clinical interviews. As a result of the study, similarities were observed in the way mathematically gifted and non-gifted students employed mathematical communication competency in the process of solving relatively low-level (level 1) problems. However, for relatively high level (levels 2 and 3) problems, gifted students differed in terms of revealing the purpose of the problem, explaining a mathematical result, and presenting verbal and/or written justification.

Bouteldja, D., Sembel, N., & Badache, I. (2024). **The reflexive ePortfolio: analysis of learning traces according to van Manen's theory of reflexivity levels**. *18th Annual Conference of the TEPE (Teacher Education Policy in Europe)*. Présenté à Aix-en-provence, France. Consulté à l'adresse <https://hal.science/hal-05010153>

Since the 2019-2020 academic year, students from the Master 2 MEEF Professions of Teaching, Education, and Training at the National Higher Institute of Professorship and

Education of Aix Marseille University have been carrying out their teaching and education projects during the S3 and S4 semesters using the ePortfolio "efoliAM," a digital reflective tool designed to promote a reflective posture and foster collaborative learning. The ePortfolio enables students to document, manage, and share traces of their activities, and the transition to reflexivity depends on their ability to select and reflect on the data from their activities. While students have positively evaluated how the ePortfolio contributes to enhancing their autonomy and critical thinking, questions remain about the depth of reflexivity adopted in the ePortfolios. A qualitative analysis of 131 comments from the S3 semester of the 2020-2021 cohort was conducted based on van Manen's theory of reflexivity levels (Description, Structuration, Theorization, Problematization). The results revealed that more than half of the comments fell between levels 1 and 2 of reflexivity, with only 19% reaching level 3. Despite an equal distribution of comments between genders, more than two-thirds of women's comments were between levels 1 and 2, while the majority of men's comments were between levels 3 and 4.

Burton, C., Dang Ngoc, T. T., Gloniak, J. J., Scelles, A., & Tardif, J. (2025). **Déploiement de l'Approche par Compétences : perceptions quant aux soutiens et aux impacts.** *Questions de Pédagogie pour l'Enseignement Supérieur : écosystèmes de formation pour quelle(s) transformation(s)*. Présenté à Brest, France. Consulté à l'adresse <https://hal.science/hal-05023347>

Depuis 2021, dans le cadre de la réforme du Bachelor Universitaire de Technologie (BUT), l'IUT de CY Cergy Paris Université a déployé l'approche par compétences (APC) au sein de toutes ses spécialités. Ce processus, profondément transformateur, a exigé une refonte des référentiels de formation et une mobilisation soutenue des équipes pédagogiques pour repenser leurs pratiques d'enseignement et d'évaluation. Le déploiement de l'APC dans ce contexte a reposé sur une articulation entre une dynamique descendante (top-down), par des injonctions nationales et des formations imposées, et des initiatives participatives ascendantes (bottom-up) portées par des groupes de travail et des échanges formels et informels entre enseignants. Quatre ans après le début de la réforme, l'APC est pleinement intégrée dans le BUT, impactant les pratiques pédagogiques et l'écosystème de formation. Tenant compte des dispositifs d'accompagnement, cet article propose un retour d'expérience sur cette transformation et il examine l'évolution des perceptions des acteurs impliqués quant à ses retombées, tant pour les enseignants, les responsables de formation que les étudiants.

Cai, H., Zhang ,Qiyao, Bai ,Jian, Yang ,Xuesong, & and Cheng, X. (2025). **Review-based learning by teaching promoted deeper learning competencies of the challenged students.** *The Journal of Educational Research*, 118(3), 257-267. <https://doi.org/10.1080/00220671.2025.2464043>

Traditional didactic lectures persist as the predominant teaching method in mainland China's middle schools. Albeit criticized for inadequately fostering profound reflection and collaboration among students. This study introduces an adapted approach to learning by teaching (LdL), explicitly employing a review-based learning process, to nurture students' capacity for deep learning. Our findings underscore the positive impact of review-based LdL on enhancing crucial competencies such as learning ability, social and emotional skills, and critical thinking and expressive capacity. Analyzing student feedback through cluster analysis revealed that academically and socially challenged students, among the four experimental groups considered, experienced the most significant benefits. The results of the PLS-SEM analysis manifested that the total effect of

social and emotional skills on deeper learning competency was 0.881 among the cohort. The three-month pilot study also indicated diminishing learning aptitude among happy learners and social weariness among socially inclined individuals within the traditional teaching paradigm.

Chen, H.-L., Yohannes, A., & Hung, N.-L. (2025). **Effects of escape room game-based civics education on junior high school students' learning motivation, critical thinking and flow experience.** *British Journal of Educational Technology*, 56(3), 1170-1190. <https://doi.org/10.1111/bjet.13519>

The escape room game is an example of digital game-based learning that has become a popular learning tool in recent years. However, not enough is known about enthusiasm for and promising reports of the use of escape rooms in education. The purpose of this study was to investigate the effects of escape room game-based civics education on eighth grade students' learning motivation, critical thinking and flow experience. To explore the effects, a quasi-experimental pretest–posttest with a control group design method was employed. The participants were 76 eighth grade students. The subjects were divided into two groups: the experimental group, which used an escape room game, and the control group which used the Google classroom digital platform. The results of the study indicated that there was a significant difference between the two groups in favour of the experimental group in terms of learning motivation. There was a significant difference between the two groups' critical thinking in favour of the experimental group for the 'assumption' and 'interpretation' subscales of the critical thinking test. Regarding flow experience, the experimental group performed significantly better than the control group. Finally, based on the research results, suggestions are made for the future use of escape room games for teaching and for future research. Practitioner notes What is already known about this topic Escape room games have substantial potential for enhancing learning, motivation and critical thinking. Studies promoting mental flow, integrating complex skills and using multiple strategies in a game context are limited. What this paper adds Students' mind flow experience and critical thinking were enhanced through escape room games. The escape room game made the learning process more varied, triggered students' interest, and improved their learning motivation. This study compared the effect of escape room game-based learning with the Google Classroom platform, not the traditional teaching approach. Implications for practice and/or policy Escape room games offer learners innovative opportunities to develop critical thinking skills. Using an appropriately designed escape room as a game-based learning environment is an effective and motivating game-based learning approach. The realistic and interactive nature of escape room games is an important factor that influences learners' mind-flow experiences.

Dang Ngoc, T. T., & Delatouche, N. (2025). **Les étudiants comme acteurs clés de l'université: identifier, développer et endosser divers rôles dans l'écosystème universitaire.** *Questions de Pédagogie pour l'Enseignement Supérieur: écosystèmes de formation pour quelle(s) transformation(s)*. Présenté à Brest, France. Consulté à l'adresse <https://hal.science/hal-05023307>

L'écosystème universitaire est en pleine évolution, confronté à de nouveaux enjeux tels que la nécessité de renforcer les dynamiques collectives et de mieux répondre aux exigences de la transition sociétale, tout en faisant face à des contraintes croissantes, notamment des budgets de plus en plus limités. De nombreux étudiants souhaitent s'impliquer dans la vie universitaire pour diverses raisons, comme donner du sens à leur

engagement, acquérir une expérience professionnelle ou développer des compétences. Cependant, la vision traditionnelle se limite à leur rôle académique, négligeant leur potentiel à contribuer au fonctionnement de l'université. En les impliquant davantage, l'université peut renforcer son fonctionnement global grâce à leurs idées et compétences. Actuellement, l'implication des étudiants dans des activités extra-académiques reste informelle et présente des défis organisationnels, notamment en termes de recrutement, rémunération et reconnaissance. Cet article propose une réflexion sur la structuration de cette implication, en identifiant les rôles des étudiants, en leur offrant une formation spécifique et en explorant la centralisation de la gestion de ces dispositifs pour valoriser leurs compétences.

Danon, A. M., Das, J., de Barros, A., & Filmer, D. (2023). **Cognitive and Socioemotional Skills in Low-Income Countries: Measurement and Associations with Schooling and Earnings** (Working paper N° 10309). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:10309>

This paper assesses the reliability and validity of cognitive and socioemotional skills measures and investigates the correlation between schooling, skills acquisition, and labor earnings. The primary data from Pakistan incorporates two innovations related to measurement and sampling. On measurement, the paper develops and implements a battery of instruments intended to capture cognitive and socioemotional skills among young adults. On sampling, the paper uses a panel that follows respondents from their original rural locations in 2003 to their residences in 2018, a period over which 38 percent of the respondents left their native villages. In terms of their validity and reliability, our skills measures compare favorably to previous measurement attempts in low- and middle-income countries. The following are documented in the data: (a) more years of schooling are correlated with higher cognitive and socioemotional skills; (b) labor earnings are correlated with cognitive and socioemotional skills as well as years of schooling; and (c) the earnings-skills correlations depend on respondents' migration status. The magnitudes of the correlations between schooling and skills on the one hand and earnings and skills on the other are consistent with a widespread concern that such skills are underproduced in the schooling system.

Davier, M. V., Reynolds, K., Aldrich, C. E. A., Bookbinder, A., Kennedy, A., Gonzalez, E., ... Von Davier, M. (2025). **LaNA (Literacy and Numeracy Assessment) 2023 linking study result**. Consulté à l'adresse <https://timssandpirls.bc.edu/LaNA/results/LaNA-2023-Linking-Study-Results.pdf>

LaNA est une évaluation internationale qui mesure les compétences fondamentales en lecture et en mathématiques à la fin de l'école primaire. Elle repose sur les cadres de mathématiques et de lecture des évaluations internationales à grande échelle de l'IEA. Elle a été conçue comme une évaluation courte et plus accessible, destinée aux pays où TIMSS et PIRLS pourraient être difficiles à mettre en œuvre. Le rapport présente la performance moyenne de six pays, les pourcentages d'élèves atteignant les repères internationaux, ainsi que la relation entre la performance des élèves et les facteurs contextuels. Ces informations permettent aux décideurs politiques et aux chercheurs d'examiner plus en détail les environnements d'apprentissage et de prendre des décisions éclairées sur les stratégies visant à renforcer les systèmes éducatifs.

Diop, A., Cheneval-Armand, H., Castera, J., & Metz, S. M.-V. (2025). **Environnement d'apprentissage et créativité : impact sur l'utilisation des stratégies cognitives créatives**

des étudiants en situation de résolution de problème. *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m16>

Cette étude explore l'influence de l'environnement d'apprentissage sur l'utilisation des stratégies cognitives créatives lors de la résolution de problèmes, en comparant deux groupes d'étudiants de première année en licence Maths, physique, chimie et informatique (MPCI). Le premier groupe a évolué dans un environnement conçu pour encourager la coopération, avec une salle spécialement adaptée pour le travail coopératif. Le second groupe a étudié dans un cadre traditionnel. L'enquête s'appuie sur des questionnaires adressés aux étudiants ainsi que sur des entretiens avec leurs enseignants. Les résultats révèlent que le premier groupe a mieux utilisé des stratégies comme la « génération d'idées », la « manipulation d'idées » et le « flow-motivationnel », avec des performances créatives plus marquées. Cependant, aucune différence n'a été observée pour d'autres stratégies cognitives. Des variations intra-groupe montrent que des facteurs personnels influencent également l'utilisation des stratégies, indépendamment du type d'environnement. Cette étude contribue à identifier et à comprendre les caractéristiques pédagogiques, sociales, psychologiques et matérielles des environnements d'apprentissage qui influencent les stratégies cognitives créatives des étudiants.

Diver, D. (2025). **Educating Open-Mindedness through Philosophy in Schools.** *Educational Theory*, 75(2), 315-326. <https://doi.org/10.1111/edth.70013>

Closed-mindedness is a characteristic trait of irresponsible believers. For this reason and others, educators should actively discourage closed-mindedness in their students. One way to do this is to cultivate its opposing virtue: open-mindedness. Drawing on the work of William Hare, Danielle Diver defends the status of open-mindedness as an epistemic virtue and explains why it is truth-conducive, even in epistemically hostile environments. Diver goes on to argue that open-mindedness is fundamental to the practice of philosophy and that teaching philosophy in schools, especially through the methods of Philosophy for Children (P4C), is an effective way to cultivate open-mindedness in students. Teaching philosophy therefore has a valuable role to play in the education of responsible believers.

Fuchs, A., & Swartz, H. (2025). **Mathematics Education and Creativity -Influencing Cognitive Arousal, Self-Efficacy and Motivation-Meta-Analysis Article.** *Gaia*, 1(1), 38-48. Consulté à l'adresse <https://hal.science/hal-05001561>

This meta-analysis explores the cognitive distinctions between mathematical problem-solving and problem-posing processes. While problem-solving primarily engages visuospatial working memory, fact retrieval, and procedural execution centered in the left inferior frontal gyrus, problem-posing activates distinct neural pathways involving metacognition, conceptual integration, and dorsolateral prefrontal networks. Our synthesis of neuroimaging, behavioral, and educational research reveals that these complementary processes influence cognitive arousal, self-efficacy, and motivation in mathematics education through different mechanisms. Problem-solving effectiveness correlates with spatial working memory capacity and cognitive flexibility, while successful problem-posing depends on metacognitive monitoring and language processing abilities. These findings suggest that pedagogical approaches should intentionally develop both skill sets through targeted cognitive training that addresses working memory constraints while fostering reflective thinking. Educational implications include

the importance of integrating question-creation activities alongside traditional problem-solving to optimize mathematical reasoning abilities and enhance student engagement.

Khoramaki, Z., Safaei, L., Garhamani, L., & Nazari, M. (2025). **The Impact of Social Skills Education Intervention on Self-Efficacy in Female Primary School Students: A Semi-Experimental Study.** *Psychology in the Schools*, 62(5), 1598-1606. <https://doi.org/10.1002/pits.23411>

Teaching social skills, such as cooperation, self-expression, and empathy, is necessary for acquiring social skills and participating in social activities. In this semi-experimental research, the effect of social skills educational intervention on the self-efficacy of fourth to sixth grade female students in X schools was investigated from the perspectives of students and their parents. Before the intervention and 2 months after the intervention in both groups, related questionnaires were completed by students, parents and teachers. The educational program was presented twice a week during 12 1-h sessions, and parent education six 1-h sessions. The effectiveness of educational interventions in the subjects of social skills and its subscales in the students of the test group were statistically significantly different from the control group. No significant correlation was found between social skills and parental perspective on self-efficacy, empathy, and cooperation. Social skills training to primary school students can significantly improve their social competence, particularly in self-control, empathy, self-efficacy, and cooperation. However, no significant correlation was found between social skills and parental perspective on self-efficacy, empathy, and cooperation.

Kruit, P. M., Bredeweg ,B., & and Nieuwelink, H. (2025). **Enhancing students' argumentation skills, content knowledge, and Nature of Science understanding through a web-based educational instrument in the context of socio-scientific issues.** *International Journal of Science Education*, 47(6), 749-768. <https://doi.org/10.1080/09500693.2024.2348824>

Using socio-scientific issues as a learning context is an effective approach to achieve an important goal in science education, which is to enhance scientific literacy. It involves strengthening skills such as argumentation while also improving an understanding of the Nature of Science and imparting content knowledge. The present study evaluates the impact of a web-based educational instrument consisting of a unique combination of features designed to promote students' development of skills and knowledge as well as to address the challenges faced by teachers in teaching socio-scientific issues. Participants included 423 students in secondary education. Students in the experimental condition received a three-lesson intervention with the educational instrument, and students in the control condition followed their regular science lessons. Findings indicated that the instrument proves effective in fostering learning outcomes while teachers benefit from the shift of managing classroom discussion to individual guidance of students. Applying the educational instrument in the classroom demonstrates promise in improving student engagement and their comprehension of socio-scientific issues.

Mikailoff, N., Fernandez, G., & Hache, C. (2024). **La créativité au service de l'entrepreneuriat : analyse d'un séminaire universitaire pour néo-docteurs.** In P. Champy-Remoussenard, S. Starck, & C. Baeza (Éd.), *L'enseignement supérieur, une fabrique d'entrepreneurs ?* Consulté à l'adresse <https://hal.science/hal-05027820>

Nacaroglu, O., Kizkapan, O., & Demir, H. (2025). **Middle School Students' Motivations and Learning Competencies in Science: Mediating Role of Digital Literacy**. *Psychology in the Schools*, 62(5), 1475-1487. <https://doi.org/10.1002/pits.23400>

Science learning motivation refers to the drive and enthusiasm that students exhibit towards learning science. Science learning competencies, on the other hand, are the skills and knowledge enabling students to understand and apply scientific concepts effectively. Digital literacy, defined as the ability to effectively use digital tools and resources, has emerged as a crucial skill in modern education. Digital literacy can bridge the gap between motivation and competencies by providing students with the tools they need to engage more deeply with scientific content. Given its significance, exploring the mediating role of digital literacy in the relationship between science learning motivation and competence is essential. Hence, we aimed to test the mediating role of digital literacy in the relationship between middle school students' science learning motivation and science learning competencies. To test these relations, we adopted the correlation design of the quantitative research method. The sample consisted of 471 middle school students. Science learning motivation scale, competence scale for learning science, and digital literacy scale were used to collect data. The hypothesis model was tested by using covariance-based structural equation modeling (CB-SEM). The results showed that science learning motivation is correlated with students' science learning competency ($r = 0.891$, $p < 0.05$) and digital literacy ($r = 0.538$, $p < 0.05$). Also, digital literacy partially mediates the relation between science learning motivation and science learning competency ($r = 0.757$, $p < 0.05$). These findings highlight the importance of fostering digital literacy in educational settings to enhance students' motivation and competency in science learning. Educators and policymakers should integrate digital tools and resources into the curriculum to create a more engaging and effective learning environment, thereby bridging the gap between students' motivation and their ability to master scientific concepts.

OECD. (2025). **Survey of Adult Skills 2023 Data Analysis Manual**. <https://doi.org/10.1787/25a87a9d-en>

OECD : Organisation for Economic Co-operation and Development. (2025). **Bridging gaps in social and emotional skills: the essential contribution of school psychologists**.

Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/03/bridging-gaps-in-social-and-smotional-skills_61bdd411/8960542c-en.pdf

L'Enquête de l'OCDE sur les compétences sociales et émotionnelles met en évidence l'importance du développement socio-émotionnel des élèves. Elle souligne notamment le déclin de ces compétences chez les jeunes de 10 à 15 ans, avec des différences marquées selon le sexe, le statut socio-économique et les facteurs régionaux. Outre les enseignants, de nombreux autres professionnels jouent un rôle essentiel pour combler ces lacunes, notamment les psychologues scolaires. Forts de leur expertise en psychologie de l'éducation et du développement, ils proposent des évaluations, des interventions et des stratégies complètes pour améliorer les compétences psychosociales. Leurs contributions vont du soutien à la santé mentale à la création de climats scolaires inclusifs et résilients. La collaboration avec les éducateurs, les parents et les décideurs politiques amplifie encore leur impact. Si les écoles et les systèmes éducatifs peuvent développer des programmes d'évaluation et d'intervention, la présence de psychologues scolaires peut encore mieux accompagner ces initiatives.

Papon, L., Eschenauer, S., & Pasquier, A. (2024). **Effets de deux dispositifs utilisant une approche ou des supports artistiques sur les compétences émotionnelles et langagières en cycle 3 en France.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 121-143. <https://doi.org/10.7202/1113236ar>

Based on two studies carried out in cycle 3 (fourth and fifth grades of French elementary school; study 1: Pasquier et al., 2022; study 2: Eschenauer et al., 2023), we analyze the impacts of instructional programs that examine emotional awareness as a source of engagement to help along the emergence of oral language. To lay the groundwork for this sensory experience, the first study was based on artistic mediums (picture books, artwork, recordings of dance performances, etc.), while the second involved theatrical performance practice (i.e., based on the characteristics of artistic performance, including the body, space, audience interaction, etc.). The results show how individuals' experiential and reflexive encounter with art appears to foster emotional awareness and oral production. We will expand the discussion to the construction of pedagogical practices that help along self-construction and the development of subjects capable of grasping the world and opening up to others.

Rollin, M. (2024). **Savoir-être, compétences psychosociales et éthique: enjeux dans l'enseignement-apprentissage des langues.** *Études en didactique des langues*, (43), 118-135. Consulté à l'adresse <https://hal.science/hal-04852915>

This article examines the French Ministry of National Education's announcement to integrate soft skills into the school curriculum starting in 2025. It explores the links between know-how in foreign and regional languages and soft skills, as well as their implications in terms of educational objectives and identity issues. In contrast to a simple mastery of behavioral skills, and as an "alternative" to current know-how, the article raises the question of the relevance of an ethical approach in language and culture teaching, making it possible to deal with complex sociolinguistic situations that support reflection on alterity.

Saadi, N., & Aidouni, H. (2024). **Microlearning dans l'Enseignement Secondaire : Impact des Outils Audiovisuels sur les Performances Académiques et les Compétences Transversales au Maroc -Une Étude Longitudinale.** *Sciences et Éducation*, (1). Consulté à l'adresse <https://hal.science/hal-04990531>

This 18-month longitudinal study, conducted in five public high schools in Tétouan, Morocco, examines the impact of microlearning enhanced by audiovisual tools on secondary students' academic performance and transversal skills. Employing a mixed-methods approach—standardized tests, questionnaires, semi-structured interviews, and classroom observations—the study compares an experimental group of 320 students using microlearning modules (short videos, interactive quizzes) via a mobile app with a control group of 130 students under traditional instruction. Results indicate an 18.2% increase in academic performance in the experimental group, compared to 10.5% in the control group, with notable gains in science (16.9%) and history (15.4%). Transversal skills, such as collaboration and critical thinking, also improved, with 78% of teachers reporting positive changes. However, 20% of participants faced technological barriers, highlighting digital access issues. The study emphasizes microlearning's potential to transform Moroccan education while advocating for infrastructure investments and teacher training. It offers insights for adapting microlearning to resource constrained settings.

Smit, R., Schmid, R., & Robin, N. (2025). **Experiencing enjoyment in visual programming tasks promotes self-efficacy and reduces the gender gap.** *British Journal of Educational Technology*, 56(3), 1231-1247. <https://doi.org/10.1111/bjet.13523>

Secondary school students (N = 269) participated in a daylong visual programming course held in a stimulating environment for start-up enterprises. The tasks were application-oriented and partly creative. For example, a wearable device with light-emitting diodes, (ie, LEDs) could be applied to a T-shirt and used for optical messages. Our research questions related to the control-value model of achievement emotions. We measured experienced enjoyment four times and examined the dependence of enjoyment on the individual tasks. Experience of enjoyment was also tested for the prediction of students' self-efficacy for programming. The results showed that momentary enjoyment was not significantly dependent on the task situation, but it was dependent on the general enjoyment of programming. However, students with lower enjoyment scores showed higher increases in enjoyment during the final tasks than those with higher initial scores. The emotion score of the girls increased more than those of the boys but the girls' overall enjoyment scores were lower than those of the boys. Students' self-efficacy beliefs of both genders increased over the course, and some of the differences in beliefs can be explained by the enjoyment of the course. In conclusion, our teaching approach seemed beneficial for the motivation to learn programming, particularly among girls.

Practitioner notes What is already known about this topic Lower secondary students often report a lack of self-efficacy beliefs for visual programming, especially girls whose confidence in their abilities seems to be missing. Activities that show how programming can be used in everyday life or at work promote interest and enjoyment, especially among girls. What this paper adds Experiencing enjoyment did not depend on individual task types (more structured vs. more open), but proved to be stable across all tasks. The experience of positive emotions in our computer science course had an impact on the secondary school students' self-efficacy beliefs. Implications for practice and/or policy The combination of smart textiles and programming was viewed as a motivating learning experience with the potential to foster secondary school students' confidence and problem-solving skills in computer science. A guided sequence of learning to debug can provide a self-enhancing foundation for the students' own activities with following tasks that are more open and creative approaches.

Sun, C., Zhuang, L., Xiao, W., Li, X., & Sun, B. (2025). **Teacher Professional Identity on Teacher Empathy: The Moderating Roles of Competence and Growth Values and Ego-Resilience.** *Psychology in the Schools*, 62(5), 1530-1538. <https://doi.org/10.1002/pits.23413>

Teacher empathy is important in reducing students' aggressive behavior, strengthening interpersonal cooperation, and promoting prosocial behavior. Previous research has shown that empathy could be predicted by a teacher's professional identity, but little is known about the moderating factors affecting the relationship between professional identity and teacher empathy. This study was conducted to examine the moderating roles of competence and growth values, and ego-resilience in the relationship between teacher professional identity and empathy. Using the convenience sampling method, 1200 teachers from kindergarten, primary, and secondary schools participated in this study by using an online network platform. Regression analysis was used to examine the moderating effects. These results showed that: (1) Teacher empathy was positively associated with teacher professional identity; (2) when teachers have high levels of competence and growth values and ego-resilience, the influenced effect of professional identity on empathy was the most. Improving teachers' professional identity,

competence and growth values, and ego-resilience could strengthen teachers' empathy.

Aspects économiques de l'éducation

Hammersley, M. (2024). **Qu'est-ce qu'une pratique fondée sur des données probantes ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0q>

Le pouvoir des essais contrôlés randomisés, en particulier lorsqu'ils alimentent les lignes directrices officielles en matière de soins de santé, est énorme. Il s'agit d'une forme de conseil qui n'a rien à voir avec les conseils ordinaires ; en raison des pressions exercées pour se conformer, il n'y a parfois pas de possibilité de refus. Les « preuves scientifiques » ont atteint un statut mythique. Il s'agit d'une rhétorique excessivement puissante, d'un outil qui devient si facilement une ar...

Jiang, J., & Lui, H.-K. (2025). **Lifetime Earnings Premium of Higher Education: Evidence from the 40-Year Career of the 1951–1955 Birth Cohort in Hong Kong.** *Research in Higher Education*, 66(3), 21. <https://doi.org/10.1007/s11162-025-09840-y>

The global trend of higher education expansion has increasingly transformed knowledge-based economies, with Hong Kong exemplifying this phenomenon through a dramatic rise in university participation. Nevertheless, ongoing scholarly discussions question the economic returns to university education. The varied research outcomes may be attributed to inadequate examination of long-term earnings trajectories. This study addresses this gap by constructing a pseudo-longitudinal panel, through integrating multiple cross-sectional datasets, to examine the lifetime earnings premium over a 40-year career of the birth cohort of 1951–1955 in Hong Kong. Results reveal that the earnings premium of university education for this cohort is modest during their late 20s but increases significantly after age 30, continuing to grow through early and middle career stages. Even during challenging economic challenges, such as the Asian Financial Crisis and the SARS epidemic in their late 40s and early 50s, university degree holders from this cohort sustained an earnings premium, albeit with short-term fluctuations. Key findings on the cumulative advantage of higher education and its resilience during economic disruptions contribute to the theoretical understanding of how educational credentials systematically generate and perpetuate economic inequalities over time and also provide valuable policy insights into long-term human capital investment and educational equality for Hong Kong and other societies experiencing higher education expansion. Lastly, the pseudo-panel approach utilized in this study holds broad applications in social science research, particularly for investigating long-term social phenomena in societies where longitudinal data are scarce.

Zheng, Q., & Shi, Y. (2025). **Can service scholarships boost academic performance? Causal evidence from China's Free Teacher Education scholarship.** *Higher Education*, 89(3), 691-715. <https://doi.org/10.1007/s10734-024-01242-w>

This study provides causal evidence on the short-term impacts of the Free Teacher Education scholarship (FTE), a service scholarship for teacher candidates in China, on college academic achievement, employing a regression discontinuity design. Distinguishing itself from existing literature, the study compares academic performance within the same classrooms, drawing from a transcript dataset of around 200,000 course-level observations from a top-ranked normal university. The findings indicate that, overall, the scholarship has no significant impact on course grades or college GPA, except in

specific scenarios. Heterogeneity analyses reveal that scholarship recipients from wealthier families perform slightly worse than their peers with similar family backgrounds. Additionally, a negative trend is observed in the scholarship's impacts on course scores over time: initial performance improvement followed by a subsequent decline. These insights imply that while the FTE scholarship attracts more academically competitive students, it may simultaneously lead to unintended trade-offs in performance.

Aspects psychologiques de l'éducation

Abbas, M., & Fatima, M. (2025). **Exploration of the Link Between Nonverbal Communication, Affectivity, and Demographics.** *Psychology in the Schools*, 62(5), 1323-1331. <https://doi.org/10.1002/pits.23392>

Effective communication is vital in both social and professional contexts, yet the nuanced relationship between nonverbal communication (NVC) and affectivity, particularly in relation to demographic factors, has not been fully understood. The lack of clarity in how these elements interact poses a challenge in developing tailored communication strategies that resonate across diverse populations. To address this, the study investigates the connection between NVC and affectivity, focusing on gender, age, and education as key demographic factors. A sample of 200 participants (64.5% males, 35.5% females) was analyzed using a 26-item Nonverbal Communication and Affectivity (NVCA) scale. The study found that males exhibited higher levels of both NVC and affectivity. Age significantly influenced NVC, but its effect on affectivity was not significant. Educational level did not significantly affect either NVC or affectivity. The study showed the importance of demographic considerations in communication practices and calls for further research to deepen our understanding of the interplay between NVC, affectivity, and socio-cultural influences.

Ahmadi, T., Finch, W. H., Helsper, C. A., & Cassady, J. (2025). **Relationships Between Dimensions of Perfectionism and Perceived Test Threat.** *Psychology in the Schools*, 62(5), 1332-1354. <https://doi.org/10.1002/pits.23397>

Perfectionism research has progressively supported an identification of two related dimensions, referred to as perfectionistic strivings (PS) and perfectionistic concerns (PC). Examinations of learner experiences based on these two dimensions have routinely demonstrated differential influence on academic emotions and performances, examining the constructs from either dimensional or typological approaches. The aim of this study was to determine the relationships among each dimension of perfectionism with cognitive test anxiety (CTA), self-regulated learning strategies (SRL), and learners' threat appraisals related to forthcoming tests (Perceived Test Threat or PTT). Structural equation modeling revealed that (a) CTA partially mediated the relationship between PC and PTT and (b) SRL fully mediated the inverse relationship between PS and PTT. Furthermore, generalized additive model (GAM) confirmed a positive linear relationship between PC and PTT, but revealed the relationship between PS and PTT was curvilinear. The results indicate that moderate levels of PS support more positive appraisals of academic outcomes by activating self-regulated learning tendencies. Conversely, as learners' levels of PC increased, so did their activation of test anxiety and a subsequent appraisal of tests as threatening events.

Bai, B., & Li, J. (2025). **Preschool teachers' professional well-being, emotion regulation, and professional identity: A multi-level latent profile approach.** *Teaching and Teacher Education*, 157, 104965. <https://doi.org/10.1016/j.tate.2025.104965>

This study explored how professional well-being, emotion regulation, and professional identity would interrelate at the individual and school levels with data from 1690 teachers nested in 99 Chinese preschools. Multilevel latent profile analysis identified four teacher-level emotion regulation profiles (Moderate, Strained, Adaptive and Deep) and four school-level profiles (Multifaceted, Challenged, Dynamic and Adjustable), each showing distinct links to well-being. The profiles differed significantly in professional identity. The Strained profile revealed the coexistence of surface acting and natural expression, suggesting complementary strategies. These findings provide insights into emotion regulation and their role in shaping professional identity within the Chinese context.

Bao, Y., Liu, J., DiStefano, C., & Ding, R. (2025). **Identifying Children at Risk for Emotional and Behavioral Problems: A Diagnostic Classification Model Approach.** *Psychology in the Schools*, 62(5), 1355-1368. <https://doi.org/10.1002/pits.23394>

Behavioral and emotional disorders in childhood can have lasting impacts in areas such as education and future employment, often extending into adulthood. Identifying the potential disorders in children's early grades is beneficial to provide proactive assistance. In this study, we employed a well-validated scale - the Strengths and Difficulties Questionnaire (SDQ) to investigate the profiles of five-dimensional behavioral and emotional problems for 639 elementary school children from a southern U.S. state. Using a diagnostic classification model (DCM), we classified children into a set of predetermined profiles that capture the full range of possible behavioral and emotional patterns. The results indicated that the DCM yielded a good model-data fit and can provide individualized feedback about the children for their teachers specifying which behavioral or emotional area(s) is/are at risk and deserve(s) special attention. We developed a sample student report card with accompanying user guidance. Applying DCM modeling in identifying children at risk for behavioral and emotional problems offers a new alternative to provide targeted support for children in need.

Cappe, É., Despax, J., Ridremont, D., & Boujut, E. (2025). **Are Stress and Burnout Specific to French Teachers of Autistic Students? A Comparative Study With Attention-Deficit/Hyperactivity Disorder and Conduct Disorder.** *Psychology in the Schools*, 62(5), 1397-1409. <https://doi.org/10.1002/pits.23409>

Teachers working with autistic children are at a great risk of stress and burnout, particularly in mainstream classrooms. To identify the general relationship between including a child with a mental disability and teachers' burnout and stress, as well as to discern any autism spectrum disorder (ASD)-specific associations, this study compared teachers' experiences with children with ASD, attention-deficit/hyperactivity disorder (ADHD), and conduct disorder (CD) and typical children (control group). Two comparisons with a total sample of 907 teachers were conducted: one involving mainstream teachers (three groups: ASD, ADHD, and control) and one with specialized teachers (two groups: ASD and CD). Participants completed scales measuring perceived stress, self-efficacy, perceived social support, coping, and burnout. The hypothesis that autism is specifically associated with teachers' burnout was chiefly rejected based on the results; instead, the intensity of behavioral problems appeared to be central. Clinical implications and research perspectives are discussed, particularly regarding the importance of training teachers in children's specific needs and inclusive pedagogy.

Chen, H.-L., Yohannes, A., & Hung, N.-L. (2025). **Effects of escape room game-based civics education on junior high school students' learning motivation, critical thinking and flow experience.** *British Journal of Educational Technology*, 56(3), 1170-1190. <https://doi.org/10.1111/bjet.13519>

The escape room game is an example of digital game-based learning that has become a popular learning tool in recent years. However, not enough is known about enthusiasm for and promising reports of the use of escape rooms in education. The purpose of this study was to investigate the effects of escape room game-based civics education on eighth grade students' learning motivation, critical thinking and flow experience. To explore the effects, a quasi-experimental pretest–posttest with a control group design method was employed. The participants were 76 eighth grade students. The subjects were divided into two groups: the experimental group, which used an escape room game, and the control group which used the Google classroom digital platform. The results of the study indicated that there was a significant difference between the two groups in favour of the experimental group in terms of learning motivation. There was a significant difference between the two groups' critical thinking in favour of the experimental group for the 'assumption' and 'interpretation' subscales of the critical thinking test. Regarding flow experience, the experimental group performed significantly better than the control group. Finally, based on the research results, suggestions are made for the future use of escape room games for teaching and for future research. Practitioner notes What is already known about this topic Escape room games have substantial potential for enhancing learning, motivation and critical thinking. Studies promoting mental flow, integrating complex skills and using multiple strategies in a game context are limited. What this paper adds Students' mind flow experience and critical thinking were enhanced through escape room games. The escape room game made the learning process more varied, triggered students' interest, and improved their learning motivation. This study compared the effect of escape room game-based learning with the Google Classroom platform, not the traditional teaching approach. Implications for practice and/or policy Escape room games offer learners innovative opportunities to develop critical thinking skills. Using an appropriately designed escape room as a game-based learning environment is an effective and motivating game-based learning approach. The realistic and interactive nature of escape room games is an important factor that influences learners' mind-flow experiences.

Chen, J. (2025). **Chinese College Students' Cognitive Biases Toward Suicide Prevention and Associated Strategies to Improve Life Education.** *Psychology in the Schools*, 62(5), 1313-1322. <https://doi.org/10.1002/pits.23396>

Life education is an essential element of suicide prevention in colleges. However, the existing practice of life education in China may be insufficient to match the new spectrum of students' knowledge needs. The study exemplified the participants' responses to common suicide myths with a 3-year follow-up investigation (Study 1), and the optimal strategies individuals chose to manage the people in crisis in a hypothetical scenario (Study 2). The results revealed that generally, college students in China have mature cognitive attitudes toward suicide-related issues, and have systematic structural representations of crisis intervention. However, there are some prominent cognitive biases, mainly focusing on concerns in the process of communication and evaluation, difficulty in considering suicide as a complex moral phenomenon, and insufficient awareness of problem orientation in crisis interventions. To match the students' new

cognitive changes and modern education's higher moral requirements, the optimization direction should focus on the response to students' personalized cognitive reality by adding meta-suicidology reflection, learning ethical reduction in case analysis, and cultivating problem-solving skills.

Chen, Y.-C., Chu, H.-C., & Chueh, C.-Y. (2025). **Effect of Teachers' Emotional Intelligence on Emotional Blackmail at Work With Emotional Labor as the Mediating Variable and Burnout as the Moderating Variable.** *Psychology in the Schools*, 62(5), 1583-1597. <https://doi.org/10.1002/pits.23412>

The psychological well-being of teachers is essential in education, as it directly impacts teaching effectiveness and student outcomes. Recently, emotional blackmail has emerged as a critical concern for both physical and mental health, yet empirical studies on this topic, particularly among teachers, remain limited. Teaching is a profession characterized by intensive emotional labor, which can increase vulnerability to burnout. Teachers with lower emotional intelligence may struggle to manage the pressures associated with emotional blackmail, leading to heightened stress and a potential decline in job satisfaction. This study examines the relationships among emotional intelligence, emotional labor, job burnout, and emotional blackmail among teachers in Taiwan. Analyzing responses from 1160 participants using hierarchical regression, the findings reveal a significant negative correlation between emotional intelligence and perceived emotional blackmail ($\beta = -0.167$, $p < 0.001$), partially mediated by emotional labor and moderated by burnout. These insights underscore the need for targeted emotional intelligence training and burnout mitigation strategies to foster healthier educational environments. Further investigation into situational and contextual factors influencing teachers' emotional health is recommended to strengthen the study's implications for educational practice.

Çolak, İ. (2025). **The Relationship Between Organizational Trust and Teacher Autonomy: The Mediating Role of Self-Efficacy Beliefs.** *Psychology in the Schools*, 62(5), 1539-1549. <https://doi.org/10.1002/pits.23414>

Increasing numbers of studies have concentrated on teacher autonomy which is considered a crucial component in the work of teachers. This study explores the mediating role of teachers' self-efficacy beliefs in the relationship between organizational trust and teacher autonomy. Data were drawn from 326 teachers working in a southwest city of Türkiye. The study utilized structural equation modeling to investigate the relationships between organizational trust, self-efficacy beliefs, and the dimensions of teacher autonomy. The results revealed positive links between organizational trust, self-efficacy beliefs, and each dimension of teacher autonomy. The results also revealed that self-efficacy beliefs significantly mediate the relationship between organizational trust and curriculum autonomy, teaching autonomy, communicative autonomy, and professional development autonomy. In addition, organizational trust was found to play an indirect but crucial role with both teaching autonomy and curriculum autonomy. The findings emphasize the importance of creating an environment characterized by trust in schools and addressing teachers' self-efficacy beliefs in an effort to support teacher autonomy. Practical implications and potential directions for further research are discussed aligned with the results of the study.

Coterón, J., González-Peño ,Alba, Martín-Hoz ,Laura, & and Franco, E. (2025). **Predicting students' engagement through (de)motivating teaching styles: A multi-perspective pilot**

approach. *The Journal of Educational Research*, 118(3), 243-256.
<https://doi.org/10.1080/00220671.2025.2464010>

Students' behavioral engagement in Physical Education (PE) has been suggested to be an important predictor of students' performance and learning achievement at school, which can be also influenced by teachers' way of interacting with their students. The aims of this study were to explore potential differences in the perceptions of motivating teaching styles by teachers, students, and observers; and to analyze the predictive role of the different perceptions on students' behavioral engagement. A total of 7 PE teachers and 181 students taught by them participated. Validated questionnaires were administered to both students' and teachers', and two external observers analyzed a total of 52 5 min intervals taken from video recordings of PE classes. Findings suggested that teaching styles' perceptions vary between teachers, students, and external observers, and they are students' views which are more likely to predict students' behavioral engagement. This study has relevant implication for future educational research aiming to explore teachers' interactions. This study increases the understanding of the interplay between perceptions of teachers and students toward teaching behaviors among Physical Education teachers. Students' perceptions of motivating teaching styles seem to act as a better predictor of students' behavioral engagement. Perceptions of teachers and students differ from observers' reports when analyzing teaching styles from circumplex approach. This study increases the understanding of the interplay between perceptions of teachers and students toward teaching behaviors among Physical Education teachers. Students' perceptions of motivating teaching styles seem to act as a better predictor of students' behavioral engagement. Perceptions of teachers and students differ from observers' reports when analyzing teaching styles from circumplex approach.

Duncan, A., Evans, A., Vaughn, A., & Tamm, L. (2025). **An In-Depth Examination of Learning Behaviors in Autistic Middle-Schoolers Without Intellectual Disability.** *Psychology in the Schools*, 62(5), 1383-1396. <https://doi.org/10.1002/pits.23406>

Autistic students demonstrate poor academic performance which may be related to challenges in learning behaviors such as organization, planning, study skills, and so forth. Most studies report on summary scores; however, there may be value in understanding specific strengths and challenges to better inform assessment and intervention efforts. The aim was to assess the profile of learning behaviors in autistic students and the impact of an intervention targeting learning behaviors. Participants included 47 autistic middle-schoolers without intellectual disability. Caregivers and students completed the Learning Behaviors Checklist assessing academic executive functions at pre and post. Item level summary statistics and effect sizes for pre to post were computed. Both caregivers and students reported infrequent use of critical learning behaviors prior to intervention. Following intervention both raters reported improvement, especially for organization strategies and some study strategies; however, there remained room for improvement. Autistic middle-schoolers demonstrate specific challenges in learning behaviors that may contribute to poorer academic performance and grades. Intervention may improve these behaviors and provide skills that may benefit them in the future (e.g., high school). However, even after intervention, caregivers and students reported infrequent use of important learning behaviors. Booster sessions and intervention refinement may be warranted.

El Keshky, M. E. S., & Alganami, B. H. (2025). **Bullying Victimization, Psychological Pain, and Suicidal Ideation: Testing the Buffering Hypothesis of Social Support Among Saudi School Students.** *Psychology in the Schools*, 62(5), 1463-1474. <https://doi.org/10.1002/pits.23408>

Bullying is a worrisome problem for school-age youths, particularly as it has been associated with suicidal ideation among students. The psychological pain theory of suicide and the buffering hypothesis of social support as a protective factor have been established, but have not been tested among Saudi students. The aim of this study was to investigate the association between bullying victimization and suicidal ideation, the mediating role of psychological pain, and the moderating role of social support among Saudi students. A sample of 585 school students (59.5% female, mean age = 16.19, SD = 1.87, range = 12–18) were involved in this study. Relationships in a mediation model and a moderated mediation model were tested using RStudio. Bullying victimization was positively related to suicidal ideation. The mediation model indicated that psychological pain mediated this relationship. The moderated mediation model showed that the indirect relationship of bullying with suicidal ideation through psychological pain was stronger in those students with little support from family, friends, and significant other. This study highlighted the importance of targeting psychological pain and interpersonal relationships in suicide interventions and supported the buffering hypothesis of social support as a protective mechanism.

Frühauf, M., Koeppen, K., Kreutzmann, M., & Hannover, B. (2025). **A Circumplex Approach to Identify Complementarity in Dyadic Teacher Behaviors Depending on Student Communion and Competence.** *Psychology in the Schools*, 62(5), 1550-1566. <https://doi.org/10.1002/pits.23416>

Interpersonal teacher behavior can be described with the Interpersonal Circumplex on the dimensions of communion (warmth, sensitivity) and agency (initiative, control). In an observational study, we investigated whether a teacher's interpersonal behavior in dyadic interactions with a student is complementary to the student's communion and scholastic competence: Does the teacher act communal to the extent that the student behaves communal, and does the teacher act more agentic the less competent the student is? In 39 primary and secondary schools, we conducted direct classroom observations for two teacher-student dyads each (78 dyads). Using Structural Summary Method, we found as expected that teacher communion was positively associated with student communion, to the detriment of students who have not yet learned to behave in a communal manner. Further, results showed a negative association between teacher agency and student competence, suggesting that teachers engaged in adaptive teaching. Results further showed that weak teacher communion was related to low student competence. We discuss the implications for teacher education and training, namely that teachers should be trained to prevent falling into patterns of dysfunctional, non-communal behavior when confronted with a particular set of student characteristics and behaviors.

Fuchs, A., & Swartz, H. (2025). **Mathematics Education and Creativity -Influencing Cognitive Arousal, Self-Efficacy and Motivation-Meta-Analysis Article.** *Gaia*, 1(1), 38-48. Consulté à l'adresse <https://hal.science/hal-05001561>

This meta-analysis explores the cognitive distinctions between mathematical problem-solving and problem-posing processes. While problem-solving primarily engages visuospatial working memory, fact retrieval, and procedural execution centered in the

left inferior frontal gyrus, problem-posing activates distinct neural pathways involving metacognition, conceptual integration, and dorsolateral prefrontal networks. Our synthesis of neuroimaging, behavioral, and educational research reveals that these complementary processes influence cognitive arousal, self-efficacy, and motivation in mathematics education through different mechanisms. Problem-solving effectiveness correlates with spatial working memory capacity and cognitive flexibility, while successful problem-posing depends on metacognitive monitoring and language processing abilities. These findings suggest that pedagogical approaches should intentionally develop both skill sets through targeted cognitive training that addresses working memory constraints while fostering reflective thinking. Educational implications include the importance of integrating question-creation activities alongside traditional problem-solving to optimize mathematical reasoning abilities and enhance student engagement.

Han, J., Jin, L., & Yin, H. (2025). **Supervisors' emotion regulation in research supervision: navigating dilemmas in an accountability-based context.** *Higher Education*, 89(3), 671-689. <https://doi.org/10.1007/s10734-024-01241-x>

Given the complexity and high demands of research supervision and the intricate emotional experiences of supervisors, there is a need to explore how they regulate their emotions, particularly across various disciplinary backgrounds. The current study explored the emotion regulation strategies employed by research supervisors during the process of supervising graduate students. Based on data collected through semi-structured interviews, observations, and documentation from six research supervisors in different institutions in China, seven emotion regulation strategies employed by research supervisors were identified and further categorized into two groups, that is, antecedent-focused (prevention, intervention, reinterpretation, reconcentration, and detachment) and response-focused (suppression and expression) emotion regulation strategies. The findings shed light on the dilemmas faced by supervisors and the paradox aroused from the context-dependent and non-standardized nature of research supervision within an accountability-based managerial context. The implications for supervisors' emotion regulation in authentic supervisory situations are discussed, and insights for universities' policy-making are offered.

Henderson Smith, L., Warren, E., Hendrickson, N., & Joshua, K. (2025). **An Empty Scoping Review of Emergency Department to School Transition for Youth With Mental Health Concerns.** *Psychology in the Schools*, 62(5), 1453-1462. <https://doi.org/10.1002/pits.23404>

The number of youth emergency department (ED) visits due to mental health concerns has been steadily increasing with a large number of youth being referred from school. Despite the increase in ED visits, there has not been an increase in the number of students who are actually admitted to the hospital. Furthermore, youth referred from school are more likely to be discharged from the ED. Given the unique relationship between school and ED referrals and the large number of youth who do not require hospitalization, this study sought to understand how schools are supporting students who return to school after an ED visit. We conducted a scoping review to identify programs and practices to support ED-to-school transition. Two reviewers screened 907 manuscripts, but none of the manuscripts met the inclusion criteria. We discuss the importance of supporting students returning to school from the ED and draw from the literature on hospital-to-school transition to make recommendations for school psychologists and educators more broadly.

Heng, L. (2025). **An upside-down research: a critical reflection of the inquiry process.** *International Journal of Inclusive Education*, 29(5), 758-768. <https://doi.org/10.1080/13603116.2023.2221259>

The title of this paper reflects the identity politics and liminality of the reverse roles between the author's positioning as a Ph.D. candidate and her participants who were all full-fledged researchers in the field of education. In this paper, the author reflects on her experience as a home-schooled learner and discusses the methodological and theoretical frameworks used in her doctoral degree and how it aligns with her personal backgrounds and notion of inclusion. Ethical dilemmas, relationships between herself and her participants, and the importance of reflexivity in the research journey, are also discussed.

Hill, A. P. (2022, février 9). **Le perfectionnisme ne rend pas toujours service aux bons élèves.** Consulté 4 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/le-perfectionnisme-ne-rend-pas-toujours-service-aux-bons-eleves-175852>

Animés du désir de faire leurs preuves et de la peur de ne pas être à la hauteur, les perfectionnistes sont souvent inquiets et critiques. Quelques pistes pour apaiser la situation.

Hurwitz, S., Carlock, K., & Garman-McClaine, B. (2025). **“We’re Not Giving Up” Special Education Teacher’s Experiences During the COVID-19 Pandemic.** *Psychology in the Schools*, 62(5), 1574-1582. <https://doi.org/10.1002/pits.23417>

This study investigated special education teachers' experiences during the Covid-19 pandemic. Through qualitative, semi-structured interviews, 15 educators shared detailed reports of how efforts to reach students strained their mental health. They felt stressed due to frequently changing expectations and pressure to comply with federal special education regulations. The result was burnout and emotional exhaustion. Participants correctly predicted that students would develop behavioral and emotional problems post-pandemic, and called for intensifying school-based mental health services. The mental health challenges that they described resulted in teacher attrition and nationwide concerns about worsening student behavior problems.

İnci, F. H., & Çelik, F. (2025). **The Validity, Reliability, and Responsiveness of the Turkish Version of the Adolescent Health Promotion Scale-Short Form.** *Psychology in the Schools*, 62(5), 1410-1421. <https://doi.org/10.1002/pits.23402>

The aim of this study is to examine the validity, reliability, and responsiveness of the Turkish version of the Adolescent Health Promotion-Short Form (AHP-SF). This cross-sectional study was completed with 1483 students. Confirmatory factor analysis (CFA) supported the construct validity of the scale, demonstrating a good model fit with acceptable fit indices. Discriminant validity was established, revealing that lower AHP-SF scores were associated with an increased likelihood of unhealthy weight and chronic diseases. Reliability analyses revealed strong internal consistency, with Cronbach's alpha and McDonald's omega values indicating a high level of homogeneity among items. Test-retest reliability showed excellent stability, with no significant score differences between the two administrations. Differential item functioning (DIF) related to age suggests some items may perform differently for younger and older adolescents. However, most items showed negligible DIF, indicating reliable measurement of health-promoting behaviors across age groups. Item discrimination, difficulty, infit, and outfit results were within

acceptable values. The AHP-SF is a valid and reliable tool for evaluating health-promoting behaviors of adolescents in Turkey. Nurses can assess health-promoting behaviors of adolescents in a short time by using this scale.

Jung, J. Y., & Lee, J. (2025). **The Attitudes of the General Student Body Toward Gifted Students and Gifted Education: Attitude Profiles and Predictors.** *Psychology in the Schools*, 62(5), 1510-1529. <https://doi.org/10.1002/pits.23410>

In this study, an investigation was conducted into the nature of the attitudes of the general student body (comprising all students) toward gifted students and gifted education, along with the predictors of such attitudes. For this purpose, survey data were collected from 400 secondary students enrolled in a faith-based school system in Australia. Data were analyzed using exploratory factor analysis, latent class analysis, and multiple regression analysis. Among the study findings were: (a) student attitudes toward gifted students and gifted education exist along two dimensions (i.e., support for gifted student adaptations and perceptions of non-elitism), (b) students may be classified into three groups with distinct attitude profiles that differ from one another along these two dimensions (i.e., strong supporters of gifted students/gifted education, students with neutral attitudes toward gifted students/gifted education and non-supporters of gifted students/gifted education, comprising 13%, 82%, and 5% of students respectively), and (c) the key predictors of student attitudes are school administrative support, academic impact, respect for authority, knowledge of giftedness and contact with gifted persons. The contributions of the study to the research literature are discussed.

Jusri, R., & Lechner, C. (2025). **The level and development of university students' social integration: personality traits and person-environment fit predict integration with fellow students and teaching staff.** *Higher Education*, 89(3), 651-670. <https://doi.org/10.1007/s10734-024-01240-y>

The transition from secondary to higher education can be challenging for students. They have to adjust academically and must integrate into a new social environment. Successful social integration is important for university students' academic success and well-being. Previous studies illustrate that personality traits shape social behavior. However, research on the impact of personality traits on social integration in the university context is scarce. In this study, we investigate how students' Big Five personality traits influence the level and development of their social integration. We analyze whether the fit of the students' Big Five profile with their chosen major affects their social integration. We differentiate social integration with teaching staff and social integration with fellow students. We use the student cohort of the National Educational Panel Study (NEPS) for our analysis. We observed students for up to four academic years and estimated growth curve models with random intercept and random slope. The results show that all Big Five traits are significantly associated with both forms of social integration at the end of the first academic year, with the exception of extraversion and openness. While extraversion is only significant for social integration with fellow students, openness is only relevant for social integration with teaching staff. A poor person-environment fit regarding personality is significantly negatively linked to both forms of social integration at the end of the first academic year. However, the Big Five traits and person-environment fit affect the level of social integration only but not the development of social integration.

Khoramaki, Z., Safaei, L., Garhamani, L., & Nazari, M. (2025). **The Impact of Social Skills Education Intervention on Self-Efficacy in Female Primary School Students: A Semi-**

Experimental Study. *Psychology in the Schools*, 62(5), 1598-1606.
<https://doi.org/10.1002/pits.23411>

Teaching social skills, such as cooperation, self-expression, and empathy, is necessary for acquiring social skills and participating in social activities. In this semi-experimental research, the effect of social skills educational intervention on the self-efficacy of fourth to sixth grade female students in X schools was investigated from the perspectives of students and their parents. Before the intervention and 2 months after the intervention in both groups, related questionnaires were completed by students, parents and teachers. The educational program was presented twice a week during 12 1-h sessions, and parent education six 1-h sessions. The effectiveness of educational interventions in the subjects of social skills and its subscales in the students of the test group were statistically significantly different from the control group. No significant correlation was found between social skills and parental perspective on self-efficacy, empathy, and cooperation. Social skills training to primary school students can significantly improve their social competence, particularly in self-control, empathy, self-efficacy, and cooperation. However, no significant correlation was found between social skills and parental perspective on self-efficacy, empathy, and cooperation.

Kuboni, S., & Mawila, D. (2025). **'This environment will change you': Risk factors faced by newly qualified teachers in special education needs schools for learners with physical disabilities.** *Journal of Research in Special Educational Needs*, 25(2), 355-367.
<https://doi.org/10.1111/1471-3802.12729>

Newly qualified teachers face several risk factors when entering the teaching profession as novice teachers. This study addressed the gap in knowledge by exploring the risk factors they face in special educational needs schools for learners with physical disabilities. Eight newly qualified teachers were selected purposefully as participants for this study. Qualitative techniques such as a focus group and semi-structured interviews were used to collect data. Thematic data analysis was used to analyse data. Emotional challenges, lack of support from school authorities, inadequate induction and training, resource shortages and poor maintenance of infrastructure emerged as risk factors faced by newly qualified teachers. In alignment with these findings, the study underscored the role of policymakers, school administrators and teacher training institutions in developing interventions to combat the risk factors faced by newly qualified teachers in special educational needs schools for learners with physical disabilities.

Lacruz-Pérez, I., Pastor-Cerezuela, G., Caurín-Alonso, C., Morales-Hernández, A. J., & Tárraga-Mínguez, R. (2025). **Debunking neuromyths: Pre-service teachers' insights on autism spectrum disorder.** *Journal of Research in Special Educational Needs*, 25(2), 403-415. <https://doi.org/10.1111/1471-3802.12733>

Teachers' beliefs in certain neuromyths about neurodevelopmental disorders can negatively impact the educational inclusion of students who present them. This study aims to analyse the prevalence of neuromyths about the health and the emotional competences of people with autism spectrum disorder (ASD) in pre-service teachers; and to assess the possible contribution of university training to constructing accurate knowledge about autism. This prevalence was compared in three groups of pre-service teachers: 1st-year students, 4th-year students who will be regular teachers and 4th-year students training to be special education specialists. Additionally, it was proposed to identify the topic with the most myths (health or emotional competences) and the most frequent myths. A validated instrument was completed by 167 pre-service teachers.

Overall, the 4th-year specialist group had more correct answers and fewer doubts than the 4th-year regular group, which had more correct answers than the 1st-year group. The prevalence of errors was not statistically different among the three groups. Moreover, participants answered more questions and made more errors about emotional competences in autism than about health. Among the most frequent myths are those concerning empathy or the cause of ASD. Based on these results, some implications for pre-service teacher education are discussed.

Larran, J., & Hein, S. (2025). **A Survey Study of Bhutanese School Guidance Counselors' Roles, Responsibilities, Challenges, and Resources.** *Psychology in the Schools*, 62(5), 1607-1621. <https://doi.org/10.1002/pits.23418>

This study explores the young profession of school guidance counseling in Bhutan. It investigated Bhutanese school guidance counselors' demographic characteristics, activities, roles, and responsibilities. The characteristics were assessed using quantitative survey measures, including the International Survey of School Counseling Activities (ISSCA). We further investigated their self-reported challenges and resources using open-ended questions analyzed using content analysis and the analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT). Finally, we examined differences between the views of school guidance counselors in Bhutan and those of Bhutanese school stakeholders (school teachers and principals). Responses were obtained from 162 (90.5%) of the 179 school guidance counselors active at the time in Bhutan, 49 school teachers, and 16 school principals. The ISSCA results revealed that Bhutanese school guidance counselors, on average, rated the appropriateness of school guidance counseling activities higher compared to their school principal and school teacher colleagues but rated the activities of dealing with discipline cases and taking on administrative duties lower. The SWOT analysis further shed light on their challenges and resources, including the effects of the COVID-19 pandemic. The discussion of results, interpreted using Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner 1995) suggests that Bhutan's school guidance counseling profession needs more clearly defined roles, more time to establish itself, more initiatives to overcome stigma towards counseling, more material resources such as a counseling room and that schools need to make sure there is sufficient time and opportunities for students to see the school guidance counselor.

Li, H., Xing, W., Li, C., Zhu, W., & Oh, H. (2025). **Are simpler math stories better? Automatic readability assessment of GAI-generated multimodal mathematical stories validated by engagement.** *British Journal of Educational Technology*, 56(3), 1092-1117. <https://doi.org/10.1111/bjet.13554>

Mathematical stories can enhance students' motivation and interest in learning mathematics, thereby positively impacting their academic performance. However, due to resource constraints faced by the creators, generative artificial intelligence (GAI) is employed to create mathematical stories accompanied by images. This study introduces a method for automatically assessing the quality of these multimodal stories by evaluating text-image coherence and textual readability. Using GAI-generated stories for grades 3 to 5 from the US math story learning platform Read Solve Create (RSC), we extracted features related to multimodal semantics and text readability. We then analysed the correlation between these features and student engagement levels, measured by average reading time per story (behavioural engagement) and average drawing tool usage per story (cognitive engagement), derived from browsing logs and

interaction metrics on the platform. Our findings reveal that textual features such as conjunctive adverbs, sentence connectors, causal connectives and simplified vocabulary positively correlate with behavioural engagement. Additionally, higher semantic similarity between text and images, as well as the number of operators in the stories, is associated with increased cognitive engagement. This study advances the application of GAI in mathematics education and offers novel insights for instructional material design. Practitioner notes What is already known about this topic Mathematical stories can enhance students' motivation and interest in mathematics, leading to improved academic performance. Generative artificial intelligence (GAI) has been increasingly employed to create multimodal educational content, including mathematical stories with accompanying images, to address content creators' resource constraints. Prior readability research has primarily focused on the analysis of text-based educational content, with less emphasis on the integration and analysis of visual elements. What this paper adds Introduces a novel automated multimodal readability assessment method that evaluates the coherence between text and images and the readability of text in GAI-generated mathematical stories. Identifies specific story features, such as the more frequent use of three types of conjunctions (adversative conjunctions, common sentence conjunctions and logical conjunctions) and vocabulary simplicity that correlate with student engagement. Implications for practice and/or policy Educators and curriculum developers are encouraged to utilise automated multimodal readability assessment tools to analyse and refine GAI-generated educational content, aiming to enhance student engagement and learning experience. Suggestions for the design of educational content includes the consideration of identified readability features that correlate with higher engagement. Caution should be exercised in handling the association between images and text considering the cognitive load of the instructional materials.

Lteif, C. (2024). **De la motivation à l'auto-apprentissage, les leviers de développement de l'envie d'apprendre** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04934933>

Notre étude explore les compétences cruciales influençant le désir et la capacité d'apprentissage chez les jeunes libanais en décrochage scolaire. Nous avons mis en œuvre une démarche de recherche-action-formation, employant un questionnaire spécifiquement conçu pour cette étude. Ce dernier a été administré à des élèves en situation de décrochage, âgés de 8 à 20 ans, au sein d'un établissement privé, ainsi qu'à des adolescents participant à des modules de soutien scolaire post-scolaires, intégrés dans des projets éducatifs personnalisés au sein d'une institution éducative que nous avons établie et dirigeons. Le questionnaire a également été soumis à d'anciens élèves de cette institution, désormais étudiants universitaires. L'objectif principal de cette recherche-action était de mobiliser les élèves autour d'activités pédagogiques porteuses de sens, visant à une intégration plus cohérente des savoirs, et d'évaluer les facteurs favorisant ou entravant le développement d'une perception de soi en tant qu'élève capable de réussir. Le dispositif pédagogique proposé, fondé sur une approche interdisciplinaire et expérientielle, visait à présenter aux élèves des tâches leur permettant d'approfondir leur compréhension des contenus enseignés, renforçant ainsi leur confiance en leurs propres capacités de réussite. Ces tâches étaient conçues pour : • S'ancrer dans le vécu quotidien des élèves, favorisant leur engagement par le biais de la « participation à la vie sociale » (Dewey, 1990), • Répondre à leur besoin d'appartenance (Maslow, 1943; Andermann et Freeman, 2004), • Encourager

l'autorégulation des stratégies d'apprentissage à travers l'observation, l'imitation, l'adaptation et l'évaluation (Zimmerman, 1990, 1998, 2002 ; Bandura, 2003), • Permettre aux élèves d'expérimenter la réussite comme l'échec, stimulant ainsi leur besoin d'accomplissement (Bandura, 1997/2007), • Les inciter à élaborer des solutions créatives à des problèmes concrets (Alex Osborn, 1939 ; Sidney Parnes, 1955). • Cette recherche vise à démontrer comment une approche pédagogique intégrée et centrée sur l'élève peut contribuer à réengager les jeunes en décrochage scolaire dans un processus d'apprentissage significatif et épanouissant.

Mayeko, T., & Tissot, P. (2025). **Le charisme, un «tabou» de la relation d'autorité ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m17>
L'autorité enseignante est-elle une affaire de charisme ? Cette question, à la fois simple et complexe, suscite des débats contrastés dans la littérature scientifique. Deux positions antagonistes émergent : l'une, critique, considère que l'autorité charismatique repose sur la séduction et la manipulation ; l'autre, plus performative, voit dans le charisme une ressource renforçant la légitimité du professeur. Cet article explore une voie intermédiaire en s'appuyant sur une approche clinique d'orientation psychanalytique. Il s'agit d'examiner dans quelle mesure une autorité éducative peut s'articuler avec une certaine forme de charisme, sans tomber dans ses dérives potentielles. S'appuyant sur sept entretiens, l'article interroge la viabilité d'une autorité affranchie de toute dimension charismatique et propose une réflexion sur l'éthique du lien éducatif.

Nacaroğlu, O., Kızkapan, O., & Demir, H. (2025). **Middle School Students' Motivations and Learning Competencies in Science: Mediating Role of Digital Literacy.** *Psychology in the Schools*, 62(5), 1475-1487. <https://doi.org/10.1002/pits.23400>
Science learning motivation refers to the drive and enthusiasm that students exhibit towards learning science. Science learning competencies, on the other hand, are the skills and knowledge enabling students to understand and apply scientific concepts effectively. Digital literacy, defined as the ability to effectively use digital tools and resources, has emerged as a crucial skill in modern education. Digital literacy can bridge the gap between motivation and competencies by providing students with the tools they need to engage more deeply with scientific content. Given its significance, exploring the mediating role of digital literacy in the relationship between science learning motivation and competence is essential. Hence, we aimed to test the mediating role of digital literacy in the relationship between middle school students' science learning motivation and science learning competencies. To test these relations, we adopted the correlation design of the quantitative research method. The sample consisted of 471 middle school students. Science learning motivation scale, competence scale for learning science, and digital literacy scale were used to collect data. The hypothesis model was tested by using covariance-based structural equation modeling (CB-SEM). The results showed that science learning motivation is correlated with students' science learning competency ($r = 0.891$, $p < 0.05$) and digital literacy ($r = 0.538$, $p < 0.05$). Also, digital literacy partially mediates the relation between science learning motivation and science learning competency ($r = 0.757$, $p < 0.05$). These findings highlight the importance of fostering digital literacy in educational settings to enhance students' motivation and competency in science learning. Educators and policymakers should integrate digital tools and resources into the curriculum to create a more engaging and effective learning environment, thereby bridging the gap between students' motivation and their ability to master scientific concepts.

Nadyukova, I., & Frenzel, A. C. (2025). **Ukrainian teachers' stress and coping during the war: Results from a mixed methods study**. *Teaching and Teacher Education*, 157, 104941. <https://doi.org/10.1016/j.tate.2025.104941>

This study investigated stress and coping among 724 Ukrainian secondary school teachers during the ongoing war with Russia by applying a mixed methods approach, using the Perceived Stress Scale to quantify subjective stress levels, and open-ended questions on their challenges and coping strategies. Results revealed significantly elevated stress levels. Challenges encompassed teacher-related, environment-related, and student-related issues. Coping strategies included problem- and emotion-focused engagement and disengagement approaches. Notably, teachers habituated to stress over time, and their professional duty and teaching joy were protective factors. This study highlighted unique stressors and coping mechanisms of Ukrainian teachers, offering insights for support in war-affected regions.

OECD: Organisation for Economic Co-operation and Development. (2025). **Bridging gaps in social and emotional skills: the essential contribution of school psychologists**. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/03/bridging-gaps-in-social-and-smotional-skills_61bdd411/8960542c-en.pdf

L'Enquête de l'OCDE sur les compétences sociales et émotionnelles met en évidence l'importance du développement socio-émotionnel des élèves. Elle souligne notamment le déclin de ces compétences chez les jeunes de 10 à 15 ans, avec des différences marquées selon le sexe, le statut socio-économique et les facteurs régionaux. Outre les enseignants, de nombreux autres professionnels jouent un rôle essentiel pour combler ces lacunes, notamment les psychologues scolaires. Forts de leur expertise en psychologie de l'éducation et du développement, ils proposent des évaluations, des interventions et des stratégies complètes pour améliorer les compétences psychosociales. Leurs contributions vont du soutien à la santé mentale à la création de climats scolaires inclusifs et résilients. La collaboration avec les éducateurs, les parents et les décideurs politiques amplifie encore leur impact. Si les écoles et les systèmes éducatifs peuvent développer des programmes d'évaluation et d'intervention, la présence de psychologues scolaires peut encore mieux accompagner ces initiatives.

Özaslan, G., Karadeniz, S., & Güner, S. (2025). **Research Assistants' Understandings of the Anger They Feel Towards Faculty Members: A Phenomenographic Study**. *Higher Education Quarterly*, 79(2), e70018. <https://doi.org/10.1111/hequ.70018>

The purpose of this phenomenographic study was to examine the different ways in which a group of research assistants who varied by university, department and gender understand the anger they feel towards the faculty members with whom they interact. Phenomenographic analysis was conducted on data obtained through face-to-face, semi-structured interviews with 15 research assistants at two state universities in Turkey. The analysis revealed that the participants understood the anger at issue in six different ways: (1) 'an emotion one feels when exposed to an injustice', (2) 'an emotion that diminishes work performance', (3) 'an emotion that should be kept under control', (4) 'an emotion that causes discomfort', (5) 'an emotion that pushes one to look for a solution' and (6) 'an emotion for which one develops resilience as one gains work experience'. Implications for future research and practise were also discussed based on the findings.

Pongsophon, P. (2025). **Emotional Control in Education: Insights From High-Achievers in PISA 2022.** *Psychology in the Schools*, 62(5), 1488-1498. <https://doi.org/10.1002/pits.23401>
This study delves into the determinants of emotional control among 6606 Singaporean students, aged 15 years old, participating in the Programme for International Student Assessment (PISA) 2022. It aims to explore the various factors contributing to emotional control, utilizing multiple regression analysis on data from PISA's comprehensive 2022 dataset. This research seeks to identify and analyze key contributors to emotional control among these high-performing students. Using R programming, the study entailed both descriptive and multiple regression analyses, with special attention to weighting within this large-scale, complex survey. The findings reveal the multifaceted nature of factors influencing emotional control. Key positive influences identified include stress resistance and perseverance, while empathy and a sense of belonging also play significant, albeit less dominant, roles. An interesting observation is the slight inverse relationship between assertiveness and emotional control, suggesting a complex interplay of this trait with resilience. The model demonstrates moderate explanatory power, explaining about 31% of the variation in emotional control. The insights from this study carry significant implications for holistic education, targeted interventions, and curriculum development. By shedding light on the dynamics of emotional control in high-achieving students, this research can guide the formulation of more effective and empathetic educational strategies.

Qu, Y., Liu, S., Shao, Y., & Li, G. (2025). **Moral Leadership and Professional Learning Communities: The Mediating Role of Teachers' Trust in Principals and the Moderating Role of Principals' Controlling Behavior.** *Psychology in the Schools*, 62(5), 1369-1382. <https://doi.org/10.1002/pits.23398>

Professional learning communities are essential for school success, and principal leadership is crucial for teachers' participation in them. Based on social exchange theory and ambidextrous leadership theory, this study explored the mediating role of teachers' trust in principals between moral leadership and professional learning communities and the moderating role of principals' controlling behavior in this relationship. A total of 577 elementary school teachers in China participated in this study. The study found that moral leadership was positively related to professional learning communities, and this relationship was mediated by teachers' trust in principals. Additionally, principals' controlling behavior positively moderated the relationship between moral leadership and trust in principals, and negatively moderated the relationship between moral leadership and professional learning communities. These results contribute to the delivery of guidance for principals to enhance teacher trust and develop professional learning communities.

Ren, Z., Li, W., Wang, M., Zhou, C., Liu, H., & Zhang, X. (2025). **School climate, psychological distress, resilience and presenteeism among Chinese school teachers: An analysis based on a moderated mediation model.** *Teaching and Teacher Education*, 157, 104946. <https://doi.org/10.1016/j.tate.2025.104946>

This study examines the relationship between school climate, psychological distress, resilience and presenteeism, including 1046 teachers from three primary schools, five junior high schools and two senior high schools in Shandong Province of China. The PROCESS macro and multiple linear regression analysis revealed that school climate and resilience had a negative correlation with presenteeism. Interestingly, the relationship

between school climate and presenteeism was mediated by psychological distress in part. Resilience played a role in moderating the direct effect of school climate on presenteeism. This study highlighted the need to improve school conditions, enhance mental health, and maximize teachers' productivity in China.

Robin, J.-Y. (2025). **Le coaching au risque de l'emprise ? : Petite déambulation d'un psychosociologue au pays du coaching.** *Éducation Permanente*, 242(1), 13-22. <https://doi.org/10.3917/edpe.242.0013>

Roziqi, M. (2025). **Career Guidance and Counseling Strategy Based on Nusantara Culture for the Implementation of the Independent Curriculum in High School: A Narrative Review.** *Psychology in the Schools*, 62(5), 1567-1573. <https://doi.org/10.1002/pits.23415>

This article aims to investigate the contribution of career counseling and guidance based on Nusantara culture in the implementation of the independent curriculum. The scope of this writing is focused on the strategies and implementation of career counseling and guidance in high schools. The research method used a narrative review of career counseling and guidance based on Nusantara culture. The results of this study show that group counseling and classical guidance, as well as culturally infused individual and group counseling, can serve as basic services in the career field within the independent curriculum for high school students. These strategies can be further developed and explored according to the cultural context of each high school in their respective regions.

Sanders, M., Rambo-Hernandez, Karen Elizabeth, & Joswick, C. (2025). **Comparing permanent and alternating teams in middle school mathematics: Impacts on student engagement and social connections.** *The Journal of Educational Research*, 118(3), 281-298. <https://doi.org/10.1080/00220671.2025.2473414>

The purpose of this study was to examine students' engagement in their middle school mathematics class utilizing either permanent or alternating small group membership. Many group learning instructional techniques have shown positive impacts on student behavioral, cognitive, and social engagement outcomes, but group formation and permanence is a key difference between various group learning instructional techniques. This study used data from eighth-grade Algebra 1 students in a rural, Title I junior high school. Longitudinal hierarchical linear modeling was used to determine to what degree team characteristics and perceived value of team member contributions predict students' change in engagement over time. Our social network analysis revealed that students preferred to team with peers of the same biological sex and provide counterevidence to the notion that participation in alternating teams leads to the elimination of cliques and greater social cohesion in diverse mathematics classrooms.

Smit, R., Schmid, R., & Robin, N. (2025). **Experiencing enjoyment in visual programming tasks promotes self-efficacy and reduces the gender gap.** *British Journal of Educational Technology*, 56(3), 1231-1247. <https://doi.org/10.1111/bjet.13523>

Secondary school students (N = 269) participated in a daylong visual programming course held in a stimulating environment for start-up enterprises. The tasks were application-oriented and partly creative. For example, a wearable device with light-emitting diodes, (ie, LEDs) could be applied to a T-shirt and used for optical messages. Our research questions related to the control-value model of achievement emotions. We measured experienced enjoyment four times and examined the dependence of

enjoyment on the individual tasks. Experience of enjoyment was also tested for the prediction of students' self-efficacy for programming. The results showed that momentary enjoyment was not significantly dependent on the task situation, but it was dependent on the general enjoyment of programming. However, students with lower enjoyment scores showed higher increases in enjoyment during the final tasks than those with higher initial scores. The emotion score of the girls increased more than those of the boys but the girls' overall enjoyment scores were lower than those of the boys. Students' self-efficacy beliefs of both genders increased over the course, and some of the differences in beliefs can be explained by the enjoyment of the course. In conclusion, our teaching approach seemed beneficial for the motivation to learn programming, particularly among girls.

Practitioner notes What is already known about this topic Lower secondary students often report a lack of self-efficacy beliefs for visual programming, especially girls whose confidence in their abilities seems to be missing. Activities that show how programming can be used in everyday life or at work promote interest and enjoyment, especially among girls. What this paper adds Experiencing enjoyment did not depend on individual task types (more structured vs. more open), but proved to be stable across all tasks. The experience of positive emotions in our computer science course had an impact on the secondary school students' self-efficacy beliefs. Implications for practice and/or policy The combination of smart textiles and programming was viewed as a motivating learning experience with the potential to foster secondary school students' confidence and problem-solving skills in computer science. A guided sequence of learning to debug can provide a self-enhancing foundation for the students' own activities with following tasks that are more open and creative approaches.

Smith, A. J., Johnson, A. L., Miyazaki, Y., Weber, M. C., Wright, H., Griffin, B. J., ... Jones, R. T. (2025). **Risk for Mental Health Distress Among PreK-12 Teachers During the COVID-19 Pandemic.** *Psychology in the Schools*, 62(5), 1622-1633. <https://doi.org/10.1002/pits.23421>

Throughout the COVID-19 pandemic, teachers risked their physical and mental health to continue providing educational services to students. This study examined the prevalence of mental health distress and risk factors among a sample of teachers from the mid-Atlantic United States. PreK-12 educators (N = 1295) completed online cross-sectional quantitative surveys between October 2020 and January 2021. After obtaining descriptive statistics on rates of posttraumatic stress, depression, anxiety, risky alcohol use, and insufficient sleep, logistic regressions were conducted to examine risk factors for screening positive for clinically meaningful distress. The majority of respondents (65%) screened positive for clinically significant mental health distress on at least one condition, with specific prevalence as follows: traumatic stress (51%), depression (36%), anxiety (50%), risky alcohol use (34%), insufficient sleep (56%). Teachers (vs. other school personnel) had a significantly higher chance of screening positive. Greater chances of screening positive for mental health distress was also associated with having an immunocompromising medical condition, teaching remotely, working more hours, and being younger, female, and/or being a racial and ethnic minoritized-identifying educator. K-12 teachers had high risk for mental health distress, increased by risk factors in educational, demographic, and COVID-19 specific dimensions that have implications for policy and intervention.

Sun, C., Zhuang, L., Xiao, W., Li, X., & Sun, B. (2025). **Teacher Professional Identity on Teacher Empathy: The Moderating Roles of Competence and Growth Values and Ego-Resilience.** *Psychology in the Schools*, 62(5), 1530-1538. <https://doi.org/10.1002/pits.23413>

Teacher empathy is important in reducing students' aggressive behavior, strengthening interpersonal cooperation, and promoting prosocial behavior. Previous research has shown that empathy could be predicted by a teacher's professional identity, but little is known about the moderating factors affecting the relationship between professional identity and teacher empathy. This study was conducted to examine the moderating roles of competence and growth values, and ego-resilience in the relationship between teacher professional identity and empathy. Using the convenience sampling method, 1200 teachers from kindergarten, primary, and secondary schools participated in this study by using an online network platform. Regression analysis was used to examine the moderating effects. These results showed that: (1) Teacher empathy was positively associated with teacher professional identity; (2) when teachers have high levels of competence and growth values and ego-resilience, the influenced effect of professional identity on empathy was the most. Improving teachers' professional identity, competence and growth values, and ego-resilience could strengthen teachers' empathy.

Tang, L., Zhang, C., & Cui, Y. (2025). **The Association Between Social Connectedness and Psychological Well-Being Among International Students: Social Support Moderates the Mediating Effects of Loneliness and Perceived Stress.** *Psychology in the Schools*, 62(5), 1434-1452. <https://doi.org/10.1002/pits.23405>

The current study aimed to investigate the connection between social connectedness and psychological well-being (PWB), while concurrently exploring the potential mediating roles of loneliness and perceived stress in this relationship among international students in China. Drawing on the literature highlighting the protective effect of social support, this study also sought to explore whether social support played a moderating role in the loneliness- and perceived stress-PWB relationships. The sample comprised 530 students (43.4% of females), aged between 18 and 31 years ($M = 24.39$, $SD = 4.12$), and enrolled in various academic disciplines. Findings of the mediation model indicated that loneliness and perceived stress mediated the relationship between social connectedness and students' PWB. Additionally, moderation analyses revealed that social support had a significant moderating effect such that the negative associations between loneliness/perceived stress and PWB became non-significant or weaker for international students with high levels of social support. Furthermore, the indirect effects of social connectedness on PWB was also found to be significantly moderated by varying social support levels. Limitations and recommendations for future studies as well as implications for practice are also discussed.

Zhang, F., & Peng, W. (2025). **Parental Psychological Control and Children's Learning Engagement and Life Satisfaction: The Moderating Role of Perceived Social Mobility.** *Psychology in the Schools*, 62(5), 1422-1433. <https://doi.org/10.1002/pits.23407>

Exploring the child factors that alleviate the negative effects of parental psychological control has important practical value. This study aimed to uncover whether perceived social mobility moderates the relationships between parental psychological control and children's learning engagement and life satisfaction. A total of 1725 Chinese children participated in this study (M age = 10.77 years; 53.20% boys). The results showed that perceived social mobility moderated the correlation between parental psychological control and learning engagement. For children with lower perceived social mobility, parental psychological control was negatively related to learning engagement; for children with higher perceived social mobility, parental psychological control was not

correlated with learning engagement. Moreover, perceived social mobility did not moderate the negative relationship between parental psychological control and life satisfaction. These findings suggested that perceived social mobility is a child resilience factor that protects children's learning engagement from the adverse effects of parental psychological control.

Zhang, P., Li, J., & Cai, S. (2025). **Timing matters: Effects of augmented reality game on students' learning achievement, satisfaction and acceptance.** *British Journal of Educational Technology*, 56(3), 1273-1293. <https://doi.org/10.1111/bjet.13524>

Augmented reality (AR) games offer significant potential to enhance learning experiences, yet the impact of when these games are introduced during the educational process remains underexplored. This study explored how the timing of providing the AR game influenced learners' achievement, satisfaction and acceptance. Using a quasi-experimental design, 68 second-graders engaged with the AR game AR Easy Sign Language: Grams and Kilograms, either before class or in class. Additionally, perspectives from eight students, one teacher and 24 parents (from the before-class group) were collected. Results indicated that providing the AR game in class significantly improved learners' achievement and acceptance compared to providing it before class. While overall satisfaction was unaffected by timing, students' cognitive focus differed: in-class participants emphasised the game's educational value, whereas those using it before class viewed it more as an entertaining tool with educational functionality. Both the teacher and parents acknowledged the educational value of AR games but expressed concerns regarding the cost and potential health issues. This study contributes to theoretical understanding and practical implementation strategies for AR games in education, particularly in optimising their timing for maximal impact. Practitioner notes

What is already known about this topic AR games integrate the advantages of augmented reality and games, enabling learners to interact with virtual and physical objects in a fun way, bringing a new dynamic to education. Prior research has shown that AR games contribute to the improved learning process and learning outcomes. However, applying technologies such as AR games to authentic educational contexts is still challenging, as it involves many decision-making issues to be investigated. One key issue that remains unresolved is determining the optimal timing of providing AR games. What this paper adds Providing AR games in class significantly enhanced students' learning achievement and acceptance, emphasising the need to carefully time such interventions. The timing of providing AR games influenced students' cognition, with in-class use promoting a focus on learning, while before-class use emphasised entertainment. Teachers and parents acknowledged the educational value of AR games for students, but they had concerns regarding potential visual health risks and the associated costs. Implications for practice and/or policy Educators should determine the timing of providing AR games depending on the desired goal. Providing AR games before class allows students to focus more on the game experience while providing AR games in class allows for a focus on learning through the game and enhancing learning achievement. Students' cognition of technology may influence their usage and outcomes. Developers should design AR games with mechanisms that guide learners' cognition of educational content, while researchers should explore the effectiveness of such designs to achieve better learning outcomes. Educational institutions should select devices with built-in eye protection features and enforce screen time limits to mitigate visual health risks, addressing concerns raised by teachers and parents. AR games

incorporating sign language have the potential to improve students' learning achievement, holding promise for applications in special education.

Zhou, Yu, Jing, B., Zhang, J., Pi, Z., & Ma, H. (2025). **Parental Anxiety and Math Engagement: A Moderated Mediation Model of Math Anxiety and Perceived Teacher Support.** *Psychology in the Schools*, 62(5), 1499-1509. <https://doi.org/10.1002/pits.23403>
Students' engagement in math is essential for enhancing the effectiveness of math instruction. Previous studies examined the factors influencing math engagement, including parents, teachers, and students, however, few conducted a joint analysis of these variables. This study aimed to investigate the effects of these variables on math engagement by developing a moderated mediation model. A total of 1178 high school students and their primary caregiver (either father or mother) were involved in this study. The findings revealed the following: (1) Parental anxiety does not act as a direct predictor of math engagement; (2) Math anxiety fully mediates the relationship between parental anxiety and math engagement; and (3) Perceived teacher support does not significantly moderate the relationships between parental anxiety and math engagement or between parental anxiety and math anxiety. However, it does have a moderating effect on the relationship between math anxiety and math engagement. These results suggest that enhancing teacher support in math education may effectively reduce math anxiety and subsequently increase students' engagement in math.

Zhou, Yujie, Wu, H., & Cao, G. (2025). **Does community of inquiry really matter in understanding online learning? A confirmed perspective using mixed method.** *British Journal of Educational Technology*, 56(3), 1248-1272. <https://doi.org/10.1111/bjet.13516>
High dropout rates in online courses, caused by potential factors such as financial issues, low motivation and poor self-regulation among learners, pose a significant challenge to the sustainable development of online education. Therefore, continuance of online courses has become a critical topic in both the academic and practical fields. By combining the Community of Inquiry framework (Col) with Expectation-Confirmation Theory, this study introduces three new constructs—confirmed teaching presence (CTP), confirmed cognitive presence (CCP) and confirmed social presence (CSP)—into the research model to understand how confirmed expectations towards Col determine online learners' course continuance intention. Utilizing a mixed-methods approach, the study conducted quantitative analysis on 409 learner surveys using partial least squares (PLS), followed by semi-structured interviews, which revealed the depth and breadth of the confirmed Col expectations on learners' willingness to continue learning. Specifically, the quantitative results uncovered the differential effects of CTP, CCP and CSP on learners' course continuance intentions by elucidating the internal mechanisms. The interviews provided deeper insights by illuminating online learners' initial expectations as well as their pre-course and post-course expectations. The findings of the study not only provide evidence of the crucial role of confirmed expectations in shaping online learners' course continuance intention but also offer actionable recommendations for improving online course design and fostering lifelong learning. Practitioner notes
What is already known about this topic
Online courses have expanded in scale and attracted a large number of learners in recent years, the large base of online learners has brought tremendous and unprecedented challenges to online course development. A high dropout rate is especially considered as a severe issue for online course development. The issue of learners' continuance intention was often explored from a technological perspective and at the platform level by using Information system (IS) theories. The

community of inquiry (CoI) framework was extensively utilized as a theoretical basis for understanding online learning experiences and its three elements—teaching, cognitive and social presences—have long been deemed as major antecedents that influence learners' online learning behaviours and intentions. What this paper adds This paper integrated the community of inquiry (CoI) framework with Expectation confirmation theory and proposed three new variables: confirmed teaching presence (CTP), confirmed cognitive presence (CCP) and confirmed social presence (CSP). The study reveals the internal mechanisms by which the three confirmed expectations impact online learners' courses continuance intention. This implies that different confirmed expectations may have varying effects on online learners' learning behaviour. This research collects data from multiple sources to comprehensively explore online learners' expectations and perceptions. It also sheds light on the importance of learners' actual participation in the learning process for predicting their behavioural intentions. Implications for practice and/or policy The finding that learners' confirmed expectations impact their online course continuance intention conveys an important message to course practitioners: exaggerated or false claims for the online course must be avoided to prevent students from forming unrealistic expectations. Improving online learners' course completion rate cannot be hinged upon simply and blindly fostering and extending the three presences. Instead, knowing learners' confirmed expectations of the three presences allows course practitioners to reconsider and organize the important course elements. The research reveals the distinct role that each confirmed presence plays in promoting online learners' course continuance intention and, meanwhile, expands the understanding of learners' learning needs and experiences. Practitioners could make timely and appropriate strategies based on these to better motivate course learners' engagement and retention.

Aspects sociaux de l'éducation

Allegre, A., Borcan, O., & Brunnschweiler, C. (2025). **Gendered Impacts of Colonial Education: the Role of Access and Norms Transmission in French Morocco** [Working paper]. Consulté à l'adresse Department of Economics, Norwegian University of Science and Technology website: <https://EconPapers.repec.org/RePEc:nst:samfok:20225>

We examine colonial-era primary education as a determinant of modern-day attainment and gender disparities in education. We construct a novel dataset from the French Protectorate in Morocco, combining archival data on colonial school locations in 1931 and 1954 with the most recent Demographic and Health Survey (DHS) data in arbitrary grids. We analyse the influence of colonial schools on the probability of attaining primary and secondary education in 2004. Overall, schools dedicated to Moroccans in 1931 exhibit a persistent positive impact on education outcomes, but only in the absence of nearby schools reserved for Europeans. Stark gender gaps in access during the Protectorate were narrowed in places with schools for Jewish Moroccans. These had a positive impact on girls' contemporary levels of education, but a negative impact on the enrolment for boys following the dismantling of Jewish communities after 1948. DHS measures of preferences for female education point to a social norms transmission mechanism between Jewish and Muslim Moroccan communities.

Alleman, N. F., Allen, C. C., & Nelson, J. J. (2025). **Faculty denied tenure: internalization, resistance, and the organizational protection of legitimacy.** *Higher Education*, 89(3), 807-823. <https://doi.org/10.1007/s10734-024-01248-4>

The denial of tenure frequently results in devastating personal and professional consequences for the individual, but scant scholarship has taken on the question of how tenure denial functions systemically. In this qualitative study of American college and university faculty, we employ the concept of structural stigma to highlight how universities and their agents assign culpability to those denied tenure in an effort to mitigate organizational risk. Findings point to examples of internalization of responsibility as well as forms of resistance among participants denied tenure.

Balenzano, C. (2025). **Adopted students' educational paths and inclusiveness of Italian school system: an explorative study using parents' evaluation.** *International Journal of Inclusive Education*, 29(5), 658-675. <https://doi.org/10.1080/13603116.2023.2215241>

Using a mixed-method approach, the study explored the capacity of the Italian educational system to be oriented at inclusion examining, according to adoptive parents' perspectives, the enforcing of the national guidelines on adopted students' right to education (NG). It explored the main obstacles and opportunities faced by families in their children's school path, as well as their suggestions to meet adoptive children's educational needs. Eighty parents of school-aged (6–14 years) adopted students participated in the study. Sixty-five were involved in the quantitative step of research and filled out an ad hoc survey; 15 took part in the qualitative step, by participating in the focus group discussions. Results show that adopted students face a variety of educational barriers in school environments and their educational paths are not always characterized by the principles of NG, suggesting that Italian schools are generally little equipped to promote the school achievement and inclusion of adopted students. The findings are discussed highlighting some practical implications to improve adopted students' adjustment at school and underlining the need to promote specific training programs for teachers, better communication among partners involved in the adoption process, and measures aimed at supporting adoptive families.

Barbier, P., Le Goff, J.-M., & Landour, J. (2024). **Des mères face à la « continuité pédagogique » en France et en Suisse au printemps 2020.** *Revue française de pédagogie. Recherches en éducation*, (223), 115-128. <https://doi.org/10.4000/12vdf>

Cet article propose une analyse de l'expérience du travail scolaire confiné durant le printemps 2020 chez des mères françaises et suisses interviewées entre fin 2020 et début 2021. En se centrant sur les principales exécutantes de la « continuité pédagogique » au sein des foyers, il documente les variations des réactions, plus ou moins inquiètes, face à la prise en charge de l'école à la maison. Sont ainsi analysées les déclinaisons sociales de la réception par les mères de la « continuité pédagogique », montrant la fragilité globale des classes populaires et les ressorts variés du sentiment de compétence exprimé au sein des classes moyennes et supérieures. L'article appréhende également les variations nationales de ce vécu en suggérant que ces dernières se fondent sur des politiques publiques d'emploi et éducatives différenciées.

Borkowski, J. (2025). **Des carrières sportives genrées ? Analyse du parcours des femmes dans l'esport à travers leur socialisation au jeu vidéo et à l'esport** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-05021362>

Méconnu de la grande population avant les années 2010, l'esport s'est déployé en tant que phénomène mondial. Bien que la pratique se démocratise, les femmes restent faiblement représentées dans l'esport en tant que joueuses dans les compétitions. Si des contraintes sociales et psychologiques à la participation des femmes sont identifiées dans la littérature internationale, elles renvoient le plus souvent à une temporalité restreinte, sans prendre la mesure globale des obstacles qu'elles rencontrent tout au long de leur parcours. Dans ce contexte, l'objectif de ce travail est de questionner le parcours des joueuses françaises pour identifier les différences hommes-femmes qui peuvent exister, ainsi que l'ensemble des contraintes que les pratiquantes subissent au regard de leur engagement dans une pratique majoritairement masculine. Une méthodologie mixte est déployée pour saisir la construction des carrières sportives et le maintien de l'engagement des joueuses dans l'esport à travers trois orientations : (1) leur socialisation au jeu vidéo et à l'esport tout au long de leur carrière ; (2) le maintien de leur engagement au regard des spécificités des disciplines sportives et de l'état profondément amateur de l'esport en France ; et (3) les contraintes qu'elles subissent sous la forme de comportements problématiques durant l'ensemble de leur carrière. Les résultats révèlent des structures sociales profondément inégalitaires dans l'esport où les joueuses qui parviennent à maintenir leur engagement font preuve de parcours "atypiques".

Buriel, A. (2024). **Ingénierie coopérative en Irak et Roumanie, approche de la biographie artistique de jeunes en situation de vulnérabilité** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-05025439>

Notre recherche s'intéresse au développement de deux études d'ingénierie coopérative réalisées avec des professionnels de l'animation, du travail social et un vidéaste-journaliste en Irak et en Roumanie. Inscrites dans le champ de la didactique, elles s'attachent à accompagner le développement de la résilience et de l'empowerment de jeunes en situation de vulnérabilité par la création, la mise à l'essai et l'analyse de dispositifs de biographie artistique. La biographie (ou l'écriture de la vie) artistique vise ainsi la narration par l'art, d'expériences de vie individuelles et collectives (centrées sur la culture, les identités, les environnements) au travers de processus de création artistique. Cette étude vise ainsi une transformation conjointe des postures et des compétences de professionnels afin qu'ils soient au plus près de leurs objectifs éducatifs et éthiques. Les analyses de nos cas emblématiques font état de plusieurs conditions pour développer une culture de la résilience-empowerment : 1) le développement d'une coopération entre les jeunes afin de développer des aptitudes sociales spécifiques, 2) l'accès à l'imaginaire et à la création artistique pour transmettre de nouvelles perceptions de soi et du monde, 3) le développement d'une parenté épistémique entre les jeunes et la culture partagée par l'artiste, pour qu'ils en deviennent des connaisseurs pratique, 4) le développement de dispositions éthiques dans l'action conjointe entre les professionnels et les jeunes.

Café pédagogique. (2025, avril 4). **Condition physique en EPS : les résultats sont marqués socialement**. Consulté 4 avril 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/04/04/condition-physique-en-eps-les-resultats-sont-marques-socialement/>

De l'IPS à EPS, il n'y a qu'un pas. Les filles et les élèves issus de milieux sociaux les moins favorisés ont des performances sportives inférieures aux autres. C'est ce

Caillaud, C., Peralta, L., Chen, J., Forsyth, R., Raubenheimer, D., Wattelez, G., ... Amon, K. (2025, mars 18). **Empowering adolescents through participatory research: a case study in New-Caledonia**. Présenté à FALAH final conference: Family farming, lifestyle and health in small islands, countries and territories. Consulté à l'adresse <https://unc.hal.science/hal-05020085>

Behavioural risk factors for NCDs are highly prevalent in the adolescent population with several risk factors often present together in adolescents. For example, in the Pacific region 88% of adolescents present at least two risk factors, with the more prevalent cluster being physical inactivity and low fruit and vegetables (76%). Despite decades of public health initiatives low physical activity and poor diets remain an issue. There is a need to identify key levers that can shift behaviours and diets. Our recent systematic review investigating facilitators and barriers for PA in the Pacific Islands showed that PA or sport programs that are committed to communities through formal co-design partnerships were needed. This project aims to empower adolescents to advocate and innovate for their health and wellbeing. Young people themselves want to be involved, and their participation is a human right exemplified in the Lansdown 22 / 30 UNICEF framework for adolescents' participation. It is crucial to engage young generations in the debate to collaboratively identify research priorities and to engage in co-designing research projects and innovative solutions for the future. This project addresses the lack of participatory research involving adolescents for the prevention of non-communicable diseases, specifically in the Pacific. The objectives of the project are to: 1) conduct a participatory research workshop with adolescents to co-design solutions that encourage healthy lives and wellbeing and 2) co-produce research outputs and 3) assess the impact of their involvement in participatory research on their sense of leadership and societal impact. This project received ethics approval from the University of Sydney ethics committee and from the Commite de Protection des Personnes de Nouvelle-Calédonie. Year 8 students attending participating school were invited to participate the research as collaborators "Recherche- Action Junior". During a 2-hour structured workshop, adolescents engaged in co-design and co-production activities to develop either an advocacy statement (Change makers) or an innovation (Innovators) in small groups. They produced a 1-min video about their idea including scientific evidence. Participating adolescents completed a questionnaire asking if the activities enhanced their self-efficacy and leadership skills. Adolescents were offered 3 packages in each theme (either Change Makers or Innovators) including solutions about facilitated access to sport facilities or equipment, encourage water rather than soft drinks, sport festivals, smart shoes, apps, phone lock functions. Participatory research is powerful way to engage with adolescents and to co-design solutions and research output that aim for an impact in their community for people like them.

Carcillo, S., Valfort, M.-A., & Vergara Merino, P. (2025). **Combating LGBTphobia in Schools: Evidence from a Field Experiment in France** (Working paper N° 17683). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp17683>

This paper presents the first rigorous evaluation of school-based interventions aimed at reducing LGBTphobia. We focus on a classroom intervention that addresses the issue of LGBT harassment through perspective-taking and narrative exchange. Using a field experiment in France with more than 10,000 middle and high school students, we find robust evidence of strong positive effects, with variations across gender, age, and socio-

economic status. We argue that changing perceptions of group norms is a key channel driving these heterogeneous effects.

Cayouette-Remblière, J., Garcia, S., & Laillier, J. (2024). **Transmettre le capital culturel aujourd'hui: quel héritage de la notion d'osmose?** *Revue française de pédagogie. Recherches en éducation*, (224), 9-20. <https://doi.org/10.4000/13pce>

En 1964, Pierre Bourdieu et Jean-Claude Passeron posaient un constat essentiel sur les usages et la transmission de ce qu'on appellera plus tard capital culturel, révélant combien la maîtrise de ressources culturelles joue comme un principe de domination et de légitimation dans les rapports de classe. S'interrogeant en particulier sur les formes de transmission de ces ressources, ils opposent à l'acquisition scolaire de la culture une transmission « comme par osmose » dans les fractions culti...

Chand, D. (2025). **(Re)-production of caste in the classroom: a Dalit perspective.** *Higher Education*, 89(3), 825-847. <https://doi.org/10.1007/s10734-024-01249-3>

This study explores caste discrimination in Indian higher education through curriculum and pedagogical approaches in the classroom. Classrooms in India have not only played a significant role in knowledge production but have also been (re)-producing caste-based prejudice, discrimination, and social inequalities, both inside and outside the Indian education system. On the basis of the analysis of semi-structured interviews with 15 Dalit students, the study explores the caste dynamics operating within the classrooms of universities based in Uttar Pradesh, the most populous state in India. The aim of the study is to understand what a 'classroom' means to Dalit students at a university situated in a caste-ridden hierarchical society. It seeks to determine how the pedagogical practices and curriculum play a crucial role in producing and reproducing a hierarchy of knowledge and re-enforce caste-based social inequality. The study argues that Dalit students do not passively accept their fate but tend to organise and resist caste practices in higher education. Also, they advocate for diversity in curricula and pedagogy to make higher education more accessible, inclusive, and democratic.

Court, M. (2024). **« On ne dit pas "j'ai tombé" mais "je suis tombé" ». L'apprentissage de la correction linguistique dans les familles bien dotées en capital scolaire.** *Revue française de pédagogie. Recherches en éducation*, (224), 21-34. <https://doi.org/10.4000/13pcf>

Cet article étudie la transmission du capital linguistique dans les familles scolairement dotées en prenant pour objet l'acquisition de la correction phonologique et grammaticale attendue à l'école. À partir d'une enquête auprès de parents diplômés du supérieur (la plupart au-delà de bac +3) ayant un enfant inscrit en grande section de maternelle, il discute le modèle de la transmission osmotique proposé par Pierre Bourdieu. À rebours de ce modèle, il montre que, dans les familles de classes cultivées, l'apprentissage de la correction linguistique procède d'un véritable travail parental sur et autour de la parole des enfants. Il analyse ensuite les conditions sociales de possibilité de ce travail en faisant apparaître les dispositions sur lesquelles il s'appuie et les trajectoires sociales dans lesquelles il s'enracine.

Dalgliesh, B. (2025). **An autoethnography of internationalisation: ethical dilemmas in Japanese academe.** *Higher Education*, 89(3), 775-790. <https://doi.org/10.1007/s10734-024-01246-6>

Via an autoethnography of internationalisation, the article highlights the ethical dilemmas transnational scholars face when universities fail to denationalise their organisational culture. Section one explains the pertinence and pitfalls of autoethnography — writing oneself into existence over against a context experienced as domination — for grasping the ethical quandaries of transnational scholars in a Japanese national university (JNU). As section two shows, the persistence of ethno-national working practices in JNUs precludes both the equal treatment of transnational scholars and the recognition of their difference. Specifically, the discussion documents two mechanisms of marginalisation at the JNU in question, Tōdai (University of Tokyo): section three links the rejection of ethno-national diversity to absolutisation, viz. the generalisation of prejudice by gatekeepers in order to stigmatise transnational scholars as unfit for organisational life; and section four contends gatekeepers defend their territorialised academic culture through normalisation, which is underpinned by academic inbreeding that produces a hermitic community of sameness blind to its ethno-national prejudices. The article concludes with the ethical gymnastics of transnational scholars situated in universities that solicit their multiplicity without renovating their ethno-national culture. It also reflects upon the limited leverage of autoethnography beyond the Anglosphere, notably in a JNU organisational environment that does not recognise the strop of agency with structure. Finally, the article suggests Japan would be better off promoting a cultural form of internationalisation rather than following a commercial iteration with neo-colonial costs.

Daniels, H., Thompson, I., & Emery, H. (2025). **Difference and school exclusion in a time of COVID-19.** *International Journal of Inclusive Education*, 29(5), 788-804. <https://doi.org/10.1080/13603116.2023.2274110>

The COVID-19 crisis has deepened educational and social inequalities and exacerbated different forms of exclusion from education. This article reviews current concerns about formal and informal disciplinary school exclusion in England. Educational policy discourse in England has tended to seek individual reasons for exclusion rather than develop an understanding of exclusion in the wider context of education, social policy and the law. In contrast, this article attempts to advance a multi-disciplinary theoretical understanding of the phenomenon of disciplinary school exclusion by drawing on the related concepts of repair and maintenance, connective specialisation, classification and categorisation. The article draws on conversations with professionals and practitioners about the impact of the pandemic on practices of exclusion in England. The conclusion calls for a more nuanced understanding of vulnerability as a primary category in practices of exclusion. This would involve a reconceptualisation of the concept of connective specialism, which assumes that school exclusion cannot be treated as separate from the general welfare and education systems, as a means of understanding vulnerability within an inclusive education system.

Desmitt, C. (2024). **Au musée comme chez soi. Interroger l'éducation osmotique à l'aisance culturelle en dehors de la famille.** *Revue française de pédagogie. Recherches en éducation*, (224), 71-85. <https://doi.org/10.4000/13pci>

L'article s'appuie sur l'observation d'un atelier artistique extrascolaire hebdomadaire prenant place dans un musée d'art moderne et accueillant une quinzaine d'enfants chaque semaine. En raison de sa configuration spécifique (entre-soi enfantin, réinscription du public au fil des années, connivence de classe entre animateurs et parents des enfants inscrits, mode d'encadrement avant tout soucieux du bien-être et

des plaisirs enfantins), cet atelier a pu être appréhendé comme un « laboratoire social » permettant d'observer empiriquement ce que Pierre Bourdieu et Jean-Claude Passeron nomment la « transmission par osmose ». Fondé sur des matériaux empiriques, l'article se propose ainsi de mettre le concept d'osmose à l'épreuve du terrain afin, d'une part, de mettre au jour le processus socialisateur à l'œuvre dans la production précoce des formes incorporées du capital culturel (aisance culturelle, sentiment de légitimité), du côté des enfants, et d'autre part, d'interroger le caractère supposément « non intentionnel » de la transmission osmotique, du côté des agents de socialisation (mise en scène de routines ou d'un cadre expérientiel pour les apprentissages, mise à distance du « scolaire » et du laborieux).

Dhume-Sonzogni, F. (2025). **Les discriminations scolaires: Une mise en perspective des connaissances**. Consulté à l'adresse <https://pur-editions.fr/product/10030/les-discriminations-scolaires>

Le sujet des discriminations s'est petit à petit fait une place dans le débat public et scientifique en France, depuis les années 2000. Toutefois, il demeure en partie en déshérence et est objet de divers malentendus, particulièrement dans le système scolaire. À partir d'une solide synthèse actualisée des connaissances en sciences humaines et sociales, cet ouvrage entend contribuer à installer la problématique et à donner largement accès aux travaux de recherche concernant le système scolaire en France, afin de pouvoir mieux en comprendre les enjeux. L'ouvrage fournit des clés de compréhension de la singularité de l'approche antidiscriminatoire, et aussi des problèmes de réception de cette question dans le champ académique et dans l'institution scolaire. Il documente de façon rigoureuse et claire ce que nous savons des processus de discrimination dans l'école : leur ampleur, les lieux, les formes et les principaux mécanismes qui y contribuent. Il aborde également leurs effets sur les personnes et les groupes qui les subissent, et parfois aussi y opposent des résistances. De façon inédite, et afin de décloisonner la réflexion, sont traitées simultanément des discriminations liées aux divers grands rapports sociaux : classisme, sexisme, racisme, validisme, LGBTQIphobie, notamment dans la mesure de connaissances inégalement développées. Cet ouvrage s'adresse ainsi à toutes celles et à tous ceux que la question concerne et préoccupe en invitant à adopter sur cette question une approche à la fois globale et spécifique, intersectionnelle et multidisciplinaire.

Dousson, L. (2024). **La catégorisation de haut potentiel intellectuel des enfants comme légitimation du régime culturel intensif mis en œuvre par leurs parents**. *Revue française de pédagogie. Recherches en éducation*, (224), 53-70. <https://doi.org/10.4000/13pch>

Cet article traite de la transmission du capital culturel dans les familles d'enfants catégorisés à haut potentiel intellectuel (HPI) de milieux favorisés. Il montre que, dans les familles enquêtées, cette transmission est très loin de se réaliser « de façon osmotique », « en l'absence de tout effort méthodique et d'action manifeste » comme Pierre Bourdieu le propose au sujet des classes sociales fortement dotées en capital culturel. Si les parents s'engagent dans un travail éducatif particulièrement intensif, ils cherchent toutefois à minorer et invisibiliser leurs efforts en instrumentalisant la catégorisation de HPI. Le « diagnostic » HPI a en effet un double effet : il conduit à légitimer les pratiques parentales en les présentant comme hors de toute volonté manifeste de leur part, et il conduit à une intensification de ces pratiques. Néanmoins, les usages de la catégorisation, tout comme l'investissement éducatif des parents de HPI rencontrés, ne

prennent pas tout à fait la même forme selon le type de capitaux que détiennent les familles.

Esmond, B., Kaur, Balwant, & and Atkins, L. (2025). **Beyond subjects and skills or crossing the divide? From additionality to complementarity in college enrichment.** *Journal of Curriculum Studies*, 57(2), 133-149. <https://doi.org/10.1080/00220272.2024.2425629>

This paper reports a longitudinal study, organized around national surveys and institution-based case studies, of 'enrichment' in post-16 colleges across England and Wales. These institutions transect general and vocational education pathways, whose curricula are organized respectively around subject disciplines and employment skills. Drawing on social justice perspectives and understandings of curriculum theory and cultural reproduction, the study initially analysed enrichment practices positioned as additional to subject-based curricula. However, extending thematic analysis through cross-case comparison, the study uncovered an additional, complementary role of enrichment: in some specialist/general education settings, teacher-led, practice-based extensions of subject curricula, complemented by agentic networking opportunities, facilitated middle-class higher education transitions; vocational enrichment, responding instead to 'learner support' imperatives and socializing young people into employment routines, sustained the normative transitions to work that characterize vocational pathways. These distinctive complementary logics mirror the inequalities of epistemic access identified by curriculum theory, suggesting that these extend beyond formal curricula. On the other hand, some marginal practices, including broader, more critical preparation for adulthood and work, suggest possibilities to advance social justice, transgressing the academic/vocational divide. Whilst unequal societies persistently sustain this divide, activities outside formal curricula may support more agentic and socially just transitions to adulthood and working life.

Fervers, L., Jacob, M., Beckmann, J., & Piepenburg, J. G. (2025). **Risk–return preferences, gender inequalities and the moderating role of a counselling intervention on choice of major: evidence from a field and survey experiment.** *Higher Education*, 89(3), 591-609. <https://doi.org/10.1007/s10734-024-01237-7>

In this study, we examine gender inequalities in educational decision-making. Specifically, we consider high school students selecting a higher education study programme and examine gender-specific risk and return preferences regarding monetary returns and the risk of failure in the programme. Moreover, we assess whether a counselling intervention can mitigate these gender inequalities. We employ a research design that combines a factorial survey and a field experiment to test our hypotheses. Consistent with our theoretical expectations, the results of the factorial survey confirm that girls are disproportionately deterred by the higher failure rates of possible study programmes, whereas boys are attracted more strongly by higher expected returns after graduation. Overall, the counselling intervention reduces the dissuasive effect of higher failure rates. Contrary to our expectations, the moderating effect is not stronger for girls but (if at all) is stronger for boys.

Flórez Petour, M. T., De la Vega, Luis Felipe, & and Olave Astorga, J. M. (2025). **Emerging horizons for social justice in assessment: can assessment move beyond competence, competition, content and control?** *Oxford Review of Education*, 51(2), 250-280. <https://doi.org/10.1080/03054985.2025.2455129>

This paper develops a critical approach towards the assumptions of social justice that underpin currently predominant assessment and accountability systems by highlighting their embeddedness in a specific model of society and education, namely a meritocratic approach where an individualistic and competitive rationale is at the core. On this basis, it aims to move the authors' previous work on assessment and social justice forward by exploring different initiatives from a variety of contexts around the world that might provide initial answers as to how a more socially just assessment system could be developed and enacted in connection to each of the dimensions of social justice, seeking patterns between these cases and discussing their connections with the functions of competence, competition, content and control in assessment. The contribution of the paper is to explore through empirical cases how an assessment and accountability system consistent with alternative views of society and merit would look like in practice, a scenario where low-stakes, contextualised, and more pedagogically relevant assessment systems seem to emerge as better means to respond to demands for social justice in education.

Fluyt, L., Vandesande, S., & Nijs, S. (2025). **Parents' lived experiences regarding the decision-making process on reasonable accommodations for their child with SEN—An IPA analysis.** *Journal of Research in Special Educational Needs*, 25(2), 262-276. <https://doi.org/10.1111/1471-3802.12724>

Reasonable accommodations (RA) for children with special educational needs (SEN) need to be decided in collaboration with all stakeholders. Even though parents play a crucial part in the inclusive school trajectory or their child with SEN, they often miss a clear role in this decision-making process. In this research, using interpretative phenomenological analysis (IPA), six parents of children with SEN were questioned. The analysis showed that parents are bound to the decisive character of school professionals and find themselves along the spectrum of being actively involved to being followers. There are often opposite perspectives, and in many cases insufficient RA are decided upon according to parents. This resulted in diagnostic trajectories and a search for support outside the school environment. In many cases, parents perceived the decision-making process on RA for their child with SEN as a life-long journey and a never-ending process. In the end, enabling factors were expressed by parents that facilitated the decision-making process on RA.

Fontar, B., & Mentec, M. L. (2025, avril 9). **Jeux vidéo : à l'adolescence, les filles jouent-elles comme les garçons ?** Consulté 11 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/jeux-video-a-l-adolescence-les-filles-jouent-elles-comme-les-garcons-252091>

Si la moitié des joueurs de jeux vidéo sont aujourd'hui des filles, les stéréotypes de genre pèsent beaucoup sur leurs pratiques, notamment à l'adolescence. Explications.

Gioia, P. (2024). **L'école à la maison : la transmission socialement différenciée de la connaissance du principe alphabétique.** *Revue française de pédagogie. Recherches en éducation*, (224), 35-52. <https://doi.org/10.4000/13pcg>

Désignant la compréhension par un enfant qu'un mot est composé d'associations de graphies et de sons dépendantes des lettres environnantes, la connaissance du principe alphabétique est aujourd'hui reconnue comme décisive pour l'apprentissage de la lecture. Or cette connaissance ne peut être apprise implicitement, par simple exposition, et nécessite la répétition d'activités spécifiques la transmettant. À partir d'une enquête

réalisée auprès de 23 enfants suivis de leur entrée en grande section d'école maternelle au CE1 – au moyen d'entretiens auprès de leur famille et d'observations dans leur classe –, ainsi que de 28 autres enfants suivis à l'école et à la maison durant leur année de CP, cet article documente les activités pratiquées dans le cadre familial qui permettent de développer cette connaissance du principe alphabétique. Grâce à un matériau sélectionné de manière à faire varier les positions dans l'espace social des familles (des plus précaires aux plus favorisées) et les contextes de scolarisation (REP, école mixte, milieu bourgeois), cette recherche met en évidence la diversité des formes et des fréquences de ces activités. D'un côté, les parents peu dotés en capitaux culturel et scolaire développent plus rarement de telles activités et, lorsqu'ils le font, leurs modalités reprennent des formes scolaires. Ce faisant, ils s'exposent aux critiques des enseignant·es qui leur reprochent d'empiéter sur leur territoire pédagogique. De l'autre côté, la transmission de la connaissance du principe alphabétique au sein des familles plus dotées en capitaux culturel et scolaire est plus fréquente. Les pratiques de transmission y prennent également des formes moins scolaires, ce qui facilite leur invisibilisation par une rhétorique de la demande : les parents affirment répondre à la curiosité de leur enfant et sous-estiment leur rôle dans leur développement ou nient être à l'initiative de certains apprentissages.

Göttlicher, W. (2025). **Place-based education avant la lettre. The shifting emphasis on connecting the curriculum to the place in Austrian rural school reform, 1919–1965.** *Journal of Curriculum Studies*, 57(2), 79-93. <https://doi.org/10.1080/00220272.2025.2460471>

In recent years, the idea of making school more relevant for children and their families by connecting it to the place where it is situated has frequently been discussed under the term place-based education. In this article, I analyse a historical case, and I explore reasons for why this idea was emphasized or neglected, and the pitfalls associated with it, based on a content analysis of articles in teachers' journals and books about rural schooling in Austria, from 1919 to 1965. From the 1920s to the end of the 1950s, strong ties between rural schools and their surrounding lifeworld were emphasized. This emphasis was often associated with conservative values, yet it disappeared around 1960, not because people began to disapprove of this idea or opted for conflicting educational goals, but because a newly adopted perspective simply blinded this issue. The case at hand demonstrates that strong ties to the place may imply adopting the values prevailing in the local community, or those ascribed to it. As a consequence, the idea of strong ties may be abandoned once policy trends shift away from these values.

Hammersley, M. (2024). **Les études sur l'enfance : un paradigme durable ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0o>

Au cours des trente ou quarante dernières années, un certain nombre de domaines florissants et très influents sont apparus, qui se présentent comme interdisciplinaires, voire transdisciplinaires. Il s'agit notamment des études féministes (ou études sur le genre), des études culturelles et des études sur l'enfance. À tout le moins, ils prétendent combler les lacunes des disciplines des sciences sociales établies de longue date, en identifiant des sujets importants qui ont été négligés. Mais el...

Hu, T.-L., & Borden, V. M. H. (2025). **Bridging the Divide: Exploring Equity Gaps in Undergraduate Research Participation Among Black and African American and Hispanic and Latinx Students.** *Research in Higher Education*, 66(3), 22. <https://doi.org/10.1007/s11162-025-09841-x>

This study delves into disparities in undergraduate research participation among Black/African American and Hispanic/Latinx students using large-scale, multi-institutional data. The study's focus is guided by Intersectionality Theory and Quantitative Critical Theory, examining how race, social identities, academic majors, and institutional characteristics intersect for racially minoritized students in their engagement with undergraduate research. Additionally, the study explores how culturally engaging environments, such as Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs), play a role in the participation of historically underserved student populations in undergraduate research. The findings reveal significant disparities, indicating lower undergraduate research participation rates for first-generation Black/African and Hispanic/Latinx students. Notably, the findings suggest that enrolling at an HBCU is strongly associated with higher undergraduate research participation among Black/African and Hispanic/Latinx students. Specifically, enrolling at an HBCU appears to be correlated with reducing the effects of all other factors except enrollment in STEM majors. Conversely, enrolling at HSIs negatively correlates with participation for both Black/African American and Hispanic/Latinx students. The study underscores the critical need to address disparities in undergraduate research participation, providing insights into institutions striving to create equitable opportunities, especially for students from minoritized backgrounds.

INJEP. (2025). **Un collégien sur cinq ne fait pas de sport régulièrement pendant ses loisirs.**

In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4083> [Report]. Consulté à l'adresse Institut national de la jeunesse et de l'éducation populaire (France) website: https://injep.fr/wp-content/uploads/2025/04/IAS85_collegiens-sport.pdf

À 13 ou 14 ans, près d'un collégien sur cinq n'avait pas d'activité sportive régulière pendant ses loisirs en 2019. Plus souvent des filles, les deux tiers de ces jeunes ont des parents qui sont eux-mêmes pas ou peu sportifs. Seuls trois collégiens éloignés de la pratique sur dix affirment que le sport est un loisir qu'ils n'ont jamais aimé. La situation la plus fréquente est celle de jeunes qui perçoivent positivement le sport, mais pour qui l'isolement, la nécessité de performance et les contraintes de coût, d'éloignement ou de temps constituent autant de freins à une pratique plus régulière. Lire en ligne.

Jin, Y., & Yu, G. (2025). **Competing interests of stakeholders in a policy-driven test: a sociological analysis.** *Oxford Review of Education*, 51(2), 223-242.

<https://doi.org/10.1080/03054985.2024.2442586>

The operation of a large-scale test involves an array of stakeholders, each having distinct interests and concerns regarding the test's design, administration, and impact. In this article, we adopt a sociological perspective to examine the educational and societal motives underlying two recent reforms of the College English Test (CET) in China. Launched in the 1980s during China's opening to the world, the CET has grown into the largest language test globally, with over 20 million participants annually. In the analysis of the two cases, we scrutinised the diverse interests and concerns of stakeholders regarding these reforms, exploring their perspectives and the compromises reached through negotiation. Our case study reveals that the content and format of the CET have been significantly shaped by the evolving societal needs throughout China's open-door policy implementation. We argue that a sociological approach illuminates the power dynamics of educational assessment reform, providing deeper insight into stakeholders' divergent interests. This analysis contributes to our understanding of how large-scale tests

operate within complex social and political contexts, balancing multiple stakeholder priorities.

Johnson, D. R., & Vaidyanathan, B. (2025). **Open to talent? How scientists assess merit and diversity in hiring.** *Higher Education*, 89(3), 733-751. <https://doi.org/10.1007/s10734-024-01244-8>

Universities and research institutes increasingly emphasize diversity in hiring scientists. The organizational practice of considering personal characteristics of scientists seemingly conflicts with an institutional norm of universalism in which rewards are allocated according to pre-established impersonal criteria. How do scientists view the relationship between merit and diversity in hiring? This study addresses this question through an analysis of in-depth interviews with 119 physicists and biologists in the US, the United Kingdom, India, and Italy. The results point to three broad patterns. First, most scientists regard insufficient diversity in science as a problem but not all view personal characteristics as critical to appointment processes. Second, organizational diversity initiatives generate adverse effects for underrepresented scientists and research organizations. Finally, some scientists argue that the notion of merit should be reframed to consider personal characteristics of scientists. Such patterns demonstrate how competing goals of organizational and institutional reward systems generate normative conflict in science.

Kimzan, İ., & Acer, D. (2025). **Action research through art: Social studies in early childhood.** *The Journal of Educational Research*, 118(3), 201-220. <https://doi.org/10.1080/00220671.2025.2454686>

Early childhood social studies education prepares children for global citizenship by providing them with democratic values and social skills. Social studies is a field in which children learn from experience in their daily lives and sometimes gain awareness through planned learning processes. Through action research methods, this study aims to equip early childhood children with knowledge and awareness in areas such as poverty, family differences, and special needs. During the course of the research process, researchers collected data using a variety of approaches, including observations of children, interviews with teachers, researcher diaries, comments from other members of the school staff, and the opinions of the validity committee. The collected data were analyzed in two stages. In the first stage, the inductive analysis method was used to determine the focus group and identify the problems. The previous themes guided the use of deductive analysis in the action plan process. In this context, the study's main participants were 15 children in need of intervention and their teachers. As a result of the intervention applied to children through collaborative action research, great changes emerged in children's perceptions of the differences in their environment.

Krafft, C. G., Raikes, A., Nikaein Towfighian, S., & Mojgani, R. S. (2023). **Quality and Inequality in Pre-Primary and Home Environment Inputs to Early Childhood Development in Egypt** (Working paper N° 10317). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:10317>

By the time children in low- and middle-income countries start primary school, large socioeconomic disparities are evident in children's learning and development. Both pre-primary and home environments can play important roles in influencing school readiness and can contribute to disparities in early childhood development, but there is limited evidence on their relative roles in low- and middle-income countries. This paper examines

how pre-primary quality, stimulation at home, and early childhood development vary by socioeconomic status for pre-primary students in the Arab Republic of Egypt. The results demonstrate substantial socioeconomic inequality in stimulation at home, more so than in pre-primary quality and inputs, although there is variation in the degree of inequality across different dimensions of pre-primary quality. "Double inequality" is observed, where students with less stimulating home environments experience slightly lower quality pre-primary inputs. There are particularly large pre-primary inequities in structural quality (physical environment) and less inequity in process quality (pedagogy). These results suggest that targeted investments in pre-primary education in Egypt are necessary to reduce inequality in school readiness but are likely insufficient to close the socioeconomic status gap in children's development. Investing in interventions to improve vulnerable children's home learning environments, as well as investing in quality pre-primary, is critical to address disparities in children's development.

Lavecchia, A., Oreopoulos, P., & Spencer, N. (2025). **The Impact of Comprehensive Student Support on Crime: Evidence from the Pathways to Education Program** (CESifo Working Paper Series N° 11676). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cescswps/_5f11676.htm?ref

This paper presents estimates of the causal effect of a comprehensive support program for low-income high school students on crime. The program, called Pathways to Education, bundles a number of supports including regular coaching, tutoring, group activities, free public transportation tickets and bursaries for postsecondary education. Our empirical strategy uses administrative data on high school enrollment linked to administrative court records and a difference-in-differences methodology that compares the evolution of crime outcomes of students living in the public housing communities where Pathways operates to similar public housing students who are ineligible for the program. We find that eligibility for Pathways reduces the likelihood of being charged with a crime at its Regent Park location by 6 percentage points (33 percent of the pre-treatment mean) and has no statistically significant effect at its Rexdale and Lawrence Heights locations. Our results suggest that the reductions in criminal activity are driven by the reduction of property crimes.

Legendre, F., Katz, S., & Charles, F. (2025). **Third International Conference of the journal Scuola democratica. Education and/or Social Justice. Vol2: Cultures, Practices and Change.** In *Proceedings of the Third International Conference of the journal Scuola democratica. Education and/or Social Justice.* (Vol. 2). Consulté à l'adresse <https://hal.science/hal-05022129>

l'enfance, U. : F. des N. unies pour, Femmes, O. N. U., France, P. I., & UNICEF : Fonds des Nations unies pour l'enfance. (2025). **Girl goals: What has changed for girls? Adolescent girls' rights over 30 Years.** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16272

Au cours des trois décennies écoulées depuis l'adoption en 1995 du Programme d'action de Beijing par 189 pays, des progrès remarquables ont été réalisés en faveur des adolescentes dans des domaines clés, de l'augmentation des taux d'achèvement de la scolarité aux réformes juridiques renforçant leurs droits, en passant par la réduction du nombre de naissances. Pourtant, des millions de filles ne sont pas scolarisées et les mariages d'enfants, les mutilations génitales, les violences sexuelles et conjugales persistent. En outre, les progrès réalisés sont inégaux selon les régions. Ce rapport

examine ce qui a changé et n'a pas changé pour les adolescentes, mettant en évidence leur situation quand les données sur les tendances ne sont pas disponibles. Les recommandations politiques qu'il formule examinent des modèles et des approches réalisables pour accélérer les progrès vers la réalisation des ODD, en tenant compte des contraintes budgétaires et des défis urgents auxquels les pays sont confrontés.

Mauro, D., & Donnat, A. S. (2025). **L'éducation est-elle inégalitaire ?** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-education-est-elle-inegalitaire/78031?srsId=AfmBOoptSFyYxQY8_1ek45DMkDZw7gf1FoUNQZ1rD6Lh_cUcKyQCgpT

Cet ouvrage collectif présente les communications du colloque international organisé par la Ligue de l'Enseignement de la Guadeloupe pour célébrer son 70e anniversaire, le 21 mai, Journée mondiale de la Diversité de l'UNESCO. L'événement était patronné par le président de la Ligue de l'enseignement Alcide Savinien Donnat et parrainé par le Pr Pierre Baqué, défenseur des enseignements artistiques, et Émeline Raholiarisoa présidente de la Ligue de l'enseignement de Madagasikara. Le colloque fit apparaître de profondes inégalités de classe, déjà soulignées par les sociologues Bourdieu et Passeron. Il mit aussi en lumière le caractère désastreux de l'instruction publique dans certains pays développés, la crise qui frappe le système scolaire notamment en France et une déscolarisation massive en Afrique. D'autres nations, comme Cuba et les Seychelles, offrent une éducation publique gratuite et accessible. Tous les enfants y sont scolarisés depuis des décennies, et d'autres secteurs vitaux, tels que la santé, y sont également exceptionnels et gratuits. Ce livre enrichit le débat sur l'éducation en confrontant ces réalités variées et en appelant à une réflexion sur l'égalité des chances

Miao, S. (2025). **Navigating gender identity development: composite narratives of Chinese women international students studying in the U.S.** *Higher Education*, 89(3), 717-732. <https://doi.org/10.1007/s10734-024-01243-9>

This article examined the complex experiences of Chinese women international students as they navigated multiple tensions related to their gender identity while studying abroad. Using composite narrative inquiries, the study compiled five stories based on interviews with 14 Chinese women who have studied in the U.S. The findings highlighted how exposure to various educational and social contexts shaped these women's understanding of womanhood and gender oppression. Additionally, the study revealed how these experiences influenced their decision-making processes and their determination to create a better place for themselves, other women, and future generations. This study enhances the existing literature on international students' experiences and provides a nuanced understanding of how global processes intersect with individuals on the level of identity and self-formation.

Nakas, R. (2025, avril 14). **Choisir ou être choisi: ce que le sport révèle des logiques sociales à l'adolescence.** Consulté 15 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/choisir-ou-etre-choisi-ce-que-le-sport-revele-des-logiques-sociales-a-l-adolescence-253073>

Dans les cours d'éducation physique et sportive, le travail en équipe fait ressortir affinités ou clivages entre élèves. Ces dynamiques sont loin d'être anecdotiques.

Ogolla, M., Nyabaro, V., Ngugi, R., & Onsomu, E. (2024). **Do Social Assistance Interventions Foster School Enrolment? A Case of School Feeding Programmes in Kenya**

[Working paper]. Consulté à l'adresse African Economic Research Consortium website: <https://EconPapers.repec.org/RePEc:aer:wpaper:f8cc4c60-6c78-43a4-9fd4-e77c9b2170da>

Human capital accumulation through education is important for sustainable development. However, access to education is dependent on several household factors, including presence of a school, childrens health and nutrition, among other inputs. The study sought to assess the effect of school feeding programmes on school enrolment while controlling for various households, learner and school level factors. The study used the Kenya Integrated Household Budget Survey (KIHBS) 2015/16 data, which is a national household dataset with household and community-level information. A probit model was used to undertake the analysis at three basic levels of education, namely: pre-primary, primary and secondary levels. The results show mixed effects of the school feeding programme on enrolment, which differ according to the level of education and type of school. In the pooled sample, there was no significant effect of school feeding programme on enrolment at pre-primary school level, while substantive effects were observed in primary and secondary school levels. The effect of school feeding programmes in public schools is negative whereas it is positive in private schools. The presence of school feeding programmes in pre-primary and primary school levels in arid and semi-arid lands (ASALs) leads to increased enrolment in both the pooled and ASAL sub-sample, whereas access to government bursaries has immense positive outcomes on secondary school enrolment. It is recommended that targeting of school feeding programmes be improved to select schools among low income communities in the ASALs and informal settlements in urban areas. There is need to ensure timely disbursement of funds towards public school feeding programmes at all levels of education. There is also need for increased investment towards bursaries in secondary schools. Finally, county governments need to provide financial support to public pre-primary schools towards school feeding programmes.

Piquemal, L. (2025). **Quel est le profil social des lycées ?** *Note d'Information*, (25.21), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/quel-est-le-profil-social-des-lycees-450148>

L'indice de position sociale (IPS) d'un établissement est un indicateur qui résume les conditions socio-économiques et culturelles des familles des élèves qu'il accueille. Il permet de rendre compte des disparités sociales existantes entre établissements, ainsi qu'à l'intérieur d'entre eux.

Sanders, M., Rambo-Hernandez ,Karen Elizabeth, & and Joswick, C. (2025). **Comparing permanent and alternating teams in middle school mathematics: Impacts on student engagement and social connections.** *The Journal of Educational Research*, 118(3), 281-298. <https://doi.org/10.1080/00220671.2025.2473414>

The purpose of this study was to examine students' engagement in their middle school mathematics class utilizing either permanent or alternating small group membership. Many group learning instructional techniques have shown positive impacts on student behavioral, cognitive, and social engagement outcomes, but group formation and permanence is a key difference between various group learning instructional techniques. This study used data from eighth-grade Algebra 1 students in a rural, Title I junior high school. Longitudinal hierarchical linear modeling was used to determine to what degree team characteristics and perceived value of team member contributions predict students' change in engagement over time. Our social network analysis revealed

that students preferred to team with peers of the same biological sex and provide counterevidence to the notion that participation in alternating teams leads to the elimination of cliques and greater social cohesion in diverse mathematics classrooms.

Schuhl, P. (2025). **Enseignement supérieur et recherche - Vers l'égalité femmes-hommes? Chiffres clés 2025**. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2025-03/vers-l-galit-femmes-hommes-chiffres-cl-s-2025-36317.pdf>

À l'occasion de la Journée internationale des droits des femmes, cette 9^{ème} édition des données détaillées et objectivées sur les différences genrées observées dans le champ de l'enseignement supérieur, de la recherche et de l'innovation. Alors que plus de la moitié des étudiants sont des femmes (56 %), la publication met en lumière leur sous-représentation dans les formations sélectives, les formations scientifiques et les secteurs d'avenir comme l'informatique ou les mathématiques. De nombreux défis restent à relever pour améliorer leur représentation en sciences. 2025 marque le lancement de projets ambitieux qui constitueront des étapes majeures dans la lutte contre les inégalités femmes-hommes au sein de l'enseignement supérieur et de la recherche.

Smit, R., Schmid, R., & Robin, N. (2025). **Experiencing enjoyment in visual programming tasks promotes self-efficacy and reduces the gender gap**. *British Journal of Educational Technology*, 56(3), 1231-1247. <https://doi.org/10.1111/bjet.13523>

Secondary school students (N = 269) participated in a daylong visual programming course held in a stimulating environment for start-up enterprises. The tasks were application-oriented and partly creative. For example, a wearable device with light-emitting diodes, (ie, LEDs) could be applied to a T-shirt and used for optical messages. Our research questions related to the control-value model of achievement emotions. We measured experienced enjoyment four times and examined the dependence of enjoyment on the individual tasks. Experience of enjoyment was also tested for the prediction of students' self-efficacy for programming. The results showed that momentary enjoyment was not significantly dependent on the task situation, but it was dependent on the general enjoyment of programming. However, students with lower enjoyment scores showed higher increases in enjoyment during the final tasks than those with higher initial scores. The emotion score of the girls increased more than those of the boys but the girls' overall enjoyment scores were lower than those of the boys. Students' self-efficacy beliefs of both genders increased over the course, and some of the differences in beliefs can be explained by the enjoyment of the course. In conclusion, our teaching approach seemed beneficial for the motivation to learn programming, particularly among girls.

Practitioner notes What is already known about this topic Lower secondary students often report a lack of self-efficacy beliefs for visual programming, especially girls whose confidence in their abilities seems to be missing. Activities that show how programming can be used in everyday life or at work promote interest and enjoyment, especially among girls. What this paper adds Experiencing enjoyment did not depend on individual task types (more structured vs. more open), but proved to be stable across all tasks. The experience of positive emotions in our computer science course had an impact on the secondary school students' self-efficacy beliefs. Implications for practice and/or policy The combination of smart textiles and programming was viewed as a motivating learning experience with the potential to foster secondary school students' confidence and problem-solving skills in computer science. A guided sequence of learning to debug can

provide a self-enhancing foundation for the students' own activities with following tasks that are more open and creative approaches.

Sowl, S., Smith, R. A., & Brown, M. G. (2025). **People and Places: Understanding the Longitudinal College-Going and Residential Pathways of U.S. Adults Who “Went Away” to College.** *Research in Higher Education*, 66(3), 15. <https://doi.org/10.1007/s11162-025-09835-9>

While college access and choice processes are well documented, the post-college residential mobility of graduates has ramifications for the long-term benefits of state and local investments in education. In particular, we examine factors that shape whether youth who depart home for college return to the communities of their adolescence by middle age. We use longitudinal Add Health data to trace the college-going and residential mobility patterns of participants who are now mid-life, focusing our analysis on changes in socio-structural relationships and place-based context change. We observed that socially and economically strong communities encourage youth to go to college, and that strong social ties, even if the home community has changed, may also bring college-educated adults who left for college back to contribute to the local economy and social enterprises. Results underscore the importance of public policies that support the long-term benefits of near-term investments in relational, community, and educational infrastructures.

Stolk, Y., Kaplan, I., & Szwarc, J. (2025). **Majority language acquisition by children of refugee background: a review.** *International Journal of Inclusive Education*, 29(5), 619-642. <https://doi.org/10.1080/13603116.2023.2210593>

To achieve equitable and inclusive academic outcomes, the first challenge for children of refugee background living in settlement countries is to learn the majority language (ML), while schools need to accommodate the children's experience of no or disrupted schooling. Extensive research has evaluated various ML teaching strategies, but has not tended to differentiate refugee from immigrant majority language learners (MLLs). This paper reviews research between 2001 and 2021 on effective pedagogy for ML learning with refugee children, with a focus on factors that promote achievement. Approaches to home-based, preschool and grade school language pedagogy are examined. The review finds that refugee students take longer to acquire the ML than immigrant students, but key beneficial strategies include encouraging parents to engage in home-based literacy activities and to send their children to preschool. ML learning is enhanced by culturally and linguistically inclusive pedagogy that incorporates refugee students' cultural background, experiences and personal knowledge; integration of ML teaching with academic content; primary language (PL) maintenance and translanguaging; and use of digital technology in the PL and ML. As pedagogical studies are largely qualitative with small samples, more comprehensive research is needed on refugee students' ML learning to ensure social inclusion and justice.

Tomaszewski, W., Xiang, N., & Kubler, M. (2025). **Socio-economic status, school performance, and university participation: evidence from linked administrative and survey data from Australia.** *Higher Education*, 89(3), 753-774. <https://doi.org/10.1007/s10734-024-01245-7>

Despite being a target of various policy interventions across developed countries, disparities in higher education participation among students from different socio-economic backgrounds remain persistent. While previous literature has outlined the

processes through which parental resources can shape students' educational decisions and pathways, the evidence remains scarce on how the effects of social origin on the participation in higher education vary along the academic performance distribution. Utilising multilevel models applied to large-scale linked administrative and survey data from Australia, this study explores how the participation in higher education varies along the students' performance distribution by their social origins. Our results show that the effects of social origins on university participation are most pronounced in the middle of the academic performance distribution and taper off towards either end. Consideration is also given to exploring different ways to capture socio-economic status (SES) (i.e. through parental education and occupation) as an indicator of social origins. The results show that parental education serves as a better predictor of students' university participation than does parental occupation. The paper discusses the implications of these findings for educational policies aimed at increasing university participation among individuals from low-SES backgrounds.

UNGEI: United nations girl's education initiative. (2025). **Shifting the power achieving gender-transformative education (GTE) report.** Consulté à l'adresse https://www.ungei.org/sites/default/files/2025-02/Shifting%20the%20Power%20Achieving%20Gender-Transformative%20Education%20%28GTE%29%20Report_0.pdf

Transform Education (TE), la coalition féministe de l'UNGEI dirigée par de jeunes militants, vise à accélérer les progrès en matière d'égalité des sexes en éducation, œuvrant pour que les jeunes soient au cœur de la transformation des systèmes. La publication reflète cette mission, renforce le plaidoyer pour une éducation sûre, inclusive et transformatrice de genre, examine comment remettre en question les dynamiques de pouvoir dans les systèmes éducatifs et propose des stratégies pratiques pour rendre l'éducation sûre, inclusive et responsabilisante pour tous les apprenants.

Université de Windsor & UNGEI: United nations girl's education initiative. (2025). **Leading change report: Report on the Experiences of Youth Feminist Activists Advocating for Gender Feminist Activists Advocating for Gender Transformative Education Transformative Education.** Consulté à l'adresse <https://www.ungei.org/sites/default/files/2025-02/Leading%20Change%20Report.pdf>

Ce rapport décrit les conclusions d'un projet de recherche intitulé « Leading Change: Youth-Led Feminist Activism for Gender Transformative Education » (Mener le changement: l'activisme féministe mené par les jeunes pour une éducation transformatrice de genre). La recherche a étudié les expériences d'activistes âgés de 18 à 25 ans qui militent en faveur d'une éducation transformatrice de genre, impliquant 12 membres de Transform Education de 11 pays d'Asie et d'Afrique en tant que participants à une recherche utilisant des groupes de discussion et des récits numériques.

Urban, M., Kallová, N., Avilés, D. J. V., Jang, Y., & Urban, K. (2025). **Be Our (Uninvited) Guest. Experiences and Challenges of International Doctoral Students in the Czech Republic.** *Higher Education Quarterly*, 79(2), e70013. <https://doi.org/10.1111/hequ.70013> While extensive research addresses the working conditions of international Ph.D. students in Western countries, only little explores their experiences within Central and Eastern European (CEE) countries. CEE countries favour masculine values, hierarchical structures and conservatism, and English does not serve as a primary language in both academic and non-academic contexts. This study, involving seventeen international Ph.D. students

in the Czech Republic, aimed to elucidate their experiences through in-depth phenomenological interviews. Inductive analysis uncovered common challenges of international Ph.D. students, including language barriers, cultural misunderstandings, discrimination by university staff and gender biases. Participants also highlighted gaps in support and unclear career prospects, which contributed to increased uncertainty. To remain resilient, the participants emphasised the need for self-care, intrinsic motivation and self-regulation. The study suggests that enhancing university language access, equity policies, mental health services and career development programming could dramatically improve inclusiveness.

Yan, L., Litts, B. K., Tehee, M., Baggaley, S., & Jenkins, J. (2025). **Youths' relationship with culture: Tracing sixth graders' learning through designing culturally centred multimedia projects.** *British Journal of Educational Technology*, 56(3), 1191-1209. <https://doi.org/10.1111/bjet.13520>

Although education is framed as a future-oriented enterprise, we often fail to serve the diverse futurities of youth, particularly in formal learning environments. The cultural norms of formal learning environments are rooted in dominant ways of being and knowing and this shapes how learning environments and learning technologies can be designed. As a result, the futures youth can envision for themselves in these spaces are often static and limited by the dominant culture. As a move toward supporting youths' diverse cultural backgrounds and experiences, we ask how youth develop relationship with culture through creating culturally centred multimedia projects. Guided by a case study approach, we collected thirty-six remixing multimedia projects from twelve sixth graders, who created these projects for three culturally centred learning activities over a school year. Findings share one case from each learning activity to demonstrate how students represent their relationships with culture through three forms of symbolising. Implications from this work reject the settled expectations of dominant culture in formal learning environments and, instead, invite youths' knowledges and experiences through remixing with multimedia. Practitioner notes What is already known about this topic Formal learning environments are shaped by norms rooted in the dominant culture but are often assumed to be acultural spaces. Multimedia technologies have been leveraged to engage youth with culture in the classroom. Remixing is a sociocultural learning process that allows youth to reimagine their lived experiences. What this paper adds Sixth graders' relationships with culture were mediated by remixing with multimedia resources in a series of culturally centred multimedia projects. Forms of symbolising in students' remixing works reveal diverse relationships with their own culture and other cultures. Culturally centred multimedia projects afford the development of intertwined and reciprocal relationships with one's own culture and other cultures. Implications for practice Formal learning environments and embedded learning activities often operate on static or limited relationships between youth and their diverse range of cultural experiences. Engaging with multimedia projects can develop students' relationships with their own culture and other cultures in a reciprocal way. Supporting the development of diverse relationships with culture is crucial to designing a culturally centred learning environment.

Zembylas, M. (2025). **On the entanglement of epistemic violence and affective injustice in higher education: a conceptual analysis.** *Higher Education*, 89(3), 791-805. <https://doi.org/10.1007/s10734-024-01247-5>

This conceptual paper reflects on the nature of “epistemic violence” in relation to the notion of “affective injustice” and considers the theoretical and practical implications for knowledge production and legitimation in higher education. The questions driving the analysis are the following: How can knowledge production and legitimation in higher education be reconceptualized in terms of “epistemic violence” and “affective injustice”? What is the added value of this analysis? And, how can research, teaching, and publishing practices be (re)constructed to support a more inclusive and just approach in higher education? The paper highlights two fundamental insights. First, it suggests that theorizing the entanglement between epistemic and affective violence helps scholars explore how higher education institutions live with affective injustice. Second, it proposes that exploring mechanisms of challenging this entanglement in higher education can create spaces for new practices of academic knowledge production and legitimation that are more inclusive and just.

Climat de l'école

Ren, Z., Li, W., Wang, M., Zhou, C., Liu, H., & Zhang, X. (2025). **School climate, psychological distress, resilience and presenteeism among Chinese school teachers: An analysis based on a moderated mediation model.** *Teaching and Teacher Education*, 157, 104946. <https://doi.org/10.1016/j.tate.2025.104946>

This study examines the relationship between school climate, psychological distress, resilience and presenteeism, including 1046 teachers from three primary schools, five junior high schools and two senior high schools in Shandong Province of China. The PROCESS macro and multiple linear regression analysis revealed that school climate and resilience had a negative correlation with presenteeism. Interestingly, the relationship between school climate and presenteeism was mediated by psychological distress in part. Resilience played a role in moderating the direct effect of school climate on presenteeism. This study highlighted the need to improve school conditions, enhance mental health, and maximize teachers' productivity in China.

Sanders, M., Rambo-Hernandez, Karen Elizabeth, & Joswick, C. (2025). **Comparing permanent and alternating teams in middle school mathematics: Impacts on student engagement and social connections.** *The Journal of Educational Research*, 118(3), 281-298. <https://doi.org/10.1080/00220671.2025.2473414>

The purpose of this study was to examine students' engagement in their middle school mathematics class utilizing either permanent or alternating small group membership. Many group learning instructional techniques have shown positive impacts on student behavioral, cognitive, and social engagement outcomes, but group formation and permanence is a key difference between various group learning instructional techniques. This study used data from eighth-grade Algebra 1 students in a rural, Title I junior high school. Longitudinal hierarchical linear modeling was used to determine to what degree team characteristics and perceived value of team member contributions predict students' change in engagement over time. Our social network analysis revealed that students preferred to team with peers of the same biological sex and provide counterevidence to the notion that participation in alternating teams leads to the elimination of cliques and greater social cohesion in diverse mathematics classrooms.

Tawell, A. (2025). **Enacting national school exclusion policy at the local level in England: is it black and white?** *International Journal of Inclusive Education*, 29(5), 769-787. <https://doi.org/10.1080/13603116.2023.2266746>

This paper explores education professionals' interpretations of national school exclusion policy in England and the different ways in which schools use and do school exclusion. Drawing on semi-structured interview data collected as part of my DPhil research into the enactment of school exclusion policy in one local authority in England, I investigate the extent to which national policy is understood as a clear set of imperatives or open to interpretation, and the perceived need for consistency versus flexibility in its application. I also explore how accountability frameworks and other national and local policies, including behaviour, safeguarding, and special educational needs and disability policies, are seen to interact with and influence how decisions around school exclusion are made – specifically what and when mitigating factors are considered – and highlight other contextual dimensions (situated, professional, material and external), which are seen to weave together and influence a school's position towards school exclusion and their sense- and decision-making. In so doing, I reveal how national school exclusion policy becomes variously recontextualised and translated into practice at the local level.

Vaughn, M., Carbonneau ,Kira J., Mameli ,Consuelo, Solheim ,Oddny Judith, Lammert ,Catherine, Arlington ,Kyle, ... and Grazia, V. (2025). **A cross-cultural study of school climate and student agency in literacy.** *The Journal of Educational Research*, 118(3), 233-242. <https://doi.org/10.1080/00220671.2025.2464001>

This article examines how school climate influences student agency in literacy across schools in four countries-Italy, New Zealand, Norway, and the United States. Using data from across these areas, we conducted path analyses to identify relationships between the dimensions of student agency in literacy within each school climate factor. Results indicate that two core constructs of the hypothesized model of student agency, persistency, and interactivity, were consistently positively associated with school climate factors. Furthermore, under some conditions school climate factors negatively influenced other dimensions of the hypothesized model of agency. Implications for future research and practice are discussed.

Évaluation des dispositifs d'éducation-formation

Auli-Giraldo, M. (2024). **Élaboration d'un outil d'évaluation de compétences, outil d'évolution des pratiques d'enseignement-apprentissage universitaires vers une Approche Par Compétences** (Phdthesis, Aix marseille Université; p. 543). <https://doi.org/10.36315/2022v1end121>

Depuis 2017, l'Université Aix-Marseille s'est engagée dans une transformation pédagogique vers une Approche par Compétences (APC). Cependant, l'évaluation des compétences n'est pas encore opérationnelle. La transition vers une APC implique un changement de paradigme pédagogique : ce qui est évalué ici n'est pas seulement la performance des étudiant·e·s (le résultat de leur activité), mais aussi leur capacité à atteindre ce résultat (les processus mentaux qui conduisent à la performance). Afin de rendre l'APC opérationnelle, il est essentiel de dépasser les systèmes d'évaluation se concentrant presque exclusivement sur le caractère productif de la compétence (la performance). En effet, certaines conceptions de l'APC sont encore influencées par une approche comportementaliste et ont tendance à réduire la compétence à ses manifestations observables, laissant de côté son caractère constructif. La difficulté de

créer de nouveaux outils pour évaluer les compétences réside, en partie, dans le manque de modèles socio-constructivistes qui accordent leur juste poids à l'activité cognitive de l'apprenant·e. Dans notre quête d'amélioration des pratiques pédagogiques, nous avons reconnu l'importance d'ancrer notre pratique dans les théories de l'Apprentissage Auto-Régulé (AAR) et la métacognition. Les compétences métacognitives permettent aux étudiant·e·s de planifier, surveiller et réguler efficacement leurs activités d'apprentissage, ce qui conduit au développement des compétences disciplinaires. Pour soutenir cette transition, nous avons développé le Modèle Métacognitif et d'Auto-Régulation des Compétences (MMARC), qui nous sert comme base théorique pour concevoir l'outil de développement et d'évaluation de compétences, « Questions Réflexives (QR) ». En pratique, les étudiant·e·s de l'UFR Sciences répondent à aux QR portant sur leurs connaissances, expériences et habiletés métacognitives au début, au milieu et à la fin (PRE, PER et POST- performance) des séances de Travaux Pratiques (TP). L'outil QR fournit ainsi des informations précieuses sur les processus cognitifs sous-jacents au développement des compétences, profitant à la fois aux étudiant·e·s et aux enseignant·e·s. Lors de l'évaluation du niveau de développement des compétences des étudiant·e·s, les enseignant·e·s considèrent non seulement les résultats des évaluations de performance traditionnelles, mais aussi les réponses aux QR. Cette approche encourage une évaluation robuste de la compétence, tout en soutenant son développement. Nous considérons que la mise en œuvre de l'outil QR devrait contribuer de manière significative à l'amélioration des capacités métacognitives et d'AAR des étudiant·e·s, favorisant ainsi une compréhension et une maîtrise approfondies des compétences disciplinaires visées au sein de leur formation.

Harley, J. (2025). **Evaluating a transitional support intervention to improve educational outcomes and experiences for students registered with disability and inclusion services.** *International Journal of Inclusive Education*, 29(5), 643-657. <https://doi.org/10.1080/13603116.2023.2214564>

This study focuses on an intervention for students experiencing disabilities to reduce the reported statistical negative gaps in continuation and attainment. This study established how targeted interventions, alongside inclusive practice, can be effective in reducing these gaps. To collect data from the students, the study's design used questionnaires containing questions with pre-set answers choices, Likert scale questions and free text options. 1003 students known to disability services at an English university were invited to take part, 47 responded to the pre-programme questionnaires and 51 responded to the post-programme questionnaire. 11 students attended enough sessions to participate, these students were tracked during their studies to assess the impact of the transition programme, in terms of retention and progression. Student satisfaction with the transition programme was statistically significant and improved the students' experience of joining the university. An unexpected outcome of the programme was that 10.5% more students obtained a support plan with the university and 6.6% more students were awarded the Disabled Students' Allowance. The study concludes that further development of transition programmes, at key points in the students' life cycle, would be beneficial to individual students and reduce the reported gaps in outcomes.

Karaer, G., Hwang, Jihyun, Chanlen, Niphon, & Hand, B. (2025). **Longitudinal study examining immersing students with IEPs in argument-based inquiry to improve the**

learning of science. *International Journal of Science Education*, 47(6), 729-748.
<https://doi.org/10.1080/09500693.2024.2348823>

The purpose of this study was to examine the long-term effect of the Science Writing Heuristic (SWH) approach, an argument-based inquiry approach, on the science achievement growth of students with and without Individualised Educational Programmes (IEPs). Through a longitudinal study design students were divided into control (no or less than one-year of SWH experience) and treatment (at least one-year of SWH experience) groups. A polynomial growth mixed modelling was used to analyse a longitudinal data set collected from elementary (grade 4) to high school (grade 11) – utilising Iowa Assessment Test data. Two major outcomes emerged: younger students in the SWH approach had better achievement growth, and years of experience with the SWH approach resulted in a differential impact on science achievement for students with and without IEPs. The findings are consistent with previous studies on the importance of early intervention for students with disabilities in inclusive education settings.

Khoramaki, Z., Safaei, L., Garhamani, L., & Nazari, M. (2025). **The Impact of Social Skills Education Intervention on Self-Efficacy in Female Primary School Students: A Semi-Experimental Study.** *Psychology in the Schools*, 62(5), 1598-1606.
<https://doi.org/10.1002/pits.23411>

Teaching social skills, such as cooperation, self-expression, and empathy, is necessary for acquiring social skills and participating in social activities. In this semi-experimental research, the effect of social skills educational intervention on the self-efficacy of fourth to sixth grade female students in X schools was investigated from the perspectives of students and their parents. Before the intervention and 2 months after the intervention in both groups, related questionnaires were completed by students, parents and teachers. The educational program was presented twice a week during 12 1-h sessions, and parent education six 1-h sessions. The effectiveness of educational interventions in the subjects of social skills and its subscales in the students of the test group were statistically significantly different from the control group. No significant correlation was found between social skills and parental perspective on self-efficacy, empathy, and cooperation. Social skills training to primary school students can significantly improve their social competence, particularly in self-control, empathy, self-efficacy, and cooperation. However, no significant correlation was found between social skills and parental perspective on self-efficacy, empathy, and cooperation.

Lavecchia, A., Oreopoulos, P., & Spencer, N. (2025). **The Impact of Comprehensive Student Support on Crime: Evidence from the Pathways to Education Program** (CESifo Working Paper Series N° 11676). Consulté à l'adresse CESifo website:
<https://econpapers.repec.org/paper/cesceswps/5f11676.htm?ref>

This paper presents estimates of the causal effect of a comprehensive support program for low-income high school students on crime. The program, called Pathways to Education, bundles a number of supports including regular coaching, tutoring, group activities, free public transportation tickets and bursaries for postsecondary education. Our empirical strategy uses administrative data on high school enrollment linked to administrative court records and a difference-in-differences methodology that compares the evolution of crime outcomes of students living in the public housing communities where Pathways operates to similar public housing students who are ineligible for the program. We find that eligibility for Pathways reduces the likelihood of being charged with a crime at its Regent Park location by 6 percentage points (33

percent of the pre-treatment mean) and has no statistically significant effect at its Rexdale and Lawrence Heights locations. Our results suggest that the reductions in criminal activity are driven by the reduction of property crimes.

Martineau, A., & Colombier, L. (2025, avril 8). **Formation professionnelle : bilan mitigé pour le plan d'investissement des compétences**. Consulté 11 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/formation-professionnelle-bilan-mitige-pour-le-plan-dinvestissement-des-competences-249919>

En 2017, le Plan d'investissement des compétences (PIC) avait pour intention de transformer en profondeur le système de formation en France. Le bilan, en 2025, est mitigé.

Papon, L., Eschenauer, S., & Pasquier, A. (2024). **Effets de deux dispositifs utilisant une approche ou des supports artistiques sur les compétences émotionnelles et langagières en cycle 3 en France**. *Nouveaux cahiers de la recherche en éducation*, 26(1), 121-143. <https://doi.org/10.7202/1113236ar>

Based on two studies carried out in cycle 3 (fourth and fifth grades of French elementary school; study 1: Pasquier et al., 2022; study 2: Eschenauer et al., 2023), we analyze the impacts of instructional programs that examine emotional awareness as a source of engagement to help along the emergence of oral language. To lay the groundwork for this sensory experience, the first study was based on artistic mediums (picture books, artwork, recordings of dance performances, etc.), while the second involved theatrical performance practice (i.e., based on the characteristics of artistic performance, including the body, space, audience interaction, etc.). The results show how individuals' experiential and reflexive encounter with art appears to foster emotional awareness and oral production. We will expand the discussion to the construction of pedagogical practices that help along self-construction and the development of subjects capable of grasping the world and opening up to others.

Piza, C., Furtado, I. B., & Amorim, V. D. F. (2023). **Experimental Evaluation of a Financial Education Program in Elementary and Middle School Grades** (Policy Research Working Paper Series N° 10511). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/10511.htm?ref>

This paper investigates whether providing financial education in elementary and middle school grades improves students' financial proficiency and actual behavior. It uses a cluster randomized control trial to evaluate a pilot program implemented in 101 Brazilian municipal schools in 2015. The findings show positive impacts on financial proficiency, mainly among middle school students, and suggestive evidence of improvements in short-term behavioral outcomes. However, the analysis indicates that the program did not impact students' school achievements in both the short and longer terms, which suggests that the program's effects were not strong enough to shift students' behavior decisions.

Formation continue

Breton, H. (2025). **L'agentivité interrogée : du coaching à la pair-aidance**. *Éducation Permanente*, 242(1), 42-52. <https://doi.org/10.3917/edpe.242.0042>

Cifali, M., & Progin, L. (2025). **Les dynamiques transférentielles à l'œuvre dans la relation de coaching.** *Éducation Permanente*, 242(1), 23-30. <https://doi.org/10.3917/edpe.242.0023>

Enthoven, S., Dupriez, V., & März, V. (2024). **Où et comment les enseignants continuent-ils à apprendre leur métier? Postures et trajectoires au sein d'un «paysage d'apprentissage professionnel».** *Revue française de pédagogie. Recherches en éducation*, (223), 129-148. <https://doi.org/10.4000/12vdg>

La littérature scientifique sur le développement professionnel des enseignants identifie l'établissement scolaire et son collectif enseignant comme vecteur d'apprentissage professionnel. Notre étude compréhensive interroge le rôle de l'établissement scolaire parmi les multiples opportunités d'apprentissage offertes aux enseignants, en assumant une vision multispatisiée du lieu de travail des enseignants. Les résultats de l'analyse de 37 entretiens semi-directifs d'enseignants expérimentés invitent à penser l'apprentissage en situation de travail des enseignants comme un paysage d'apprentissage professionnel au sein duquel les enseignants adoptent différentes postures et trajectoires d'apprentissage.

Gagné, A., & Petit, M. (2021). **Caractéristiques d'un dispositif hybride de formation continue pour les accompagnateurs d'enseignants stagiaires en enseignement professionnel.** *Revue internationale des technologies en pédagogie universitaire*, 18(3), 39-52. <https://doi.org/10.18162/ritpu-2021-v18n3-03>

Ghazal, J.-L. (2025). **Le coaching professionnel des chefs d'établissement scolaire.** *Éducation Permanente*, 242(1), 63-75. <https://doi.org/10.3917/edpe.242.0063>

Guionie, N., & Poirel, E. (2025). **Le coaching exécutif : un accompagnement spécifique ?** *Éducation Permanente*, 242(1), 53-62. <https://doi.org/10.3917/edpe.242.0053>

Hubert, B., & Couckuyt, S. (2025). **Le coaching des entraîneurs sportifs : des clés pour leur performance et leur formation.** *Éducation Permanente*, 242(1), 88-99. <https://doi.org/10.3917/edpe.242.0088>

Le Her, C. (2025). **Étude de la dynamique interne des communautés d'apprentissage professionnelles dans l'enseignement primaire au Sénégal.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m14>

Selon les travaux de Lave et Wenger (1991) et Stoll et al. (2006), la participation à des communautés de professionnels peut être un facteur favorisant le développement professionnel des enseignants. Mais depuis une dizaine d'années, les cellules d'animation pédagogiques zonales de l'enseignement primaire au Sénégal manquent de dynamisme (Wallet et Diop, 2017). Ainsi, l'article se focalise sur 21 entretiens semi-directifs individuels avec des enseignants des académies de Dakar, Ziguinchor et Sédhiou en présentiel en janvier 2022. Malgré les tentatives de redynamisation, les résultats de l'étude montrent des constats similaires que ceux tirés de l'étude de 2017 (Wallet et Diop, 2017). Pourtant, les cellules d'animation pédagogique zonales continuent de fonctionner et d'attirer la présence d'enseignants en interne. La raison de la pérennisation du dispositif semble être l'impulsion de nouvelles dynamiques dans les communautés par des initiatives de remédiation souvent individuelles d'enseignants motivés (Crozier et Friedberg, 1977). L'article permet de mieux comprendre les causes

du manque de dynamisme évoquées et les stratégies mises en place par les acteurs pour continuer de se professionnaliser en collaborant.

Mallard, S., Décret-Rouillard, R., Progin, L., Réto, G., & Robin, J.-Y. (2025). **Lost in coaching: Analyse critique d'un dispositif destiné aux personnels de direction**. *Éducation Permanente*, 242(1), 100-111. <https://doi.org/10.3917/edpe.242.0100>

Montagne, F. (2024). **Développement professionnel et processus de subjectivation chez les formateurs de la formation continue courte du travail social: de la technicité à la transformation de soi?** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-05025809>

La recherche vise à explorer le développement professionnel des formateurs de la formation continue courte intervenant auprès des travailleurs sociaux et questionne, à la fois, l'activité de formation et le travail social, champ dans le cadre duquel les formateurs ont préalablement développé leur expertise. Formation et travail social sont des activités adressées à autrui, celles-ci visant la transformation de l'autre et accordant, de fait, une très large place aux dimensions relationnelles (Piot, 2007). S'il est important de rendre prédominante la culture de la relation et d'adopter une pratique réflexive (Piot, 2007 ; Hébrard, 2017 ; Tardif, 2018), constat est que la proximité de la formation continue courte avec le monde du travail et les enjeux économiques, politiques, sociétaux sous-jacents au travail social, donnent à voir des conceptions plutôt utilitaristes se reposant sur du pragmatisme, de la rationalisation et de l'expertise technique, autant de dimensions empêchant une transformation possible. Et pourtant, des travaux menés auprès de professionnels du travail social ont mis à jour que ces formations pouvaient être le moteur de transformations silencieuses intervenant sur la croissance de la vie adulte (Julien, 2009 ; Di Patrizio, 2017). Qu'en est-il alors de la pratique des formateurs ? Cette recherche a pour objectif d'apporter un début de réponse. Pour ce faire, une étude qualitative (Mucchielli, 2009) est menée auprès de vingt formateurs intervenant à l'École des Parents et des Educateurs de Moselle (EPE57), organisme spécialisé de la formation continue courte dans le champ social. Les données empiriques sont recueillies et traitées, dans une perspective de théorisation ancrée (Paillé, 1994), à partir d'entretiens de type semi-directif selon une approche compréhensive (Kaufmann, 1996) et d'explicitation de la pratique (Vermersch, 1994). Cette exploration prend ancrage dans les théories de l'apprentissage (Vygotski, 1934), de l'action (Dewey, 1916) et issues de l'approche centrée sur la personne (Rogers, 1961). Elle est étayée par un cadre conceptuel mobilisant les notions de développement professionnel (Wittorski, 2007), de conception de la formation (Marton, 1983) et de subjectivation, les propos recueillis donnant à entendre toute l'importance, pour les formateurs, de la relation, de la réflexivité et des enjeux du développement de la personne. En effet, l'ensemble des données contribue à approcher le développement professionnel à travers le prisme du processus de subjectivation, processus tout à la fois de socialisation et de construction dans le temps renvoyant notamment à la capacité d'être sujet et d'agir en fonction de ses choix (Wieviorka, 2012), d'avoir accès à la conscience et connaissance de soi (Foucault, 1969) et d'être en capacité d'apprendre (Bourgeois, 2018). Ainsi, à travers les discours, explorer des dimensions relevant du rapport au savoir, au pouvoir, à l'action, à soi, à l'autre, a permis d'identifier des invariants tels que l'agentivité, l'engagement, l'autoformation, la transmission de savoirs, la connaissance de soi, la reconnaissance de l'autre, la transformation de soi, mais aussi de tracer les contours de quatre profils de formateurs dont l'activité génère possiblement des moments formateurs, voire

transformateurs. L'étude ouvre ainsi sur des pistes nouvelles, notamment la complémentarité entre une activité de formation courte et un métier de l'accompagnement, cette complémentarité générant réflexivité et appropriation des savoirs expérientiels (Kolb, 1984; Argyris et Schön, 1989) mais aussi une dynamique d'autoformation, une connaissance de soi et une reconnaissance de l'autre.

OECD. (2025). **Survey of Adult Skills 2023 Data Analysis Manual**. <https://doi.org/10.1787/25a87a9d-en>

Paul, M., & Allenbach, M. (2025). **Coaching ou accompagnement: quels enjeux?** *Éducation Permanente*, 242(1), 31-41. <https://doi.org/10.3917/edpe.242.0031>

Pleven, V., Pentecouteau, H., & Eneau, J. (2025, mars). **Interrupted trajectory of professional transition: A case study of identity tensions experienced by a nursing assistant engaged in nursing education**. Consulté à l'adresse <https://hal.science/hal-05010793>

Professional Retraining in Healthcare: Identity Challenges and Socialization in Nursing Education Professional retraining in healthcare represents an opportunity for personal and social growth, but it can also generate significant identity tensions. This group of learners aligns with definitions of non-traditional students (Bean & Metzner, 1985; Jeffreys, 2007; Tinto, 1975), who are at a higher risk of academic failure or dropout. While numerous studies in higher education have focused on dropout processes and, more recently, on persistence, few specifically address the multiple identity challenges faced by nursing assistants transitioning into nursing education. The proposed case study illustrates the challenges encountered by adult learners resuming their studies, exploring the mechanisms through which these tensions emerge and influence the socialization process as a social experience (Dubet, 1994). It is grounded in Dubar's theories (1998, 2010) on socialization and Boutinet's (2012) work on life projects. Using the narrative of Céline, a 44-year-old mother of three and a nursing assistant who withdrew from nursing education, this poster aims to identify the various identity and socialization tensions at play in her life trajectory through biographical research methods (Bertaux, 2016; Kaufmann & Singly, 2016). The collected data was thematically analyzed to highlight identity tensions, disillusionment, and coping strategies encountered in her journey. The analysis reveals that the training project is built on strong aspirations for social advancement and professional recognition, supported by a solid professional experience. However, identity conflicts arising from multiple roles—particularly as a mother, student, and professional—exacerbate mental overload and the feeling of dissonance between initial expectations and the realities of the training, which is perceived as overly theoretical and inadequately supervised during clinical placements. While self-motivation strategies and social support help navigate these complex transitions, they do not sufficiently sustain persistence in education. Training interruption occurs as a break in an expected linear trajectory. However, this interruption also serves as a protective mechanism for personal identity in a complex process of identity reconfiguration. This case highlights the limitations of current nursing education programs in addressing the specific needs of adults undergoing career transitions. The analysis emphasizes the necessity of adapting these programs by offering more individualized pathways that recognize prior professional experience and diverse individual circumstances. Additionally, it underscores the importance of strengthening social (Greer & Kirk, 2022) and practical support, particularly during clinical placements, and creating

enabling environments (Fernagu & Vidal-Gomel, 2022). Such adjustments would help prevent disillusionment, mitigate identity tensions, and reduce dropouts while fostering the successful integration of learners into healthcare professions.

Rached, E., Hage, M., & Gebrayel, R. (2025). **Le coaching en situations d'urgence : une dynamique de changement entre chercheurs et praticiens.** *Éducation Permanente*, 242(1), 76-87. <https://doi.org/10.3917/edpe.242.0076>

Rault, G., & Pentecouteau, H. (2025). **La transformation de la formation professionnelle continue et les conséquences sur l'université. Analyse critique d'une expérience.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m12>
Nous proposons de mettre au jour les effets d'un double mouvement qui se compose à la fois avec la mutation des universités et avec les évolutions du cadre économique et législatif de la formation professionnelle. Pour cela, nous nous appuyons sur deux analyses. Celle de Christophe Dejours (1998), en psychodynamique du travail, qui montre comment la centralité du travail et les nouvelles organisations du travail impliquent l'évolution de la cité. Nous invitons également la philosophie de Barbara Stiegler (2019) sur l'injonction permanente à devoir s'adapter au rythme des mutations d'un monde complexe. Notre lecture porte sur les conséquences des transformations dans les universités en matière de gestion et de développement de la formation continue et sur ce qu'elles créent comme dysfonctionnements organisationnels par des injonctions pouvant être vécues, par les acteurs, comme étant paradoxales. À partir de ces travaux et de nos expériences, complémentaires et capitalisées, nous présentons une réflexion qui constate des situations et les conséquences de celles-ci sur les façons de travailler.

Robin, J.-Y. (2025). **Le coaching au risque de l'emprise ? : Petite déambulation d'un psychosociologue au pays du coaching.** *Éducation Permanente*, 242(1), 13-22. <https://doi.org/10.3917/edpe.242.0013>

Santelmann, P. (2025). **Le brouillard des données sur la formation professionnelle.** *Éducation Permanente*, 242(1), 131-137. <https://doi.org/10.3917/edpe.242.0131>

Wang, N., Rule, A., Yu, J., & Rozelle, S. (2025). **Professional identity and commitment to rural teaching: Evidence from a normal university in China.** *Teaching and Teacher Education*, 157, 104950. <https://doi.org/10.1016/j.tate.2025.104950>
Despite investments in teacher education programs, teacher shortages persist in rural areas of many low- and middle-income countries. Using data from 1860 tuition-free students, we examine factors influencing enrollment in China's Tuition-Free Normal Education (TNE) program and their implications for teacher recruitment and retention in rural schools. Descriptive analysis and OLS regression reveal that TNE students mostly come from larger, poorer families, and enroll for job security and financial benefits. Many aspire to teach but resist rural placements, risking non-compliance. These findings can guide the design and reform of programs to attract qualified teachers to rural areas in China and abroad.

Marché du travail

Bach, T. N., & Le, T. (2025). **Trade credit, labor employment, and demand for skills: An empirical investigation of Vietnamese small and medium enterprises.** *Review of Development Economics*, 29(2), 721-746. <https://doi.org/10.1111/rode.13147>

This paper examines the effect of firms' trade credit use on their labor demand and the composition of this labor demand in terms of skilled and unskilled workers. Our analysis is conducted on a rich data set of private manufacturing small and medium enterprises in Vietnam over the period of 2009–2013. We find strong and robust evidence that these firms recruit more workers when they receive trade credit offered from their suppliers. In addition, larger trade credit is associated with firms' higher propensity to hire skilled labor. We also find that the effect of trade credit on firms' labor market decision works through the investment channels, especially through those investment projects leading to the enhancement of firms' innovative capability. These findings highlight the role of trade credit regulations for job creation and economic development.

CEDEFOP. (2025). **Indice de Pénurie de Main-d'Œuvre Qualifiée et de Compétences du Cedefop.** *Note d'information - CEDEFOP*, (9202 FR), 1-6. <https://doi.org/10.2801/7776165>

He, A., Renée, L., & Sayour, N. (2024). **The Impact of After-School Care on Maternal Income: Evidence from Canadian Administrative Data** (Working paper N° 24-04). Consulté à l'adresse Research Group on Human Capital, University of Quebec in Montreal's School of Management website: <https://EconPapers.repec.org/RePEc:grc:wpaper:24-04>

We study the impact of affordable after-school care programs on the labor market outcomes of mothers. Specifically, we analyze the effects of a policy implemented in Quebec (Canada) in 1998, which reduced the costs and expanded the availability of after-school care programs for primary school children. To identify the causal effects of the policy, we use tax return data and a triple difference strategy, where we compare mothers of primary school children in Quebec and the rest of Canada, before and after the policy, relative to women with no children. Ten years after the policy implementation, we find an average increase in after-school care use of at least 32 school days. This increase is associated with a significant 11% increase in labor income for mothers with primary school children, mainly driven by an increase at the intensive margin of labor supply.

Khelfaoui, M., & Gingras, Y. (2025, mars 31). **Attirer les « meilleurs cerveaux » américains dans les universités québécoises ? Des chiffres contre la pensée magique.** Consulté 14 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/attirer-les-meilleurs-cerveaux-americains-dans-les-universites-quebecoises-des-chiffres-contre-la-pensee-magique-252990>

Le marché de l'emploi universitaire est fortement hiérarchisé et inégalitaire, de sorte qu'il est illusoire de penser que nos universités recruteront les meilleurs « cerveaux américains ».

Kinuthia, B. K., & Manda, D. K. (2025). **Exports, skills, and wage inequality in Kenya's manufacturing firms.** *Review of Development Economics*, 29(2), 831-854. <https://doi.org/10.1111/rode.13144>

This study utilized employee–employer datasets 1993 to 1995 to investigate the presence of export wage premium and its impact on wage inequality within the Kenya's manufacturing sector. Panel estimations were conducted using the Mincerian wage regressions with fixed effects, adjusting the standard errors of estimators to accommodate potential correlation of error terms across workers in manufacturing firms. Additionally, we decompose the GINI coefficient by categories of earnings to get the marginal effects. Furthermore, the quantile regression analysis was used to show the wage distribution. The results revealed an export premium of 11 percent in the manufacturing sector upon incorporating workers' characteristics in the estimations. The export wage premium was associated with workers possessing secondary and university education. Furthermore, participating in the export sector contributes to an increase in wage inequality of 1.42 percent within the manufacturing sector. Moreover, the study found that workers with university education received export wage premium in the lower quantiles, whereas those with secondary education experienced it in the upper quantiles, albeit to a lesser extent, contributing to wage inequality.

Luzy, C. (2025). **L'activité de R&D selon les catégories d'entreprises en 2022 – résultats détaillés pour 2022**. *Note d'Information du SIES*, (2025-06), 1-6. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/l-activite-de-rd-selon-les-categories-d-entreprises-en-2022-resultats-detailles-pour-2022-98933>

Mukherjee, A., & Sarkhel, S. (2025). **Patriarchal norms and women's labor market outcomes**. *Review of Development Economics*, 29(2), 747-774. <https://doi.org/10.1111/rode.13145>

Gender discrimination in the labor market is usually seen as the result of the employers' cultural bias. In this article, we see the issue from a larger perspective by combining both labor market and household decision making together. It is often observed that women, prioritizing their families over their careers, settle for less paying and less demanding job profiles. This leads to gender wage gap even if the employers do not discriminate between male and female employees. We argue that women may make such choices in presence of patriarchal social norms, which see household chores as the primary duty of women. Our theoretical model predicts that women coming from families with stronger patriarchal values are more likely to accept less paying (and less demanding) jobs in the labor market than the women from liberal families. Our empirical section that uses a nationally representative survey data from India provides support for our theoretical predictions. Our results are robust to different measures of patriarchal culture. We also show that the marginal effect of patriarchy on women's wage varies across occupations and places of residence.

Roupnel-Fuentes, M. (2025). **Comment tenir dans un travail difficilement tenable? Réflexions sur la soutenabilité du travail au prisme de l'emploi**. *Séminaire Axe Travail*. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-05017996>

Métiers de l'éducation

Alleman, N. F., Allen, C. C., & Nelson, J. J. (2025). **Faculty denied tenure: internalization, resistance, and the organizational protection of legitimacy**. *Higher Education*, 89(3), 807-823. <https://doi.org/10.1007/s10734-024-01248-4>

The denial of tenure frequently results in devastating personal and professional consequences for the individual, but scant scholarship has taken on the question of how tenure denial functions systemically. In this qualitative study of American college and university faculty, we employ the concept of structural stigma to highlight how universities and their agents assign culpability to those denied tenure in an effort to mitigate organizational risk. Findings point to examples of internalization of responsibility as well as forms of resistance among participants denied tenure.

Bai, B., & Li, J. (2025). **Preschool teachers' professional well-being, emotion regulation, and professional identity: A multi-level latent profile approach.** *Teaching and Teacher Education*, 157, 104965. <https://doi.org/10.1016/j.tate.2025.104965>

This study explored how professional well-being, emotion regulation, and professional identity would interrelate at the individual and school levels with data from 1690 teachers nested in 99 Chinese preschools. Multilevel latent profile analysis identified four teacher-level emotion regulation profiles (Moderate, Strained, Adaptive and Deep) and four school-level profiles (Multifaceted, Challenged, Dynamic and Adjustable), each showing distinct links to well-being. The profiles differed significantly in professional identity. The Strained profile revealed the coexistence of surface acting and natural expression, suggesting complementary strategies. These findings provide insights into emotion regulation and their role in shaping professional identity within the Chinese context.

Bonnard, C., & Duguet, A. (2025). **Mapping the academic landscape: profiles of academic work in France.** *Journal of Further and Higher Education*, 1. <https://doi.org/10.1080/0309877X.2025.2490020>

The academic profession in France, as in other European countries, has undergone a number of changes in recent years, particularly with the rise of new public management and the massification of higher education. Academic work is complex and covers a wide range of activities: teaching, research, scientific and administrative responsibilities. Studies in France and abroad have highlighted the difficulties encountered by permanent academics in finding a balance between these different activities, which may even be in competition with one another. The originality of this research lies in the fact that it examines the academic work in detail, taking into account all of their activities. On the basis of a national quantitative survey of 2656 permanent academics, we identify six 'profiles' of academic work. We show that these profiles are highly dependent on academic contexts and disciplinary fields, but also on the status, gender and social background of academics. This research therefore highlights a significant segmentation in the academic work of permanent academics and leads us to consider inequalities within higher education more widely.

Bursalı Boz, N., & Karaman, A. C. (2025). **Metasynthesis of Research on International Teaching Assistants in Higher Education.** *Higher Education Quarterly*, 79(2), e70020. <https://doi.org/10.1111/hequ.70020>

International teaching assistants (ITAs) have a prominent role in the internationalisation of higher education (IHE). Although ITAs are considered important actors in IHE and ITA programs have a relatively long history, there is a scarcity of review studies on empirical research focusing on ITAs. This qualitative metasynthesis explores the research foci, methods and main findings from twenty-nine studies focusing on ITAs in higher education contexts. Based on template analysis, four main categories emerged. These were: ITA perspectives, student perspectives, TA perspectives and instructional interactions. Key

issues include foreignness and differences in linguistic, cultural and educational backgrounds of ITAs. This metasynthesis highlights the need for institutions to acknowledge ITAs' unique transcultural characteristics and integrate reflexivity into programs to develop awareness among individuals, thereby reducing superficial biases.

Chkair, S. (2024a). **Martyn Hammersley : parcours d'un sociologue britannique dans la transformation des approches méthodologiques de recherche en sciences sociales.** *Tréma*, (62). <https://doi.org/10.4000/12w0h>

Martyn Hammersley est un sociologue et méthodologiste britannique de renom, reconnu pour ses contributions significatives dans le domaine des méthodes de recherche en sciences sociales. Martyn Hammersley a été professeur à l'Open University au Royaume-Uni, où il a enseigné et mené des recherches pendant de nombreuses années. Ses travaux se concentrent principalement sur les méthodes qualitatives de recherche, l'épistémologie des sciences sociales et l'éthique de la recherche. Au cours de sa c...

Chkair, S. (2024b). **Martyn Hammersley: The Journey of a British Sociologist in the Transformation of Methodological Approaches to Social Science Research.** *Tréma*, (62). <https://doi.org/10.4000/12w0i>

Martyn Hammersley is a leading British sociologist and methodologist, renowned for his significant contributions to the field of social science research methods. Martyn was Professor at the Open University in the UK, where he taught and conducted research for many years. His work focuses primarily on qualitative research methods, social science epistemology and research ethics. Over the course of his career, he has written many influential books and articles that have shaped the understanding...

Education International. (2025). **International Summit of the Teaching Profession 2025: Quality Education: The Key to Prosperity and Well-being** (p. 22). Consulté à l'adresse Education International website: https://www.oecd.org/content/dam/oecd/en/publications/support-materials/2025/03/istp-quality-early-childhood-education-background-note.pdf?adestraproject=OECD%20Education%20and%20Skills%20Newsletter&utm_campaign=OECD-Education-and-Skills-Newsletter-March-2025&utm_content=Read%20the%20background%20note&utm_term=edu&utm_medium=email&utm_source=Adestra

Enthoven, S., Dupriez, V., & März, V. (2024). **Où et comment les enseignants continuent-ils à apprendre leur métier? Postures et trajectoires au sein d'un «paysage d'apprentissage professionnel».** *Revue française de pédagogie. Recherches en éducation*, (223), 129-148. <https://doi.org/10.4000/12vdg>

La littérature scientifique sur le développement professionnel des enseignants identifie l'établissement scolaire et son collectif enseignant comme vecteur d'apprentissage professionnel. Notre étude compréhensive interroge le rôle de l'établissement scolaire parmi les multiples opportunités d'apprentissage offertes aux enseignants, en assumant une vision multispatisialisée du lieu de travail des enseignants. Les résultats de l'analyse de 37 entretiens semi-directifs d'enseignants expérimentés invitent à penser l'apprentissage en situation de travail des enseignants comme un paysage d'apprentissage professionnel au sein duquel les enseignants adoptent différentes postures et trajectoires d'apprentissage.

Gagné, A., & Petit, M. (2021). **Caractéristiques d'un dispositif hybride de formation continue pour les accompagnateurs d'enseignants stagiaires en enseignement professionnel**. *Revue internationale des technologies en pédagogie universitaire*, 18(3), 39-52. <https://doi.org/10.18162/ritpu-2021-v18n3-03>

Gala, P. B., Ezell, D., & Tillman, F. (2025). **What I Wish I'd Known: The Transition From Graduate Student to Tenure Track Faculty to Tenured Faculty**. *Higher Education Quarterly*, 79(2), e70007. <https://doi.org/10.1111/hequ.70007>

The aim of this paper is to discern the difficulties tenure track faculty face as they attempt to balance their new faculty roles amid a transition from PhD student to faculty. Based on the theoretical Lazarus model of stress, this research analyzes the stressful transition of a PhD student to a tenure track professor and the underlying reasons and outcomes, as well as how a full-time professor balances responsibilities between research, teaching, and service. Qualitative research and specifically, inductive analyses were used to categorise interviews collected from various faculty across departments and schools and then encoded into themes. Six themes were found in Study 1: Self-Awareness, Time Management, Professional Independence, Politics, Professional Flexibility, and Professional Skill Development. Study 2 reveals three major themes: The Plague of the Vague, Publish or Perish, and It's Not All Work, But It Is.

Ghazal, J.-L. (2025). **Le coaching professionnel des chefs d'établissement scolaire**. *Éducation Permanente*, 242(1), 63-75. <https://doi.org/10.3917/edpe.242.0063>

Hachemi, S. (2022). **Les contradictions institutionnelles du statut d'« étudiant-stagiaire-candidat »**. *Actes de la sixième édition du CIDEF 20 et 21 octobre 2022 à Rennes, Les contradictions institutionnelles du statut d'« étudiant-stagiaire-candidat »*. Présenté à Rennes - Université Rennes 2, France. Consulté à l'adresse <https://hal.science/hal-04270152>

Les étudiants préparant les concours de l'Éducation nationale font l'expérience d'un parcours qui conjugue la préparation d'un diplôme universitaire, la préparation des épreuves et la réalisation d'un stage. Ils sont à la fois étudiants, stagiaires et candidats à un concours de la fonction publique. Ce triple statut les positionne au carrefour d'injonctions institutionnelles parfois antagonistes, celles de l'université (étudiant), de l'établissement scolaire où ils exercent (stagiaire) et du recruteur, c'est-à-dire l'État (candidat). Ces injonctions s'expriment dans des commandes institutionnelles différentes et ont des effets sur leur parcours.

Hammersley, M. (2024). **L'enseignant en tant que chercheur** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0p>

Dans cet article, je souhaite examiner une idée qui a été largement défendue ces dernières années : la recherche en éducation devrait faire partie intégrante du travail des enseignants dans les écoles plutôt que d'être une activité menée dans les écoles par des personnes extérieures. C'est l'idée de l'enseignant-chercheur qui s'engage dans la recherche-action dans les classes ou les écoles (ce que j'appellerai dorénavant la Recherche Enseignant, RE en abrégé). Il s'agit d'une idée issue d'un ...

Khelfaoui, M., & Gingras, Y. (2025, mars 31). **Attirer les « meilleurs cerveaux » américains dans les universités québécoises ? Des chiffres contre la pensée magique**. Consulté 14 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/attirer-les->

[meilleurs-cerveaux-americains-dans-les-universites-quebecoises-des-chiffres-contre-la-pensee-magique-252990](#)

Le marché de l'emploi universitaire est fortement hiérarchisé et inégalitaire, de sorte qu'il est illusoire de penser que nos universités recruteront les meilleurs « cerveaux américains ».

Laverde, M., Mykerezi, E., Sojourner, A., & Sood, A. (2025). **Gains from Alternative Assignment? Evidence from a Two-Sided Teacher Market** (Working paper N° 17696). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp17696>

The literature on assignment mechanisms largely focuses on efficiency based on agents' preferences, though policymakers may prioritize different goals. In assigning teachers to classrooms, a school district might prioritize student learning but must also consider teacher welfare. This paper studies the potential gains in student test scores from alternative within-district assignments of teachers to classrooms, using novel administrative data on teacher and school principal decisions from the district's internal transfer system (ITS) and student test scores under the observed assignments. To credibly predict student test scores under unrealized assignments, we jointly model student achievement and teacher and principal decisions, accounting for potential selection of teachers on test score gains. We estimate the variation in teachers' comparative advantage in producing learning to be one-ninth the magnitude of the variation in their general effectiveness. Further, teachers dislike comparative advantage-based assignments. Assignment of teachers to classrooms to maximize learning under the constraint of not reducing any assigned teacher's welfare would raise the average test score by 7% of a standard deviation (SD) relative to that under the observed assignment, with this effect driven mostly by assignment of teachers with higher general effectiveness to larger classrooms rather than by harnessing teachers' comparative advantage.

Liu, X., Mearns, T., & Admiraal, W. (2025). **Construction and reconstruction of Chinese foreign language teachers' identity in an intercultural context: A longitudinal multiple case study.** *Teaching and Teacher Education*, 157, 104963. <https://doi.org/10.1016/j.tate.2025.104963>

This longitudinal study explores how teachers construct their teacher identity in intercultural contexts. In this study with three Chinese language teachers, reflective journals, oral narratives, and interviews were primary sources of data. Additionally, teachers' storylines were utilized to provide additional information regarding participants' identity development. The findings reveal that the construction of teacher identity involves an ongoing process that transforms through social practice. Through dealing with challenges and conflicts arising from the teaching and socialization process, teachers reassemble their teacher identity and develop professionally. The experience of teaching overseas enables CFL teachers to develop a more agentic identity.

Mäkiharju, A., & Hilli, C. (2025). **Curriculum leadership of cross-curricular teaching in lower secondary school – the Finnish principal as a mediator.** *Journal of Curriculum Studies*, 57(2), 111-132. <https://doi.org/10.1080/00220272.2024.2323584>

The study contributes to the nascent field of principals' curriculum leadership of cross-curricular teaching. While principals' curriculum leadership is often mentioned as a precondition when implementing cross-curricular teaching, it is a role rarely explored. This qualitative study examined Finnish Lower Secondary School (grades 7–9) principals' experiences implementing cross-curricular teaching. Finnish principals are granted

significant professional autonomy and trust from the curriculum and society. However, the latest national curriculum reform (2014) mandates them to implement cross-curricular teaching, providing only general guidelines and no extra funding or resources. Interviews with six principals were analysed hermeneutically to understand how they mediated within and between internal (e.g. faculty) and external (e.g. curriculum) demands. Non-affirmative education theory informed the analysis exploring curriculum leadership's multi-level, interpersonal and mediating aspects. The implications are that principals' curriculum leadership means complex mediation between affirmation and non-affirmation while considering epistemic practices (e.g. work agreements, teaching practices) and values (e.g. teacher autonomy). Collaboration on several educational levels (faculty, municipality) may support principals' curriculum leadership when organizing new pedagogical practices, interpreting the curriculum, and evaluating student learning.

Mallard, S., Décret-Rouillard, R., Progin, L., Réto, G., & Robin, J.-Y. (2025). **Lost in coaching:Analyse critique d'un dispositif destiné aux personnels de direction.** *Éducation Permanente*, 242(1), 100-111. <https://doi.org/10.3917/edpe.242.0100>

Maubant, P., Perez-Roux, T., Wittorski, R., & Maleyrot, E. (2025). **L'enseignement supérieur entre professionnalisation et universitarisation : des intentions affichées aux injonctions managériales.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m0w>

De nouvelles politiques fixant les finalités et les modes d'organisation des formations initiales préparatoires aux professions de l'humain se mettent en place, depuis plusieurs années, dans des établissements de l'enseignement supérieur (universités et écoles professionnelles). En 2019, le ministère de l'Éducation nationale initie une nouvelle, certains diraient une énième réforme de la formation des enseignants (suite à celles de 2010 et 2013), provoquant une nouvelle bronca de la part des ...

Metzger, R., Eneau, J., & Audran, J. (2025). **Enseignant-chercheur des écoles d'architecture : unicité d'un statut, pluralité d'identités professionnelles.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m0z>

Depuis 1968 l'enseignement de l'architecture en France a connu de nombreuses réformes, dont la dernière en 2018 a créé en particulier le statut d'«enseignant-chercheur des Ecoles Nationales Supérieures d'Architecture (ENSA)». S'il s'applique uniformément au collectif disparate que forment leurs enseignants, des difficultés sont identifiées pour le développement, l'harmonisation et la stabilisation de ce nouveau statut, notamment au regard de la diversité des provenances, parcours ou modes d'exercice du métier d'enseignant-chercheur en ENSA. Une recherche doctorale en cours interroge cette réalité plurielle et examine ici les questions de la place la recherche, liée à celle des identités professionnelles des acteurs qui composent ce nouveau métier. L'analyse de 20 entretiens réalisés dans quatre ENSA montre que ces questions sont étroitement liées à la proximité de leur profil par rapport au modèle universitaire.

Moinet, V., Frenay, M., Raemdonck, I., & März, V. (2025). **La question des dynamiques identitaires dans un processus de reconversion professionnelle volontaire. Le cas des instituteur rices primaires de seconde carrière.** *McGill Journal of Education / Revue Des*

Sciences De l'éducation De McGill, 1. Consulté à l'adresse <https://dial.uclouvain.be/pr/boreal/object/boreal:300147>

Montagne, F. (2024). **Développement professionnel et processus de subjectivation chez les formateurs de la formation continue courte du travail social: de la technicité à la transformation de soi?** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-05025809>

La recherche vise à explorer le développement professionnel des formateurs de la formation continue courte intervenant auprès des travailleurs sociaux et questionne, à la fois, l'activité de formation et le travail social, champ dans le cadre duquel les formateurs ont préalablement développé leur expertise. Formation et travail social sont des activités adressées à autrui, celles-ci visant la transformation de l'autre et accordant, de fait, une très large place aux dimensions relationnelles (Piot, 2007). S'il est important de rendre prédominante la culture de la relation et d'adopter une pratique réflexive (Piot, 2007 ; Hébrard, 2017 ; Tardif, 2018), constat est que la proximité de la formation continue courte avec le monde du travail et les enjeux économiques, politiques, sociétaux sous-jacents au travail social, donnent à voir des conceptions plutôt utilitaristes se reposant sur du pragmatisme, de la rationalisation et de l'expertise technique, autant de dimensions empêchant une transformation possible. Et pourtant, des travaux menés auprès de professionnels du travail social ont mis à jour que ces formations pouvaient être le moteur de transformations silencieuses intervenant sur la croissance de la vie adulte (Julien, 2009 ; Di Patrizio, 2017). Qu'en est-il alors de la pratique des formateurs ? Cette recherche a pour objectif d'apporter un début de réponse. Pour ce faire, une étude qualitative (Mucchielli, 2009) est menée auprès de vingt formateurs intervenant à l'École des Parents et des Educateurs de Moselle (EPE57), organisme spécialisé de la formation continue courte dans le champ social. Les données empiriques sont recueillies et traitées, dans une perspective de théorisation ancrée (Paillé, 1994), à partir d'entretiens de type semi-directif selon une approche compréhensive (Kaufmann, 1996) et d'explicitation de la pratique (Vermersch, 1994). Cette exploration prend ancrage dans les théories de l'apprentissage (Vygotski, 1934), de l'action (Dewey, 1916) et issues de l'approche centrée sur la personne (Rogers, 1961). Elle est étayée par un cadre conceptuel mobilisant les notions de développement professionnel (Wittorski, 2007), de conception de la formation (Marton, 1983) et de subjectivation, les propos recueillis donnant à entendre toute l'importance, pour les formateurs, de la relation, de la réflexivité et des enjeux du développement de la personne. En effet, l'ensemble des données contribue à approcher le développement professionnel à travers le prisme du processus de subjectivation, processus tout à la fois de socialisation et de construction dans le temps renvoyant notamment à la capacité d'être sujet et d'agir en fonction de ses choix (Wieviorka, 2012), d'avoir accès à la conscience et connaissance de soi (Foucault, 1969) et d'être en capacité d'apprendre (Bourgeois, 2018). Ainsi, à travers les discours, explorer des dimensions relevant du rapport au savoir, au pouvoir, à l'action, à soi, à l'autre, a permis d'identifier des invariants tels que l'agentivité, l'engagement, l'autoformation, la transmission de savoirs, la connaissance de soi, la reconnaissance de l'autre, la transformation de soi, mais aussi de tracer les contours de quatre profils de formateurs dont l'activité génère possiblement des moments formateurs, voire transformateurs. L'étude ouvre ainsi sur des pistes nouvelles, notamment la complémentarité entre une activité de formation courte et un métier de l'accompagnement, cette complémentarité générant réflexivité et appropriation des savoirs expérientiels (Kolb, 1984 ; Argyris et Schön, 1989) mais aussi une dynamique d'autoformation, une connaissance de soi et une reconnaissance de l'autre.

Nadyukova, I., & Frenzel, A. C. (2025). **Ukrainian teachers' stress and coping during the war: Results from a mixed methods study.** *Teaching and Teacher Education*, 157, 104941. <https://doi.org/10.1016/j.tate.2025.104941>

This study investigated stress and coping among 724 Ukrainian secondary school teachers during the ongoing war with Russia by applying a mixed methods approach, using the Perceived Stress Scale to quantify subjective stress levels, and open-ended questions on their challenges and coping strategies. Results revealed significantly elevated stress levels. Challenges encompassed teacher-related, environment-related, and student-related issues. Coping strategies included problem- and emotion-focused engagement and disengagement approaches. Notably, teachers habituated to stress over time, and their professional duty and teaching joy were protective factors. This study highlighted unique stressors and coping mechanisms of Ukrainian teachers, offering insights for support in war-affected regions.

Nalbantoğlu, Ü. Y., & Bümen, N. T. (2025). **Tracing teachers' change of pedagogical design capacity through professional development.** *Journal of Curriculum Studies*, 57(2), 203-226. <https://doi.org/10.1080/00220272.2024.2328083>

Curriculum adaptation is unavoidable, according to both Turkish and international research. Deliberative adaptations, however, are not as simple as they appear, and teachers with low pedagogical design capacity (PDC) may make haphazard adaptations or fail to make the necessary adaptations. Therefore, professional development (PD) is crucial in making teachers' adaptations more deliberately and systematically. In this case study, drawing on the interconnected model of professional growth, the change of pathways of four mathematics teachers' PDC was explored within the context of a PD. The findings revealed that the capacity to use curricular resources, the capacity to use personal resources, and beliefs towards the use of curriculum emerged as three change indicators of PDC. While teachers' interactions with the facilitator were effective in fostering knowledge change, getting and reflecting on students' learning outcomes was effective in fostering belief change. The results are discussed in the context of curricular and PD studies.

Özaslan, G., Karadeniz, S., & Güner, S. (2025). **Research Assistants' Understandings of the Anger They Feel Towards Faculty Members: A Phenomenographic Study.** *Higher Education Quarterly*, 79(2), e70018. <https://doi.org/10.1111/hequ.70018>

The purpose of this phenomenographic study was to examine the different ways in which a group of research assistants who varied by university, department and gender understand the anger they feel towards the faculty members with whom they interact. Phenomenographic analysis was conducted on data obtained through face-to-face, semi-structured interviews with 15 research assistants at two state universities in Turkey. The analysis revealed that the participants understood the anger at issue in six different ways: (1) 'an emotion one feels when exposed to an injustice', (2) 'an emotion that diminishes work performance', (3) 'an emotion that should be kept under control', (4) 'an emotion that causes discomfort', (5) 'an emotion that pushes one to look for a solution' and (6) 'an emotion for which one develops resilience as one gains work experience'. Implications for future research and practise were also discussed based on the findings.

pédagogique, C. (2025, avril 7). **Enseignants : le grand déclassement ? Entretien avec G. Farges et I. Martinache**. Consulté 11 avril 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/04/07/enseignants-le-grand-declassement-entretien-avec-g-farges-et-i-martinache/>

«Enseignants : le grand déclassement ?» se demandent les chercheur.es Géraldine Farges et Igor Martinache. Ils mettent en lumière la condition salariale des professeur.es et un « décrochage continu

Perez-Roux, T., & Maleyrot, E. (2025). **Évolutions de la formation initiale des enseignants : entre logique managériale gestionnaire et vécu des pilotes-formateurs**. *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m18>

La contribution se propose d'examiner les évolutions de la formation initiale des enseignants en France, sur la base des discours institutionnels qui accompagnent des réformes successives depuis la création des instituts universitaires des maîtres (IUFM) en 1990. A partir d'une approche sociologique, l'article s'intéresse à la manière dont la réforme de 2019 reconfigure les enjeux de professionnalisation et d'universitarisation de la formation en interrogeant les logiques managériales à l'œuvre. L'analyse des discours des responsables de formation (formateurs assurant une fonction de pilotage) fait émerger un certain nombre d'indicateurs qui révèlent une approche instrumentaliste du new public management. Temporalités contraintes et difficulté à se projeter, conditions de travail dégradées en raison de logiques économiques, perte des collectifs et flexibilité accrue au niveau des formateurs semblent bien s'inscrire dans une perspective de contrôle gestionnaire et financier, éloignée de ce qui prévalait lors de la création des IUFM.

Pinte, G. (2025). **Le métier d'enseignant-chercheur questionné par la mise en place de l'approche par compétences dans les Instituts Universitaires de Technologie**. *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m11>

La mise en place d'un nouveau dispositif de formation entraîne souvent une série de leviers et de freins au sein d'une communauté éducative. Le modèle d'analyse ternaire des dispositifs proposé par Albergo (2010) distingue trois grands champs : la dimension « idéale » portée par les valeurs, le projet politique ou institutionnel ; la dimension « fonctionnelle de référence » qui regroupe les outils, les méthodes, les règles de fonctionnement ; la dimension du « vécu » des acteurs qui peuvent être les formateurs, les apprenants, les accompagnateurs, mais aussi les adultes en formation. Ces trois dimensions qui peuvent se compléter ou s'opposer dans une logique d'interactions permettent de reconstruire, de reconfigurer les dispositifs. La mise en place dans les Instituts Universitaires de Technologie (IUT) du « Bachelor » couplée avec un nouveau paradigme pédagogique, l'approche par compétences (APC) commence à faire ressortir plusieurs évolutions. Cet article, dans une approche ethnographique, propose d'identifier et de catégoriser les questionnements et les difficultés des enseignants-chercheurs dans la mise en place de l'APC dans leurs pratiques pédagogiques, mais aussi dans leur rapport à la recherche.

Redondo, C., Perrier, R., Akue, M. R., Drot-Delange, B., & Messaoui, A. (2025). **Les ingénieurs pédagogiques dans l'enseignement supérieur technologique : quelles transformations des identités et des pratiques en IUT à l'aune de la dimension professionnalisante des formations et de la réforme du BUT ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m0y>

Notre article s'intéresse à la façon dont les identités et les pratiques professionnelles des ingénieurs et conseillers pédagogiques (IgCP) des instituts universitaires de technologie français (IUT) sont impactées par la réforme du bachelor universitaire de technologie (BUT) dans le contexte de l'approche par compétences (APC) qui se généralise à l'université. Via une enquête par questionnaire, nous mettons en avant un processus classique en sociologie des organisations : une réforme qui ouvre des perspectives d'autonomie pour une catégorie professionnelle, ici les IgCP dans l'enseignement supérieur court, augmenté d'une année de formation. Leur identité professionnelle (IP) avant tout définie « par le haut » et en manque de reconnaissance, trouve des opportunités d'une redéfinition « par le bas », mobilisant des dimensions classiques de leur activité revisitées par le nouveau contexte qui joue ainsi un rôle de révélateur.

Ren, Z., Li, W., Wang, M., Zhou, C., Liu, H., & Zhang, X. (2025). **School climate, psychological distress, resilience and presenteeism among Chinese school teachers: An analysis based on a moderated mediation model.** *Teaching and Teacher Education*, 157, 104946. <https://doi.org/10.1016/j.tate.2025.104946>

This study examines the relationship between school climate, psychological distress, resilience and presenteeism, including 1046 teachers from three primary schools, five junior high schools and two senior high schools in Shandong Province of China. The PROCESS macro and multiple linear regression analysis revealed that school climate and resilience had a negative correlation with presenteeism. Interestingly, the relationship between school climate and presenteeism was mediated by psychological distress in part. Resilience played a role in moderating the direct effect of school climate on presenteeism. This study highlighted the need to improve school conditions, enhance mental health, and maximize teachers' productivity in China.

Tardif, M., Lakhali, S., Sirois, G., Voyer, B., Mukamurera, J., Morales-Perlaza, A., ... Borges, C. (2025). **Enquête nationale auprès des étudiantes et étudiants en formation à l'enseignement dans les universités québécoises** (p. 43). Consulté à l'adresse CRIFPE website: <https://crifpe.ca/nouvelles/download/3550>

Ce projet de recherche a été initié par le professeur Maurice Tardif, un éminent chercheur de l'Université de Montréal, cofondateur du Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE). Il a rassemblé autour de lui les chercheuses et chercheurs les plus impliqués dans les enjeux de la profession pour lancer l'une des plus grandes enquêtes réalisées au Québec sur les étudiantes et étudiants en formation à l'enseignement.

Wang, N., Rule, A., Yu, J., & Rozelle, S. (2025). **Professional identity and commitment to rural teaching: Evidence from a normal university in China.** *Teaching and Teacher Education*, 157, 104950. <https://doi.org/10.1016/j.tate.2025.104950>

Despite investments in teacher education programs, teacher shortages persist in rural areas of many low- and middle-income countries. Using data from 1860 tuition-free students, we examine factors influencing enrollment in China's Tuition-Free Normal Education (TNE) program and their implications for teacher recruitment and retention in rural schools. Descriptive analysis and OLS regression reveal that TNE students mostly come from larger, poorer families, and enroll for job security and financial benefits. Many aspire to teach but resist rural placements, risking non-compliance. These findings can guide the design and reform of programs to attract qualified teachers to rural areas in China and abroad.

Numérique et éducation

Almrott, C., Astorino, L., Bette, S., Delinchant, B., Fortemps, P., Girard, U., ... Walshe, J. (2025). **Lessons in Low-Tech: A Handbook for Sustainable Education.** <https://doi.org/10.21427/3yhz-9j83>

LT4SUSTAIN, an Erasmus+ funded transnational project, is at the forefront of responding to the increasing awareness of environmental and climate challenges. This awareness, particularly among youth, has led to a demand for social justice. With the coordinated work among six institutions, ranging from higher education institutions to private companies and associations, LT4SUSTAIN aims to raise awareness of Lowtech across society. LT4SUSTAIN is pioneering a unique approach to technology design. By developing "hackathons" and other "hands-on" events, we are engaging students and industry in a way that improves inclusiveness. Our objective is to equip individuals with the skills to embark on entrepreneurial ventures that focus on sustainable and valuable solutions using a Low-tech paradigm. Low-tech, based on the principles of usefulness, sustainability and accessibility, empowers practitioners to implement simple (as needed) technologies that are accessible and easily repairable, using common and locally available means. These solutions lean toward inexpensive technological solutions for fundamental and unsatisfied needs while positively contributing to generating a sustainable environment. This concept favours human know-how and practicality, making it an empowering solution for today's and tomorrow's social, cultural, ecological and economic challenges. This guide presents a series of lessons and frameworks designed to teach Low-tech principles, offering step-by-step instructions for fostering practical and creative skills. From hands-on workshop activities to insights into sustainable design thinking, it equips educators and practitioners with tools to empower individuals and communities. Whether you're crafting new materials, prototyping resilient solutions, or rethinking design for an era of degrowth, this book provides the knowledge and inspiration to drive meaningful change.

Angelier, C., & Nemenassy, J. (2024). **Le passage à l'échelle des entreprises EdTech. Quelles conditions de succès?** Consulté à l'adresse <https://www.anrt.asso.fr/sites/default/files/2025-01/ANRT-le-passage-a-lechelle-des-entreprises-edtech-2024-2025.pdf>

L'ouvrage propose une plongée au cœur des enjeux stratégiques de la filière EdTech. Il analyse dans un premier temps l'évolution du secteur en France. Composé majoritairement de start-up, il a connu une croissance rapide pendant la crise sanitaire du COVID-19. Toutefois, malgré la vitalité des entreprises EdTech, celles-ci restent fragiles. Passer à l'échelle constitue un enjeu majeur pour assurer leur survie. La collaboration entre les fondateurs d'entreprises EdTech, les chercheurs et les enseignants est soulignée comme une condition essentielle de réussite. L'ouvrage identifie, dans un second temps, les défis à relever pour faire grandir les entreprises EdTech. Enfin, après avoir examiné les controverses culturelles, techniques, financières et institutionnelles, cet ouvrage met en avant trois axes prioritaires identifiés par les parties prenantes pour renforcer la croissance et la pérennité des entreprises EdTech : 1. la création d'un compte ressources pour les enseignants ; 2. la formation des pédagogues aux outils pédagogiques innovants ; 3. le partenariat entre les responsables d'entreprises EdTech, la recherche publique et les enseignants dès la conception des dispositifs pédagogiques

Bachy, S. (2021). **Portrait des compétences numériques d'étudiants belges et pistes d'accompagnement.** *Revue internationale des technologies en pédagogie universitaire*, 18(3), 17-38. <https://doi.org/10.18162/ritpu-2021-v18n3-02>

Balland, P.-A., Grabova, O., Marcus, S. J., Praas, R., & Renda, A. (2025). **Generative AI and foundation models in the EU: uptake, opportunities, challenges, and a way forward: final report.** Consulté à l'adresse https://www.eesc.europa.eu/sites/default/files/2025-03/QE-01-25-014-EN-N_0.pdf

Le rapport analyse l'intelligence artificielle générative (IAG) et les modèles de fondation au sein de l'Union européenne (UE), en termes d'impact, d'avancées technologiques et d'implications réglementaires. Il détaille la chaîne de valeur de l'IAG, identifie les acteurs clés et les tendances en matière d'investissement, révélant une domination significative des États-Unis. Le rapport explore ensuite ses applications dans divers secteurs, dont l'éducation, puis évalue la position de l'UE en tant que producteur et utilisateur d'IAG. Les recommandations politiques finales visent à favoriser un écosystème européen de l'IA qui soit compétitif, éthique et inclusif ; elles identifient notamment plusieurs besoins : accroître les investissements, développer les compétences, clarifier la réglementation et renforcer la collaboration avec la société civile.

Barrère, A., & Pasquier, D. (2025a). **L'école au temps des tutos : dossier.** *Éducation et Sociétés*, (53), 5-118. Consulté à l'adresse <https://shs.cairn.info/revue-education-et-societes-2025-1?lang=fr>

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

Bergey, J.-L. P. (2025). **Évaluer avec les IA génératives : performance et/ou compétence ? Une dualité à questionner.** *Évaluer à l'ère de l'IA.* Présenté à Lyon, France. Consulté à l'adresse <https://hal.science/hal-05025833>

Dans le cadre de son parcours d'accompagnement « Trajectoires IA en AURA », la DRANE Auvergne-Rhône-Alpes en partenariat avec le réseau Canopé, le TNE de l'Isère et la chaire éthique IA de l'université de Grenoble, organise un séminaire interacadémique intitulé « Évaluer à l'ère de l'IA : entre innovation pédagogique et responsabilité éthique » le 5 février 2025. À la veille du sommet pour l'action sur l'intelligence artificielle qui s'ouvre le 6 février à Paris, ce séminaire proposera des conférences, masterclasses et ateliers qui aborderont : - La redéfinition possible de l'évaluation des apprentissages à l'ère de l'IA - Les possibilités des systèmes IA d'accompagner les élèves et les professeurs dans l'évaluation des apprentissages - L'évaluation des systèmes d'IA eux-mêmes : leur fiabilité, leurs biais et leur intégration dans le monde de l'éducation - Les enjeux éthiques que pose le développement des IA dans l'éducation au regard du geste professionnel « évaluer »

Bouteldja, D., Sembel, N., & Badache, I. (2024). **The reflexive ePortfolio: analysis of learning traces according to van Manen's theory of reflexivity levels.** *18th Annual Conference of the TEPE (Teacher Education Policy in Europe).* Présenté à Aix-en-provence, France. Consulté à l'adresse <https://hal.science/hal-05010153>

Since the 2019-2020 academic year, students from the Master 2 MEEF Professions of Teaching, Education, and Training at the National Higher Institute of Professorship and

Education of Aix Marseille University have been carrying out their teaching and education projects during the S3 and S4 semesters using the ePortfolio "efoliAM," a digital reflective tool designed to promote a reflective posture and foster collaborative learning. The ePortfolio enables students to document, manage, and share traces of their activities, and the transition to reflexivity depends on their ability to select and reflect on the data from their activities. While students have positively evaluated how the ePortfolio contributes to enhancing their autonomy and critical thinking, questions remain about the depth of reflexivity adopted in the ePortfolios. A qualitative analysis of 131 comments from the S3 semester of the 2020-2021 cohort was conducted based on van Manen's theory of reflexivity levels (Description, Structuration, Theorization, Problematization). The results revealed that more than half of the comments fell between levels 1 and 2 of reflexivity, with only 19% reaching level 3. Despite an equal distribution of comments between genders, more than two-thirds of women's comments were between levels 1 and 2, while the majority of men's comments were between levels 3 and 4.

Broadfoot, P., & and Rockey, J. (2025). **Generative AI and the social functions of educational assessment.** *Oxford Review of Education*, 51(2), 281-300. <https://doi.org/10.1080/03054985.2025.2455549>

This paper examines the transformative potential of Generative AI (GenAI), particularly large language models such as ChatGPT, for the social functions of educational assessment. Using Patricia Broadfoot's 'four Cs' framework – competence, competition, content, and control – the analysis considers how GenAI may enhance or challenge these traditional roles. Two additional 'C's are introduced: 'credibility', concerning the authenticity of learner performance in an era of AI-generated outputs, and 'connoisseurship', relating to the ability to effectively use and critically assess AI-generated content. While GenAI offers significant opportunities for personalised learning and more nuanced assessments of competence, it also presents challenges related to authenticity, surveillance, and inequality. We conclude that the 'four Cs' framework remains a valid lens for understanding the social functions of educational assessment, now augmented by the dimensions of credibility and connoisseurship.

Chen, H.-L., Yohannes, A., & Hung, N.-L. (2025). **Effects of escape room game-based civics education on junior high school students' learning motivation, critical thinking and flow experience.** *British Journal of Educational Technology*, 56(3), 1170-1190. <https://doi.org/10.1111/bjet.13519>

The escape room game is an example of digital game-based learning that has become a popular learning tool in recent years. However, not enough is known about enthusiasm for and promising reports of the use of escape rooms in education. The purpose of this study was to investigate the effects of escape room game-based civics education on eighth grade students' learning motivation, critical thinking and flow experience. To explore the effects, a quasi-experimental pretest–posttest with a control group design method was employed. The participants were 76 eighth grade students. The subjects were divided into two groups: the experimental group, which used an escape room game, and the control group which used the Google classroom digital platform. The results of the study indicated that there was a significant difference between the two groups in favour of the experimental group in terms of learning motivation. There was a significant difference between the two groups' critical thinking in favour of the experimental group for the 'assumption' and 'interpretation' subscales of the critical thinking test. Regarding flow experience, the experimental group performed significantly

better than the control group. Finally, based on the research results, suggestions are made for the future use of escape room games for teaching and for future research. Practitioner notes What is already known about this topic Escape room games have substantial potential for enhancing learning, motivation and critical thinking. Studies promoting mental flow, integrating complex skills and using multiple strategies in a game context are limited. What this paper adds Students' mind flow experience and critical thinking were enhanced through escape room games. The escape room game made the learning process more varied, triggered students' interest, and improved their learning motivation. This study compared the effect of escape room game-based learning with the Google Classroom platform, not the traditional teaching approach. Implications for practice and/or policy Escape room games offer learners innovative opportunities to develop critical thinking skills. Using an appropriately designed escape room as a game-based learning environment is an effective and motivating game-based learning approach. The realistic and interactive nature of escape room games is an important factor that influences learners' mind-flow experiences.

Dussarps, C., & Doreau, F. (2025). **Étudier à distance au sein d'un dispositif numérique : entre injonctions pédagogiques et liberté de l'apprenant.** *Pré-SETT (Salon School, Education, Transformation, Technology) 2025 - Casser le(s) code(s) : Au-delà des injonctions et des paradoxes sur le numérique dans l'éducation.* Présenté à Namur (Belgique), Belgium. Consulté à l'adresse <https://hal.science/hal-05015069>

Ebersole, L., Foulger, T. S., Jin, Y., & Mourlam, D. J. (2025). **Exploring Twitter as a social learning space for education scholars: An analysis of value-added contributions to the #TPACK network.** *British Journal of Educational Technology, 56(3), 1210-1230.* <https://doi.org/10.1111/bjet.13521>

Social media has been shown to be an efficient way to engage in networked participatory scholarship (NPS), which is defined as the use of online social networks to share and further develop scholarship. As leaders in the field, educational technology scholars should be at the forefront of this practice. We used social network analysis (SNA) to examine the structure and characteristics of the #TPACK Twitter network and to determine whether and how the users were engaging in value-added NPS. Our findings revealed that the #TPACK Twitter network was loosely organized, and users were not very well connected outside of their clusters. Our findings also revealed that #TPACK tweets largely did not represent value-added NPS. The majority of posts lacked useful context, were limited to merely sharing links to resources and did not establish meaningful interactions among users. The implications of this study provide a new direction for educational technology researchers and PK-12 practitioners to approach social media from a value-added standpoint and to apply value-added NPS to improve their use of social media to advance research, enhance professional learning and forge closer ties between researchers and practitioners. Practitioner notes What is already known about this topic Publication in high-impact academic journals and measuring research impact through citations and journal indexing is still the dominant practice in research dissemination; however, there is growth in the use of alternative methods and the use of altmetrics to measure the impact of these methods. Scholars struggle with using social media in ways that align with networked participatory scholarship (NPS). Social network analysis (SNA) is the study of the structure and characteristics of the relationships that form in social networks, and can be used to analyze an online social network. What this paper adds Value-added social learning theory and NPS can be used in SNA to both

evaluate and inform scholars' social media practices. Educational technology scholars and practitioners struggle with using social media for value-added NPS. Lost opportunities for value-added NPS that were documented in this study include lack of engagement with the wider network, not sharing the role of spreading ideas and not making value-added contributions. Implications for practice and policy Education scholars should use SNA as a tool to evaluate the level of value-added NPS in the social media networks around areas of study they care about so that they can develop both personal and systemic plans for implementing value-added NPS to create more dynamic learning spaces on these platforms. Institutions should investigate ways they can remove barriers and incentivize value-added NPS. Innovations in the dissemination of scholarship should involve helping scholars to develop the skills needed for successful value-added NPS.

Er, E., Akçapınar, G., Bayazıt, A., Noroozi, O., & Banihashem, S. K. (2025). **Assessing student perceptions and use of instructor versus AI-generated feedback.** *British Journal of Educational Technology*, 56(3), 1074-1091. <https://doi.org/10.1111/bjet.13558>

Despite the growing research interest in the use of large language models for feedback provision, it still remains unknown how students perceive and use AI-generated feedback compared to instructor feedback in authentic settings. To address this gap, this study compared instructor and AI-generated feedback in a Java programming course through an experimental research design where students were randomly assigned to either condition. Both feedback providers used the same assessment rubric, and students were asked to improve their work based on the feedback. The feedback perceptions scale and students' laboratory assignment scores were compared in both conditions. Results showed that students perceived instructor feedback as significantly more useful than AI feedback. While instructor feedback was also perceived as more fair, developmental and encouraging, these differences were not statistically significant. Importantly, students receiving instructor feedback showed significantly greater improvements in their lab scores compared to those receiving AI feedback, even after controlling for their initial knowledge levels. Based on the findings, we posit that AI models potentially need to be trained on data specific to educational contexts and hybrid feedback models that combine AI's and instructors' strengths should be considered for effective feedback practices. Practitioner notes What is already known about this topic Feedback is crucial for student learning in programming education. Providing detailed personalised feedback is challenging for instructors. AI-powered solutions like ChatGPT can be effective in feedback provision. Existing research is limited and shows mixed results about AI-generated feedback. What this paper adds The effectiveness of AI-generated feedback was compared to instructor feedback. Both feedback types received positive perceptions, but instructor feedback was seen as more useful. Instructor feedback led to greater score improvements in the programming task. Implications for practice and/or policy AI should not be the sole source of feedback, as human expertise is crucial. AI models should be trained on context-specific data to improve feedback actionability. Hybrid feedback models should be considered for a scalable and effective approach.

Fontar, B., & Mentec, M. L. (2025, avril 9). **Jeux vidéo : à l'adolescence, les filles jouent-elles comme les garçons ?** Consulté 11 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/jeux-video-a-l-adolescence-les-filles-jouent-elles-comme-les-garcons-252091>

Si la moitié des joueurs de jeux vidéo sont aujourd'hui des filles, les stéréotypes de genre pèsent beaucoup sur leurs pratiques, notamment à l'adolescence. Explications.

Gagné, A., & Petit, M. (2021). **Caractéristiques d'un dispositif hybride de formation continue pour les accompagnateurs d'enseignants stagiaires en enseignement professionnel.** *Revue internationale des technologies en pédagogie universitaire*, 18(3), 39-52. <https://doi.org/10.18162/ritpu-2021-v18n3-03>

Galy, K. A., & Coulibaly, M. (2021). **COVID-19 et offre de cours en ligne au Niger : prospection sur les raisons d'un échec.** *Revue internationale des technologies en pédagogie universitaire*, 18(3), 73-87. <https://doi.org/10.18162/ritpu-2021-v18n3-05>

Greaves, M., Atchan, T., Halabi, N., & Bahous, R. (2025). **Digital possibilities and stakeholder perceptions of ad hoc remote learning strategies during a complex emergency.** *Teaching and Teacher Education*, 157, 104948. <https://doi.org/10.1016/j.tate.2025.104948>

The study documents an ad hoc Digital Learning Strategy (DLS) implemented during the COVID-19 pandemic within a Lebanese non-formal emergency education program for Syrian refugee children. Drawing on insights from program administrators, teachers, and parents, it explores the relationship between complex emergencies and digital education. Highlighting WhatsApp as a low-data, asynchronous tool, it addresses educational access amidst resource constraints. The findings emphasize adaptability and scalability, offering practical insights for emergency education in displacement contexts globally. This research bridges the gap between technological feasibility and real-world application, presenting a transferable framework for educational provision in similar crises.

Hsieh, C.-Y. (2025). **Research on online inclusive education in Taiwan in the era of COVID-19.** *International Journal of Inclusive Education*, 29(5), 694-720. <https://doi.org/10.1080/13603116.2023.2216230>

Since 2019, many studies explored the effectiveness of online courses, but few investigated how to create an inclusive education context in the online course environment. In June 2021, this study conducted an online questionnaire survey of 208 ordinary class teachers and special education teachers from kindergartens, elementary schools, and middle schools in northern, central, and southern Taiwan via random sampling. The questionnaire consisted of six open-ended questions to examine the views of the participants. We used grounded theory to code and classify the qualitative data, and performed chi-square tests to quantitatively analyze the data obtained. The results indicated that most teachers recommended the use of interactive and cooperative online teaching strategies; the management of online inclusive education courses in the form of synchronous and asynchronous online courses to help students with special needs adapt to online courses; the building of a good cooperative relationship with parents and reducing the digital divide; full cooperation between ordinary class teachers and special education teachers; and sharing of textbooks and teaching strategies with each other. In addition, the majority of teachers considered their digital abilities below average, which was especially obvious among kindergarten and special education teachers.

Joudieh, N., Aalst, W. van der, Champagnat, R., Rabah, M., & Nowakowski, S. (2025, avril 7). **Moodle2EventLog: A Tool for Pedagogically-Driven Log Enrichment and Analysis**. 452-463. Consulté à l'adresse <https://www.scitepress.org/Link.aspx?doi=10.5220/0013327300003932>
Digital Library

Kalemkuş, F. (2025). **Trends in instructional technologies used in education of people with special needs due to intellectual disability and autism**. *Journal of Research in Special Educational Needs*, 25(2), 237-261. <https://doi.org/10.1111/1471-3802.12723>

The purpose of this study is to analyse trends in articles on the use of instructional technologies in the education of individuals with special needs, specifically those with mental disabilities and autism. The research was conducted in accordance with the PRISMA statement, and the studies were analysed through content analysis. Between 2015 and 2023, 452 articles were retrieved from ScienceDirect, Web of Science, SpringerLink, ERIC, Google Scholar, SOBIAD, Taylor & Francis and SCOPUS databases on the use of instructional technologies in the education of students with intellectual disabilities or autism. The analysis included 128 articles that met the research criteria. The research indicates that publications on instructional technologies for individuals diagnosed with intellectual disabilities were mostly published in 2019, 2020 and 2021. Among these technologies, technology-supported learning and augmented reality were found to be the most preferred. These studies focused on the effects of instructional technologies on communication and social skills. They were mostly conducted on students aged 15–25. Publications for individuals diagnosed with autism were mostly published in 2022. These individuals have mostly preferred technology-supported learning, virtual reality and robot-assisted learning as instructional technologies. These studies focused on the effects of instructional technologies on communication and social skills in students aged 5–10.

Khojasteh, L., Shokrpour, N., & Moslehi, S. (2025). **Decision-making in decoding AI-generated content: Emotional dynamics and pedagogical strategies in English for specific purposes education**. *Teaching and Teacher Education*, 157, 104952. <https://doi.org/10.1016/j.tate.2025.104952>

This study investigates how ten experienced ESP writing instructors at Shiraz University of Medical Sciences, Iran, identify AI-generated content in L2 student assignments. Using think-aloud protocols and interviews, the study explores the interplay between intuitive and analytical decision-making strategies, influenced by emotional factors like empathy and cognitive overload. Findings reveal that instructors rely on intuition but adjust their approach based on pedagogical and emotional contexts. The study highlights strategies to maintain academic integrity and foster authentic language development, offering insights for educators navigating AI challenges in both Middle Eastern and global educational settings.

Kritsotaki, K., Castro–Kemp, S., & Kamenopoulou, L. (2025). **Digital storytelling: An educational approach for enhancing dyslexic children's writing skills, critical and cultural learning**. *Journal of Research in Special Educational Needs*, 25(2), 289-311. <https://doi.org/10.1111/1471-3802.12722>

This paper reports an exploratory pilot study- which is part of a larger study- examining the impact of an innovative approach to enhancing the writing skills of primary school students with dyslexia, digital storytelling (DST), linked to critical and cultural learning. The

study adopted a single-subject design with a pre-experimental approach (A-B) to explore connections between the use of digital storytelling, and children's writing skills, as well as cultural and critical dimensions of learning. A socio-cultural framework, drawing on Green's 3D model, and the Not-So Simple View of Writing, informed the methodology adopted. A dual perspective aligning with the socio-cultural theory was adopted, delving into both product and process of digital storytelling. The results revealed significant improvements in writing skills, cultural and critical behaviours, pre and post intervention, with large effect sizes, suggesting this may be a promising classroom approach to improve literacy and learning in children with dyslexia.

Kruit, P. M., Bredeweg ,B., & and Nieuwelink, H. (2025). **Enhancing students' argumentation skills, content knowledge, and Nature of Science understanding through a web-based educational instrument in the context of socio-scientific issues.** *International Journal of Science Education*, 47(6), 749-768. <https://doi.org/10.1080/09500693.2024.2348824>

Using socio-scientific issues as a learning context is an effective approach to achieve an important goal in science education, which is to enhance scientific literacy. It involves strengthening skills such as argumentation while also improving an understanding of the Nature of Science and imparting content knowledge. The present study evaluates the impact of a web-based educational instrument consisting of a unique combination of features designed to promote students' development of skills and knowledge as well as to address the challenges faced by teachers in teaching socio-scientific issues. Participants included 423 students in secondary education. Students in the experimental condition received a three-lesson intervention with the educational instrument, and students in the control condition followed their regular science lessons. Findings indicated that the instrument proves effective in fostering learning outcomes while teachers benefit from the shift of managing classroom discussion to individual guidance of students. Applying the educational instrument in the classroom demonstrates promise in improving student engagement and their comprehension of socio-scientific issues.

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, H., Xing, W., Li, C., Zhu, W., & Oh, H. (2025). **Are simpler math stories better? Automatic readability assessment of GAI-generated multimodal mathematical stories validated by engagement.** *British Journal of Educational Technology*, 56(3), 1092-1117. <https://doi.org/10.1111/bjet.13554>

Mathematical stories can enhance students' motivation and interest in learning mathematics, thereby positively impacting their academic performance. However, due to resource constraints faced by the creators, generative artificial intelligence (GAI) is employed to create mathematical stories accompanied by images. This study introduces a method for automatically assessing the quality of these multimodal stories by evaluating text-image coherence and textual readability. Using GAI-generated stories for grades 3 to 5 from the US math story learning platform Read Solve Create (RSC), we extracted features related to multimodal semantics and text readability. We then analysed the correlation between these features and student engagement levels, measured by average reading time per story (behavioural engagement) and average drawing tool usage per story (cognitive engagement), derived from browsing logs and

interaction metrics on the platform. Our findings reveal that textual features such as conjunctive adverbs, sentence connectors, causal connectives and simplified vocabulary positively correlate with behavioural engagement. Additionally, higher semantic similarity between text and images, as well as the number of operators in the stories, is associated with increased cognitive engagement. This study advances the application of GAI in mathematics education and offers novel insights for instructional material design. Practitioner notes What is already known about this topic Mathematical stories can enhance students' motivation and interest in mathematics, leading to improved academic performance. Generative artificial intelligence (GAI) has been increasingly employed to create multimodal educational content, including mathematical stories with accompanying images, to address content creators' resource constraints. Prior readability research has primarily focused on the analysis of text-based educational content, with less emphasis on the integration and analysis of visual elements. What this paper adds Introduces a novel automated multimodal readability assessment method that evaluates the coherence between text and images and the readability of text in GAI-generated mathematical stories. Identifies specific story features, such as the more frequent use of three types of conjunctions (adversative conjunctions, common sentence conjunctions and logical conjunctions) and vocabulary simplicity that correlate with student engagement. Implications for practice and/or policy Educators and curriculum developers are encouraged to utilise automated multimodal readability assessment tools to analyse and refine GAI-generated educational content, aiming to enhance student engagement and learning experience. Suggestions for the design of educational content includes the consideration of identified readability features that correlate with higher engagement. Caution should be exercised in handling the association between images and text considering the cognitive load of the instructional materials.

Liu, Q., Shakya, R., Jovanovic, J., Khalil, M., & de la Hoz-Ruiz, J. (2025). **Ensuring privacy through synthetic data generation in education**. *British Journal of Educational Technology*, 56(3), 1053-1073. <https://doi.org/10.1111/bjet.13576>

High-volume, high-quality and diverse datasets are crucial for advancing research in the education field. However, such datasets often contain sensitive information that poses significant privacy challenges. Traditional anonymisation techniques fail to meet the privacy standards required by regulations like GDPR, prompting the need for more robust solutions. Synthetic data have emerged as a promising privacy-preserving approach, allowing for the generation and sharing of datasets that mimic real data while ensuring privacy. Still, the application of synthetic data alone on educational datasets remains vulnerable to privacy threats such as linkage attacks. Therefore, this study explores for the first time the application of private synthetic data, which combines synthetic data with differential privacy mechanisms, in the education sector. By considering the dual needs of data utility and privacy, we investigate the performance of various synthetic data generation techniques in safeguarding sensitive educational information. Our research focuses on two key questions: the capability of these techniques to prevent privacy threats and their impact on the utility of synthetic educational datasets. Through this investigation, we aim to bridge the gap in understanding the balance between privacy and utility of advanced privacy-preserving techniques within educational contexts. Practitioner notes What is already known about this topic Traditional privacy-preserving methods for educational datasets have not proven successful in ensuring a balance of data utility and privacy. Additionally, these methods often lack empirical evaluation

and/or evidence of successful application in practice. Synthetic data generation is a state-of-the-art privacy-preserving method that has been increasingly used as a substitute for real datasets for data publishing and sharing. However, recent research has demonstrated that even synthetic data are vulnerable to privacy threats. Differential privacy (DP) is the gold standard for quantifying and mitigating privacy concerns. Its combination with synthetic data, often referred to as private synthetic data, is presently the best available approach to ensuring data privacy. However, private synthetic data have not been studied in the educational domain. What this study contributes The study has applied synthetic data generation methods with DP mechanisms to educational data for the first time, provided a comprehensive report on the utility and privacy of the resulting synthetic data, and explored factors affecting the performance of synthetic data generators in the context of educational datasets. The experimental results of this study indicate that no synthetic data generator consistently outperforms others across all evaluation metrics in the examined educational datasets. Instead, different generators excel in their respective areas of proficiency, such as privacy or utility. Highlighting the potential of synthetic data generation techniques in the education sector, this work paves the way for future developments in the use of synthetic data generation for privacy-preserving educational research. Implications for practice and/or policy Key takeaways for practical application include the importance of conducting case-specific evaluations, carefully balancing data privacy with utility and exercising caution when using private synthetic data generators for high-precision computational tasks, especially in resource-limited settings as highlighted in this study. Educational researchers and practitioners can leverage synthetic data to release data without compromising student privacy, thereby promoting the development of open science and contributing to the advancement of education research. The robust privacy performance of DP-synthetic data generators may help alleviate students' privacy concerns while fostering their trust in sharing personal information. By improving the transparency and security of data sharing, DP-synthetic data generators technologies can promote student-centred data governance practices while providing a strong technical foundation for developing responsible data usage policies.

Liu, Y., Bhandari, S., & Pardos, Z. A. (2025). **Leveraging LLM respondents for item evaluation: A psychometric analysis**. *British Journal of Educational Technology*, 56(3), 1028-1052. <https://doi.org/10.1111/bjet.13570>

Effective educational measurement relies heavily on the curation of well-designed item pools. However, item calibration is time consuming and costly, requiring a sufficient number of respondents to estimate the psychometric properties of items. In this study, we explore the potential of six different large language models (LLMs; GPT-3.5, GPT-4, Llama 2, Llama 3, Gemini-Pro and Cohere Command R Plus) to generate responses with psychometric properties comparable to those of human respondents. Results indicate that some LLMs exhibit proficiency in College Algebra that is similar to or exceeds that of college students. However, we find the LLMs used in this study to have narrow proficiency distributions, limiting their ability to fully mimic the variability observed in human respondents, but that an ensemble of LLMs can better approximate the broader ability distribution typical of college students. Utilizing item response theory, the item parameters calibrated by LLM respondents have high correlations (eg, >0.8 for GPT-3.5) with their human calibrated counterparts. Several augmentation strategies are evaluated for their relative performance, with resampling methods proving most effective, enhancing the Spearman correlation from 0.89 (human only) to 0.93 (augmented human). Practitioner

notes What is already known about this topic The collection of human responses to candidate test items is common practice in educational measurement when designing an assessment tool. Large language models (LLMs) have been found to rival human abilities in a variety of subject areas, making them a low-cost option for testing the efficacy of educational assessment items. Data augmentation using AI has been an effective strategy for enhancing machine learning model performance. What this paper adds This paper provides the first psychometric analysis of the ability distribution of a variety of open-source and proprietary LLMs as compared to humans. The study finds that item parameters similar to those produced by 50 undergraduate respondents. Using LLM respondents to augment human response data yields mixed results. Implications for practice and/or policy The moderate performance of LLM respondents by themselves suggests that they could provide a low-cost option for curating quality items for low-stakes formative or summative assessments. This methodology offers a scalable way to evaluate vast amounts of generative AI-produced items.

Malik, R., Abdi, D., Wang, R., & Demszky, D. (2025). **Scaffolding middle school mathematics curricula with large language models**. *British Journal of Educational Technology*, 56(3), 999-1027. <https://doi.org/10.1111/bjet.13571>

Despite well-designed curriculum materials, teachers often face challenges implementing them due to diverse classroom needs. This paper investigates whether large language models (LLMs) can support middle school math teachers by helping create high-quality curriculum scaffolds, which we define as the adaptations and supplements teachers employ to ensure all students can access and engage with the curriculum. Through cognitive task analysis with expert teachers, we identify a three-stage process for curriculum scaffolding: observation, strategy formulation and implementation. We incorporate these insights into three LLM approaches to create warmup tasks that activate students' background knowledge. The best-performing approach provides the model with the original curriculum materials and an expert-informed prompt; this approach generates warmups that are rated significantly higher than those created by expert teachers in terms of alignment to learning objectives, accessibility to students working below grade level and teacher preference. This research demonstrates the potential of LLMs to support teachers in creating effective scaffolds and provides a methodology for developing artificial intelligence-driven educational tools. Practitioner notes What is already known about this topic Scaffolding is essential for enabling students to access and engage with curriculum materials. Large language models (LLMs) have shown promise in generating educational content and supporting teachers. Teachers frequently need to adapt and supplement standardized curricula to meet the diverse needs of their students. What this paper adds Identifies a three-stage curriculum scaffolding process (observation, strategy formulation, implementation) used by expert teachers. Demonstrates that providing LLMs with additional context from the curriculum, such as the original warmup task, helps to ground the model and improve the quality of the generated warmup tasks. Demonstrates that, when prompted well, LLMs can generate warmup tasks that are of similar or better quality compared to those created by expert teachers in terms of alignment to learning objectives, accessibility and teacher preference. Implications for practice and/or policy Provides practical suggestions for prompting LLMs to generate high-quality warmup tasks for middle school math teachers, such as incorporating additional curriculum context and expert-informed prompts. Demonstrates how cognitive task analysis with expert teachers can be used to develop LLM-based tools for educators that align with their practices and preferences.

Indicates that additional research is needed to explore the potential for LLMs to support other types of curriculum adaptations, evaluate their effectiveness in classroom settings and investigate how they can be effectively tailored to the specific needs and characteristics of individual students.

Mauguen, F., & Moussay, S. (2025). **L'analyse de l'activité comme objet et/ou méthode de travail des collectifs d'acteurs impliqués dans la conception d'une plateforme de formation.** *Phronesis*, 14(4), 13-26. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-13>

Dans le programme empirique et technologique Néopass®, le projet Néopasscadres s'appuie sur l'analyse de l'activité pour concevoir une formation médiatisée par des outils numériques, dans une visée développementale. L'article présente une étude analysant le travail des acteurs impliqués dans la conception de la plateforme NeopassCadres. Selon une approche culturelle, historique du développement, les résultats documentent la manière dont les acteurs mobilisent l'analyse de l'activité comme objet de dialogue et/ou méthode de formation au service de la conception. Ils montrent que l'analyse de l'activité constitue une part centrale de la conception et une opportunité de développement d'un collectif de travail.

Méloni, D., & Patiño-Lakatos, G. (2024). **Arrêt sur image de la formation en visioconférence : la place du regard et de la vue dans la relation pédagogique.** *Le Télémaque. Philosophie, Education, Société*, (65), 149. <https://doi.org/10.3917/tele.065.0149>

Cet article analyse la place de l'image dans la situation éducative ainsi que ses possibles effets sur l'engagement du lien éducatif. Notre analyse s'appuie sur une expérience d'enseignement à distance pendant la période de crise épidémique avec des étudiants en deuxième année de sciences de l'éducation. Nous mettons en évidence comment la spécificité du dispositif d'enseignement en visioconférence peut renforcer les préoccupations fantasmatiques des étudiants pour l'image et pour le regard dans la situation éducative, alors qu'elle représente justement un lieu où cette image se constitue à travers le regard des pairs et celui de l'enseignant. Nous cherchons, avant tout, à souligner en quoi la question de l'imaginaire des étudiants engagée dans cette situation peut nous éclairer sur les processus inhérents à la situation éducative ordinaire et sur sa spécificité dans notre société contemporaine.

Mocquet, B. (2025). **IA générative et pratique professionnelle en EAD : orthèse ou prothèse ?** *Journée Thématique #RED25*. Présenté à Montpellier, France. Consulté à l'adresse <https://hal.science/hal-05019330>

IA générative et pratique professionnelle : orthèse ou prothèse ? Une vision de la transformation numérique. L'IA générative est-elle une orthèse qui amplifie nos capacités ou une prothèse qui les remplace ? Cette conférence explore comment ces technologies transforment nos pratiques professionnelles : opportunités, risques, et choix stratégiques. Venez débattre des impacts concrets et des meilleures façons d'intégrer l'IA dans nos métiers de l'Enseignement Supérieur !

Nacaroğlu, O., Kizkapan, O., & Demir, H. (2025). **Middle School Students' Motivations and Learning Competencies in Science: Mediating Role of Digital Literacy.** *Psychology in the Schools*, 62(5), 1475-1487. <https://doi.org/10.1002/pits.23400>

Science learning motivation refers to the drive and enthusiasm that students exhibit towards learning science. Science learning competencies, on the other hand, are the skills and knowledge enabling students to understand and apply scientific concepts effectively. Digital literacy, defined as the ability to effectively use digital tools and resources, has emerged as a crucial skill in modern education. Digital literacy can bridge the gap between motivation and competencies by providing students with the tools they need to engage more deeply with scientific content. Given its significance, exploring the mediating role of digital literacy in the relationship between science learning motivation and competence is essential. Hence, we aimed to test the mediating role of digital literacy in the relationship between middle school students' science learning motivation and science learning competencies. To test these relations, we adopted the correlation design of the quantitative research method. The sample consisted of 471 middle school students. Science learning motivation scale, competence scale for learning science, and digital literacy scale were used to collect data. The hypothesis model was tested by using covariance-based structural equation modeling (CB-SEM). The results showed that science learning motivation is correlated with students' science learning competency ($r = 0.891$, $p < 0.05$) and digital literacy ($r = 0.538$, $p < 0.05$). Also, digital literacy partially mediates the relation between science learning motivation and science learning competency ($r = 0.757$, $p < 0.05$). These findings highlight the importance of fostering digital literacy in educational settings to enhance students' motivation and competency in science learning. Educators and policymakers should integrate digital tools and resources into the curriculum to create a more engaging and effective learning environment, thereby bridging the gap between students' motivation and their ability to master scientific concepts.

Nett, K. (2025). **Screen time and educational outcomes of children and adolescents: a complex, multifaceted relationship: NESET ad hoc report**. Consulté à l'adresse <https://nesetweb.eu/wp-content/uploads/2025/01/NESET-AHQ-Screen-Time.pdf>

Cette revue de la littérature explore la relation entre le temps passé devant un écran et la réussite scolaire chez les enfants et les adolescents. Si l'essor des innovations technologiques offre de nombreux avantages, des inquiétudes ont surgi quant aux potentiels effets négatifs d'un temps d'écran excessif sur leur mode de vie, leur santé physique, leur fonctionnement socio-émotionnel et leurs résultats scolaires. Plusieurs mécanismes possibles ont été identifiés, suggérant qu'un temps d'écran élevé serait associé à des modifications du développement et du fonctionnement du cerveau pendant les périodes de vulnérabilité, à des modifications des fonctions exécutives, à un manque de sommeil et à une diminution du bien-être et de la santé mentale, pouvant à leur tour nuire aux résultats scolaires. L'accent est mis sur l'importance de prendre en compte les nuances de l'utilisation du temps d'écran, tant sur le plan qualitatif que quantitatif.

Ortagus, J. C., Hughes, R., Voorhees, N., & Allchin, H. (2025). **Digital Hub or Hindrance? The Effects of Online Enrollment in Introductory STEM Coursework on STEM Outcomes**. *Research in Higher Education*, 66(3), 16. <https://doi.org/10.1007/s11162-025-09837-7>

Online education has the potential to remove barriers and increase access to higher education, but previous studies have revealed mixed results regarding the effect of online enrollment on college students' academic outcomes. This study leverages novel administrative data and a fuzzy regression discontinuity design to examine the impact of online enrollment in introductory STEM coursework on students' probability of STEM

success. We find that taking the online version of a required introductory Chemistry course increases students' time-to-degree, with starker increases when focusing on the number of semesters needed to complete a STEM degree.

Ozil, D. (2024). **Socrate face à l'e-learning. Interactions Hommes - machines - Institutions dans l'acte d'enseigner** (Phdthesis, Université de Montpellier 3). Consulté à l'adresse <https://theses.hal.science/tel-04920632>

L'e-learning se présente sous la forme d'un ensemble d'objets techniques destiné à aider l'enseignement à distance ; ce nouveau mot est donc relié à des pratiques anciennes, comme la formation ouverte à distance, voire la télévision scolaire. Ces outils ouvrent d'autres possibilités, en introduisant, par exemple, le langage de l'image, la scénarisation, le jeu, l'immersion, mais également d'autres formes d'approches pédagogiques comme la classe inversée. Notre travail de recherche observe l'e-learning dans deux contextes d'utilisation différents. D'une part, la formation continue professionnelle, sur différents cas où l'e-learning a été choisi. D'autre part, l'université où la distanciation sociale de 2020 a contraint à une utilisation massive d'un enseignement à distance d'urgence. L'approche inductive de notre travail permet d'appréhender de façon compréhensive un phénomène multiple, compliqué, mais en même temps facilité, par la percussion que représente la pandémie de 2020. À partir d'entretiens, analysés par une méthodologie par théorisation enracinée, nous cherchons l'influence que l'outil peut avoir sur le contenu, dans deux traditions d'enseignement différentes, encadrées par un macro-social qui cloisonne l'une et l'autre dans des projets bien arrêtés. À la lumière de l'éthique de la transmission et du partage des savoirs, le recours massif aux outils numériques, à l'intelligence dite artificielle, à la distance entre maîtres et apprenants, conduisent-ils cet acte structurant des sociétés humaines, l'acte d'enseigner, vers un profond renouvellement ou menace-t-il, par sa marchandisation, de le renvoyer au statut d'objet ?

Plateau, J.-F. (2025). **Pourquoi et comment les enseignants (n') utilisent (pas) les outils d'Intelligence Artificielle Générative ?** [Report]. Consulté à l'adresse Université de Haute Alsace ; LISEC website: <https://shs.hal.science/halshs-05017143>

Le présent document analyse les réponses à six questions ouvertes d'un questionnaire administré entre décembre 2024 et janvier 2025 auprès des enseignants des collèges et lycée du Grand-Est. Ils nous ont d'abord éclairé sur la justification de leur utilisation, ou non, de l'Intelligence Artificielle Générative (IAG) dans le cadre de leur activité professionnelle. Les utilisateurs ont ensuite argumenté sur les raisons qui pourraient les conduire à l'abandon de ces technologies. Au contraire, les non-utilisateurs ont précisé celles qui pourraient les inciter à les utiliser. Pour chacun des deux profils, un espace de libre expression en fin de questionnaire leur a permis de compléter leurs remarques. Nous avons recueilli 1663 réponses exploitables. Dans un premier temps, nous offrons un panorama très succinct et synthétique de l'analyse des données réalisée à l'aide du logiciel IRaMuTeQ (Interface de R pour les analyses Multidimensionnelles de Textes et de Questionnaires). Nous présentons les caractéristiques de notre échantillon. Notre méthode d'exploitation des données avec quelques références poursuit cette présentation. Nous reprenons ensuite chacune des six analyses en détail, à partir des classes réalisées par le logiciel et des formes les plus significatives, en retournant dans le corpus initial à l'aide des expressions propres aux répondants. Ces analyses, très détaillées nuancent la présentation synthétique de départ. Se priver de leur lecture vous priveriez de ces nuances. Ce rapport provisoire sera repris ultérieurement en mettant en

perspective les réponses des enseignants du Grand-Est avec la littérature sur ce sujet. Il devrait servir de tremplin à des publications. L'objectif étant simplement ici de présenter de la façon la plus neutre possible les réflexions des enseignants. Cet exercice n'étant pas des plus aisés vous en excuserez les maladresses.

Rouissi, S., Mocquet, B., Moreau, M., Pélissier, C., Perlot, O., Roussanaly, A., & Thierry, S. (2025). **Transformation numérique vue par les Learning Analytics**. *Séminaire de recherche*. Présenté à En ligne (Bordeaux), France. Consulté à l'adresse <https://hal.science/hal-05019186>

Digital transformation in higher education, as seen through learning analytics (LA) in Learning management systems (LMS), marks a profound break in the way we understand and support learning, as well as the professional gesture of the teacher. These tools enable real-time analysis of learner behavior, providing precise indicators for personalizing educational paths. However, their integration raises ethical issues, particularly in terms of data protection and surveillance. Learning analytics thus represent a powerful lever for new pedagogical directions, but require a rigorous framework to ensure responsible and fair use. This webinar will discuss these issues with speakers from a variety of backgrounds.

Saadi, N., & Aidouni, H. (2024). **Microlearning dans l'Enseignement Secondaire : Impact des Outils Audiovisuels sur les Performances Académiques et les Compétences Transversales au Maroc -Une Étude Longitudinale**. *Sciences et Éducation*, (1). Consulté à l'adresse <https://hal.science/hal-04990531>

This 18-month longitudinal study, conducted in five public high schools in Tétouan, Morocco, examines the impact of microlearning enhanced by audiovisual tools on secondary students' academic performance and transversal skills. Employing a mixed-methods approach—standardized tests, questionnaires, semi-structured interviews, and classroom observations—the study compares an experimental group of 320 students using microlearning modules (short videos, interactive quizzes) via a mobile app with a control group of 130 students under traditional instruction. Results indicate an 18.2% increase in academic performance in the experimental group, compared to 10.5% in the control group, with notable gains in science (16.9%) and history (15.4%). Transversal skills, such as collaboration and critical thinking, also improved, with 78% of teachers reporting positive changes. However, 20% of participants faced technological barriers, highlighting digital access issues. The study emphasizes microlearning's potential to transform Moroccan education while advocating for infrastructure investments and teacher training. It offers insights for adapting microlearning to resource constrained settings.

Sanchis-Guarner, R., Montalbán, J., & Weinhardt, F. (2024). **Home broadband and human capital formation** [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/126832.htm?ref>

Using administrative data, we estimate the effect of home broadband speed on student-level value-added test scores. Our headline estimate relies on jumps in connection quality between close neighbours that occur across thousands of invisible telephone exchange station catchment-area boundaries. We find that increasing speed by 1 Mbit/s increases test scores by 1.37 percentile ranks, equivalent to 5% of a standard deviation. School-level factors or broadband take-up cannot explain this. Instead, the positive effects are concentrated among high-ability and non-free-school-meal eligible students

and result from more education-oriented internet use. Differences in ICT quality can thus lead to increasing education inequalities.

Smit, R., Schmid, R., & Robin, N. (2025). **Experiencing enjoyment in visual programming tasks promotes self-efficacy and reduces the gender gap.** *British Journal of Educational Technology*, 56(3), 1231-1247. <https://doi.org/10.1111/bjet.13523>

Secondary school students (N = 269) participated in a daylong visual programming course held in a stimulating environment for start-up enterprises. The tasks were application-oriented and partly creative. For example, a wearable device with light-emitting diodes, (ie, LEDs) could be applied to a T-shirt and used for optical messages. Our research questions related to the control-value model of achievement emotions. We measured experienced enjoyment four times and examined the dependence of enjoyment on the individual tasks. Experience of enjoyment was also tested for the prediction of students' self-efficacy for programming. The results showed that momentary enjoyment was not significantly dependent on the task situation, but it was dependent on the general enjoyment of programming. However, students with lower enjoyment scores showed higher increases in enjoyment during the final tasks than those with higher initial scores. The emotion score of the girls increased more than those of the boys but the girls' overall enjoyment scores were lower than those of the boys. Students' self-efficacy beliefs of both genders increased over the course, and some of the differences in beliefs can be explained by the enjoyment of the course. In conclusion, our teaching approach seemed beneficial for the motivation to learn programming, particularly among girls. Practitioner notes What is already known about this topic Lower secondary students often report a lack of self-efficacy beliefs for visual programming, especially girls whose confidence in their abilities seems to be missing. Activities that show how programming can be used in everyday life or at work promote interest and enjoyment, especially among girls. What this paper adds Experiencing enjoyment did not depend on individual task types (more structured vs. more open), but proved to be stable across all tasks. The experience of positive emotions in our computer science course had an impact on the secondary school students' self-efficacy beliefs. Implications for practice and/or policy The combination of smart textiles and programming was viewed as a motivating learning experience with the potential to foster secondary school students' confidence and problem-solving skills in computer science. A guided sequence of learning to debug can provide a self-enhancing foundation for the students' own activities with following tasks that are more open and creative approaches.

Spitzer, M. W. H., Ruiz-Garcia, M., & Moeller, K. (2025). **Basic mathematical skills and fraction understanding predict percentage understanding: Evidence from an intelligent tutoring system.** *British Journal of Educational Technology*, 56(3), 1122-1147. <https://doi.org/10.1111/bjet.13517>

Research on fostering learning about percentages within intelligent tutoring systems (ITSs) is limited. Additionally, there is a lack of data-driven approaches for improving the design of ITS to facilitate learning about percentages. To address these gaps, we first investigated whether students' understanding of basic mathematical skills (eg, arithmetic, measurement units and geometry) and fractions within an ITS predicts their understanding of percentages. We then applied a psychological network analysis to evaluate interdependencies within the data on 44 subtopics of basic mathematical concepts, fractions and percentages. We leveraged a large-scale dataset consisting of 2798 students using the ITS bettermarks and working on approximately 4.1 million

mathematical problems. We found that advanced arithmetic, measurement units, geometry and fraction understanding significantly predicted percentage understanding. Closer inspection indicated that percentage understanding was best predicted by problems sharing similar features, such as fraction word problems and fraction/natural number multiplication/division problems. Our findings suggest that practitioners and software developers may consider revising specific subtopics which share features with percentage problems for students struggling with percentages. More broadly, our study demonstrates how evaluating interdependencies between subtopics covered within an ITS as a data-driven approach can provide practical insights for improving the design of ITSs. Practitioner notes What is already known about this topic Longitudinal studies showed that basic mathematical skills predict fraction understanding. There is only limited evidence on whether similar predictions can be observed for percentage understanding—in general and within intelligent tutoring systems. Process data from such intelligent tutoring systems can be leveraged to pursue both educational research questions and optimizing digital learning software. Problems involving percentages typically are word problems requiring multiplications and/or divisions. What this paper adds Similar to the case of fractions, students' performance on advanced arithmetic, measurement units and geometry significantly predicted performance with percentages. Students' performance with fractions also predicted performance with percentages significantly. A psychological network analysis was applied to evaluate specific interdependencies between a range of subtopics (eg, Multiplying and dividing fractions, Adding and subtracting fractions and Calculating with percentages). Fraction word problems and fraction problems involving multiplication/division turned out to be the best predictors of understanding percentages. Implications for practice and/or policy When facing difficulties with percentages, revision of previous mathematical concepts sharing similar features (eg, fraction word problems, fraction/natural number multiplication/division problems) may be advised. Software developers may consider implementing such data-driven revision recommendations for students facing difficulties within intelligent tutor systems. Psychological network analysis can be utilized as a learning analytics method for easy-to-access visualizations illustrating relationships between a large range of different subtopics.

Tanchuk, N. J., & Taylor, R. M. (2025). **Personalized Learning with AI Tutors: Assessing and Advancing Epistemic Trustworthiness.** *Educational Theory*, 75(2), 327-353. <https://doi.org/10.1111/edth.70009>

AI tutors are promised to expand access to personalized learning, improving student achievement and addressing disparities in resources available to students across socioeconomic contexts. The rapid development and introduction of AI tutors raises fundamental questions of epistemic trust in education. What criteria should guide students' critical assessments of the epistemic trustworthiness of these new technologies? And furthermore, how should these technologies and the environments in which they are situated be designed to improve their epistemic trustworthiness? In this article, Nicolas Tanchuk and Rebecca Taylor argue for a shared responsibility model of epistemic trust that includes a duty to collaboratively improve the epistemic environment. Building off prior frameworks, the model they advance identifies five higher-order criteria to assess the epistemic credibility of individuals, tools, and institutions and to guide the co-creation of the epistemic environment: (1) epistemic motivation, (2) epistemic inclusivity, (3)

epistemic accountability, (4) epistemic accuracy, and (5) reciprocal epistemic transparency.

Tee, L. B., Serrano Santos, J. M., Seaman, K., Sim, T. F., Bedford, S. B., & Tee, L. H. (2021). **Représenter un programme d'études au moyen d'une carte de curriculum interactive multidimensionnelle, MyCourseMap.** *Revue internationale des technologies en pédagogie universitaire*, 18(3), 53-72. <https://doi.org/10.18162/ritpu-2021-v18n3-04>

Tishcoff, R., Agoe, E., Isik, M., & Macfarlane, A. (2024). **Utiliser l'IA générative pour un apprentissage plus accessible : points de vue des étudiant·es et du personnel de l'enseignement postsecondaire de l'Ontario.** Consulté à l'adresse <https://heqco.ca/fr/pub/utiliser-lia-generative-pour-un-apprentissage-plus-accessible-points-de-vue-des-etudiant%C2%B7es-et-du-personnel-de-lenseignement-postsecondaire-de-lontario/>

Ce rapport rend compte d'une étude menée afin de déterminer comment l'IA générative peut être utilisée pour rendre l'apprentissage plus accessible à tous les étudiant·es, y compris les étudiant·es handicapé·es, et quels sont les obstacles à son utilisation rencontrés par les étudiant·es, les enseignant·es et le personnel de soutien de l'enseignement postsecondaire de l'Ontario. Les étudiant·es ont déclaré utiliser l'IA générative pour comprendre le contenu du cours, générer des idées et articuler des connaissances. L'IA générative a également servi de substitut à des aménagements académiques formels. Le personnel de soutien a donné des exemples de l'aide apportée par l'IA générative aux étudiant·es handicapé·es grâce à des logiciels de transcription et de conversion de la parole en texte. L'intégration de l'IA générative dans l'enseignement postsecondaire et la clarification des meilleures pratiques pour son utilisation profiteront aux étudiant·es à la fois pendant leurs études et lors de leur transition vers le marché du travail.

Yan, L., Litts, B. K., Tehee, M., Baggaley, S., & Jenkins, J. (2025). **Youths' relationship with culture: Tracing sixth graders' learning through designing culturally centred multimedia projects.** *British Journal of Educational Technology*, 56(3), 1191-1209. <https://doi.org/10.1111/bjet.13520>

Although education is framed as a future-oriented enterprise, we often fail to serve the diverse futurities of youth, particularly in formal learning environments. The cultural norms of formal learning environments are rooted in dominant ways of being and knowing and this shapes how learning environments and learning technologies can be designed. As a result, the futures youth can envision for themselves in these spaces are often static and limited by the dominant culture. As a move toward supporting youths' diverse cultural backgrounds and experiences, we ask how youth develop relationship with culture through creating culturally centred multimedia projects. Guided by a case study approach, we collected thirty-six remixing multimedia projects from twelve sixth graders, who created these projects for three culturally centred learning activities over a school year. Findings share one case from each learning activity to demonstrate how students represent their relationships with culture through three forms of symbolising. Implications from this work reject the settled expectations of dominant culture in formal learning environments and, instead, invite youths' knowledges and experiences through remixing with multimedia. Practitioner notes What is already known about this topic Formal learning environments are shaped by norms rooted in the dominant culture but are often assumed to be acultural spaces. Multimedia technologies have been leveraged to

engage youth with culture in the classroom. Remixing is a sociocultural learning process that allows youth to reimagine their lived experiences. What this paper adds Sixth graders' relationships with culture were mediated by remixing with multimedia resources in a series of culturally centred multimedia projects. Forms of symbolising in students' remixing works reveal diverse relationships with their own culture and other cultures. Culturally centred multimedia projects afford the development of intertwined and reciprocal relationships with one's own culture and other cultures. Implications for practice Formal learning environments and embedded learning activities often operate on static or limited relationships between youth and their diverse range of cultural experiences. Engaging with multimedia projects can develop students' relationships with their own culture and other cultures in a reciprocal way. Supporting the development of diverse relationships with culture is crucial to designing a culturally centred learning environment.

Zhang, H. (2024). **Reflection on the construction and impact of an adaptive learning ecosystem** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04924328>

As part of this thesis on the science of education, we are focusing on studying an adaptive and personalized learning ecosystem. We will try to outline the subject covered in this research to offer the reader a global view. The particularity of this research course is that it is located at the crossroads of the Sciences of Computer and Education; it allows us to study and develop transdisciplinary practices aimed at meeting both industrial and social needs. The study of Adaptive Learning Environments (AEL) has seen spectacular advances in recent decades. Measuring their impact is paramount at different levels (political, educational, cultural, ethical, economic, commercial). The positive potential of educational applications assisted by Artificial Intelligence (AI) is often pointed out, namely that the use of EAA would be effective in increasing human cognition and learning, such is the presupposition of apologetic discourses of promoters of these new technologies. Several questions remain unanswered regarding the potential of AI and these new technologies, it is this concern that led us to this area of research of intelligent tutoring systems for adapting human learning and specific development that fuels a new paradigm. This research aims to empirically study innovative learning environments to adapt to the differentiated needs of learners and increase learning to achieve targeted educational objectives. Our research belongs to theme 1 "The origins of knowledge in didactic institutions" of our "Education - Training - Work - Knowledge" (EFTS) laboratory. This research work was carried out within the multidisciplinary research group Serious Game Research Lab (SGRL) which has expertise in the design and evaluation of digital environments for learning (Galaup, 2020). The scientific work of this research was carried out within the framework of the Et-Lios project "Open Licensing Level Technological Teachings for a Competitive and Sustainable Industry of the Future" which is supported by a consortium from the Scientific Interest Group (GIS) S .mart (formerly AIP-PRIMECA network) responding to the PIA call for projects Hybridization of higher education training. In this project, the SGRL piloted the sub-project entitled "Impact measurement" which consists of providing an evaluation; and feedback on the added value around the project, its digital platforms, and hybrid educational modules. We were therefore responsible for measuring the impact to be able to draw lessons on the areas of mobilization of these digital training courses and to provide indicators on the quality of the scientific and technological training courses offered in the S.mart community. The originality of this research work is based on a rigorous experimental methodology, which

is based on the design of adaptive learning environments (EAA) and the evaluations in situ (Galaup, 2020). The results produced by this manuscript allowed us to study, from a dual position, the effects of implementation of an adaptive learning environment (EAA) and certain aspects of their design. Finally, the conclusion of this research synthesizes the results from this experiment, proposes an adaptive learning ecosystem, and suggestions for continued research.

Zhang, N., Ke, F., Dai, C.-P., Southerland, S. A., & Yuan, X. (2025). **Seeking to support preservice teachers' responsive teaching: Leveraging artificial intelligence-supported virtual simulation.** *British Journal of Educational Technology*, 56(3), 1148-1169. <https://doi.org/10.1111/bjet.13522>

Preparing preservice teachers (PSTs) to be able to notice, interpret, respond to and orchestrate student ideas—the core practices of responsive teaching—is a key goal for contemporary science and mathematics teacher education. This mixed-methods study, employing a virtual reality (VR)-supported simulation integrated with artificial intelligence (AI)-powered virtual students, explored the frequent patterns of PSTs' talk moves as they attempted to orchestrate a responsive discussion, as well as the affordances and challenges of leveraging AI-supported virtual simulation to enhance PSTs' responsive teaching skills. Sequential analysis of the talk moves of both PSTs (n = 24) and virtual students indicated that although PSTs did employ responsive talk moves, they encountered difficulties in transitioning from the authoritative, teacher-centred teaching approach to a responsive way of teaching. The qualitative analysis with triangulated dialogue transcripts, observational field notes and semi-structured interviews revealed participants' engagement in (1) orchestrating discussion by leveraging the design features of AI-supported simulation, (2) iterative rehearsals through naturalistic and contextualized interactions and (3) exploring realism and boundaries in AI-powered virtual students. The study findings provide insights into the potential of leveraging AI-supported virtual simulation to improve PSTs' responsive teaching skills. The study also underscores the need for PSTs to engage in well-designed pedagogical practices with adaptive and in situ support. Practitioner notes What is already known about this topic Developing the teaching capacity of responsive teaching is an important goal for preservice teacher (PST) education. PSTs need systematic opportunities to build fluency in this approach. Virtual simulations can provide PSTs with the opportunities to practice interactive teaching and have been shown to improve their teaching skills. Artificial intelligence (AI)-powered virtual students can be integrated into virtual simulations to enable interactive and authentic practice of teaching. What this paper adds AI-supported simulation has the potential to support PSTs' responsive teaching skills. While PSTs enact responsive teaching talk moves, they struggle to enact those talk moves in challenging teaching scenarios due to limited epistemic and pedagogical resources. AI-supported simulation affords iterative and contextualized opportunities for PSTs to practice responsive teaching talk moves; it challenges teachers to analyse student discourse and respond in real time. Implications for practice and/or policy PSTs should build a teaching repertoire with both basic and advanced responsive talk moves. The learning module should adapt to PSTs' prior experience and provide PSTs with in situ learning support to navigate challenging teaching scenarios. Integrating interaction features and AI-based virtual students into the simulation can facilitate PSTs' active participation.

Zhang, P., Li, J., & Cai, S. (2025). **Timing matters: Effects of augmented reality game on students' learning achievement, satisfaction and acceptance.** *British Journal of Educational Technology*, 56(3), 1273-1293. <https://doi.org/10.1111/bjet.13524>

Augmented reality (AR) games offer significant potential to enhance learning experiences, yet the impact of when these games are introduced during the educational process remains underexplored. This study explored how the timing of providing the AR game influenced learners' achievement, satisfaction and acceptance. Using a quasi-experimental design, 68 second-graders engaged with the AR game AR Easy Sign Language: Grams and Kilograms, either before class or in class. Additionally, perspectives from eight students, one teacher and 24 parents (from the before-class group) were collected. Results indicated that providing the AR game in class significantly improved learners' achievement and acceptance compared to providing it before class. While overall satisfaction was unaffected by timing, students' cognitive focus differed: in-class participants emphasised the game's educational value, whereas those using it before class viewed it more as an entertaining tool with educational functionality. Both the teacher and parents acknowledged the educational value of AR games but expressed concerns regarding the cost and potential health issues. This study contributes to theoretical understanding and practical implementation strategies for AR games in education, particularly in optimising their timing for maximal impact.

Practitioner notes

What is already known about this topic AR games integrate the advantages of augmented reality and games, enabling learners to interact with virtual and physical objects in a fun way, bringing a new dynamic to education. Prior research has shown that AR games contribute to the improved learning process and learning outcomes. However, applying technologies such as AR games to authentic educational contexts is still challenging, as it involves many decision-making issues to be investigated. One key issue that remains unresolved is determining the optimal timing of providing AR games. What this paper adds Providing AR games in class significantly enhanced students' learning achievement and acceptance, emphasising the need to carefully time such interventions. The timing of providing AR games influenced students' cognition, with in-class use promoting a focus on learning, while before-class use emphasised entertainment. Teachers and parents acknowledged the educational value of AR games for students, but they had concerns regarding potential visual health risks and the associated costs. Implications for practice and/or policy Educators should determine the timing of providing AR games depending on the desired goal. Providing AR games before class allows students to focus more on the game experience while providing AR games in class allows for a focus on learning through the game and enhancing learning achievement. Students' cognition of technology may influence their usage and outcomes. Developers should design AR games with mechanisms that guide learners' cognition of educational content, while researchers should explore the effectiveness of such designs to achieve better learning outcomes. Educational institutions should select devices with built-in eye protection features and enforce screen time limits to mitigate visual health risks, addressing concerns raised by teachers and parents. AR games incorporating sign language have the potential to improve students' learning achievement, holding promise for applications in special education.

Zhou, Y., Wu, H., & Cao, G. (2025). **Does community of inquiry really matter in understanding online learning? A confirmed perspective using mixed method.** *British Journal of Educational Technology*, 56(3), 1248-1272. <https://doi.org/10.1111/bjet.13516>

High dropout rates in online courses, caused by potential factors such as financial issues, low motivation and poor self-regulation among learners, pose a significant challenge to the sustainable development of online education. Therefore, continuance of online courses has become a critical topic in both the academic and practical fields. By combining the Community of Inquiry framework (CoI) with Expectation-Confirmation Theory, this study introduces three new constructs—confirmed teaching presence (CTP), confirmed cognitive presence (CCP) and confirmed social presence (CSP)—into the research model to understand how confirmed expectations towards CoI determine online learners' course continuance intention. Utilizing a mixed-methods approach, the study conducted quantitative analysis on 409 learner surveys using partial least squares (PLS), followed by semi-structured interviews, which revealed the depth and breadth of the confirmed CoI expectations on learners' willingness to continue learning. Specifically, the quantitative results uncovered the differential effects of CTP, CCP and CSP on learners' course continuance intentions by elucidating the internal mechanisms. The interviews provided deeper insights by illuminating online learners' initial expectations as well as their pre-course and post-course expectations. The findings of the study not only provide evidence of the crucial role of confirmed expectations in shaping online learners' course continuance intention but also offer actionable recommendations for improving online course design and fostering lifelong learning.

Practitioner notes What is already known about this topic Online courses have expanded in scale and attracted a large number of learners in recent years, the large base of online learners has brought tremendous and unprecedented challenges to online course development. A high dropout rate is especially considered as a severe issue for online course development. The issue of learners' continuance intention was often explored from a technological perspective and at the platform level by using Information system (IS) theories. The community of inquiry (CoI) framework was extensively utilized as a theoretical basis for understanding online learning experiences and its three elements—teaching, cognitive and social presences—have long been deemed as major antecedents that influence learners' online learning behaviours and intentions. What this paper adds This paper integrated the community of inquiry (CoI) framework with Expectation confirmation theory and proposed three new variables: confirmed teaching presence (CTP), confirmed cognitive presence (CCP) and confirmed social presence (CSP). The study reveals the internal mechanisms by which the three confirmed expectations impact online learners' courses continuance intention. This implies that different confirmed expectations may have varying effects on online learners' learning behaviour. This research collects data from multiple sources to comprehensively explore online learners' expectations and perceptions. It also sheds light on the importance of learners' actual participation in the learning process for predicting their behavioural intentions.

Implications for practice and/or policy The finding that learners' confirmed expectations impact their online course continuance intention conveys an important message to course practitioners: exaggerated or false claims for the online course must be avoided to prevent students from forming unrealistic expectations. Improving online learners' course completion rate cannot be hinged upon simply and blindly fostering and extending the three presences. Instead, knowing learners' confirmed expectations of the three presences allows course practitioners to reconsider and organize the important course elements. The research reveals the distinct role that each confirmed presence plays in promoting online learners' course continuance intention and, meanwhile, expands the understanding of learners' learning needs and experiences. Practitioners

could make timely and appropriate strategies based on these to better motivate course learners' engagement and retention.

Orientation scolaire et professionnelle

Bagnall, C. L., James, L. A., & Skipper, Y. (2025). **'I Shouldn't Really Be Here': University Students' Perceptions and Experiences of Transitioning to University With a Contextual Offer Admission.** *Higher Education Quarterly*, 79(2), e70003. <https://doi.org/10.1111/hequ.70003>

Universities may offer students from disadvantaged personal or socioeconomic contexts a lower threshold for entry compared to students from a more stable or affluent background; this is termed a contextual offer. Examples may include having a health condition, disability or living and going to school in a less affluent area. While there has been extensive debate on how to enact these offers, the experiences of students who attend university with a contextual offer have been lacking in the literature. In this study, we interviewed five students from two UK Universities to explore their experiences of transitioning to university with a contextual offer. Data were analysed using Interpretative Phenomenological Analysis. Our findings suggest that students felt that their offer had given them opportunities they would not have had, which not only raised their ambitions and expectations but also negatively impacted their self-belief as many students worried about their academic abilities. Students also discussed how their contextual offer had negatively impacted their sense of belonging, both academically and socially, at university, leading to feelings of difference and lower self-efficacy; however, these feelings were ameliorated by knowing others with contextual offers. Finally, students felt that there was a need for greater awareness of contextual offers to reduce stigma and ensure that others could benefit from them. Implications for research, policy and practice are discussed.

Mann, A., Diaz, J., & Zapata Posada, S. (2025). **Teenage career development in Wales: Insights from PISA** (327^e éd.) [OECD Education Working Papers]. <https://doi.org/10.1787/476f9572-en>

OECD. (2025). **What Shapes Pathways and Transitions?: A Comparative Perspective on Learners' Trajectories through Upper Secondary Education in Wales.** <https://doi.org/10.1787/3e5d83a1-en>

Roziqi, M. (2025). **Career Guidance and Counseling Strategy Based on Nusantara Culture for the Implementation of the Independent Curriculum in High School: A Narrative Review.** *Psychology in the Schools*, 62(5), 1567-1573. <https://doi.org/10.1002/pits.23415>

This article aims to investigate the contribution of career counseling and guidance based on Nusantara culture in the implementation of the independent curriculum. The scope of this writing is focused on the strategies and implementation of career counseling and guidance in high schools. The research method used a narrative review of career counseling and guidance based on Nusantara culture. The results of this study show that group counseling and classical guidance, as well as culturally infused individual and group counseling, can serve as basic services in the career field within the independent curriculum for high school students. These strategies can be further developed and

explored according to the cultural context of each high school in their respective regions.

Politique de l'éducation et système éducatif

Alleman, N. F., Allen, C. C., & Nelson, J. J. (2025). **Faculty denied tenure: internalization, resistance, and the organizational protection of legitimacy.** *Higher Education*, 89(3), 807-823. <https://doi.org/10.1007/s10734-024-01248-4>

The denial of tenure frequently results in devastating personal and professional consequences for the individual, but scant scholarship has taken on the question of how tenure denial functions systemically. In this qualitative study of American college and university faculty, we employ the concept of structural stigma to highlight how universities and their agents assign culpability to those denied tenure in an effort to mitigate organizational risk. Findings point to examples of internalization of responsibility as well as forms of resistance among participants denied tenure.

Bach, M., Klein, T., & McNamara, S. (2024). **Access, achievements, and aspirations: The impacts of school tracking on student outcomes** (ZEW Discussion Paper N° 24-076). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://econpapers.repec.org/paper/zbwzewdip/312194.htm?ref>

Though the use of tracking policies to stratify students is commonplace, evidence concerning the effects of ability-based tracking on student performance is mixed. Using rich data from the Hungarian secondary school centralized assignment mechanism and a quasi-experimental framework, we find that attending the highest track noticeably improves standardized test scores and university aspirations two years post-match. Heterogeneity analysis finds this effect is independent of socioeconomic status, prior achievement, and parents' educational attainment, and we find only limited evidence of peer spillover effects in terms of academic ability. Given socioeconomic disparities in track placement, tracking may reinforce educational inequality.

Bachand, C.-A. (2024). **Les travaux de Hammersley et l'éducation au Québec : science, preuve et politique.** *Tréma*, (62). <https://doi.org/10.4000/12w0t>

En mettant l'accent sur les travaux réalisés au Québec par des chercheurs s'en inspirant, cet article explore les réflexions du sociologue de l'éducation Martyn Hammersley au sujet de la recherche en éducation et, plus particulièrement, des formes qu'elle prend dans le contexte des pratiques fondées sur les preuves. Cet article propose ainsi un bref survol des critiques et des recommandations qu'articule Hammersley au sujet de la recherche en éducation, de ses méthodologies et des pratiques fondées sur les preuves. Enfin, il envisage les perspectives pour le contexte québécois actuel des travaux de Hammersley, notamment dans le cadre de la création par le gouvernement du Québec de l'Institut national d'excellence en éducation (INEÉ) qui promeut l'idée de pratiques fondées sur les preuves ou les données probantes.

Baird, J.-A., Hayward, L., Meadows, M., & Hao, Z. (2025). **Assessment and learning loss in England: never let a good crisis go to waste.** *International Journal of Inclusive Education*, 29(5), 805-820. <https://doi.org/10.1080/13603116.2023.2274112>

Disruption of the status quo caused by the pandemic in England provides a lens to view the priorities embedded in the qualifications system. The Government's initial priority was

to avert grade inflation, followed by a populist turn to teacher assessment after a widespread backlash. Subsequent Government arguments for the return to examinations as the fairest way to assess re-introduced policies which emphasised excellence agenda. Learning loss, a consequence of the pandemic, compounded pre-existing patterns of inequality. Inclusive policies to address this in the qualification system would require fundamentally different ways of thinking compared to, for example, the current adaptations that are made for young people with special educational needs because the modern inclusion agenda is broader. The excellence agenda assumes a competitive system in which educational resources must be rationed; that there will be winners and losers. We question this logic, arguing for principles that would underpin a more inclusive qualification system. Since 2015, pupils must stay in education or training until they are 18. Thus, at very least, rationing educational access before this is unwarranted. A modern approach would be more flexible, putting learners first and embrace diversity rather than standardisation as the main principle for fair assessment.

Bélim, A. **Adaptation du calendrier scolaire à La Réunion.** , Pub. L. No. 518 (2024-2025) (2025). <https://www.senat.fr/dossier-legislatif/ppl24-518.html>

Proposition de loi relative à l'adaptation du calendrier scolaire à La Réunion

Bergheim, P. V. D. (2025). **Competence-Oriented Curricula and the Promotion of Bildung: the example of philosophy teaching in Norway.** *Journal of Curriculum Studies*, 57(2), 150-163. <https://doi.org/10.1080/00220272.2025.2455680>

This article examines the concept of Bildung within competence-oriented curriculum work, using philosophy teaching in the most recent 2020 Norwegian curriculum reform (LK20) as an example. The purpose is to clarify what characterizes Bildung-promoting teaching in subject curricula aimed at the students' development of competences. The article uses document analysis to investigate the understanding of Bildung in two of LK20's key policy documents and how this understanding is reflected in the description of philosophy teaching in three of LK20's subject curricula. The results suggest that while LK20 aims to strengthen students' participation in society, the representation of Bildung-promoting philosophy teaching deviates from some of the core ideas of Bildung according to the north-west European Didaktik tradition. The article concludes that, if Bildung relies on adaptive teaching and philosophy teaching is meant to promote Bildung, it would be advisable to further expand the understanding in Norway's national curriculum of what philosophy is and how to teach it. The article contributes to the field of curriculum studies by showing how representations of Bildung in education policy can translate into and be identified within-subject curricula, and by presenting the current state of philosophy teaching in Norway.

Bock, C. (2025). **Interroger l'évolution de l'animation au prisme de l'État et des formations - Animation socioculturelle, de l'éducation populaire au marché #7.** Consulté à l'adresse <https://hal.science/hal-05000805>

Dans cet épisode de la série Animation socioculturelle, de l'éducation populaire au marché, Cyrille Bock, maître de conférences à l'Université Toulouse – Jean-Jaurès, examine la place de l'État dans le monde de l'animation, en essayant d'éclairer ce qu'on peut mettre derrière l'État. Il s'intéresse ensuite aux formations, en particulier celles à vocation professionnelle, et leurs enjeux contemporains. Enfin, il propose quelques pistes de réflexion sur l'évolution de l'animation socioculturelle. La série « Animation socioculturelle, de l'éducation populaire au marché » traite de la transformation de

l'animation socioculturelle, un secteur historiquement lié à l'éducation populaire, en un marché structuré et professionnalisé.

Bonnard, C., & Duguet, A. (2025). **Mapping the academic landscape: profiles of academic work in France**. *Journal of Further and Higher Education*, 1. <https://doi.org/10.1080/0309877X.2025.2490020>

The academic profession in France, as in other European countries, has undergone a number of changes in recent years, particularly with the rise of new public management and the massification of higher education. Academic work is complex and covers a wide range of activities: teaching, research, scientific and administrative responsibilities. Studies in France and abroad have highlighted the difficulties encountered by permanent academics in finding a balance between these different activities, which may even be in competition with one another. The originality of this research lies in the fact that it examines the academic work in detail, taking into account all of their activities. On the basis of a national quantitative survey of 2656 permanent academics, we identify six 'profiles' of academic work. We show that these profiles are highly dependent on academic contexts and disciplinary fields, but also on the status, gender and social background of academics. This research therefore highlights a significant segmentation in the academic work of permanent academics and leads us to consider inequalities within higher education more widely.

Bursalı Boz, N., & Karaman, A. C. (2025). **Metasynthesis of Research on International Teaching Assistants in Higher Education**. *Higher Education Quarterly*, 79(2), e70020. <https://doi.org/10.1111/hequ.70020>

International teaching assistants (ITAs) have a prominent role in the internationalisation of higher education (IHE). Although ITAs are considered important actors in IHE and ITA programs have a relatively long history, there is a scarcity of review studies on empirical research focusing on ITAs. This qualitative metasynthesis explores the research foci, methods and main findings from twenty-nine studies focusing on ITAs in higher education contexts. Based on template analysis, four main categories emerged. These were: ITA perspectives, student perspectives, TA perspectives and instructional interactions. Key issues include foreignness and differences in linguistic, cultural and educational backgrounds of ITAs. This metasynthesis highlights the need for institutions to acknowledge ITAs' unique transcultural characteristics and integrate reflexivity into programs to develop awareness among individuals, thereby reducing superficial biases.

Butzbach, M. (2025, avril 8). **Évaluation des universités : les enseignants-chercheurs vent debout face au « mépris » du Hcéres**. Consulté 11 avril 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/evaluation-universites-enseignants-chercheurs-vent-debout-face/00114668>

Après une vague de rapports sévères, le Hcéres, chargé de l'évaluation des universités publiques, s'est mis à dos la communauté universitaire. Son éventuelle suppression est examinée aujourd'hui à l'Assemblée nationale.

Çağlayan, M., Çağlayan, E., & Acartürk, C. (2025). **Stakeholder Perspectives on Rankings of Higher Education Institutions: A Structural Equation Modeling Analysis**. *Research in Higher Education*, 66(3), 18. <https://doi.org/10.1007/s11162-025-09838-6>

This study analyzes the factors influencing the stakeholder perspectives on of Higher Education Institution (HEI) rankings, reporting data collected from 1232 participants

through a survey method and employing the Unified Theory of Acceptance and Use of Technology (UTAUT2) model and complementary models for the analyses. Our primary focus was to identify the relationships between various predictor variables influencing the perception of HEI rankings. We analyzed how demographic variables, such as age, gender, job experience, and employment status, might moderate these relationships. The key findings show that certain model dimensions, such as Performance Expectancy, Price Value, Habit, Hedonic Motivation, Perceived Information Quality, Perceived Trust, and Awareness significantly influence participants' behavioral intentions and actual use of the HEI rankings. Overall, this study provides a quantitative perspective to perception of HEI rankings from a stakeholders' point of view, reflecting similarities and differences among various participants.

Chkair, S. (2024). **Données probantes et éducation en France : changer les pratiques, pourquoi, comment et quelles précautions prendre ?** *Tréma*, (62). <https://doi.org/10.4000/132uc>

Cet article explore l'évolution de l'éducation fondée sur des données probantes (EBE) en France. Ce concept, introduit dans l'éducation au début des années 2000 et issu du domaine médical, vise à intégrer les résultats de la recherche scientifique dans les pratiques éducatives pour améliorer leur efficacité. L'auteur met en lumière l'essor de la culture de l'évaluation, portée par des cadres législatifs comme la LOLF (2001) et le Conseil de l'évaluation de l'école (2019), qui inscrivent les objectifs éducatifs dans une logique de responsabilisation (« accountability ») et de résultats mesurables. Ces démarches reflètent une adaptation du Nouveau Management Public (NMP) dans le domaine scolaire, renforçant les expérimentations basées sur des preuves, comme le dédoublement des classes de CP en zones REP. Cependant, l'article souligne la nécessité de réfléchir à l'utilisation des données probantes en éducation. L'auteur questionne leur définition, leur pertinence et leur portée, tout en examinant les possibles mésusages. L'article analyse si la simple existence de preuves scientifiques est suffisante pour garantir l'adoption de nouvelles pratiques pédagogiques, et invite à prendre des précautions pour éviter une application inadaptée ou superficielle en classe.

Colin, L. (2024). **Instituer l'inclusion scolaire en Haïti dans le contexte de l'aide au développement : analyse du processus d'appropriation du modèle éducatif inclusif et du Système d'information de gestion en éducation (SIGE) par les acteurs éducatifs** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse <https://theses.hal.science/tel-04922777>

L'inclusion scolaire des enfants en situation de handicap en Haïti fait débat auprès de certains acteurs éducatifs, l'État et les familles de ces enfants. La présente recherche a pour objectif de comprendre et d'analyser la mise en place de l'éducation inclusive en Haïti par les acteurs éducatifs haïtiens. Mes travaux de recherche s'appuient sur une analyse des pratiques des acteurs éducatifs haïtiens (directeurs écoles, enseignants, ministère de l'Éducation nationale, etc.) dans la mise en œuvre de l'inclusion scolaire. Ils s'intéressent d'une part, au transfert de savoir-faire inclusif dans l'aide au développement et d'autre part, à la contribution que le SIGE peut apporter à l'inclusion scolaire des enfants en situation de handicap. Cette thèse de doctorat est le résultat d'une étude multicas réalisée avec 31 participants repartis en 5 cas. Cette étude est une recherche qualitative qui a été menée en Haïti de 2017 à 2023. Les résultats de cette étude montrent que le MENFP rencontre des difficultés à mettre en place l'inclusion scolaire. Les acteurs éducatifs au sein du MENFP ne se servent pas des informations

provenant du SIGE pour mettre en place un modèle d'éducation inclusive. Les résultats montrent également que les ONG financent le modèle inclusif et transfèrent des savoir-faire inclusif aux associations locales. En revanche, les résultats montrent que ces modèles ne sont pas imposés par ces ONG. Les modèles transférés sont plutôt adaptés selon le contexte haïtien par les associations locales. Ces associations utilisent une base de données afin de prendre des décisions sur la manière de mettre en place l'inclusion scolaire dans leur communauté. Les résultats montrent que des écoles travaillent en collaboration avec les ONG et les associations locales, car certaines activités sont financées par ces ONG. Des soutiens techniques (formations et l'aide aux enseignants) sont offerts par ces associations afin de permettre l'inclusion scolaire des enfants en situation de handicap. Les résultats de cette recherche montrent également qu'en Haïti, quand on parle d'inclusion scolaire ou d'écoles inclusives, on ne peut pas penser uniquement aux écoles ordinaires, car les écoles spéciales se transforment aussi en école inclusive. Les résultats montrent que les parents choisissent des écoles spécialisées pour scolariser leurs enfants, car ils ne trouvent pas d'autres écoles qui voulaient les accueillir. Ces parents ne distinguent pas les écoles ordinaires, les écoles inclusives et intégratrices. Pour eux, il y a que les écoles spécialisées et les écoles ordinaires qui accueillent leur enfant. Les enfants se sentent mieux lorsqu'ils sont accueillis dans des écoles spécialisées qui sont devenues inclusives plutôt que les écoles ordinaires qui se transforment en école inclusive.

Commission européenne, EACEA : Agence exécutive : éducation, audiovisuel et culture, Eurydice : réseau d'information sur l'éducation en Europe, & Commission européenne. (2024, novembre). **The structure of the European education systems 2024-25**. Consulté à l'adresse Eurydice website: <https://eurydice.eacea.ec.europa.eu/data-and-visuals/european-education-structures>

Cette page présente la structure des systèmes d'enseignement et de formation, du niveau pré primaire au niveau supérieur, pour l'année académique 2024-2025. Elle couvre 39 systèmes éducatifs dans 37 pays (les membres du réseau Eurydice). Les diagrammes proposent les programmes d'enseignement formel général les plus représentatifs de chaque système éducatif.

Courtade, F., & Paquet, L. (2025). **Droit d'auteur et enseignement supérieur: cas particulier de la création d'un cours sur des notions dites fondamentales**. *Recherches en éducation*, (58). <https://doi.org/10.4000/1316e>

Lorsque dans le cadre de leur mission d'enseignement, les enseignants-chercheurs et les professeurs d'université créent des ressources pédagogiques, quelle que soit leur forme, orale, écrite, dessinée, multimédia ou numérique, ils peuvent être confrontés à la question du respect de leurs droits d'auteurs sur celles-ci. La lutte contre le plagiat s'est fort heureusement structurée, de surcroît depuis la démocratisation des outils numériques, Internet et les réseaux sociaux, et désormais des technologies d'intelligences artificielles, en particulier génératives. La question qui nous intéresse ici se concentre précisément sur les cours, les ressources pédagogiques créées par les enseignants-chercheurs ou professeurs d'université. La jurisprudence nous indique que tous les cours ne sont pas considérés par le législateur comme nécessairement des œuvres de l'esprit protégeables par le droit d'auteur, d'autant plus s'ils développent des notions, définitions ou principes dits fondamentaux. Notre propos est donc de tenter de définir ce qui pourrait permettre la qualification d'un cours comme œuvre de l'esprit. Nous balaierons dans un premier temps la jurisprudence sur le sujet pour identifier les

situations où la cour a considéré que les cours n'étaient pas des œuvres de l'esprit, et ce qui, en creux, nous permettrait de définir ce qui fait qu'ils le sont. Et dans un second temps, nous nous proposons de puiser dans les sciences de l'éducation ce que nous avancerons être le « triplet fondamental de la conception pédagogique » pour apporter ce que les juristes appellent un faisceau d'indices pour aboutir à une telle conclusion.

Daire, N., & Schmitt, P. (2025). **Première évaluation des qualités physiques des élèves de sixième à la rentrée 2024**. *Note d'Information*, (25.20), 1-4. <https://doi.org/10.48464/ni-25-20>

En septembre 2024, un échantillon représentatif de 4 100 élèves de classe de sixième ont été évalués sur leurs qualités physiques.

Dalglish, B. (2025). **An autoethnography of internationalisation: ethical dilemmas in Japanese academe**. *Higher Education*, 89(3), 775-790. <https://doi.org/10.1007/s10734-024-01246-6>

Via an autoethnography of internationalisation, the article highlights the ethical dilemmas transnational scholars face when universities fail to denationalise their organisational culture. Section one explains the pertinence and pitfalls of autoethnography — writing oneself into existence over against a context experienced as domination — for grasping the ethical quandaries of transnational scholars in a Japanese national university (JNU). As section two shows, the persistence of ethno-national working practices in JNUs precludes both the equal treatment of transnational scholars and the recognition of their difference. Specifically, the discussion documents two mechanisms of marginalisation at the JNU in question, Tōdai (University of Tokyo): section three links the rejection of ethno-national diversity to absolutisation, viz. the generalisation of prejudice by gatekeepers in order to stigmatise transnational scholars as unfit for organisational life; and section four contends gatekeepers defend their territorialised academic culture through normalisation, which is underpinned by academic inbreeding that produces a hermitic community of sameness blind to its ethno-national prejudices. The article concludes with the ethical gymnastics of transnational scholars situated in universities that solicit their multiplicity without renovating their ethno-national culture. It also reflects upon the limited leverage of autoethnography beyond the Anglosphere, notably in a JNU organisational environment that does not recognise the strop of agency with structure. Finally, the article suggests Japan would be better off promoting a cultural form of internationalisation rather than following a commercial iteration with neo-colonial costs.

ETF: European training foundation. (2024). **Torino process system monitoring report: Morocco (2024 update)**. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2025-02/TRP_L1_Monitoring_report_MAR_EN_2024.pdf

L'objectif de l'exercice de suivi du processus de Turin est de fournir aux décideurs, aux praticiens et aux parties prenantes une base fiable pour prendre des décisions éclairées sur l'amélioration des politiques, l'affectation des ressources, la conception de stratégies et l'analyse de suivi à l'appui de l'éducation et de la formation tout au long de la vie. Le présent rapport résume les résultats du suivi des performances du système d'enseignement et de formation technique et professionnel (EFTP) marocain pour 2024 dans le contexte de l'initiative du processus de Turin. Comme en 2023, il examine la performance du système d'EFTP en matière d'offre d'opportunités d'apprentissage tout

au long de la vie qui soient accessibles, de bonne qualité et bien gérées. Le rapport évalue également l'équité de ces opportunités pour les apprenants selon la formation, le sexe, l'origine et l'âge.

Galy, K. A., & Coulibaly, M. (2021). **COVID-19 et offre de cours en ligne au Niger : prospection sur les raisons d'un échec**. *Revue internationale des technologies en pédagogie universitaire*, 18(3), 73-87. <https://doi.org/10.18162/ritpu-2021-v18n3-05>

Gauthier, R.-F. (2025). **Savoirs de l'école et savoirs du monde : enjeux d'une relation complexe à redéfinir**. Consulté à l'adresse https://www.cnesco.fr/wp-content/uploads/2025/03/Cnesco_CC-savoirs-competences_Gauthier.pdf

L'auteur entend montrer tout d'abord en quoi les questions relatives aussi bien à la réception de nouveaux savoirs à l'École, qu'aux liens entre les savoirs de l'École et des savoirs extérieurs se posent dans un paysage déterminé. La deuxième partie du document montre qu'avec la modernité, la question de l'ouverture de l'École à de nouveaux savoirs ainsi que la question des liens entre les savoirs de l'École et des savoirs extérieurs a souvent été posée et traitée de fait, mais sans programme ni pensée gouvernante suffisamment partagée. La troisième partie pose les questions suivantes : y a-t-il ou non nécessité de s'interroger quant aux finalités au nom desquelles quelque chose peut être décidé en termes de savoirs ? Peut-on s'en tenir à la situation décrite ou bien quelle serait la nécessité de définir une relation d'ordre, et laquelle, entre les savoirs retenus par l'École et les autres ? Est-il possible de définir les conditions de ce que seraient des savoirs scolaires adaptés au contexte général contemporain des savoirs ?

González Canché, M. S., Qiu, J. A., Zheng, K., Gong, M., & Zhang, C. (2025). **The College Transfer and Articulation Network: How are These Statewide Policies and Bilateral or Dyadic Partnerships Structured Across the United States?** *Research in Higher Education*, 66(3), 20. <https://doi.org/10.1007/s11162-024-09831-5>

Every academic year, millions of college students change institutions before degree completion, confronting the challenge of validating credits across colleges. Despite state-level efforts to legislate strategies for smoother transfers, actual credit recognition relies on non-state-regulated bilateral partnerships that are more (i.e., articulation agreements) or less (general transfer partnerships) specific as policies or guides to avoid credit loss. This study comprehensively sheds light on the USA nationwide structure of transfer and articulation agreements by focusing on statewide policies and in-state and out-of-state informal bilateral partnerships as units of analyses. The spatial configuration of both statewide policies and institutionally driven partnerships enabled testing for economic spillovers as well as measuring whether distance is a factor that may impact the formation of these partnerships. Data were retrieved from CollegeTransfer.Net (N = 18,260 partnerships and 1163 colleges), the Education Commission of the States (118 statewide policies), the IPEDs, and the US Census Bureau. Findings at the state-level revealed economic spillovers in two of four statewide policies, highlighting greater structure of program-specific articulation agreements over general transfer partnerships (i.e., agreements that do not require program continuation). Regarding institutionally driven agreements, the analyses indicated that general partnerships were the most prevalent form, which, compared to more structured articulation efforts, may be less effective in the avoidance of credit loss. We also found that shorter distances are a significant but impractical partnership-forming factor, for the average distance reduction among partnering colleges is 30 miles across models. Combining state and institutional

datasets, we found that neither individual nor combined statewide policies actively predict institutional partnership formation. All databases and code created (statewide policies: <https://cutt.ly/uwHyvkwQ>, institutionally driven agreements: <https://cutt.ly/7wHtPkEA>, replication codes: <https://cutt.ly/JwGRmVDu>, <https://cutt.ly/EwG1VbaW>) may be used in future analyses to address questions of transfer effectiveness and transferring financial costs, which although important go beyond the scope of our study.

Gopalkrishnan, S. (2025). **New Education Policy 2020 in India: future rewinds to the past.** *International Journal of Inclusive Education*, 29(5), 676-693. <https://doi.org/10.1080/13603116.2023.2215785>

India's New Education Policy 2020 (NEP), released in the middle of a pandemic, aimed to provide a direction to the education sector through its multidisciplinary focus and restructuring of the existing system. The philosophy of the NEP claims inspiration from ancient knowledge systems which is a departure from the existing secular consensus of scientific temper in education. This exploratory study endeavours to understand and explores the antecedents of indigenous ancient Indian education knowledge systems (AIKS), its relevance in the contemporary landscape and the factors that may have influenced the ideation of such a policy. The issues such as nostalgia for an imagined past and the perception of Gurukul as an effective formal education model are the dimensions studied in this theoretical mixed method paper which combines quantitative survey, case study and discourse analysis. The NEP deserves greater scrutiny since it would have a long-term impact on education in India. Especially, for its claim of AIKS exceptionalism in an education policy document that would chart the future of the world largest demographic of young people.

Göttlicher, W. (2025). **Place-based education avant la lettre. The shifting emphasis on connecting the curriculum to the place in Austrian rural school reform, 1919–1965.** *Journal of Curriculum Studies*, 57(2), 79-93. <https://doi.org/10.1080/00220272.2025.2460471>

In recent years, the idea of making school more relevant for children and their families by connecting it to the place where it is situated has frequently been discussed under the term place-based education. In this article, I analyse a historical case, and I explore reasons for why this idea was emphasized or neglected, and the pitfalls associated with it, based on a content analysis of articles in teachers' journals and books about rural schooling in Austria, from 1919 to 1965. From the 1920s to the end of the 1950s, strong ties between rural schools and their surrounding lifeworld were emphasized. This emphasis was often associated with conservative values, yet it disappeared around 1960, not because people began to disapprove of this idea or opted for conflicting educational goals, but because a newly adopted perspective simply blinded this issue. The case at hand demonstrates that strong ties to the place may imply adopting the values prevailing in the local community, or those ascribed to it. As a consequence, the idea of strong ties may be abandoned once policy trends shift away from these values.

Hammersley, M. (2024a). **La « politique fondée sur des données probantes » est-elle plus qu'un slogan ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0s>

Ces dernières années, un lobby influent s'est formé dans de nombreux pays occidentaux et au-delà pour promouvoir l'idée d'une élaboration des politiques fondée sur des données probantes. Les gouvernements ont adopté cette idée, comme l'administration américaine d'Obama qui a annoncé son engagement en faveur de programmes

sociaux basés sur des données probantes. Selon la Brookings Institution, il s'agit de « l'initiative la plus importante dans l'histoire de tentatives fédérales d'utilisation ...

Hammersley, M. (2024b). **La relation entre la recherche qualitative et la recherche quantitative : fidélité au paradigme ou éclectisme méthodologique** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0n>

Depuis une trentaine d'années, la distinction entre recherche qualitative et recherche quantitative est devenue un axe essentiel des discussions méthodologiques au sein des sciences humaines. Et il ne fait aucun doute qu'elle recouvre quelque chose d'important. Cependant, il s'agit d'une distinction qui n'est pas simple, ni dans sa signification, ni dans sa portée. En effet, elle amplifie également nombre d'autres désaccords sur les principes et la pratique de la recherche.

Hammersley, M. (2024c). **Le mythe de l'élaboration de politiques et de pratiques fondées sur la recherche** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0r>

Le mythe de l'élaboration de politiques et de pratiques fondées sur la recherche Comme je l'ai indiqué dans l'introduction, les arguments en faveur d'une politique et d'une pratique « fondées sur des preuves » doivent être considérés dans le contexte de crises récurrentes dans la relation entre la recherche sociale et d'autres activités. Il est admis depuis longtemps, tant par de nombreux chercheurs que par de nombreux décideurs et praticiens, que la recherche n'exerce pas suffisamment d'infl...

Hammersley, M. (2024d). **Les études sur l'enfance : un paradigme durable ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0o>

Au cours des trente ou quarante dernières années, un certain nombre de domaines florissants et très influents sont apparus, qui se présentent comme interdisciplinaires, voire transdisciplinaires. Il s'agit notamment des études féministes (ou études sur le genre), des études culturelles et des études sur l'enfance. À tout le moins, ils prétendent combler les lacunes des disciplines des sciences sociales établies de longue date, en identifiant des sujets importants qui ont été négligés. Mais el...

Hammersley, M. (2024e). **Prise de position sur l'évaluation de la recherche sociale** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0l>

Dans l'état actuel de fragmentation des sciences sociales, la question de l'évaluation de la recherche soulève des conflits et des problèmes fondamentaux. Dans ce bref document, je souhaite exposer un point de vue particulier sur la forme que devrait prendre l'évaluation. Une première question concerne l'objectif de la recherche, puisque pour toute activité, les processus d'évaluation appropriés doivent être dérivés de l'objectif poursuivi. Selon moi, la seule tâche légitime des sciences soci...

Hammersley, M. (2024f). **Qu'est-ce que la recherche qualitative et que devrait-elle être ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0m>

Les questions apparemment simples du titre de ce chapitre sont en fait des questions difficiles. Pour commencer, il convient de se demander s'il s'agit de deux questions ou d'une seule. Si nous devons interpréter la question « Qu'est-ce que la recherche qualitative ? » comme une question « Quelle est sa véritable nature ? », cela ne serait pas très différent d'une question sur la manière dont elle devrait être. Par ailleurs, nous pourrions faire valoir qu'en cherchant à répondre à la première...

Hammersley, M. (2024g). **Qu'est-ce qu'une pratique fondée sur des données probantes ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0q>

Le pouvoir des essais contrôlés randomisés, en particulier lorsqu'ils alimentent les lignes directrices officielles en matière de soins de santé, est énorme. Il s'agit d'une forme de conseil qui n'a rien à voir avec les conseils ordinaires ; en raison des pressions exercées pour se conformer, il n'y a parfois pas de possibilité de refus. Les « preuves scientifiques » ont atteint un statut mythique. Il s'agit d'une rhétorique excessivement puissante, d'un outil qui devient si facilement une ar...

Hammersley, M., & Chkair, S. (2024a). **Données probantes et éducation : que peut apprendre la France du modèle anglais ?** *Tréma*, (62). <https://doi.org/10.4000/12w0j>

Sihame Chkair : Cher Martyn, je suis ravie de pouvoir m'entretenir avec vous sur le thème des données probantes, sur le lien entre la recherche et l'enseignement, mais aussi sur le thème des méthodologies de recherche en éducation. Je vous ai contacté justement pour bénéficier de votre expérience et de votre expertise, une expérience qui s'inscrit dans un contexte dans lequel l'Angleterre fut pionnière au sujet de l'intégration des résultats de la recherche dans ses politiques éducatives. En ...

Hammersley, M., & Chkair, S. (2024b). **Evidence-Based Education: What Can France Learn from the English Model?** *Tréma*, (62). <https://doi.org/10.4000/12w0k>

Sihame Chkair: Dear Martyn, I'm delighted to be able to talk to you on the subject of evidence, the link between research and teaching, but also on the subject of educational research methodologies. I approached you precisely to benefit from your experience and expertise, an experience that is also part of a context in which England was a pioneer in attempting to integrate research findings into its educational policymaking, whereas in France, at present, it seems to me that we're experiencin...

Havet, N. **Pérennisation du contrat de professionnalisation expérimental.** , Pub. L. No. 475 (2024-2025) (2025). <https://www.senat.fr/dossier-legislatif/ppl24-475.html>

Proposition de loi portant pérennisation du contrat de professionnalisation expérimental

Heijboer, C. (2025). **L'Usagent au cœur des réformes de l'enseignement supérieur : vers une pédagogie de « formation par la recherche et avec la société ».** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m10>

Le texte souligne la convergence entre les universités et les établissements de formation en travail social vers une « formation par la recherche et avec la société », en réponse à l'évolution d'une science avec la société. Cette convergence est induite par l'internalisation progressive de la participation des usagers dans les institutions scolaires, éducatives et sociales. La reconnaissance de l'expertise usagère est cruciale dans cette transformation, nécessitant une pédagogie nouvelle intégrant cette dimension. Cette intention sociale favorise l'inclusivité, la collaboration et la responsabilité sociale, renforçant ainsi la démocratie et la pertinence de la science. Ce changement appelle à une réorganisation de l'enseignement supérieur, impliquant un partenariat entre le monde professionnel, scientifique et usager.

Hsieh, C.-Y. (2025). **Research on online inclusive education in Taiwan in the era of COVID-19.** *International Journal of Inclusive Education*, 29(5), 694-720. <https://doi.org/10.1080/13603116.2023.2216230>

Since 2019, many studies explored the effectiveness of online courses, but few investigated how to create an inclusive education context in the online course environment. In June 2021, this study conducted an online questionnaire survey of 208 ordinary class teachers and special education teachers from kindergartens, elementary schools, and middle schools in northern, central, and southern Taiwan via random sampling. The questionnaire consisted of six open-ended questions to examine the views of the participants. We used grounded theory to code and classify the qualitative data, and performed chi-square tests to quantitatively analyze the data obtained. The results indicated that most teachers recommended the use of interactive and cooperative online teaching strategies; the management of online inclusive education courses in the form of synchronous and asynchronous online courses to help students with special needs adapt to online courses; the building of a good cooperative relationship with parents and reducing the digital divide; full cooperation between ordinary class teachers and special education teachers; and sharing of textbooks and teaching strategies with each other. In addition, the majority of teachers considered their digital abilities below average, which was especially obvious among kindergarten and special education teachers.

Inspection générale de l'éducation, du sport et de la recherche. (2025). **Rapport d'activité de l'Inspection générale de l'éducation, du sport et de la recherche - 2023-2024** (p. 1-36). Consulté à l'adresse IGÉSR website: <https://www.vie-publique.fr/rapport/298007-inspection-generale-de-leducation-du-sport-et-de-la-recherche-2023-24>

L'Inspection générale de l'éducation, du sport et de la recherche (IGÉSR) évalue, contrôle et conseille dans les domaines de l'éducation nationale, de l'enseignement supérieur et de la recherche, de la jeunesse, des sports et des bibliothèques. L'année 2023-2024 a été marquée notamment par les émeutes en juin 2023, l'assassinat de Dominique Bernard en octobre et l'instabilité politique.

Kaya-Kasikci, S., & Glass, C. R. (2025). **Analyzing the influence of regional security on international student flows in the MENA region: a social network approach.** *Higher Education*, 89(3), 573-589. <https://doi.org/10.1007/s10734-024-01236-8>

The international order has shifted from unipolar to multipolar, marked by international organizations, security alliances, and economic cooperation. This change is mirrored in international student mobility (ISM), with a shift towards a multipolar structure and the emergence of regional hubs alongside traditional destinations. While ISM scholarship often focuses on East-West and South-North flows, this study employs regional security complex theory (RSCT) to analyze intra-regional patterns in the Middle East and North Africa (MENA). Using social network analysis, we compare ISM data from 2011 and 2020, revealing that MENA is far from achieving full regionalization. Sub-regions with divergent security dynamics shape ISM by creating regional education complexes based on allied or adversarial relations. The findings highlight Türkiye, Saudi Arabia, and Morocco as influential hubs, reflecting distinct security zones where higher education serves as a strategic tool for alliance-building. Türkiye attracts students from the Middle East, Africa, and Turkic nations, while Morocco emerges as a hub for African and European ISM. The results contribute to the advancement of regionalization theory, underscoring the importance of considering regional security complexes when analyzing ISM trends across diverse geopolitical contexts. These insights offer valuable guidance for policymakers and stakeholders in promoting cross-border educational cooperation in MENA.

Kozak, J., & Klement, J. (2025). **Flashbacks of the bad old days? The bureaucratization of Czech universities in the post-communist era.** *Higher Education*, 89(3), 629-650. <https://doi.org/10.1007/s10734-024-01239-5>

Numerous countries are reportedly witnessing the bureaucratization of universities, manifesting inter alia in a gradual increase in the administrative burden that overshadows the core missions of universities. Regrettably, there is a notable gap in research specifically focused on bureaucratization of higher education institutions in post-communist countries, where state bureaucratic control over economies, societies, and academic institutions prevailed before 1990. This article seeks to address this gap by examining the perception of the administrative burden among a representative sample of 1117 Czech academic workers, utilizing a diverse range of methods, including an experimental component. The majority of academics are experiencing an escalation in administrative demands that curtails the time and effort they can allocate to research and teaching. While they do see potential in digitalization and modern technology, they view the existing university bureaucracy as inefficient, ever-increasing, and excessively regulated, particularly in relation to grants and subsidy programs. Notably, for many seasoned academics who have lived through communism, modern university bureaucracy is a reminder of the "bad old days."

Lauricella, M. (2025). **Évaluer les performances de l'école : le cas PISA.** *ÉduRevue*, (151), 1-24. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/DA-Veille/ER-151-mars-2025.pdf>

PISA (Programme for International Student Assessment) est devenu en 25 ans une référence sur la scène internationale en matière de comparaison internationale (Programme for International Student Assessment). Pilotée par l'OCDE (Organisation de coopération et de développement économiques), cette enquête mesure la capacité des élèves de 15 ans à mobiliser leurs compétences en compréhension de l'écrit, en mathématiques et en sciences pour relever les défis de la vie quotidienne. Articulés à cette somme d'indicateurs, les rapports PISA émettent des recommandations visant à faire évoluer les politiques publiques nationales. L'Édurevue n°151 propose une analyse de PISA, de sa genèse aux usages politiques qui en sont faits, en passant par les données auxquelles il permet d'avoir accès. En centrant le propos sur la notion de performance des systèmes éducatifs, cette synthèse documentaire invite à s'interroger sur les changements de gouvernance en éducation promus ou accompagnés par PISA. Construit à l'image de cette évaluation internationale, l'Édurevue s'articule en deux parties. La première revient sur le contexte qui a favorisé l'émergence des grandes évaluations au niveau mondial pour saisir la position singulière de PISA dans le paysage des comparaisons internationales. Cette partie analyse ensuite les motifs de son rayonnement à travers le monde, en mettant en lumière l'originalité du dispositif d'enquête et la somme inédite d'informations produites. Malgré son influence, PISA est l'objet de nombreuses critiques, en provenance notamment du monde académique. La seconde partie de cet Édurevue examine les différents aspects du soft power exercé par l'OCDE, en analysant l'influence des palmarès et des recommandations formulées par PISA sur les politiques éducatives nationales. Elle met en lumière le phénomène du « choc PISA » observé dans certains pays, ainsi que les modalités de circulation des connaissances issues de l'enquête en France et leurs effets sur les politiques nationales. Enfin, ce numéro d'Édurevue propose des pistes pour comprendre les transformations

profondes que PISA impulse ou accompagne dans la gouvernance des questions éducatives.

Le Nevé, S. (2025, avril 1). **Sur Parcoursup et en dehors, la longue quête d'une régulation des formations supérieures privées.** Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/04/01/sur-parcoursup-et-en-dehors-la-longue-quete-d-une-regulation-des-formationen-superieures-privees_6589522_4401467.html

Les candidats sur Parcoursup ont jusqu'au mercredi 2 avril pour valider leurs souhaits d'affectation dans l'enseignement supérieur, où l'offre de formations privées lucratives s'est multipliée sans que l'Etat n'ait encore défini une vraie politique de contrôle.

Lechaux, P. (2025). **Ce que le virage de la professionnalisation supérieure fait aux disciplines académiques : vers une « nouvelle disciplinarité » ? Les cursus universitaires en protection de l'enfance comme analyseur.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m13>

L'universitarisation des écoles professionnelles sous professionnalisation de l'université peut être assimilée à une transition de genre, par-delà l'opposition historique université-écoles professionnelles. Le dispositif de la protection de l'enfance constitue un excellent analyseur de cette transition vers un nouveau genre de formation universitaire. Malgré un système très prescrit, l'université garde une réelle marge de manœuvre, empruntant de multiples chemins dans ses façons de mettre en scène la formation dans ses rapports aux savoirs de la recherche et aux expertises des acteurs mobilisés. Se dessinent ainsi des figures contrastées dans les nouvelles façons de faire discipline, en lien avec des dynamiques d'hybridation de diverses communautés épistémiques.

Lombardi, L., Cadart, C., & Estany, J. (2025). **Savoirs et compétences dans les systèmes éducatifs européens. Évolutions historiques et approches actuelles.** Consulté à l'adresse https://www.cnesco.fr/wp-content/uploads/2025/03/Cnesco_CC-savoirs-competes_Rapport-international.pdf

Ce rapport a proposé une exploration de la thématique « nouveaux savoirs et nouvelles compétences » sous l'angle des politiques éducatives relatives à la définition des contenus d'enseignement, à travers une analyse comparative des curricula de différents systèmes européens et de leurs évolutions. La première partie met en lumière – à travers d'une analyse historique – l'une des principales logiques à l'œuvre lorsqu'il s'agit de réformer les contenus d'enseignement pour les adapter aux nouveaux besoins des sociétés : celle de la juxtaposition des nouveaux savoirs et compétences à côté des anciens. La deuxième partie du rapport présente - à travers la comparaison des réformes mises en œuvre récemment dans une dizaine de systèmes éducatifs européens - une approche alternative aux réformes des contenus d'enseignement, marquant une rupture relative avec ces tendances passées : le recentrage du curriculum sur la personne-apprenante. La troisième partie a pour but d'illustrer, à travers l'exemple de l'éducation au développement durable, le cheminement d'un nouveau savoir, depuis son apparition en tant que préoccupation politique et sociétale au niveau international et des États, jusqu'à son introduction au sein des curricula.

Martineau, A., & Colombier, L. (2025, avril 8). **Formation professionnelle : bilan mitigé pour le plan d'investissement des compétences.** Consulté 11 avril 2025, à l'adresse The

Conversation website: <http://theconversation.com/formation-professionnelle-bilan-mitige-pour-le-plan-dinvestissement-des-competences-249919>

En 2017, le Plan d'investissement des compétences (PIC) avait pour intention de transformer en profondeur le système de formation en France. Le bilan, en 2025, est mitigé.

Matiba, F. M., & Kisanga, S. E. (2025). **Serving students with special needs: Palpable lessons from University of Dar es Salaam's 40 years sustained experience.** *Journal of Research in Special Educational Needs*, 25(2), 277-288. <https://doi.org/10.1111/1471-3802.12725>

This qualitative study investigated the support Students with Special Needs (SSN) receive and the challenges providers of such assistance face at the University of Dar es Salaam (UDSM). The university has witnessed a significant increase in the number of SSN, and their effective learning depends heavily on the support available. This study was conducted at the UDSM—Mwalimu Julius Nyerere Mlimani campus through semi-structured interviews with 15 participants, and the collected data were analysed thematically. This study established that the UDSM's efforts to support SSN include establishing a dedicated centre, procuring modern assistive devices, recruiting specialist staff and personal assistants (PAs) to provide individualised and tailored assistance. Additionally, the university has developed comprehensive policies and guidelines to regulate the services provided to SSN. However, several challenges were reported, including lecturers' reluctance to submit examinations and lecture notes to SSN, reluctance of some students to disclose their disabilities, scarcity of experts and some SSN turning support services into income generating project. Despite the UDSM efforts to support SSN, further initiatives are imperative to enhance inclusive education in higher education.

Mauro, D., & Donnat, A. S. (2025). **L'éducation est-elle inégalitaire ?** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-education-est-elle-inegalitaire/78031?srltid=AfmBOoptSFyYxQY8_1ek45DMkDZw7gf1FoUNQZ1rD6Lh_cUcKyQCgpT

Cet ouvrage collectif présente les communications du colloque international organisé par la Ligue de l'Enseignement de la Guadeloupe pour célébrer son 70e anniversaire, le 21 mai, Journée mondiale de la Diversité de l'UNESCO. L'événement était patronné par le président de la Ligue de l'enseignement Alcide Savinien Donnat et parrainé par le Pr Pierre Baqué, défenseur des enseignements artistiques, et Émeline Raholiarisoa présidente de la Ligue de l'enseignement de Madagasikara. Le colloque fit apparaître de profondes inégalités de classe, déjà soulignées par les sociologues Bourdieu et Passeron. Il mit aussi en lumière le caractère désastreux de l'instruction publique dans certains pays développés, la crise qui frappe le système scolaire notamment en France et une déscolarisation massive en Afrique. D'autres nations, comme Cuba et les Seychelles, offrent une éducation publique gratuite et accessible. Tous les enfants y sont scolarisés depuis des décennies, et d'autres secteurs vitaux, tels que la santé, y sont également exceptionnels et gratuits. Ce livre enrichit le débat sur l'éducation en confrontant ces réalités variées et en appelant à une réflexion sur l'égalité des chances

Meadows, M., & Sanguino, I. (2025). **Standardised testing in the context of constitutionally protected freedom of education – the case of Flanders.** *Oxford Review of Education*, 51(2), 202-222. <https://doi.org/10.1080/03054985.2024.2439283>

Around the world governments have been observed to harness assessment to exert control over the content and quality of education. In Belgium, Flanders, with constitutionally protected freedom of education, has been an exception, having no standardised tests or end of school examinations. Recently, declining international test outcomes have been used to justify educational reforms, including the introduction of compulsory standardised tests. We consider the timing and rationale for the reforms, and the extent to which the changes fit the Global Education Reform Movement template. We conclude that the policy reforms represent an attempt by government to leverage Broadfoot's social functions of assessment to create a different balance between school autonomy and accountability. How the reforms will interact with the educational culture in Flanders is difficult to predict but the new quantification of education will likely open the system up to further policy reforms as test data driven comparisons raise questions and demand action.

Mihut, G., Ozsezer-Kurnuc, S., Morris, R., Perry, T., & Smith, E. (2025). **Policy and Research Engagement in UK Higher Education. Policymaker and Expert Perspectives and Priorities.** *Higher Education Quarterly*, 79(2), e70015. <https://doi.org/10.1111/hequ.70015>

Policy and research engagement is a timely topic for researchers, decision-makers, and higher education institutions that aim to promote engagement and impact. Examination of the complex research-policy relationship in the higher education sector has been largely overlooked. This paper addresses this issue by presenting findings from in-depth interviews with 11 UK higher education policymakers and experts on how higher education researchers can engage with the policy process in the UK context. It also highlights the views of interviewees about policy priorities for UK higher education that may shape higher education research agendas. With relevance across fields of expertise, the paper also discusses the role of independent research in shaping policy. The paper discusses barriers to engagement, research generation and use, and the role of independent research in the broader policy evidence landscape. To conclude, we suggest possible pathways for more productive engagement between researchers and policymakers.

Moshoeshoe, R. (2024). **Long Term Effects of Free Primary Education on Educational Achievement: Evidence from Lesotho** [Working paper]. Consulté à l'adresse African Economic Research Consortium website: <https://EconPapers.repec.org/RePEc:aer:wpaper:4c9694b1-f491-49ef-b130-bb583299e8d8>

Many sub-Saharan African countries have instituted Free Primary Education (FPE) policies, which significantly increase primary school enrolment rates in developing countries. However, school attendance is different from learning. The main questions that still beg for answers are whether the many children in school are learning and whether the FPE learning effects are long-lasting. This paper attempts to estimate the long-term effects of the FPE programme on educational achievement in Lesotho. The programme was implemented grade by grade, beginning with grade one school fees abolition in 2000. The POLICY BRIEF Long Term Effects of Free Primary Education on Educational Achievement: Evidence from Lesotho Ramaele Moshoeshoe October 2023 / No.796 2 Policy Brief No.796 timing of the implementation created changes in programme coverage across age (and grade) groups over time. We employ a semi-parametric difference-in-differences strategy that exploits these variations to identify the long-term effects of the FPE policy on educational achievement, using university examinations

record data for student cohorts that are FPE-treated and those that are FPE-untreated. The results indicate that the FPE effect on academic performance is between 2 percentage points (statistically insignificant) and 20 percentage points (statistically significant at a 1 percent level).

Murphy, M., & Ydesen, C. (2025). **The moral grounding of changing educational assessment and accountability: a theoretically informed analysis of moral assemblages in Denmark.** *Oxford Review of Education*, 51(2), 160-177.
<https://doi.org/10.1080/03054985.2024.2439300>

This paper examines, via the concept of moral assemblage, the function of assessment as a tool for moral accountability and legitimation. Moral assemblages consist of disciplinary institutions, technologies, and practices, intertwined with elements of moral relationality, such as blame and shame, trust and risk, recognition and misrecognition, and care and safeguarding. The focus of this analysis is the Danish education system, which has undergone significant upheavals and changes in terms of assessment and accountability, including the moral foundations underlying these shifts in recent years. Empirically, the paper draws on policy documents, radio interviews, debate papers, and interviews with key actors at school, local, and national levels in Denmark. By drawing conclusions about the evolving moral foundations surrounding accountability-driven assessment policies, this paper enhances our understanding of how changes in accountability and assessment systems – even within a liberal and decentralised education system – reflect moral considerations in the context of increased demands for legitimation and system control.

OECD. (2025a). **Constructing Scenarios for the Future of Teaching in Wales.**
<https://doi.org/10.1787/2e0ac4e6-en>

OECD. (2025b). **Empowered Citizens, Informed Consumers and Skilled Workers: Designing Education and Skills Policies for a Sustainable Future.**
<https://doi.org/10.1787/311cdeb-en>

OECD. (2025c). **Modernisation of Higher Education Institutions Procedure in Bulgaria: Interim Evaluation and Lessons for Educational Programming.**
<https://doi.org/10.1787/cddcd19e-en>

OECD. (2025d). **What are the key trends in international student mobility?** *Education indicators in Focus*, (88), 1-8. Consulté à l'adresse
https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/03/what-are-the-key-trends-in-international-student-mobility_495dcfac/2a423a76-en.pdf

Malgré la pandémie de COVID-19, la mobilité étudiante internationale a continué de croître entre 2018 et 2022. La composition des pays d'accueil et d'origine est restée globalement inchangée, environ deux tiers des étudiants des pays de l'OCDE étant issus de pays à revenu élevé ou intermédiaire de la tranche supérieure. Les étudiants internationaux sont particulièrement concentrés dans les programmes de doctorat et les filières STEM. Les politiques visant à retenir les diplômés internationaux varient : certains pays offrent des voies d'accès au travail et à la résidence, tandis que d'autres imposent des réglementations restrictives en matière de visas et d'emploi. Ces politiques, façonnées par les débats en cours sur les migrations, continuent d'influencer les

opportunités et les défis auxquels sont confrontés les étudiants internationaux à l'échelle mondiale.

Ogolla, M., Nyabaro, V., Ngugi, R., & Onsomu, E. (2024). **Do Social Assistance Interventions Foster School Enrolment? A Case of School Feeding Programmes in Kenya** [Working paper]. Consulté à l'adresse African Economic Research Consortium website: <https://EconPapers.repec.org/RePEc:aer:wpaper:f8cc4c60-6c78-43a4-9fd4-e77c9b2170da>

Human capital accumulation through education is important for sustainable development. However, access to education is dependent on several household factors, including presence of a school, childrens health and nutrition, among other inputs. The study sought to assess the effect of school feeding programmes on school enrolment while controlling for various households, learner and school level factors. The study used the Kenya Integrated Household Budget Survey (KIHBS) 2015/16 data, which is a national household dataset with household and community-level information. A probit model was used to undertake the analysis at three basic levels of education, namely: pre-primary, primary and secondary levels. The results show mixed effects of the school feeding programme on enrolment, which differ according to the level of education and type of school. In the pooled sample, there was no significant effect of school feeding programme on enrolment at pre-primary school level, while substantive effects were observed in primary and secondary school levels. The effect of school feeding programmes in public schools is negative whereas it is positive in private schools. The presence of school feeding programmes in pre-primary and primary school levels in arid and semi-arid lands (ASALs) leads to increased enrolment in both the pooled and ASAL sub-sample, whereas access to government bursaries has immense positive outcomes on secondary school enrolment. It is recommended that targeting of school feeding programmes be improved to select schools among low income communities in the ASALs and informal settlements in urban areas. There is need to ensure timely disbursement of funds towards public school feeding programmes at all levels of education. There is also need for increased investment towards bursaries in secondary schools. Finally, county governments need to provide financial support to public pre-primary schools towards school feeding programmes.

Poucet, B. (2024). **Établissements privés, établissements publics, État: quels liens juridiques ?** *Après-demain: journal mensuel de documentation politique*, 69-70(1), 15. <https://doi.org/10.3917/apdem.069.0015>

Il n'y a pas, en France, à proprement parler, d'« enseignement privé »... mais des « établissements privés », dont les liens juridiques avec l'État sont le fruit d'une longue évolution législative. Faire le point sur cette histoire mouvementée est nécessaire pour comprendre la situation actuelle, où les rapports entre établissements publics et privés peuvent se jouer dans le registre de la concurrence... au bénéfice de ces derniers.

Raoui, M. (2025). **Soutenir le processus d'apprentissage autorégulé à l'enseignement supérieur professionnalisant pour un développement professionnel durable** (Thesis, Université Mohamed Ben Abdellah Sais). Consulté à l'adresse <https://theses.hal.science/tel-04992360>

Ce rapport est préparé et soumis pour une soutenance devant un jury en vue de l'obtention de l'habilitation universitaire. Il présente le programme scientifique adopté et les réalisations de quatre années de travail comme maître de conférences au CRMEF de

Casablanca. Il comporte neuf sections. À la première, nous situons le programme scientifique dans son domaine d'investigation. Il s'agit du contexte de formation initiale et qualifiante au Maroc qui est une priorité de la réforme du système éducatif national depuis 1999. Elle connaît des lacunes et les efforts déployés jusqu'à maintenant n'arrivent pas à aboutir à des résultats satisfaisants. Comme la connaissance est devenue relative de nos jours, nous plaidons pour un développement professionnel des enseignants durable qui leur permettra de devenir des apprenants tout au long de la vie. Cela commence dès la formation qualifiante au CRMEF par le soutien d'un apprentissage professionnel autorégulé. Le manque de l'étude de ce phénomène au Maroc et la dominance des études purement quantitative ailleurs nous a amenées à entamer une série de recherche à ce sujet. Pour ce faire, nous avons élaboré un modèle d'analyse basé sur des travaux antérieurs de modèles d'autorégulation. Les objectifs poursuivis sont : 1) Étudier le processus d'apprentissage professionnel des étudiants à la formation des enseignants au CRMEF; 2) Étudier le soutien offert au processus d'apprentissage des enseignants au CRMEF dans le module science de l'éducation; 3) Expérimenter le dispositif de formation du module science de l'éducation en vue de l'améliorer. Pour atteindre ces objectifs, la méthode de l'étude de cas qualitative a été utilisée et son outil principal de collecte de données a été élaboré. Il s'agit d'un journal de bord en ligne qui suscite l'autorégulation de l'apprentissage des étudiants. Plusieurs réalisations du programme scientifique sont présentées dans ce rapport. En ce qui concerne le plan collaboratif, nous nous sommes adhésés à trois communautés scientifiques : EARLI, EAPRIL et SEAST. Nous avons collaboré à trois travaux de recherche de nos collègues et nous avons participé à l'organisation de congrès scientifique par l'évaluation de soumissions et la modération de sessions de communication orale. Les réalisations du plan de perfectionnement se résumé en la participation à des sessions de formation destinées aux chercheurs débutants. Les réalisations du plan de financement se limitent au financement personnel et à l'obtention d'une bourse de soutien de 500 euros. Les autres efforts n'ont pas encore abouti à de bons résultats. En ce qui concerne les projets de recherche, quatre ont été réalisées dont une n'est pas encore achevée au moment de la rédaction de ce rapport. Les résultats de ces recherches ont pu décrire le processus d'apprentissage professionnel des étudiants à la formation des enseignants au CRMEF (obj. 1), de décrire en partie le soutien offert au processus d'apprentissage des enseignants au CRMEF dans le module science de l'éducation (obj. 2) et d'expérimenter le dispositif de formation du module science de l'éducation en vue de l'améliorer (obj. 3). Par exemple, le processus d'apprentissage professionnel des étudiants est surtout axé sur l'acquisition de connaissance théorique. Le dispositif de formation a été modifié en conséquence pour intégrer les activités théoriques aux activités pratiques, mais cette version n'est pas encore expérimentée. Enfin, le plan de rayonnement adopté a donné lieu à sept communications scientifiques dans des congrès internationaux, à deux conférences sur invitation et à cinq publications. En somme, il visait l'explication de notre perspective de recherche qui est celle de l'autorégulation dans deux contextes : la formation continue et la formation initiale qualifiante des enseignants. Cette mission n'est pas tout à fait accomplie d'où l'importance de poursuivre le travail de recherche et d'élargir le réseau de rayonnement pour cibler le monde arabe et le monde francophone par les communications et les publications sans arrêter le rayonnement international en langue anglaise. Le rapport termine avec l'exposition de notre contribution à la relève scientifique et les perspectives futures.

Rault, G., & Pentecouteau, H. (2025). **La transformation de la formation professionnelle continue et les conséquences sur l'université. Analyse critique d'une expérience.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m12>

Nous proposons de mettre au jour les effets d'un double mouvement qui se compose à la fois avec la mutation des universités et avec les évolutions du cadre économique et législatif de la formation professionnelle. Pour cela, nous nous appuyons sur deux analyses. Celle de Christophe Dejours (1998), en psychodynamique du travail, qui montre comment la centralité du travail et les nouvelles organisations du travail impliquent l'évolution de la cité. Nous invitons également la philosophie de Barbara Stiegler (2019) sur l'injonction permanente à devoir s'adapter au rythme des mutations d'un monde complexe. Notre lecture porte sur les conséquences des transformations dans les universités en matière de gestion et de développement de la formation continue et sur ce qu'elles créent comme dysfonctionnements organisationnels par des injonctions pouvant être vécues, par les acteurs, comme étant paradoxales. À partir de ces travaux et de nos expériences, complémentaires et capitalisées, nous présentons une réflexion qui constate des situations et les conséquences de celles-ci sur les façons de travailler.

Roux, J.-Y. **Garantir un maillage scolaire concerté dans le premier degré.**, Pub. L. No. 521 (2024-2025) (2025). <https://www.senat.fr/dossier-legislatif/ppl24-521.html>

Proposition de loi visant à garantir un maillage scolaire concerté dans le premier degré

Sarid, A., Boeve-de Pauw, J., Christodoulou, A., Doms, M., Gericke, N., Goldman, D., ... and Knippels, M. C. P. J. (2025). **Reconceptualizing open schooling: towards a multidimensional model of school openness.** *Journal of Curriculum Studies*, 57(2), 227-245. <https://doi.org/10.1080/00220272.2024.2392592>

'Open schooling' has become in recent years a burgeoning theme in the discourse on how to rethink education for the 21st century. This paper addresses a gap between calls for implementing an open schooling approach in policy papers and international reports and the scarcity of rigorous academic discourse on what open schooling theoretically means and practically entails in terms of school organization and curriculum. To this end, the paper presents an ecological model of school openness that is composed of eight interrelated dimensions: shared governance, 'open' curriculum, inner-school communities, learning communities, student participation, social engagement, parental involvement, and community collaborations. These dimensions are organized into three categories, accounting for organizational, pedagogical and communal aspects of school openness. The multidimensional nature of the model presented here provides a more intricate and nuanced account of open schooling that acknowledges the complexities and challenges that the movement towards greater openness yields for school communities. From an educational research perspective, this model functions to inform the understanding and examination of the multidimensionality of opening schools to their community. From an educational practice perspective, it can instigate in-depth and meaningful dialogue within school teams on what open schooling is and its ensuing merits.

Scolarisation inclusive : défis et enjeux. (2025). ANAE - *Approche Neuropsychologique des Apprentissages chez l'Enfant*, (194). Consulté à l'adresse <http://www.anae-revue.com/2025/03/25/scolarisation-inclusive-d%C3%A9fis-et-enjeux/>

20 ans après la loi fondatrice de 2005, ce numéro fait le point sur les avancées, les défis et les leviers d'action autour de l'école inclusive. Il s'adresse à celles et ceux qui vivent

l'inclusion au quotidien, qui s'y engagent, qui l'interrogent – et qui veulent la faire progresser.

Tawell, A. (2025). **Enacting national school exclusion policy at the local level in England: is it black and white?** *International Journal of Inclusive Education*, 29(5), 769-787. <https://doi.org/10.1080/13603116.2023.2266746>

This paper explores education professionals' interpretations of national school exclusion policy in England and the different ways in which schools use and do school exclusion. Drawing on semi-structured interview data collected as part of my DPhil research into the enactment of school exclusion policy in one local authority in England, I investigate the extent to which national policy is understood as a clear set of imperatives or open to interpretation, and the perceived need for consistency versus flexibility in its application. I also explore how accountability frameworks and other national and local policies, including behaviour, safeguarding, and special educational needs and disability policies, are seen to interact with and influence how decisions around school exclusion are made – specifically what and when mitigating factors are considered – and highlight other contextual dimensions (situated, professional, material and external), which are seen to weave together and influence a school's position towards school exclusion and their sense- and decision-making. In so doing, I reveal how national school exclusion policy becomes variously recontextualised and translated into practice at the local level.

Teter, W., & Balsler, T. C. (2025). **Navigating Complex Accountabilities: Towards Collaborative Spaces in Higher Education for Sustainable Development.** *Higher Education Quarterly*, 79(2), e70021. <https://doi.org/10.1111/hequ.70021>

Accountability is a critical part of achieving success in mutual goals and relationships. Throughout Asia and the Pacific, national authorities remain off track in achieving Agenda 2030, particularly Sustainable Development Goal Four (SDG4) on quality education. Persistent challenges, including the lack of data, effective measurement, and accountability mechanisms, continue to impede progress. This paper explores the complexities in a proposed “accountability space,” and showcases collaborative governance and accountability in higher education for sustainable development (HESD) in the Asia-Pacific region as a case study. The lead United Nations agency for higher education, UNESCO, monitors SDG4 progress guided by normative instruments such as the Tokyo Convention in Asia and the Pacific and the Global Convention on Higher Education. These conventions establish frameworks for international cooperation through policies and practices that facilitate student and professional mobility. Drawing on policy analysis, implementation reports, and anonymized data from 17 countries in the region, this case study utilises a framework for accountability applied to higher education. Findings suggest how complex accountabilities can be effectively measured using six metrics—transparency, liability, controllability, responsiveness, and responsibility—to enhance the relevance of higher education for sustainable development. The study recommends creating more inclusive collaborative spaces and calls for open accountability in higher education.

Tsao, J., Kochhar-Lindgren, G., & Lam, A. M. H. (2025). **Institutionalising a transdisciplinary curriculum: assemblages, territories, and refrains.** *Higher Education*, 89(3), 849-864. <https://doi.org/10.1007/s10734-024-01250-w>

Transdisciplinary curricula and programmes in higher education have gained traction as universities respond to the supercomplexity of contemporary crises and an accelerated

pace of change. However, institutionalising such a model within traditional disciplinary structures also poses a series of challenges. This study references the Common Core at The University of Hong Kong as an exemplar for the implementation of a sustainable transdisciplinary curriculum in higher education. Our analysis draws on Gilles Deleuze and Félix Guattari's concepts of assemblages, territorialisation, and refrains in order to clarify the flexible, dynamic, and successful institutionalisation of a transdisciplinary curriculum. Key findings illustrate how the transdisciplinary assemblage is extended through relations regulated by discursive practices, connections with heterogeneous participation from university stakeholders, modulating the flow of desires through funding and the inflections of disciplinary knowledge, and appropriating the rhythms and cycles of the broader institution. This framework for analysing institutionalisation endorses an adaptable model that draws in faculty, student, and administrative participation in a (non)human infrastructural platform for creative transdisciplinary education. These insights, in turn, provide a reference point for policymakers and university administrators interested in institutional and curricular transformation that is open to unpredictable future possibilities.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & London School of Hygiene and Tropical Medicine (Royaume-Uni). (2025). **Education and nutrition: learn to eat well**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16318

Ce rapport souligne l'importance des repas scolaires pour la santé et l'apprentissage des enfants. Grâce aux investissements réalisés ces dernières années, près de la moitié des élèves du primaire dans le monde ont désormais accès à la restauration scolaire, mais la valeur nutritionnelle des produits utilisés n'est pas suffisamment mise en avant. L'UNESCO prône l'utilisation d'aliments plus sains et nutritifs, ainsi que l'intégration de l'éducation alimentaire dans les programmes scolaires.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & Université de Loughborough. (2025). **La situation mondiale de l'éducation physique de qualité: rapport et recommandations**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000390598_fre

Le rapport présente les résultats de l'analyse des enquêtes mondiales de l'UNESCO sur l'éducation physique de qualité (EPQ). L'EPQ est un concept développé par l'UNESCO qui met l'accent sur l'importance de la fréquence, de la variété, de l'inclusivité et contenu enrichissant dans la dispensation de l'EPS. L'EPQ vise à améliorer le développement physique, mental, social et émotionnel de tous les élèves, en les dotant de compétences et de valeurs essentielles pour rester actifs tout au long de leur vie. Ce rapport présente des informations tirées de données collectées dans 117 pays et auprès de 2 545 enseignants d'EPS via les enquêtes mondiales uniques de l'UNESCO sur l'EPQ. Les conclusions du rapport mettent en évidence les principaux défis et opportunités dans la mise en œuvre de l'EPQ, notamment le financement insuffisant, la formation inadéquate des enseignants d'EPS et le manque d'installations inclusives.

Vieira, A., Rodrigues, L., & Barbosa, M.-L. (2025). **Measuring Change in Institutional Diversity in Higher Education in Brazil**. *Higher Education Quarterly*, 79(2), e70022. <https://doi.org/10.1111/hequ.70022>

Drawing on previous literature emphasising the relationship between types of higher education institutions and institutional logics, this study investigates the impact of the higher education system expansion on the functioning of institutions in Brazil. Using latent

profile analysis and administrative data from all Brazilian higher education institutions in 2010 and 2019, we estimate nine groups of institutions. The shifts between clusters indicate an increase in the hybridisation of institutional logics carried out by small-scale private institutions, alongside a reinforcement of industry logic in a small number of for-profit HEIs characterised by a high concentration of enrolments. On the contrary, research-oriented institutions form a distinct and relatively more stable group. By following a multi-functional approach to understanding the degree of institutional diversity in an expanding higher education system, our study contributes to a more nuanced capture of its current dynamics and changing patterns over time.

Vincent, M.-D., & Gravéus, E. (2025). **Changement à l'UEH : le conseil exécutif face à son bilan scientifique et des défis du 21ème siècle.** *Revue Haïtienne des Sciences de l'Éducation*, 1(1), 1-11. <https://doi.org/10.13140/RG.2.2.25634.95688>

This article examines the latest changes to the rectorate of the State University of Haiti (UEH) as of March 18, 2025 following the election of March 9, 2025. Also, it attempts to measure the potential impact of this new executive council based on their academic orientation and their knowledge production. Considering that the UEH faces institutional, infrastructural, financial, and security challenges, we wonder whether the current transition marked by the arrival of new leaders will be able to address the structural problems of the UEH from 2025 to 2029. To do this, the study analyzes their scientific production, their impact on university research, and their vision for the development of the institution. Thus, this article highlights the challenges and opportunities related to the academic governance of Haiti's only autonomous public university. The results reveal a disparity in the scientific involvement of newly elected officials, highlighting the need for an institutional policy strengthening research and scientific innovation. Through this assessment analysis, this article proposes 23 avenues of action to make the UEH an entrepreneurial university based on teaching, research, and sustainable development.

Wagon, S., & Chkair, S. (2024). **Les apports de Martyn Hammersley à la recherche en éducation.** *Tréma*, (62). <https://doi.org/10.4000/12w0g>

L'objectif principal de ce numéro spécial de la revue Tréma est de faire découvrir en langue française quelques articles de l'œuvre riche et influente de Martyn Hammersley. Ce projet a pris forme à travers la traduction de quelques-uns de ses textes, ainsi qu'un dialogue approfondi entre la coordinatrice de ce numéro Sihame Chkair et le sociologue britannique. Cette collaboration a permis de mettre en lumière l'étendue de ses questionnements, ses préoccupations, et l'actualité de ses réflexio...

Pratiques enseignantes

Ahmed Alnaim, F., & Sakiz, H. (2025). **Pedagogical components in the inclusion of students with mathematical learning difficulties in mathematics classes.** *International Journal of Inclusive Education*, 29(5), 721-740. <https://doi.org/10.1080/13603116.2023.2216697>

This study examined the pedagogical components involved in the inclusion of students with mathematical learning difficulties (SMLD) in primary schools in Saudi Arabia as perceived by teachers and educational supervisors. A qualitative method was used to gather information from 22 mathematics teachers and six educational supervisors about their opinions, practices, and experiences. Data were collected through semi-structured interviews, focus group discussions, and documents, and then analyzed using thematic analysis. The findings revealed three levels of pedagogical components that impact

inclusion: systemic and structural components (such as readiness for inclusion and educational programs), teacher-related components (such as mastery of instructional practices and teacher preparedness), and student-related components (such as learned helplessness and learning tendencies). These findings stress the importance of considering the learning environment and developing effective strategies to support the inclusion of SMLD.

Alabi, É. (2024). **Du kplon à la « salle du papier » : étude des dimensions idéologiques et représentationnelles de l'appropriation de l'Approche Par Compétences dans les écoles au Bénin** (Phdthesis, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-04932572>

Cette recherche s'intéresse à la mise en œuvre de l'Approche Pédagogique par Compétences (APC) au Bénin. En adoptant ce modèle pédagogique, les autorités politiques s'inscrivent dans la logique où la formation scolaire doit être pensée en réponse aux besoins en matière d'emploi (Labbé, 2021). Mais vingt ans après son adoption dans le système scolaire du Bénin, des voix s'élèvent pour affirmer l'échec de ce projet pédagogique. L'objectif au départ de cette thèse est dans une perspective heuristique. Il consiste à identifier les problèmes majeurs de la mise en œuvre de l'APC au Bénin. Sa spécificité est orientée vers la vision de l'éducation chez les enseignants et les pratiques qui en découlent. Elle interroge l'idéologie de l'éducation qui sous-tend la pratique des enseignants au Bénin et questionne la manière dont celle-ci pourrait influencer leur appropriation de l'outil pédagogique APC. Sur le plan de la démarche d'investigation, elle s'inscrit dans une perspective de triangulation méthodologique. Elle comporte trois stratégies complémentaires que sont : l'observation des enseignants en situation de classe, des entretiens sur les activités d'enseignement accomplies pour susciter la dynamique de "coanalyse observateur/observé" et l'entretien semi-directif avec chaque enseignant pour recueillir les représentations de ceux-ci sur le modèle pédagogique prescrit. En effet, chaque stratégie est censée nous révéler un aspect particulier du même objet de la recherche (Hille, 2015). Les résultats obtenus confirment une pratique effective distante de la prescription. En effet, l'appropriation de l'injonction chez les enseignants se heurte à des contraintes de terrain renforcés par une représentation négative vis-à-vis de l'outil pédagogique APC.

Alsem, S. C., van den Brink, F., Hoogendijk, C., & Tick, N. T. (2025). **Characterizing teacher-perceived and student-perceived teacher-student relationship types and associations with student functioning in students with special educational needs: A cross-sectional study using latent profile analyses**. *Journal of Research in Special Educational Needs*, 25(2), 388-402. <https://doi.org/10.1111/1471-3802.12732>

High-quality teacher-student relationships are related to a wide range of positive student outcomes, especially in students with special educational needs. To enable tailored support to help teachers engage in positive relationships with these students, it is important to identify and understand the different types of teacher-student relationships that can emerge in this context. Aims of this study were to identify distinct teacher-student relationship types in special education and characterize these in terms of students' gender, problem behaviour, underachievement and teacher-perceived supporting ability. We explored consensus regarding perceived relationship-quality across teachers and students. In a cross-sectional design, 27 upper elementary special education teachers participated with 340 students (66.8% boys; Mage = 10.83). A latent profile analysis based on teacher reports revealed five relationship types: a close (52.9%),

moderate (25.3%), ambivalent (8.8%), distanced (7.4%) and conflicted (5.6%) relationship. Student reports revealed three relationship types: close (65.9%), moderate (25.0%) and conflicted (9.1%). A high-quality, close relationship type was associated with less student problem behaviour and lower teacher-perceived supporting ability than lower-quality relationship types. Teachers and students had different perspectives on their shared relationship. These findings advance our understanding of the complexity of the dyadic teacher–student relationship and may inform interventions to enhance relationship quality.

Andersen, S. C., Beuchert, L., & Nielsen, H. S. (2025). **Effects of teachers' aides on students with special needs.** *The Scandinavian Journal of Economics*, 127(2), 342-365. <https://doi.org/10.1111/sjoe.12579>

This study investigates the effect of increasing educational support in regular classes on students with special education needs (SEN). We exploit previous randomized controlled trials that added teachers' aides to Danish grade 6 classes combined with rich register data informative about SEN and school assignment. There were three types of teachers' aides: a co-teacher with a teaching degree, a teaching assistant without a teaching degree, and a coach. We find that the treatments increased inclusion of SEN students in regular classes, by 7–8 percentage points, and that SEN students gained academically. Long-term follow-up data indicate that while the academic gains evaporated over time, the treated students were able to stay in regular classes throughout compulsory education and largely followed the same progression as their counterparts in the control group when they moved to upper secondary education. Finally, we show that the costs of the teachers' aides are outweighed by the saved costs of special education.

Andersen, S. C., Michel, B., & Nielsen, H. (2025). **Coaching and Implementation: Insights from a Field Experiment in Danish Schools** (IZA Discussion Paper N° 17728). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17728.htm?ref>

We study the effect of peer coaching separately from the effect of training on teachers' implementation of new teaching techniques. We conducted a preregistered field experiment involving 68 teachers and 1,490 students in Denmark. Teachers in an active control group took part in a teaching program that introduced new teaching techniques. On top of the teaching program, the treatment group received coaching from peers. External observers, blinded to the treatment status, assessed teachers' use of the program techniques in the classroom. While we observe increased transfer to teachers' practices, the overall effects are mixed, calling for caution.

Arnau-Sabatés, L., Ion, G., Wang, L., & Kowalczyk-Walędziak, M. (2025). **Getting the Right Mix Between Research and Teaching: A Cross-National Study of University Teachers' Perspectives and Practices in Teacher Education and Education Studies.** *Higher Education Quarterly*, 79(2), e70019. <https://doi.org/10.1111/hequ.70019>

Integrating research into teaching gives future practitioners the opportunity to inform and enhance their own professional capacities and practices with research. This study analyses integration practices currently employed by a sample of 124 university teachers delivering teacher education and education studies courses from three research-intensive universities in Catalonia (Spain), Poland, and England. Three particular aspects of their research integration were explored: the role they perceived research to have in teaching; the level of and their strategies for research integration; and the variables

explaining their use of specific research integration strategies. The majority of the participants were found to actively integrate research activities into their teaching. However, significant statistical differences were found regarding the use of four integration strategies (i.e., research-tutored, research-led, research-based and research-oriented), with participants in England practising all four more frequently than their peers in Catalonia and Poland. The most relevant variables were found to be: the country where the university is located, students' preparedness to apply research in their own professional practice and the importance given to basic research training on study programmes. Thus, this paper provides insights for education professionals and curriculum designers looking to develop mechanisms to better integrate research into teaching.

Bauer, T., & Müller-Hill, E. (2025). **Pre-service teachers' classroom stagings of proving-related activities and possible effects of Klein's discontinuity**. Consulté à l'adresse <https://hal.science/hal-05007694>

Proof is a core element of mathematics. It therefore plays an essential role in university mathematics studies and thus also in the training of pre-service mathematics teachers. However, it has been shown that in-service teachers face problems in adequately implementing proof in their teaching. We consider this break between university studies and professional practice as part of what Klein called the « second discontinuity ». Employing an activity-theoretical framework, we investigate in this paper the question how lesson stagings of preservice teachers at the end of their study program indicate systematic difficulties in staging proving-related activity for the classroom and how discontinuity experiences triggered by differences between proving-related practices in school and university could be considered as a possible cause for that. We present results from an observational study with pre-service teachers that reveal specific patterns in their proof-related behavior when planning and delivering lessons, and relate these back to sources for possible discontinuity experiences of pre-service teachers. As a practical implication, our results provide indications of how the topic of proof could be targeted in mathematics didactic teacher education.

Bennett, R. E. (2025). **Personalising assessment in the service of equity**. *Oxford Review of Education*, 51(2), 243-249. <https://doi.org/10.1080/03054985.2024.2439289>

Among Broadfoot's many contributions is the four 'C's framework, which includes the insight that one of the social functions of assessment is to impose particular educational content through assessment design. A second insight is that 'An individual's performance on a particular task, cannot be divorced from their human characteristics – from culture, from personality, from motivation – even from the external conditions prevailing at the time the performance is measured'. In this piece, I elaborate on these insights. I note the connection of content with method, and that the interaction of content, method, human characteristics, and external conditions inevitably lead to assessments that may perpetuate inequity. A potential approach to achieving greater equity may be to personalise assessment to the characteristics of the individual and the environments from which they come.

Bergey, J.-L. P. (2025). **Évaluer avec les IA génératives: performance et/ou compétence ? Une dualité à questionner**. *Évaluer à l'ère de l'IA*. Présenté à Lyon, France. Consulté à l'adresse <https://hal.science/hal-05025833>

Dans le cadre de son parcours d'accompagnement « Trajectoires IA en AURA », la DRANE Auvergne-Rhône-Alpes en partenariat avec le réseau Canopé, le TNE de l'Isère

et la chaire éthique IA de l'université de Grenoble, organise un séminaire interacadémique intitulé « Évaluer à l'ère de l'IA : entre innovation pédagogique et responsabilité éthique » le 5 février 2025. À la veille du sommet pour l'action sur l'intelligence artificielle qui s'ouvre le 6 février à Paris, ce séminaire proposera des conférences, masterclasses et ateliers qui aborderont : - La redéfinition possible de l'évaluation des apprentissages à l'ère de l'IA - Les possibilités des systèmes IA d'accompagner les élèves et les professeurs dans l'évaluation des apprentissages - L'évaluation des systèmes d'IA eux-mêmes : leur fiabilité, leurs biais et leur intégration dans le monde de l'éducation - Les enjeux éthiques que pose le développement des IA dans l'éducation au regard du geste professionnel « évaluer »

Berterreix, C., & Chaliès, S. (2025). **D'une équipe pédagogique à une communauté apprenante école.** *Phronesis*, 14(4), 49-74. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-49>

Peut-on soutenir l'émergence d'une communauté apprenante, vectrice d'apprentissage et de développement professionnels individuels, via une ingénierie de formation ? Cet article présente les retombées collectives (à l'échelle d'une école) et individuelles, d'un dispositif de formation singulier de type constellation. Ce dernier a été construit à partir d'hypothèses hybridant des emprunts à une philosophie de l'action collective (Descombes, 2001) et à une anthropologie culturaliste (Chaliès, 2016). Les principaux résultats, et leur discussion, sont relatifs aux circonstances permettant à une communauté apprenante école d'émerger. Par-delà, ils permettent de mettre en exergue combien l'engagement des enseignant(e)s dans l'activité collective soutient substantiellement leur développement professionnel.

Biehler, R., Durand-Guerrier, V., & Trigueros, M. (2024). **New trends in didactic research in university mathematics education.** *ZDM*, 56(7). <https://doi.org/10.1007/s11858-024-01643-2>

Recent research in university mathematics education has moved beyond the traditional focus on the transition from secondary to tertiary education and students' understanding of introductory courses such as pre-calculus and calculus. There is growing interest in the challenges students face as they move into more advanced mathematics courses that require a shift toward formal reasoning, proof, modeling, and problem-solving skills. This survey paper explores emerging trends and innovations in the field, focusing on three key areas: innovations in teaching and learning advanced mathematical topics, transitions between different levels and contexts of mathematics education, and the role of proof and proving in advanced university mathematics. The survey reflects the evolving landscape of mathematics education research and addresses the theoretical and practical challenges of teaching and learning advanced mathematics across various contexts.

Blondeau, M., Hanin, V., & Nieuwenhoven, C. V. (2025). **Néopass Stages : un outil susceptible de générer et soutenir collectivement des transformations de l'activité de stagiaires instituteurs en formation initiale ?** *Phronesis*, 14(4), 27-48. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-27>

Notre recherche porte sur l'émergence d'une activité collective, et de son soutien à la réflexivité, chez des étudiant.e.s en formation initiale à l'enseignement, en travail de groupe autour de capsules vidéos de stagiaires en enseignement. L'analyse interactionnelle des échanges, récoltés lors d'autoconfrontations collectives, met en

évidence des niveaux de coordination et de réflexivité plus élevés en fonction de la capacité du groupe à identifier des objets de réflexion, des préoccupations ou des systèmes de référence communs. Cet article est également l'occasion d'une réflexion méthodologique sur la manière d'étudier les collectifs de travail.

Blondeau, M., & Van Nieuwenhoven, C. (2025). **Learning to use the blackboard during the correction, discussion and recap phase: A challenge for preservice teachers during practicum.** *Teaching and Teacher Education*, 157, 104940. <https://doi.org/10.1016/j.tate.2025.104940>

Our study shows how 11 pre-service teachers learned to use blackboards in the correction, discussion and recap phase of instruction during the 3 years of their initial training. By studying their own perceived experience through think-aloud protocols, we contribute to better comprehension of a complex professional gesture that becomes transparent for experts, of the way expertise in using the blackboard grows and of pre-service teachers' learning process during practicum. We highlight six perceived difficulties that provide levers for training, a continuum of professional development concerning blackboard use, and two learning paths for and from using the blackboard.

Bowman, K. L., & Harrison, A. J. (2025). **Pre-service teachers' attitudes toward inclusive education for autistic students: Understanding the mediating role of self-efficacy and autism knowledge.** *Teaching and Teacher Education*, 157, 104966. <https://doi.org/10.1016/j.tate.2025.104966>

General education teachers overwhelmingly report their lack of preparation to teach autistic students in an inclusive setting. Many factors increase teachers' preparedness, including positive attitudes, self-efficacy, and knowledge. We evaluated whether pre-service teachers' (n = 276) experiences in their training program were associated with attitudes about teaching autistic students. We also examined whether participants' self-efficacy toward teaching students with autism or their knowledge about autism mediated the relation between experiences and attitudes. Self-efficacy fully mediated the pathway between inclusive education experiences and inclusive teacher attitudes, but autism knowledge did not. Findings have implications for informing changes to teacher preparation programs.

Broadfoot, P., & and Rockey, J. (2025). **Generative AI and the social functions of educational assessment.** *Oxford Review of Education*, 51(2), 281-300. <https://doi.org/10.1080/03054985.2025.2455549>

This paper examines the transformative potential of Generative AI (GenAI), particularly large language models such as ChatGPT, for the social functions of educational assessment. Using Patricia Broadfoot's 'four Cs' framework – competence, competition, content, and control – the analysis considers how GenAI may enhance or challenge these traditional roles. Two additional 'C's are introduced: 'credibility', concerning the authenticity of learner performance in an era of AI-generated outputs, and 'connoisseurship', relating to the ability to effectively use and critically assess AI-generated content. While GenAI offers significant opportunities for personalised learning and more nuanced assessments of competence, it also presents challenges related to authenticity, surveillance, and inequality. We conclude that the 'four Cs' framework remains a valid lens for understanding the social functions of educational assessment, now augmented by the dimensions of credibility and connoisseurship.

Burton, C., Dang Ngoc, T. T., Gloniak, J. J., Scelles, A., & Tardif, J. (2025). **Déploiement de l'Approche par Compétences : perceptions quant aux soutiens et aux impacts.** *Questions de Pédagogie pour l'Enseignement Supérieur: écosystèmes de formation pour quelle(s) transformation(s)*. Présenté à Brest, France. Consulté à l'adresse <https://hal.science/hal-05023347>

Depuis 2021, dans le cadre de la réforme du Bachelor Universitaire de Technologie (BUT), l'IUT de CY Cergy Paris Université a déployé l'approche par compétences (APC) au sein de toutes ses spécialités. Ce processus, profondément transformateur, a exigé une refonte des référentiels de formation et une mobilisation soutenue des équipes pédagogiques pour repenser leurs pratiques d'enseignement et d'évaluation. Le déploiement de l'APC dans ce contexte a reposé sur une articulation entre une dynamique descendante (top-down), par des injonctions nationales et des formations imposées, et des initiatives participatives ascendantes (bottom-up) portées par des groupes de travail et des échanges formels et informels entre enseignants. Quatre ans après le début de la réforme, l'APC est pleinement intégrée dans le BUT, impactant les pratiques pédagogiques et l'écosystème de formation. Tenant compte des dispositifs d'accompagnement, cet article propose un retour d'expérience sur cette transformation et il examine l'évolution des perceptions des acteurs impliqués quant à ses retombées, tant pour les enseignants, les responsables de formation que les étudiants.

Cai, H., Zhang ,Qiyao, Bai ,Jian, Yang ,Xuesong, & and Cheng, X. (2025). **Review-based learning by teaching promoted deeper learning competencies of the challenged students.** *The Journal of Educational Research*, 118(3), 257-267. <https://doi.org/10.1080/00220671.2025.2464043>

Traditional didactic lectures persist as the predominant teaching method in mainland China's middle schools. Albeit criticized for inadequately fostering profound reflection and collaboration among students. This study introduces an adapted approach to learning by teaching (LdL), explicitly employing a review-based learning process, to nurture students' capacity for deep learning. Our findings underscore the positive impact of review-based LdL on enhancing crucial competencies such as learning ability, social and emotional skills, and critical thinking and expressive capacity. Analyzing student feedback through cluster analysis revealed that academically and socially challenged students, among the four experimental groups considered, experienced the most significant benefits. The results of the PLS-SEM analysis manifested that the total effect of social and emotional skills on deeper learning competency was 0.881 among the cohort. The three-month pilot study also indicated diminishing learning aptitude among happy learners and social weariness among socially inclined individuals within the traditional teaching paradigm.

Cambrone, S., Muñoz Rico, I., & Gamouh, F. (2024). **Quand les savoir-être chez l'enseignant impactent le processus d'apprentissage.** *Études en didactique des langues*, (43), 20-40. Consulté à l'adresse <https://hal.science/hal-05032775>

We have conducted a survey using semi-structured interviews to assess the way in which teachers' soft skills have an impact on learners' learning processes, with a view to identifying the potential levers for action in the in-service training of language teachers. At the end of the 2023-2024 school/university year, we carried out interviews with a panel of practising education professionals (from pre-school to higher education) living in mainland France, the French overseas departments and territories and in Cali, Colombia.

In this article, we present a small sample of the data collected as part of this ongoing qualitative research.

Chang, L. (2025). **Effects of fundamentals of culture on teacher-student relationship: A quantitative correlation study.** *The Journal of Educational Research*, 118(3), 221-232. <https://doi.org/10.1080/00220671.2025.2461450>

Public school districts in the United States have become increasingly aware of the problem of access and equity in education as they adjust to changes in demographics and cultural backgrounds of the student population. This quantitative correlation study examined how teacher-student relationships could be strengthened if we knew what impacted the cultural background of middle school teachers. A multiple linear regression analysis revealed the relationship between teacher-student relationship and predictor variables related to cultural background of teachers. The analysis explored teacher-student relationship as measured by self-reporting of 81 middle school teachers and resulted in a significant relationship among predictor variables and teacher-student relationship. The study revealed challenges of ensuring an equitable teaching environment in middle schools and contributed to understanding the impact of cultural background of teachers on teacher-student relationship.

Chkair, S. (2024a). **Données probantes et éducation en France : changer les pratiques, pourquoi, comment et quelles précautions prendre ?** *Tréma*, (62). <https://doi.org/10.4000/132uc>

Cet article explore l'évolution de l'éducation fondée sur des données probantes (EBE) en France. Ce concept, introduit dans l'éducation au début des années 2000 et issu du domaine médical, vise à intégrer les résultats de la recherche scientifique dans les pratiques éducatives pour améliorer leur efficacité. L'autrice met en lumière l'essor de la culture de l'évaluation, portée par des cadres législatifs comme la LOLF (2001) et le Conseil de l'évaluation de l'école (2019), qui inscrivent les objectifs éducatifs dans une logique de responsabilisation (« accountability ») et de résultats mesurables. Ces démarches reflètent une adaptation du Nouveau Management Public (NMP) dans le domaine scolaire, renforçant les expérimentations basées sur des preuves, comme le dédoublement des classes de CP en zones REP. Cependant, l'article souligne la nécessité de réfléchir à l'utilisation des données probantes en éducation. L'autrice questionne leur définition, leur pertinence et leur portée, tout en examinant les possibles mésusages. L'article analyse si la simple existence de preuves scientifiques est suffisante pour garantir l'adoption de nouvelles pratiques pédagogiques, et invite à prendre des précautions pour éviter une application inadaptée ou superficielle en classe.

Chkair, S. (2024b). **Martyn Hammersley : parcours d'un sociologue britannique dans la transformation des approches méthodologiques de recherche en sciences sociales.** *Tréma*, (62). <https://doi.org/10.4000/12w0h>

Martyn Hammersley est un sociologue et méthodologiste britannique de renom, reconnu pour ses contributions significatives dans le domaine des méthodes de recherche en sciences sociales. Martyn Hammersley a été professeur à l'Open University au Royaume-Uni, où il a enseigné et mené des recherches pendant de nombreuses années. Ses travaux se concentrent principalement sur les méthodes qualitatives de recherche, l'épistémologie des sciences sociales et l'éthique de la recherche. Au cours de sa c...

Chkair, S. (2024c). **Martyn Hammersley: The Journey of a British Sociologist in the Transformation of Methodological Approaches to Social Science Research.** *Tréma*, (62). <https://doi.org/10.4000/12w0i>

Martyn Hammersley is a leading British sociologist and methodologist, renowned for his significant contributions to the field of social science research methods. Martyn was Professor at the Open University in the UK, where he taught and conducted research for many years. His work focuses primarily on qualitative research methods, social science epistemology and research ethics. Over the course of his career, he has written many influential books and articles that have shaped the understanding...

Çolak, İ. (2025). **The Relationship Between Organizational Trust and Teacher Autonomy: The Mediating Role of Self-Efficacy Beliefs.** *Psychology in the Schools*, 62(5), 1539-1549. <https://doi.org/10.1002/pits.23414>

Increasing numbers of studies have concentrated on teacher autonomy which is considered a crucial component in the work of teachers. This study explores the mediating role of teachers' self-efficacy beliefs in the relationship between organizational trust and teacher autonomy. Data were drawn from 326 teachers working in a southwest city of Türkiye. The study utilized structural equation modeling to investigate the relationships between organizational trust, self-efficacy beliefs, and the dimensions of teacher autonomy. The results revealed positive links between organizational trust, self-efficacy beliefs, and each dimension of teacher autonomy. The results also revealed that self-efficacy beliefs significantly mediate the relationship between organizational trust and curriculum autonomy, teaching autonomy, communicative autonomy, and professional development autonomy. In addition, organizational trust was found to play an indirect but crucial role with both teaching autonomy and curriculum autonomy. The findings emphasize the importance of creating an environment characterized by trust in schools and addressing teachers' self-efficacy beliefs in an effort to support teacher autonomy. Practical implications and potential directions for further research are discussed aligned with the results of the study.

Coterón, J., González-Peño ,Alba, Martín-Hoz ,Laura, & and Franco, E. (2025). **Predicting students' engagement through (de)motivating teaching styles: A multi-perspective pilot approach.** *The Journal of Educational Research*, 118(3), 243-256. <https://doi.org/10.1080/00220671.2025.2464010>

Students' behavioral engagement in Physical Education (PE) has been suggested to be an important predictor of students' performance and learning achievement at school, which can be also influenced by teachers' way of interacting with their students. The aims of this study were to explore potential differences in the perceptions of motivating teaching styles by teachers, students, and observers; and to analyze the predictive role of the different perceptions on students' behavioral engagement. A total of 7 PE teachers and 181 students taught by them participated. Validated questionnaires were administered to both students' and teachers', and two external observers analyzed a total of 52 5 min intervals taken from video recordings of PE classes. Findings suggested that teaching styles' perceptions vary between teachers, students, and external observers, and they are students' views which are more likely to predict students' behavioral engagement. This study has relevant implication for future educational research aiming to explore teachers' interactions. This study increases the understanding of the interplay between perceptions of teachers and students toward teaching behaviors among Physical Education teachers. Students' perceptions of motivating

teaching styles seem to act as a better predictor of students' behavioral engagement. Perceptions of teachers and students differ from observers' reports when analyzing teaching styles from circumplex approach. This study increases the understanding of the interplay between perceptions of teachers and students toward teaching behaviors among Physical Education teachers. Students' perceptions of motivating teaching styles seem to act as a better predictor of students' behavioral engagement. Perceptions of teachers and students differ from observers' reports when analyzing teaching styles from circumplex approach.

Dang Ngoc, T. T., & Delatouche, N. (2025). **Les étudiants comme acteurs clés de l'université: identifier, développer et endosser divers rôles dans l'écosystème universitaire.** *Questions de Pédagogie pour l'Enseignement Supérieur: écosystèmes de formation pour quelle(s) transformation(s).* Présenté à Brest, France. Consulté à l'adresse <https://hal.science/hal-05023307>

L'écosystème universitaire est en pleine évolution, confronté à de nouveaux enjeux tels que la nécessité de renforcer les dynamiques collectives et de mieux répondre aux exigences de la transition sociétale, tout en faisant face à des contraintes croissantes, notamment des budgets de plus en plus limités. De nombreux étudiants souhaitent s'impliquer dans la vie universitaire pour diverses raisons, comme donner du sens à leur engagement, acquérir une expérience professionnelle ou développer des compétences. Cependant, la vision traditionnelle se limite à leur rôle académique, négligeant leur potentiel à contribuer au fonctionnement de l'université. En les impliquant davantage, l'université peut renforcer son fonctionnement global grâce à leurs idées et compétences. Actuellement, l'implication des étudiants dans des activités extra-académiques reste informelle et présente des défis organisationnels, notamment en termes de recrutement, rémunération et reconnaissance. Cet article propose une réflexion sur la structuration de cette implication, en identifiant les rôles des étudiants, en leur offrant une formation spécifique et en explorant la centralisation de la gestion de ces dispositifs pour valoriser leurs compétences.

Desrochers, A., Favier, M., Ramus, F., & Ziegler, J. C. (2025). **L'approche de la réponse à l'intervention appliquée à l'enseignement de la lecture et de l'écriture.** *Les Publications du CSEN.* Consulté à l'adresse <https://amu.hal.science/hal-05023327>

Cette synthèse cherche à fournir une vue d'ensemble des fondements théoriques et empiriques de l'approche de la réponse à l'intervention dans le contexte des systèmes de soutiens à paliers multiples. Nous présentons une description détaillée de ses principales voies d'action, notamment l'enseignement universel comme première mesure de prévention des difficultés d'apprentissage de la lecture et de l'écriture, le repérage des élèves à risque de rencontrer ces difficultés, l'intensification de l'enseignement à l'intention de ces élèves et le suivi des progrès réalisés consécutivement à cette intensification. Ces voies d'action découlent d'un ensemble de principes directeurs (p. ex. l'équité, l'inclusion, la prévention) et elles ne constituent qu'une partie des moyens qui peuvent être déployés pour appuyer la réussite éducative de tous les élèves.

Dessingué, A., & Wagner, D. A. (2025). **Promoting dialogical critical thinking in education: examining teachers' practices and conceptualizations in the Norwegian school context.** *Journal of Curriculum Studies*, 57(2), 184-202. <https://doi.org/10.1080/00220272.2024.2334937>

The importance of Critical Thinking (CT), as a set of central competences for future and present citizens and as a prerequisite for a participative democratic life, is today beyond question. However, teachers seem relatively poorly equipped to teach CT, having both theoretical and methodological needs. In this paper, we examine how teachers' practices and conceptualizations towards the implementation of CT have evolved during the first three years of an EU-financed collaborative teacher development project named CLAE (Critical Literacies and Awareness in Education (2017–2022)). We investigate a series of two interviews with 5 primary school teachers working in Norway (grades 5–7). Research findings show that teachers consider pupils' involvement as a central prerequisite for the implementation of CT in practice. They also highlight two different 'teaching paths' among teachers when implementing CT. The first one emphasizes the development of dialogical activities, whereas the second one facilitates the development of metacognitive skills and awareness. These respective teaching paths do not oppose each other but constitute real complementary strategies through which teachers try to shape the class (the group of pupils) into an effective dialogic epistemic space.

Desvages-Vasselin, V. (2025). **Influences de l'identité professionnelle de l'enseignant dans ses pratiques scolaires de jeu : études de cas à l'école élémentaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m15>

Le partage de l'espace scolaire entre enseignants et animateurs périscolaires amène une reconsidération des identités professionnelles. La pratique du jeu en classe vient d'autant plus interroger la professionnalité enseignante que l'école est traditionnellement associée au sérieux du savoir scolaire. Comment être un enseignant légitime si on se trouve à avoir les mêmes pratiques que l'animateur du temps périscolaire ? En quoi l'histoire du sujet enseignant et sa construction professionnelle, le poids de la représentation du jeu dans la société, influencent ses pratiques ludiques et interrogent la formation des enseignants au jeu ? C'est en articulant le concept de jeu au champ de la didactique et plus précisément au concept de problème que la question de la construction identitaire professionnelle vient à être interrogée. Cette analyse des pratiques ludiques enseignantes mobilise le cadre méthodologique de l'analyse didactique clinique, méthodologie qualitative en trois temps (entretiens de déjà-là, observations et entretiens d'après-coup), pour saisir les enjeux subjectifs de telles pratiques.

Diver, D. (2025). **Educating Open-Mindedness through Philosophy in Schools.** *Educational Theory*, 75(2), 315-326. <https://doi.org/10.1111/edth.70013>

Closed-mindedness is a characteristic trait of irresponsible believers. For this reason and others, educators should actively discourage closed-mindedness in their students. One way to do this is to cultivate its opposing virtue: open-mindedness. Drawing on the work of William Hare, Danielle Diver defends the status of open-mindedness as an epistemic virtue and explains why it is truth-conducive, even in epistemically hostile environments. Diver goes on to argue that open-mindedness is fundamental to the practice of philosophy and that teaching philosophy in schools, especially through the methods of Philosophy for Children (P4C), is an effective way to cultivate open-mindedness in students. Teaching philosophy therefore has a valuable role to play in the education of responsible believers.

Duperray, P. (2025). **Le développement d'une éthique professionnelle chez les coachs en formation.** *Éducation Permanente*, 242(1), 112-126.
<https://doi.org/10.3917/edpe.242.0112>

Cette contribution explore le développement de la dimension éthique chez les futurs coachs à travers l'analyse de huit mémoires de fin d'études. Les résultats montrent que la construction de l'éthique professionnelle est un processus complexe de déconstruction et reconstruction de croyances sur ce que coacher veut dire. L'apprenti coach traverse un parcours personnel et professionnel qui le confronte à ses propres dilemmes éthiques, pour atteindre une «éthique professionnelle incarnée et en conscience».

Duroux, H. (2024). **Enseignement des problèmes ouverts en mathématiques et sentiment d'efficacité des enseignants au cycle 2** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-05019159>

À partir du constat des difficultés éprouvées par les élèves français en mathématiques dans les enquêtes nationales (CEDRE, évaluations nationales CP-CE1) et internationales (TIMSS, PISA), ce travail propose une réflexion sur l'enseignement des problèmes ouverts au cycle 2 et sur le sentiment d'efficacité personnelle des enseignants (noté SEP). Trois objectifs sont poursuivis. Le premier est d'effectuer un état des lieux de la manière dont les problèmes ouverts sont enseignés au cycle 2. Le deuxième objectif est d'identifier puis comprendre la nature des difficultés rencontrées par les enseignants, depuis la préparation jusqu'à la mise en œuvre des problèmes ouverts en classe. Le dernier objectif est d'examiner les relations entretenues entre le sentiment d'efficacité personnelle des professeurs et leurs pratiques déclarées en résolution de problèmes ouverts. Pour répondre à nos hypothèses de recherche, nous nous sommes appuyée sur un questionnaire (N=280) permettant de mesurer, d'une part, les sentiments d'efficacité personnelle des professeurs dans l'enseignement des mathématiques (SEPEm) et dans l'enseignement des problèmes ouverts (SEPEpo) et, d'autre part, de rendre compte des pratiques déclarées en problèmes ouverts. Nous nous sommes également reposée sur l'observation filmée, au cours d'une année scolaire, des pratiques effectives de 6 enseignantes de cycle 2, ce qui représente 17 séquences, soit 43 séances observées au total. Chaque séquence était suivie d'entretiens d'autoconfrontation. L'analyse des données recueillies fait ressortir de fortes disparités dans les pratiques en problèmes ouverts (ex.: fréquence des séances de problèmes ouverts, choix d'intégrer cet enseignement dans la programmation en mathématiques, objectifs visés, présence et contenus de la phase d'institutionnalisation). Elle met également en évidence certaines régularités dans les pratiques (ex.: ne pas construire de progression en problèmes ouverts, commencer la séance par une lecture et une explication des énoncés, proposer une correction collective, conserver à l'issue de la séance les énoncés des problèmes, les solutions correctes et une ou plusieurs représentations permettant de résoudre les problèmes, ou encore ne pas proposer d'évaluation) et dans les difficultés rencontrées. Par ailleurs, des liens sont mis en évidence entre certaines dimensions des pratiques enseignantes en problèmes ouverts et le sentiment d'efficacité personnelle des enseignants dans ce domaine.

Dussarps, C., & Doreau, F. (2025). **Étudier à distance au sein d'un dispositif numérique : entre injonctions pédagogiques et liberté de l'apprenant.** *Pré-SETT (Salon School, Education, Transformation, Technology) 2025 - Casser le(s) code(s) : Au-delà des*

injonctions et des paradoxes sur le numérique dans l'éducation. Présenté à Namur (Belgique), Belgium. Consulté à l'adresse <https://hal.science/hal-05015069>

Ebersole, L., Foulger, T. S., Jin, Y., & Mourlam, D. J. (2025). **Exploring Twitter as a social learning space for education scholars: An analysis of value-added contributions to the #TPACK network**. *British Journal of Educational Technology*, 56(3), 1210-1230. <https://doi.org/10.1111/bjet.13521>

Social media has been shown to be an efficient way to engage in networked participatory scholarship (NPS), which is defined as the use of online social networks to share and further develop scholarship. As leaders in the field, educational technology scholars should be at the forefront of this practice. We used social network analysis (SNA) to examine the structure and characteristics of the #TPACK Twitter network and to determine whether and how the users were engaging in value-added NPS. Our findings revealed that the #TPACK Twitter network was loosely organized, and users were not very well connected outside of their clusters. Our findings also revealed that #TPACK tweets largely did not represent value-added NPS. The majority of posts lacked useful context, were limited to merely sharing links to resources and did not establish meaningful interactions among users. The implications of this study provide a new direction for educational technology researchers and PK-12 practitioners to approach social media from a value-added standpoint and to apply value-added NPS to improve their use of social media to advance research, enhance professional learning and forge closer ties between researchers and practitioners. Practitioner notes What is already known about this topic Publication in high-impact academic journals and measuring research impact through citations and journal indexing is still the dominant practice in research dissemination; however, there is growth in the use of alternative methods and the use of altmetrics to measure the impact of these methods. Scholars struggle with using social media in ways that align with networked participatory scholarship (NPS). Social network analysis (SNA) is the study of the structure and characteristics of the relationships that form in social networks, and can be used to analyze an online social network. What this paper adds Value-added social learning theory and NPS can be used in SNA to both evaluate and inform scholars' social media practices. Educational technology scholars and practitioners struggle with using social media for value-added NPS. Lost opportunities for value-added NPS that were documented in this study include lack of engagement with the wider network, not sharing the role of spreading ideas and not making value-added contributions. Implications for practice and policy Education scholars should use SNA as a tool to evaluate the level of value-added NPS in the social media networks around areas of study they care about so that they can develop both personal and systemic plans for implementing value-added NPS to create more dynamic learning spaces on these platforms. Institutions should investigate ways they can remove barriers and incentivize value-added NPS. Innovations in the dissemination of scholarship should involve helping scholars to develop the skills needed for successful value-added NPS.

Er, E., Akçapınar, G., Bayazıt, A., Noroozi, O., & Banihashem, S. K. (2025). **Assessing student perceptions and use of instructor versus AI-generated feedback**. *British Journal of Educational Technology*, 56(3), 1074-1091. <https://doi.org/10.1111/bjet.13558>

Despite the growing research interest in the use of large language models for feedback provision, it still remains unknown how students perceive and use AI-generated feedback compared to instructor feedback in authentic settings. To address this gap, this study compared instructor and AI-generated feedback in a Java programming course through an experimental research design where students were randomly assigned to

either condition. Both feedback providers used the same assessment rubric, and students were asked to improve their work based on the feedback. The feedback perceptions scale and students' laboratory assignment scores were compared in both conditions. Results showed that students perceived instructor feedback as significantly more useful than AI feedback. While instructor feedback was also perceived as more fair, developmental and encouraging, these differences were not statistically significant. Importantly, students receiving instructor feedback showed significantly greater improvements in their lab scores compared to those receiving AI feedback, even after controlling for their initial knowledge levels. Based on the findings, we posit that AI models potentially need to be trained on data specific to educational contexts and hybrid feedback models that combine AI's and instructors' strengths should be considered for effective feedback practices. Practitioner notes What is already known about this topic Feedback is crucial for student learning in programming education. Providing detailed personalised feedback is challenging for instructors. AI-powered solutions like ChatGPT can be effective in feedback provision. Existing research is limited and shows mixed results about AI-generated feedback. What this paper adds The effectiveness of AI-generated feedback was compared to instructor feedback. Both feedback types received positive perceptions, but instructor feedback was seen as more useful. Instructor feedback led to greater score improvements in the programming task. Implications for practice and/or policy AI should not be the sole source of feedback, as human expertise is crucial. AI models should be trained on context-specific data to improve feedback actionability. Hybrid feedback models should be considered for a scalable and effective approach.

Escudié, M.-P., & Goutaland, C. (2024). **Histoires d'amour, laboratoires d'éthique : les humanités comme espace d'expérimentation de la responsabilité pour les élèves ingénieurs.** *Éthique en éducation et en formation: les Dossiers du GREE*, (17), 56-73. <https://doi.org/10.7202/1116964ar>

Cet article propose une réflexion sur les pratiques pédagogiques et réflexives autour de l'éthique, en opérant deux écarts par rapport au numéro de la revue : il présente une situation dans l'enseignement supérieur français et analyse l'éthique dans ses rapports aux humanités. La formation en éthique au sein de l'Institut national des sciences appliquées (INSA) de Lyon, école d'ingénieurs créée en 1957, se nourrit d'une double approche épistémologique et pédagogique orientée vers le thème de l'amour. Les conditions de formation d'une action ou d'un jugement sont envisagées au moyen d'un renversement de la posture épistémique des élèves, à savoir la mise en question, par l'éthique, de la rationalité, de l'objectivité, ou encore de la neutralité face au monde social. Par une approche fondamentalement pluridisciplinaire liée au domaine des humanités (comprenant les sciences humaines et sociales, les langues, les lettres, l'histoire et les arts), l'éthique permet de travailler et de considérer l'importance du particulier, des valeurs en situation, de l'enchevêtrement des significations ou encore des sentiments empathiques. Deux cas d'application tirés d'un cours sur le thème de l'amour permettent d'analyser l'approfondissement de la démarche éthique par rapport à la posture éthique classique dans l'ingénierie et situent les rapports de la pensée éthique aux connaissances en humanités.

Evertsen, I., & and Brevik, L. M. (2025). **Life skills education in secondary language classrooms: Empathy, communication and interpersonal relations.** *Journal of Curriculum Studies*, 57(2), 164-183. <https://doi.org/10.1080/00220272.2024.2436383>

Life skills education (LSE) has prevailed since the early 1980s, and despite international policy ambitions, there are few indications of LSE in formal school contexts outside of education programmes. This study adds to existing literature by investigating LSE in Norway, shortly after its introduction into the 2020 national curriculum; acknowledging the value of developing students' ability to understand and influence factors that are important for managing their own life. The primary aim was to investigate how LSE was infused into the language subjects English and Norwegian during naturally occurring instruction in four lower secondary schools. Participants involved 11 teachers and their students across 18 classes. Using a mixed methods design, we combined quantitative and qualitative analyses of classroom video recordings (74 lessons). Analyses relied on the validated EDUCATE observation protocol and thematic analysis. When themes relevant for LSE were included in these language lessons, they were mainly taught as subject-specific themes unconnected to LSE, while some lessons offered explicit connections to help students manage their lives. When such connections were made, the themes mainly concerned empathy, communication and interpersonal relations. The main difference between the two subjects, was the teaching of LSE relevant themes mainly through fiction in Norwegian, and by bringing current events into the English classroom, whereas multiple literacies (i.e. traditional, emotional, critical) were addressed in both subjects.

Ewe, L. P., & Aspelin, J. (2025). **Teachers' relational competence towards students with neurodevelopmental symptoms: A microscopic relational analysis.** *Journal of Research in Special Educational Needs*, 25(2), 225-236. <https://doi.org/10.1111/1471-3802.12721>

Teacher-student relationships (TSRs) are key factors for at-risk students. However, little is known regarding how TSRs are built through interactions with students with neurodevelopmental disorders (NDDs). This study provides an in-depth analysis of a teacher's relational competence in relation to a student with NDD symptoms. We used microscopic relational analysis to scrutinise a TSR, focusing on a brief classroom episode selected from a sample of seven video-recorded lessons set in an elementary school. Our findings demonstrate the critical role of teachers' relational competence in nurturing positive and supportive TSRs. Teachers' relational competence manifests through continuously reading, understanding, and empathising with students. Furthermore, teachers can promote mutual understanding and respect, regulate the degree of closeness and distance, and manage the emotional indicators of ongoing TSR. We propose that such microsocio-artistry is an essential part of teachers' competencies when interacting with students with NDDs.

Fassier, L., Blanc, V., Emmenegger, C., Courchay, M., Simonet, P., Allain, O., & Muñoz, G. (2025). **Analyse partagée de l'activité en vue du développement collectif en éducation artistique et culturelle en danse : regards pluriels en didactique professionnelle et en clinique de l'activité.** *Phronesis*, 14(4), 96-116. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-96>

Fierz, S., & Jenni, P. (2025). **Approche des pratiques déclarées d'enseignantes et d'enseignants de Suisse romande en géographie et en histoire à l'école obligatoire et leur relation aux moyens d'enseignement.** *Recherches en éducation*, (58). <https://doi.org/10.4000/13161>

Basé sur l'analyse statistique d'un questionnaire adressé notamment aux enseignants en géographie et/ou histoire des cantons de Vaud et du Valais (N1260), cet article fait un

état des lieux des usages des manuels scolaires en lien avec les conceptions et les pratiques déclarées en SHS. Il montre que les enseignants utilisent largement la collection des moyens d'enseignement officiels édités en Suisse romande depuis 2012 afin de concrétiser les nouvelles orientations du plan d'études quant aux disciplines de sciences humaines et sociales (SHS) enseignées à l'école. Partageant les orientations et pratiques du Plan d'études, les enseignants déclarent principalement adapter les déroulements proposés par les manuels. Les corrélations dessinent des combinaisons de facteurs concomitants : pratiques pédagogiques spécifiques (problématisation, synthèse sur les démarches), formation continue aux nouveaux moyens, enseignement de deux disciplines SHS dans une même classe. À l'encontre de certaines recherches (Boutonnet, 2015 ; Barbosa, 2016), les moyens semblent être des vecteurs des nouvelles orientations sans toutefois altérer l'esprit critique des enseignants.

Flores, M. M., Hinton ,Vanessa M., Sanchez ,Victoria M., Kohnke ,Shalece, Lee ,Jihyun, Podemski ,Margaret O., & and Burdette, M. G. (2025). **Teaching rational number concepts to fifth graders using the concrete-representational-abstract-integrated sequence.** *The Journal of Educational Research*, 118(3), 268-280. <https://doi.org/10.1080/00220671.2025.2469852>

This study investigated the effects of rational number instruction using the concrete-representational-abstract integrated sequence (CRA-I). At a public elementary school in the southeastern United States, researchers recruited students who demonstrated deficits in rational number knowledge and skills. They matched student pairs based on benchmark mathematics scores and randomly assigned members of each pair to conditions. The researchers taught 10 students using CRA-I and compared their performance to 10 of their peers on assessments of fraction magnitude, fraction and decimal operations and translation of fractions to decimals. The researchers found a significant difference between the performance of students who received CRA-I instruction and their peers in the wait control group, and the effect size was strong ($g = 4.44$, 95% CI [2.78, 6.09]). After the CRA-I group received instruction, the researchers taught students in the wait control group. Descriptive statistics demonstrated that the wait control group's performance improved after instruction.

Flórez Petour, M. T., De la Vega ,Luis Felipe, & and Olave Astorga, J. M. (2025). **Emerging horizons for social justice in assessment: can assessment move beyond competence, competition, content and control?** *Oxford Review of Education*, 51(2), 250-280. <https://doi.org/10.1080/03054985.2025.2455129>

This paper develops a critical approach towards the assumptions of social justice that underpin currently predominant assessment and accountability systems by highlighting their embeddedness in a specific model of society and education, namely a meritocratic approach where an individualistic and competitive rationale is at the core. On this basis, it aims to move the authors' previous work on assessment and social justice forward by exploring different initiatives from a variety of contexts around the world that might provide initial answers as to how a more socially just assessment system could be developed and enacted in connection to each of the dimensions of social justice, seeking patterns between these cases and discussing their connections with the functions of competence, competition, content and control in assessment. The contribution of the paper is to explore through empirical cases how an assessment and accountability system consistent with alternative views of society and merit would look like in practice, a scenario where low-stakes, contextualised, and more pedagogically

relevant assessment systems seem to emerge as better means to respond to demands for social justice in education.

Frühauf, M., Koeppen, K., Kreutzmann, M., & Hannover, B. (2025). **A Circumplex Approach to Identify Complementarity in Dyadic Teacher Behaviors Depending on Student Communion and Competence.** *Psychology in the Schools*, 62(5), 1550-1566. <https://doi.org/10.1002/pits.23416>

Interpersonal teacher behavior can be described with the Interpersonal Circumplex on the dimensions of communion (warmth, sensitivity) and agency (initiative, control). In an observational study, we investigated whether a teacher's interpersonal behavior in dyadic interactions with a student is complementary to the student's communion and scholastic competence: Does the teacher act communal to the extent that the student behaves communal, and does the teacher act more agentic the less competent the student is? In 39 primary and secondary schools, we conducted direct classroom observations for two teacher-student dyads each (78 dyads). Using Structural Summary Method, we found as expected that teacher communion was positively associated with student communion, to the detriment of students who have not yet learned to behave in a communal manner. Further, results showed a negative association between teacher agency and student competence, suggesting that teachers engaged in adaptive teaching. Results further showed that weak teacher communion was related to low student competence. We discuss the implications for teacher education and training, namely that teachers should be trained to prevent falling into patterns of dysfunctional, non-communal behavior when confronted with a particular set of student characteristics and behaviors.

Godfrey-Faussett, T., & Baird, J.-A. (2025). **What does success mean to you? Negotiating individual definitions of educational success within an examination-dominated regime of truth.** *Oxford Review of Education*, 51(2), 178-201. <https://doi.org/10.1080/03054985.2024.2439287>

The meaning of education success is a complex and contested question. In England, as in many countries, this question remains dominated by high-stakes summative assessment, resulting in perverse secondary consequences, detrimental to education itself. In this study, we asked six policy-makers, seven secondary-school teachers and 17 pupils what success meant to them. We extend Broadfoot's four Cs framework of competence, competition, content, and control, by adding 'creation', emphasising how assessment creates the realities it is intended to measure. The study took a grounded theory approach, iterating data collection, literature review, and inductive analysis alongside critical input from a steering committee composed of five study participants. We argue that assessment practices in England create and proliferate a regime of truth which positions high-ranking examination results as the only legitimate meaning of educational success. In school, children discover and determine their interests, identities, and individuality. This process is negotiated with parents, peers, teachers and wider society. We highlight the role that assessment has in engendering competition, controlling choices, and creating identities. Assessment results influence both how we are perceived by others and how we perceive ourselves. We discuss the role that assessment plays in mediating identity negotiation – in shaping, legitimising, and controlling it.

Greaves, M., Atchan, T., Halabi, N., & Bahous, R. (2025). **Digital possibilities and stakeholder perceptions of ad hoc remote learning strategies during a complex**

emergency. *Teaching and Teacher Education*, 157, 104948.
<https://doi.org/10.1016/j.tate.2025.104948>

The study documents an ad hoc Digital Learning Strategy (DLS) implemented during the COVID-19 pandemic within a Lebanese non-formal emergency education program for Syrian refugee children. Drawing on insights from program administrators, teachers, and parents, it explores the relationship between complex emergencies and digital education. Highlighting WhatsApp as a low-data, asynchronous tool, it addresses educational access amidst resource constraints. The findings emphasize adaptability and scalability, offering practical insights for emergency education in displacement contexts globally. This research bridges the gap between technological feasibility and real-world application, presenting a transferable framework for educational provision in similar crises.

Gremaud, B., Blondin, S., Mauron, A., Gey, N., & Letouzey-Pasquier, J. (2025). **Les défis d'une communauté de pratique en géographie pour aborder les concepts disciplinaires et la démarche d'investigation dans le cadre d'une séquence d'enseignement à l'école maternelle en Suisse romande.** *Recherches en éducation*, (58).
<https://doi.org/10.4000/1316j>

Cet article examine les défis de l'enseignement de la géographie au cycle 1 en Suisse romande, en se concentrant sur la démarche d'investigation et la modélisation. Il décrit une expérience de co-construction d'une séquence pédagogique dans une communauté de pratique, basée sur un moyen d'enseignement officiel. La séquence explore les concepts géographiques, notamment les relations entre acteurs et espace, mais montre que la dimension spatiale reste souvent sous-exploitée. Le modèle pédagogique, un tableau à double entrée, est utilisé comme un simple outil à remplir, plutôt qu'un processus de modélisation inductif. L'article souligne les limites de la formation des enseignants pour intégrer des concepts complexes et propose des pistes pour améliorer leur appropriation des outils pédagogiques et théoriques. Il insiste sur la nécessité d'articuler concepts disciplinaires et démarches d'investigation pour développer un apprentissage critique et réflexif.

Guillemot, F., Lacroix, F., & Nocus, I. (2025). **Teachers' non-response bias in questionnaires about their attitude towards inclusive education.** *Journal of Research in Special Educational Needs*, 25(2), 312-322. <https://doi.org/10.1111/1471-3802.12726>

The attitude of teachers towards inclusive education is a key issue for the success of inclusive education. Many studies have been designed to assess teachers' attitudes, but none have looked at the bias caused by teachers' non-response to questionnaires on their attitudes. Non-response biases are difficult to identify because it is impossible to access the responses of individuals who do not wish to reply. It is therefore necessary to use other data. This article examines the non-response biases of teachers in questionnaires about their attitude towards inclusive education by cross-checking the responses of parents of children with a disability (N = 382) regarding the quality of their child's inclusion and the responses or non-responses of teachers to questionnaires about their attitude (N = 48 responses). This study shows that the non-responses of teachers are not random and are associated with poorer well-being and social inclusion at school, a lower sense of belonging and higher levels of bullying. This significant non-response bias of teachers leads us to question the existence of a potential positivity bias in previous studies.

Ha-Duong, M. (2025, avril). **Research Excellence à la Française Fifty How-Tos for Students and Professionals**. 3rd cycle présenté à Paris, France. Consulté à l'adresse <https://hal.science/hal-05023528>

Hammersley, M. (2024a). **L'enseignant en tant que chercheur** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0p>

Dans cet article, je souhaite examiner une idée qui a été largement défendue ces dernières années : la recherche en éducation devrait faire partie intégrante du travail des enseignants dans les écoles plutôt que d'être une activité menée dans les écoles par des personnes extérieures. C'est l'idée de l'enseignant-chercheur qui s'engage dans la recherche-action dans les classes ou les écoles (ce que j'appellerai dorénavant la Recherche Enseignant, RE en abrégé). Il s'agit d'une idée issue d'un ...

Hammersley, M. (2024b). **Qu'est-ce que la recherche qualitative et que devrait-elle être ?** (S. Chkair, Trad.). *Tréma*, (62). <https://doi.org/10.4000/12w0m>

Les questions apparemment simples du titre de ce chapitre sont en fait des questions difficiles. Pour commencer, il convient de se demander s'il s'agit de deux questions ou d'une seule. Si nous devons interpréter la question « Qu'est-ce que la recherche qualitative ? » comme une question « Quelle est sa véritable nature ? », cela ne serait pas très différent d'une question sur la manière dont elle devrait être. Par ailleurs, nous pourrions faire valoir qu'en cherchant à répondre à la première...

Han, J., Jin, L., & Yin, H. (2025). **Supervisors' emotion regulation in research supervision: navigating dilemmas in an accountability-based context**. *Higher Education*, 89(3), 671-689. <https://doi.org/10.1007/s10734-024-01241-x>

Given the complexity and high demands of research supervision and the intricate emotional experiences of supervisors, there is a need to explore how they regulate their emotions, particularly across various disciplinary backgrounds. The current study explored the emotion regulation strategies employed by research supervisors during the process of supervising graduate students. Based on data collected through semi-structured interviews, observations, and documentation from six research supervisors in different institutions in China, seven emotion regulation strategies employed by research supervisors were identified and further categorized into two groups, that is, antecedent-focused (prevention, intervention, reinterpretation, reconcentration, and detachment) and response-focused (suppression and expression) emotion regulation strategies. The findings shed light on the dilemmas faced by supervisors and the paradox aroused from the context-dependent and non-standardized nature of research supervision within an accountability-based managerial context. The implications for supervisors' emotion regulation in authentic supervisory situations are discussed, and insights for universities' policy-making are offered.

Heijboer, C. (2025). **L'Usagent au cœur des réformes de l'enseignement supérieur : vers une pédagogie de « formation par la recherche et avec la société »**. *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m10>

Le texte souligne la convergence entre les universités et les établissements de formation en travail social vers une « formation par la recherche et avec la société », en réponse à l'évolution d'une science avec la société. Cette convergence est induite par l'internalisation progressive de la participation des usagers dans les institutions scolaires, éducatives et sociales. La reconnaissance de l'expertise usagère est cruciale dans cette

transformation, nécessitant une pédagogie nouvelle intégrant cette dimension. Cette intention sociale favorise l'inclusivité, la collaboration et la responsabilité sociale, renforçant ainsi la démocratie et la pertinence de la science. Ce changement appelle à une réorganisation de l'enseignement supérieur, impliquant un partenariat entre le monde professionnel, scientifique et usager.

Hirst Bernhardt, C., & Bailey, J. M. (2025). **Space for all: a multinational study on the status of astronomy education.** *International Journal of Science Education*, 47(6), 817-840. <https://doi.org/10.1080/09500693.2024.2354074>

Existing research in astronomy education is largely centred on undergraduates. We conducted this qualitative study to explore examples of astronomy education internationally, providing context to the quantitative study by Salimpour et al. (2021). Our methods included an online survey (N = 68) and 10 interviews with select participants to discover the methods of learning and teaching astronomy in K12. We used thematic analysis to contrast international astronomy education efforts in formal and informal education settings. Interview participants provided examples of programmes that disrupt representation gaps in astronomy fields and promote STEM connections amongst historically underserved populations. The present study will inform future studies and collaborations between educators, astronomers, and informal spaces, and provide examples of astronomy integrations in coursework and community. This, along with the ongoing work of Salimpour and Fitzgerald, can provide multinational curricular and pedagogical examples of leveraging astronomy as a 'gateway science' and inform interdisciplinary/transdisciplinary approaches to teaching science.

Ho, W. W. Y., & Lau, Y. H. Y. (2025). **Role of reflective practice and metacognitive awareness in the relationship between experiential learning and positive mirror effects: A serial mediation model.** *Teaching and Teacher Education*, 157, 104947. <https://doi.org/10.1016/j.tate.2025.104947>

This study investigated the relationships between experiential learning, reflective practice, metacognitive awareness, and positive mirror effects during special education teaching practicum. Students (N = 324, 93.5% females) enrolled in undergraduate early childhood teacher education programs were invited to complete the Experiential Learning Experiences Scale, Reflective Practice Questionnaire, Metacognitive Awareness Inventory, and Mirror Effects Inventory via online survey after their teaching practicum. The findings supported a serial mediation model in which experiential learning was indirectly related to positive mirror effects through its effect on reflective practice and metacognitive awareness. Educators should foster affective reflection and metacognitive awareness through collaborative group settings.

Hogan, J. A. (2025). **Discrepancy model to RtI: Gauging teacher preparedness for this shift in specific learning disability classification.** *Journal of Research in Special Educational Needs*, 25(2), 379-387. <https://doi.org/10.1111/1471-3802.12730>

The Individuals with Disabilities Education Improvement Act (2004) allows alternate pathways for school districts to identify and classify students with a specific learning disability (SLD). Response to Intervention (RtI) is one of the frameworks schools can use when eliminating the use of the discrepancy model. The premise of RtI posits that tiered instruction can assist all students who are struggling through utilizing research-based interventions. When these tiers of intervention services are exhausted with limited to no response to the intervention, a child can be classified under the SLD category. There are

documented concerns with effective implementation of RtI frameworks. This qualitative exploratory study examined the perceptions of teachers in a graduate education program regarding the knowledge, usage and implementation of RtI to classify students with a SLD. Through thematic analysis, findings indicate a need for more training in districts, better preparation at the university level and more support in applying RtI in the classroom. Implications for practice and future research are discussed.

Holubnycha, L., Kostikova, I., Besarab, T., & Koshechkina, T. (2025). **Méthodes d'enseignement pour des grands groupes d'étudiants dans une université chinoise** (C. Étienne & R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m0x>

L'objectif de l'enseignement au niveau universitaire est de renforcer l'éducation en développant des méthodes d'enseignement et des formes d'organisation efficaces, ainsi qu'en améliorant l'interaction entre l'enseignant et l'étudiant. L'objectif de cet article est de partager l'expérience des auteurs dans l'application d'une approche d'enseignement contextuel comme l'une des principales formes de technologie de classe interactive au sein de grands groupes d'étudiants dans une université chinoise qui assure la formation initiale des enseignants. L'étude a appliqué des niveaux généraux de théorie (analyse, synthèse et comparaison) pour trouver les méthodes d'enseignement les plus efficaces pour l'interaction en classe au sein de grands groupes d'étudiants, ainsi que des méthodes de niveau empirique (supervision et discussion) pour comprendre les caractéristiques des grands groupes d'étudiants en Chine. L'enseignement du cours «Méthodes d'enseignement de l'anglais» à l'Université normale de Shangqiu en Chine, au cours de l'année académique 2023/24, a nécessité une enquête sur les méthodes d'enseignement les plus appropriées pour une interaction efficace au sein de grands groupes d'étudiants (120 étudiants). La décision a été prise en faveur de la technologie d'enseignement interactif, en particulier d'un modèle d'enseignement contextuel. Ce choix a été dicté par la nécessité de maintenir la motivation et l'engagement d'un si grand nombre d'étudiants pendant les cours. L'activité d'apprentissage académique (sous forme de cours interactifs basés sur des problèmes) et l'activité quasi-professionnelle (sous forme de jeux de rôle, de simulations professionnelles et autres) sont devenues le cœur des activités des étudiants. L'expérience des auteurs nous permet d'affirmer que la technologie de l'enseignement interactif, à savoir une approche contextuelle de l'enseignement, est fortement recommandée pour s'adresser à de grands groupes d'étudiants.

Jacq, C., Poizat, G., & Ria, L. (2025). **Analyse de l'articulation des activités des membres d'un collectif pluri-catégoriel dans un dispositif de vidéo-formation d'enseignants du premier degré**. *Phronesis*, 14(4), 75-95. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-75>

Le développement de «collectifs apprenants» constitue en France une prescription émergente en formation continue des enseignants. Or, cette injonction à développer des collectifs de travail et de formation bouscule les cultures d'action des acteurs de l'encadrement, de la formation et de l'enseignement. Cette étude mobilise le cadre théorique et méthodologique du cours d'action afin de comprendre l'articulation de l'activité d'une inspectrice de l'éducation nationale, d'un directeur d'école, de deux formateurs et de trois enseignants impliqués dans la conception et l'animation d'un dispositif expérimental de vidéo-formation dans une circonscription du premier degré. Un observatoire a été construit pour analyser l'activité in situ à partir d'enregistrements

vidéo et d'auto-confrontations menées individuellement. Les résultats mettent en évidence des dynamiques de construction de sens «participative» aux niveaux individuel et collectif. Les appropriations différenciées de ce dispositif de formation interrogent in fine les modes de coordination entre accompagnateurs.

Jin, Y., & Yu, G. (2025). **Competing interests of stakeholders in a policy-driven test: a sociological analysis.** *Oxford Review of Education*, 51(2), 223-242. <https://doi.org/10.1080/03054985.2024.2442586>

The operation of a large-scale test involves an array of stakeholders, each having distinct interests and concerns regarding the test's design, administration, and impact. In this article, we adopt a sociological perspective to examine the educational and societal motives underlying two recent reforms of the College English Test (CET) in China. Launched in the 1980s during China's opening to the world, the CET has grown into the largest language test globally, with over 20 million participants annually. In the analysis of the two cases, we scrutinised the diverse interests and concerns of stakeholders regarding these reforms, exploring their perspectives and the compromises reached through negotiation. Our case study reveals that the content and format of the CET have been significantly shaped by the evolving societal needs throughout China's open-door policy implementation. We argue that a sociological approach illuminates the power dynamics of educational assessment reform, providing deeper insight into stakeholders' divergent interests. This analysis contributes to our understanding of how large-scale tests operate within complex social and political contexts, balancing multiple stakeholder priorities.

Jobert, N., & Sanchiz, M. (2025). **In-service teachers' perceptions of board games in teaching: Impact of the level of seriousness of the games and teachers' characteristics.** *Teaching and Teacher Education*, 157, 104951. <https://doi.org/10.1016/j.tate.2025.104951>

Board games have become popular for teaching practices. Yet, factors of teachers' acceptance of board games remain unknown. In the present mixed-method cross-sectional survey study, 255 in-service French teachers were surveyed to examine the impact commercial-off-the-shelves and serious of board games, prior gaming experience, norms, and attitudes. Findings showed that teachers perceived more opportunities to learn for serious than for commercial-off-the-shelf board games. Attitudes had a positive impact on all variables and exerted a stronger impact than norms. Prior personal and professional gaming experience affected differently teachers' acceptance of board games. Educational implications for teachers' training programs are discussed.

Joublot Ferré, S. (2025). **Enseigner la démarche d'enquête par « le terrain » : transposition didactique en formation initiale d'enseignants.** *Recherches en éducation*, (58). <https://doi.org/10.4000/13l6d>

L'introduction en Suisse romande du plan d'études romand pour l'école primaire depuis 2012, a donné à l'enseignement de la géographie un nouveau cadre et de nouvelles orientations. Par conséquent la formation initiale des maîtres pour cette discipline, se trouve directement concernée dans ses contenus et ses méthodes. Nous proposons de rendre compte d'une expérimentation conduite en formation tertiaire, comme enseignante et chercheuse en géographie et en didactique, durant plusieurs années à la Haute École pédagogique de Lausanne, institution de formation des maîtres dans le canton de Vaud. Précisément dans cet article, nous proposons d'évaluer la plus-value

didactique de l'enseignement de l'enquête sur le terrain du point de vue des apprentissages. Selon le format d'une recherche-action, il s'agit de proposer et d'analyser une manière d'opérer la transposition didactique en référence aux contenus et méthodes de la géographie universitaire, en prenant en compte d'autres déterminants tels que le contexte, le public, les compétences professionnelles visées notamment.

Journal, S. S. (2025). **The Teaching Historical Interpretation in Moroccan Upper Secondary Education: Between Classroom Practices and Contemporary Epistemological and Didactic Advancements**. Consulté à l'adresse <https://zenodo.org/records/15117156>

This study explores how historical interpretation is taught in Moroccan secondary school history classrooms. Historical interpretation is key to understanding the perspectives of people from the past, but it requires thoughtful teaching methods to make it meaningful for students. The research looks at whether teachers' views and classroom practices align with modern approaches to teaching history. To investigate this, the study used surveys to understand teachers' perceptions and classroom observations to see how historical interpretation is being taught. The findings reveal a clear gap between theory and practice. Many teachers lack proper training in this area, often confusing explanations with interpretation, which affects the way history is presented to students. While some teachers recognize the importance of historical thinking, inconsistencies in their methods make it difficult for students to develop strong analytical skills. Too often, historical interpretation is approached superficially, without emphasizing its role in building knowledge. As a result, students miss out on opportunities to think critically about history. This study highlights the need for better training and support for teachers so they can help students engage more deeply with historical interpretation and develop the critical thinking skills necessary to understand the past.

Kardel, L., Ehmke, T., & Lemmrich, S. (2025). **Exploring pre- and in-service teachers' (non-)critical cultural and multilingual awareness and responsiveness in classroom situations through voice-recorded video-based assessment**. *Teaching and Teacher Education*, 157, 104962. <https://doi.org/10.1016/j.tate.2025.104962>

Sensitizing teachers to support multicultural and multilingual students facing educational disadvantages is crucial. This study explores German (pre-service) teachers' (non-)critical cultural and multilingual awareness and responsiveness. By applying qualitative-quantitative content analysis, we categorized participants' voice-recorded responses to staged videos of culturally and linguistically challenging classroom situations into four levels of awareness and responsiveness. We found low levels of awareness and responsiveness that correlated positively with beliefs about multilingualism, scientific activity, language subjects, and practice-oriented opportunities to learn (OTL) about culturally and linguistically responsive teaching (CLRT). Teacher education must develop OTL promoting knowledge and critical reflection on culture, language, and CLRT.

Khojasteh, L., Shokrpour, N., & Moslehi, S. (2025). **Decision-making in decoding AI-generated content: Emotional dynamics and pedagogical strategies in English for specific purposes education**. *Teaching and Teacher Education*, 157, 104952. <https://doi.org/10.1016/j.tate.2025.104952>

This study investigates how ten experienced ESP writing instructors at Shiraz University of Medical Sciences, Iran, identify AI-generated content in L2 student assignments. Using think-aloud protocols and interviews, the study explores the interplay between intuitive

and analytical decision-making strategies, influenced by emotional factors like empathy and cognitive overload. Findings reveal that instructors rely on intuition but adjust their approach based on pedagogical and emotional contexts. The study highlights strategies to maintain academic integrity and foster authentic language development, offering insights for educators navigating AI challenges in both Middle Eastern and global educational settings.

Kimzan, İ., & Acer, D. (2025). **Action research through art: Social studies in early childhood.** *The Journal of Educational Research*, 118(3), 201-220. <https://doi.org/10.1080/00220671.2025.2454686>

Early childhood social studies education prepares children for global citizenship by providing them with democratic values and social skills. Social studies is a field in which children learn from experience in their daily lives and sometimes gain awareness through planned learning processes. Through action research methods, this study aims to equip early childhood children with knowledge and awareness in areas such as poverty, family differences, and special needs. During the course of the research process, researchers collected data using a variety of approaches, including observations of children, interviews with teachers, researcher diaries, comments from other members of the school staff, and the opinions of the validity committee. The collected data were analyzed in two stages. In the first stage, the inductive analysis method was used to determine the focus group and identify the problems. The previous themes guided the use of deductive analysis in the action plan process. In this context, the study's main participants were 15 children in need of intervention and their teachers. As a result of the intervention applied to children through collaborative action research, great changes emerged in children's perceptions of the differences in their environment.

Kotzee, B. (2025). **The Ethics of Belief Debate and the Norm of Teaching.** *Educational Theory*, 75(2), 374-398. <https://doi.org/10.1111/edth.70016>

The debate about the ethics of belief is a classic and it has given rise to wide-ranging debates in epistemology, the philosophy of language, the philosophy of mind, as well as in ethics. In epistemology, the question is what the norms of belief are — should one believe what is true, what is well-evidenced, what is pragmatic or what? — and this question translates, in the philosophy of language, to a parallel question regarding what one should assert. Given that teaching often works through assertion, it deserves to be asked in similar vein what the norms of teaching are, and in this paper Ben Kotzee explores the touchpoints between the ethics of belief, the ethics of assertion, and the ethics of teaching. He examines the ways in which teaching should be governed by the same norms as those that govern belief and assertions. He argues that the strongest contender to be the norm of teaching is a knowledge norm.

LaCroix, E. (2025). **Making sense of experiential education in Canada: the four lenses of faculty sensemaking.** *Higher Education*, 89(3), 611-628. <https://doi.org/10.1007/s10734-024-01238-6>

Discussions about experiential education abound in the Canadian higher education sector, as well as more broadly across the international landscape. In Canada, experiential learning opportunities are increasingly embedded within institutional mission statements, administrative priorities, and pedagogical frameworks. Despite its spread, research has tended to overlook faculty perspectives, including how they make sense of experiential education and its impact on their professional roles or disciplinary priorities.

To shore up these gaps, this article reports the findings from in-depth semi-structured interviews (n=47) with faculty members across eight disciplines from six universities. Drawing on international literature on experiential education and organizational sensemaking, the findings of this study reveal four sensemaking lenses that faculty use to make sense of experiential learning: the disciplinary lens, the institutional lens, the pedagogical lens, and the professional lens. Both collectively and individually, these lenses have implications for the successful institutionalization of experiential education, as they are the frames through which faculty form meaning and enact their responses. By distinguishing these lenses, this article reinforces sensemaking as a process of bricolage and that faculty draw on multiple lenses to understand organizational changes. The article concludes with recommendations for future research on faculty sensemaking.

Lacruz-Pérez, I., Pastor-Cerezuela, G., Caurín-Alonso, C., Morales-Hernández, A. J., & Tárraga-Mínguez, R. (2025). **Debunking neuromyths: Pre-service teachers' insights on autism spectrum disorder.** *Journal of Research in Special Educational Needs*, 25(2), 403-415. <https://doi.org/10.1111/1471-3802.12733>

Teachers' beliefs in certain neuromyths about neurodevelopmental disorders can negatively impact the educational inclusion of students who present them. This study aims to analyse the prevalence of neuromyths about the health and the emotional competences of people with autism spectrum disorder (ASD) in pre-service teachers; and to assess the possible contribution of university training to constructing accurate knowledge about autism. This prevalence was compared in three groups of pre-service teachers: 1st-year students, 4th-year students who will be regular teachers and 4th-year students training to be special education specialists. Additionally, it was proposed to identify the topic with the most myths (health or emotional competences) and the most frequent myths. A validated instrument was completed by 167 pre-service teachers. Overall, the 4th-year specialist group had more correct answers and fewer doubts than the 4th-year regular group, which had more correct answers than the 1st-year group. The prevalence of errors was not statistically different among the three groups. Moreover, participants answered more questions and made more errors about emotional competences in autism than about health. Among the most frequent myths are those concerning empathy or the cause of ASD. Based on these results, some implications for pre-service teacher education are discussed.

Larran, J., & Hein, S. (2025). **A Survey Study of Bhutanese School Guidance Counselors' Roles, Responsibilities, Challenges, and Resources.** *Psychology in the Schools*, 62(5), 1607-1621. <https://doi.org/10.1002/pits.23418>

This study explores the young profession of school guidance counseling in Bhutan. It investigated Bhutanese school guidance counselors' demographic characteristics, activities, roles, and responsibilities. The characteristics were assessed using quantitative survey measures, including the International Survey of School Counseling Activities (ISSCA). We further investigated their self-reported challenges and resources using open-ended questions analyzed using content analysis and the analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT). Finally, we examined differences between the views of school guidance counselors in Bhutan and those of Bhutanese school stakeholders (school teachers and principals). Responses were obtained from 162 (90.5%) of the 179 school guidance counselors active at the time in Bhutan, 49 school teachers, and 16 school principals. The ISSCA results revealed that Bhutanese school guidance counselors, on average, rated the appropriateness of school guidance

counseling activities higher compared to their school principal and school teacher colleagues but rated the activities of dealing with discipline cases and taking on administrative duties lower. The SWOT analysis further shed light on their challenges and resources, including the effects of the COVID-19 pandemic. The discussion of results, interpreted using Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner 1995) suggests that Bhutan's school guidance counseling profession needs more clearly defined roles, more time to establish itself, more initiatives to overcome stigma towards counseling, more material resources such as a counseling room and that schools need to make sure there is sufficient time and opportunities for students to see the school guidance counselor.

Le Her, C. (2025). **Étude de la dynamique interne des communautés d'apprentissage professionnelles dans l'enseignement primaire au Sénégal.** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m14>

Selon les travaux de Lave et Wenger (1991) et Stoll et al. (2006), la participation à des communautés de professionnels peut être un facteur favorisant le développement professionnel des enseignants. Mais depuis une dizaine d'années, les cellules d'animation pédagogiques zonales de l'enseignement primaire au Sénégal manquent de dynamisme (Wallet et Diop, 2017). Ainsi, l'article se focalise sur 21 entretiens semi-directifs individuels avec des enseignants des académies de Dakar, Ziguinchor et Sédhiou en présentiel en janvier 2022. Malgré les tentatives de redynamisation, les résultats de l'étude montrent des constats similaires que ceux tirés de l'étude de 2017 (Wallet et Diop, 2017). Pourtant, les cellules d'animation pédagogique zonales continuent de fonctionner et d'attirer la présence d'enseignants en interne. La raison de la pérennisation du dispositif semble être l'impulsion de nouvelles dynamiques dans les communautés par des initiatives de remédiation souvent individuelles d'enseignants motivés (Crozier et Friedberg, 1977). L'article permet de mieux comprendre les causes du manque de dynamisme évoquées et les stratégies mises en place par les acteurs pour continuer de se professionnaliser en collaborant.

Lee, S. (2025). **Teaching Open-Mindedness for Challenging Classrooms.** *Educational Theory*, 75(2), 292-314. <https://doi.org/10.1111/edth.70010>

Whether open-mindedness (OM) counts as an admirable epistemic aim of education has been a surprisingly contentious matter. Skeptics point out that OM is only contingently truth-conducive and that open-minded students may be maladaptive to the hostile epistemic environment outside school. Here, Seunghyun Lee contends that, while these critiques are not without merit, they overlook the possibility of epistemic inhospitality within classrooms, and so mischaracterize the significance of open-mindedness in education. Viewing malicious forms of credibility influence — namely from echo chambers and epistemic preemption — as a serious deterrent against our educational efforts, Lee argues that these epistemic practices point to the necessity of open-mindedness in education and, simultaneously, to its difficulty. He concludes by analyzing and offering potential strategies for classroom-based instruction.

Leseman, P., & Slot, P. (2025). **Strong early childhood education and care systems for the future: A conceptual framework for thematic analyses** (OECD Education Working Papers N° 329; 329^e éd.). <https://doi.org/10.1787/67d0a97f-en>

Li, H., Xing, W., Li, C., Zhu, W., & Oh, H. (2025). **Are simpler math stories better? Automatic readability assessment of GAI-generated multimodal mathematical stories validated by**

engagement. *British Journal of Educational Technology*, 56(3), 1092-1117. <https://doi.org/10.1111/bjet.13554>

Mathematical stories can enhance students' motivation and interest in learning mathematics, thereby positively impacting their academic performance. However, due to resource constraints faced by the creators, generative artificial intelligence (GAI) is employed to create mathematical stories accompanied by images. This study introduces a method for automatically assessing the quality of these multimodal stories by evaluating text-image coherence and textual readability. Using GAI-generated stories for grades 3 to 5 from the US math story learning platform Read Solve Create (RSC), we extracted features related to multimodal semantics and text readability. We then analysed the correlation between these features and student engagement levels, measured by average reading time per story (behavioural engagement) and average drawing tool usage per story (cognitive engagement), derived from browsing logs and interaction metrics on the platform. Our findings reveal that textual features such as conjunctive adverbs, sentence connectors, causal connectives and simplified vocabulary positively correlate with behavioural engagement. Additionally, higher semantic similarity between text and images, as well as the number of operators in the stories, is associated with increased cognitive engagement. This study advances the application of GAI in mathematics education and offers novel insights for instructional material design. Practitioner notes What is already known about this topic Mathematical stories can enhance students' motivation and interest in mathematics, leading to improved academic performance. Generative artificial intelligence (GAI) has been increasingly employed to create multimodal educational content, including mathematical stories with accompanying images, to address content creators' resource constraints. Prior readability research has primarily focused on the analysis of text-based educational content, with less emphasis on the integration and analysis of visual elements. What this paper adds Introduces a novel automated multimodal readability assessment method that evaluates the coherence between text and images and the readability of text in GAI-generated mathematical stories. Identifies specific story features, such as the more frequent use of three types of conjunctions (adversative conjunctions, common sentence conjunctions and logical conjunctions) and vocabulary simplicity that correlate with student engagement. Implications for practice and/or policy Educators and curriculum developers are encouraged to utilise automated multimodal readability assessment tools to analyse and refine GAI-generated educational content, aiming to enhance student engagement and learning experience. Suggestions for the design of educational content includes the consideration of identified readability features that correlate with higher engagement. Caution should be exercised in handling the association between images and text considering the cognitive load of the instructional materials.

Lin, F., & Puntambekar, S. (2025). **Epistemic scaffolding: understanding and designing the support for epistemic growth in science.** *International Journal of Science Education*, 47(6), 769-793. <https://doi.org/10.1080/09500693.2024.2349973>

In this paper, we introduce an epistemic scaffolding framework for understanding the nature of support for epistemic growth in science. Our framework distinguishes between two patterns of epistemic scaffolding: implicit and explicit. Implicit epistemic scaffolding encompasses support integrated into contexts, activities, discourse, or tools, exerting an unconscious influence on learners' epistemic thinking and practices. On the other hand, explicit epistemic scaffolding involves intentionally explicating the underlying

epistemology of learners' knowledge work. This can manifest in various ways, such as explicit in epistemic structure, explicit in epistemic criteria, and explicit in epistemic goals. Building on the distributed and synergistic scaffolding framework, we also propose a design model to illustrate how explicit and implicit epistemic scaffolding can work together to optimise the support for epistemic growth in science.

Liu, Y., Bhandari, S., & Pardos, Z. A. (2025). **Leveraging LLM respondents for item evaluation: A psychometric analysis.** *British Journal of Educational Technology*, 56(3), 1028-1052. <https://doi.org/10.1111/bjet.13570>

Effective educational measurement relies heavily on the curation of well-designed item pools. However, item calibration is time consuming and costly, requiring a sufficient number of respondents to estimate the psychometric properties of items. In this study, we explore the potential of six different large language models (LLMs; GPT-3.5, GPT-4, Llama 2, Llama 3, Gemini-Pro and Cohere Command R Plus) to generate responses with psychometric properties comparable to those of human respondents. Results indicate that some LLMs exhibit proficiency in College Algebra that is similar to or exceeds that of college students. However, we find the LLMs used in this study to have narrow proficiency distributions, limiting their ability to fully mimic the variability observed in human respondents, but that an ensemble of LLMs can better approximate the broader ability distribution typical of college students. Utilizing item response theory, the item parameters calibrated by LLM respondents have high correlations (eg, >0.8 for GPT-3.5) with their human calibrated counterparts. Several augmentation strategies are evaluated for their relative performance, with resampling methods proving most effective, enhancing the Spearman correlation from 0.89 (human only) to 0.93 (augmented human). Practitioner notes What is already known about this topic The collection of human responses to candidate test items is common practice in educational measurement when designing an assessment tool. Large language models (LLMs) have been found to rival human abilities in a variety of subject areas, making them a low-cost option for testing the efficacy of educational assessment items. Data augmentation using AI has been an effective strategy for enhancing machine learning model performance. What this paper adds This paper provides the first psychometric analysis of the ability distribution of a variety of open-source and proprietary LLMs as compared to humans. The study finds that item parameters similar to those produced by 50 undergraduate respondents. Using LLM respondents to augment human response data yields mixed results. Implications for practice and/or policy The moderate performance of LLM respondents by themselves suggests that they could provide a low-cost option for curating quality items for low-stakes formative or summative assessments. This methodology offers a scalable way to evaluate vast amounts of generative AI-produced items.

Mäkiharju, A., & Hilli, C. (2025). **Curriculum leadership of cross-curricular teaching in lower secondary school – the Finnish principal as a mediator.** *Journal of Curriculum Studies*, 57(2), 111-132. <https://doi.org/10.1080/00220272.2024.2323584>

The study contributes to the nascent field of principals' curriculum leadership of cross-curricular teaching. While principals' curriculum leadership is often mentioned as a precondition when implementing cross-curricular teaching, it is a role rarely explored. This qualitative study examined Finnish Lower Secondary School (grades 7–9) principals' experiences implementing cross-curricular teaching. Finnish principals are granted significant professional autonomy and trust from the curriculum and society. However, the latest national curriculum reform (2014) mandates them to implement cross-curricular

teaching, providing only general guidelines and no extra funding or resources. Interviews with six principals were analysed hermeneutically to understand how they mediated within and between internal (e.g. faculty) and external (e.g. curriculum) demands. Non-affirmative education theory informed the analysis exploring curriculum leadership's multi-level, interpersonal and mediating aspects. The implications are that principals' curriculum leadership means complex mediation between affirmation and non-affirmation while considering epistemic practices (e.g. work agreements, teaching practices) and values (e.g. teacher autonomy). Collaboration on several educational levels (faculty, municipality) may support principals' curriculum leadership when organizing new pedagogical practices, interpreting the curriculum, and evaluating student learning.

Malik, R., Abdi, D., Wang, R., & Demszky, D. (2025). **Scaffolding middle school mathematics curricula with large language models**. *British Journal of Educational Technology*, 56(3), 999-1027. <https://doi.org/10.1111/bjet.13571>

Despite well-designed curriculum materials, teachers often face challenges implementing them due to diverse classroom needs. This paper investigates whether large language models (LLMs) can support middle school math teachers by helping create high-quality curriculum scaffolds, which we define as the adaptations and supplements teachers employ to ensure all students can access and engage with the curriculum. Through cognitive task analysis with expert teachers, we identify a three-stage process for curriculum scaffolding: observation, strategy formulation and implementation. We incorporate these insights into three LLM approaches to create warmup tasks that activate students' background knowledge. The best-performing approach provides the model with the original curriculum materials and an expert-informed prompt; this approach generates warmups that are rated significantly higher than those created by expert teachers in terms of alignment to learning objectives, accessibility to students working below grade level and teacher preference. This research demonstrates the potential of LLMs to support teachers in creating effective scaffolds and provides a methodology for developing artificial intelligence-driven educational tools. Practitioner notes What is already known about this topic Scaffolding is essential for enabling students to access and engage with curriculum materials. Large language models (LLMs) have shown promise in generating educational content and supporting teachers. Teachers frequently need to adapt and supplement standardized curricula to meet the diverse needs of their students. What this paper adds Identifies a three-stage curriculum scaffolding process (observation, strategy formulation, implementation) used by expert teachers. Demonstrates that providing LLMs with additional context from the curriculum, such as the original warmup task, helps to ground the model and improve the quality of the generated warmup tasks. Demonstrates that, when prompted well, LLMs can generate warmup tasks that are of similar or better quality compared to those created by expert teachers in terms of alignment to learning objectives, accessibility and teacher preference. Implications for practice and/or policy Provides practical suggestions for prompting LLMs to generate high-quality warmup tasks for middle school math teachers, such as incorporating additional curriculum context and expert-informed prompts. Demonstrates how cognitive task analysis with expert teachers can be used to develop LLM-based tools for educators that align with their practices and preferences. Indicates that additional research is needed to explore the potential for LLMs to support other types of curriculum adaptations, evaluate their effectiveness in classroom settings

and investigate how they can be effectively tailored to the specific needs and characteristics of individual students.

Manzoni-De-Almeida, D., Marzin-Janvier, P., & Camargo, P. G. (2024). **Intersectional pedagogy in nursing education.** *Éducation, Santé, Sociétés*, 10(2), 1. <https://doi.org/10.17184/eac.9060>

Le thème de l'infection par le virus du VIH/SIDA dans les cours d'immunologie n'est encore traité que sous l'angle du contenu biologique. Cependant, cette question englobe une variété de thèmes qui passent par des dimensions sociales, politiques et scientifiques qui sont importantes dans les processus d'enseignement-apprentissage, et dans la formation et la culture scientifique des professionnels de la santé dans une perspective d'éducation scientifique de transformation sociale contre les préjugés. Ici, nous construisons et étudions une séquence d'enseignement par apprentissage par problèmes (APP) sur le VIH/SIDA pour l'expérience des étudiants avec une pédagogie critique et intersectionnelle dans les classes d'immunologie. L'analyse des résultats a montré que les étudiants universitaires du cours de santé ont mobilisé d'importantes connaissances sociales et scientifiques ainsi que des pratiques épistémiques spécifiques lorsqu'ils ont réalisé l'apprentissage par problèmes en ligne. En conclusion, notre étude a mis en évidence une perspective d'enseignement intersectionnel et scientifique de l'immunologie pour les cours d'immunologie dans le cadre de la formation des professionnels de la santé.

Mauguen, F., & Moussay, S. (2025). **L'analyse de l'activité comme objet et/ou méthode de travail des collectifs d'acteurs impliqués dans la conception d'une plateforme de formation.** *Phronesis*, 14(4), 13-26. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-13>

Dans le programme empirique et technologique Néopass®, le projet Néopasscadres s'appuie sur l'analyse de l'activité pour concevoir une formation médiatisée par des outils numériques, dans une visée développementale. L'article présente une étude analysant le travail des acteurs impliqués dans la conception de la plateforme NeopassCadres. Selon une approche culturelle, historique du développement, les résultats documentent la manière dont les acteurs mobilisent l'analyse de l'activité comme objet de dialogue et/ou méthode de formation au service de la conception. Ils montrent que l'analyse de l'activité constitue une part centrale de la conception et une opportunité de développement d'un collectif de travail.

Mayeko, T., & Tissot, P. (2025). **Le charisme, un «tabou» de la relation d'autorité ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m17>

L'autorité enseignante est-elle une affaire de charisme ? Cette question, à la fois simple et complexe, suscite des débats contrastés dans la littérature scientifique. Deux positions antagonistes émergent : l'une, critique, considère que l'autorité charismatique repose sur la séduction et la manipulation ; l'autre, plus performative, voit dans le charisme une ressource renforçant la légitimité du professeur. Cet article explore une voie intermédiaire en s'appuyant sur une approche clinique d'orientation psychanalytique. Il s'agit d'examiner dans quelle mesure une autorité éducative peut s'articuler avec une certaine forme de charisme, sans tomber dans ses dérives potentielles. S'appuyant sur sept entretiens, l'article interroge la viabilité d'une autorité affranchie de toute dimension charismatique et propose une réflexion sur l'éthique du lien éducatif.

Méloni, D., & Patiño-Lakatos, G. (2024). **Arrêt sur image de la formation en visioconférence : la place du regard et de la vue dans la relation pédagogique.** *Le Télémaque. Philosophie, Education, Société*, (65), 149. <https://doi.org/10.3917/tele.065.0149>

Cet article analyse la place de l'image dans la situation éducative ainsi que ses possibles effets sur l'engagement du lien éducatif. Notre analyse s'appuie sur une expérience d'enseignement à distance pendant la période de crise épidémique avec des étudiants en deuxième année de sciences de l'éducation. Nous mettons en évidence comment la spécificité du dispositif d'enseignement en visioconférence peut renforcer les préoccupations fantasmatiques des étudiants pour l'image et pour le regard dans la situation éducative, alors qu'elle représente justement un lieu où cette image se constitue à travers le regard des pairs et celui de l'enseignant. Nous cherchons, avant tout, à souligner en quoi la question de l'imaginaire des étudiants engagée dans cette situation peut nous éclairer sur les processus inhérents à la situation éducative ordinaire et sur sa spécificité dans notre société contemporaine.

Messaoui, A., Redondo, C., Molina, G., & Pironom, J. (2021). **Impact du confinement sur les pratiques pédagogiques dans l'enseignement universitaire technologique en France : une étude exploratoire.** *Revue internationale des technologies en pédagogie universitaire*, 18(3), 1-16. <https://doi.org/10.18162/ritpu-2021-v18n3-01>

Mocquet, B. (2025). **IA générative et pratique professionnelle en EAD : orthèse ou prothèse ?** *Journée Thématique #RED25*. Présenté à Montpellier, France. Consulté à l'adresse <https://hal.science/hal-05019330>

IA générative et pratique professionnelle : orthèse ou prothèse ? Une vision de la transformation numérique. L'IA générative est-elle une orthèse qui amplifie nos capacités ou une prothèse qui les remplace ? Cette conférence explore comment ces technologies transforment nos pratiques professionnelles : opportunités, risques, et choix stratégiques. Venez débattre des impacts concrets et des meilleures façons d'intégrer l'IA dans nos métiers de l'Enseignement Supérieur !

Nalbantoğlu, Ü. Y., & and Bümen, N. T. (2025). **Tracing teachers' change of pedagogical design capacity through professional development.** *Journal of Curriculum Studies*, 57(2), 203-226. <https://doi.org/10.1080/00220272.2024.2328083>

Curriculum adaptation is unavoidable, according to both Turkish and international research. Deliberative adaptations, however, are not as simple as they appear, and teachers with low pedagogical design capacity (PDC) may make haphazard adaptations or fail to make the necessary adaptations. Therefore, professional development (PD) is crucial in making teachers' adaptations more deliberately and systematically. In this case study, drawing on the interconnected model of professional growth, the change of pathways of four mathematics teachers' PDC was explored within the context of a PD. The findings revealed that the capacity to use curricular resources, the capacity to use personal resources, and beliefs towards the use of curriculum emerged as three change indicators of PDC. While teachers' interactions with the facilitator were effective in fostering knowledge change, getting and reflecting on students' learning outcomes was effective in fostering belief change. The results are discussed in the context of curricular and PD studies.

Newton, X. A., McKenna, J. W., & Brigham, F. J. (2025). **A mediation model analysis of inclusive instructional practices for students with emotional disturbance.** *Journal of Research in Special Educational Needs*, 25(2), 368-378. <https://doi.org/10.1111/1471-3802.12731>

The relationships among teachers' knowledge, use, and perceived effectiveness of inclusive instructional practices for students with emotional disturbance (ED) has implications for the provision of a free appropriate public education (FAPE). We unpacked these nuanced relationships through mediation analysis. Data for our study came from a broader survey investigation of inclusive instruction for students with ED in one of the northeastern states in the United States. The sample consisted of 176 teachers who were mostly female (85%) with an average of 12 years of teaching experiences. We found that (a) the relationship between teachers' reported knowledge and use of inclusive instructional practices was bidirectional, (b) special education teachers were far more likely to implement specialized instructional practices such as behavioural support and differentiation than general education teachers and (c) there were no reported differences in instructional practices (i.e. general practices) and classroom management between special education and general education teachers. Implications for pre-service teacher training, professional development and teacher support are discussed.

Nicaud, C., André, A., & Delarue-Breton, C. (2024). **Recherches collaboratives en contexte scolaire : proposition d'une typologie de leurs processus.** *Revue française de pédagogie. Recherches en éducation*, (224), 89-106. <https://doi.org/10.4000/13pcj>

Les recherches collaboratives (RC) associant chercheurs et enseignants connaissent une croissance exponentielle dans le domaine de l'éducation. Toutefois, leurs processus, c'est-à-dire les activités réalisées par les acteurs au cours du temps, sont souvent flous et difficilement appréhendables. L'objectif de cet article est donc de proposer une clarification de ces processus afin de mieux comprendre leurs différences et similitudes. À partir d'une analyse par théorisation ancrée de 25 projets de RC, notre étude propose une typologie de leurs processus à partir de quatre résultats principaux. Le premier met en lumière trois étapes communes alors que les suivants suggèrent trois critères permettant de les différencier : leur point d'entrée, les moments de participation des acteurs et l'articulation de leurs référentiels. Collaborative research (CR) involving researchers and teachers is growing exponentially in the field of education. However, its processes, i.e. the activities carried out by the players over time, are often unclear and difficult to understand. The aim of this article is therefore to propose a clarification of these processes in order to better understand their differences and similarities. On the basis of a grounded theory analysis of 25 CR projects, our study proposes a typology of their processes based on four main findings. The first highlights three common stages, while the following suggest three criteria for differentiating them: their point of entry, the moments of stakeholder participation and the articulation of their frames of reference.

Noeppe, M., & Flavier, E. (2025). **D'une activité de formateurs à un collectif de formateurs.** *Phronesis*, 14(4), 117-138. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-117>

En France, l'accompagnement des enseignants débutants est morcelé entre des formateurs aux statuts et missions différents. Aussi apparaît-il essentiel d'œuvrer à rapprocher leurs pratiques, moins dans une perspective d'harmonisation que de complémentarité. C'est l'ambition affirmée de la recherche-intervention que nous avons

déployée avec trois formateurs constitués en collectif. À l'aune d'une théorie historico-culturaliste de l'activité et de la clinique de l'activité, nous avons soumis à l'empirie une démarche méthodologique permettant d'appréhender l'activité du collectif en tant que sujet-collectif, dépassant ainsi les approches traditionnelles centrées sur le niveau interindividuel. Notre recherche contribue également à la compréhension des processus sous-jacents à la constitution de formateurs en un collectif.

OECD. (2025). **Unlocking High-Quality Teaching**. <https://doi.org/10.1787/f5b82176-en>
In an era of rapid change, it is important to not lose sight of the potential of high-quality teaching and the power of refining teaching practices that have demonstrated impact. This report aims to deepen understanding of the complexities of teaching and its multifaceted nature as a discipline grounded in scientific research, but so too an art requiring creativity and a craft necessitating constant collaborative reflection and improvement. Focusing on 20 practices that support five key goals of high-quality teaching, this report draws from extensive research to delineate what we know – and what remains to be understood – about each. It also has built on the qualitative insights of more than 150 schools from 40 countries to better understand the complex realities of implementing these practices in day-to-day teaching. Achieving high-quality teaching is not a solitary pursuit; it also depends on the school environment, and the report explores how school leaders can enable high-quality teaching. This report can be of interest for anyone committed to educational improvement, helping to spark the incremental gains that can ignite change in our classrooms and education systems.

Ouellette-Dubé, M. (2024). **La singularité de l'enseignement de l'éthique à l'école : une analyse critique de la notion de responsabilité éthique dans le Plan d'études vaudois**. *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 7-23. <https://doi.org/10.7202/1116961ar>

Cet article analyse la visée prioritaire de la discipline scolaire « éthique » dans le Plan d'études vaudois. Selon ce dernier, la visée de l'enseignement de l'éthique est de « développer le sens d'une responsabilité éthique » (CIIP / DFJC VD, 2019, p. 1). La signification du « sens d'une responsabilité éthique » est analysée grâce à la théorie de la compréhension morale de la philosophe américaine Margaret Urban Walker. Suivant cette analyse, cet enseignement viserait le développement d'une compétence complexe de positionnement collaboratif. Cette compétence situe la formation autonome du jugement moral au sein d'une large trame d'apprentissage. Enfin, ce dialogue entre la didactique de l'éthique et l'épistémologie morale féministe fournit une analyse critique de la notion d'autonomie, qui permet un regard neuf sur les postures enseignantes.

Özçürümez, S., Tursun, Ö., & Tunç, A. (2025). **Exploring the impact of teachers' past migration experience on inclusive education for refugee children**. *International Journal of Inclusive Education*, 29(5), 741-757. <https://doi.org/10.1080/13603116.2023.2221255>

Teachers play a key role in shaping students' experiences in the learning environment. Studies on inclusive education in forced migration contexts, however, rarely examine what determines teachers' positive behaviour and attitudes toward refugee students. This study examines how teachers' past migration and occupational experiences impact their attitudes towards students who arrived through forced migration and whether they rely on teaching practices stemming from their past experiences to ensure a more inclusive school climate. Using both quantitative and qualitative methods, we collected

228 surveys and conducted 9 focus groups with secondary education teachers in 11 public schools in 5 different cities in Turkey where students of Syrian origin who arrived through forced migration are registered. Drawing on Pierre Bourdieu's concept of 'habitus' and 'social capital', this study argues that teachers' past migration experiences enable them to create a more inclusive classroom experience for Syrian refugee children.

Ozil, D. (2024). **Socrate face à l'e-learning. Interactions Hommes - machines - Institutions dans l'acte d'enseigner** (Phdthesis, Université de Montpellier 3). Consulté à l'adresse <https://theses.hal.science/tel-04920632>

L'e-learning se présente sous la forme d'un ensemble d'objets techniques destiné à aider l'enseignement à distance ; ce nouveau mot est donc relié à des pratiques anciennes, comme la formation ouverte à distance, voire la télévision scolaire. Ces outils ouvrent d'autres possibilités, en introduisant, par exemple, le langage de l'image, la scénarisation, le jeu, l'immersion, mais également d'autres formes d'approches pédagogiques comme la classe inversée. Notre travail de recherche observe l'e-learning dans deux contextes d'utilisation différents. D'une part, la formation continue professionnelle, sur différents cas où l'e-learning a été choisi. D'autre part, l'université où la distanciation sociale de 2020 a contraint à une utilisation massive d'un enseignement à distance d'urgence. L'approche inductive de notre travail permet d'appréhender de façon compréhensive un phénomène multiple, compliqué, mais en même temps facilité, par la percussion que représente la pandémie de 2020. À partir d'entretiens, analysés par une méthodologie par théorisation enracinée, nous cherchons l'influence que l'outil peut avoir sur le contenu, dans deux traditions d'enseignement différentes, encadrées par un macro-social qui cloisonne l'une et l'autre dans des projets bien arrêtés. À la lumière de l'éthique de la transmission et du partage des savoirs, le recours massif aux outils numériques, à l'intelligence dite artificielle, à la distance entre maîtres et apprenants, conduisent-ils cet acte structurant des sociétés humaines, l'acte d'enseigner, vers un profond renouvellement ou menace-t-il, par sa marchandisation, de le renvoyer au statut d'objet ?

Pache, A., Fierz, S., Reymondin, L., Rogéré Pignolet, B., & Schwab, J. (2025). **Les moyens d'enseignement romands en sciences humaines et sociales vont-ils réellement modifier les pratiques ?** *Recherches en éducation*, (58). <https://doi.org/10.4000/1316j>

Ce texte présente dans un premier temps l'origine et les étapes de mise en œuvre d'un nouveau plan d'études et de nouveaux moyens d'enseignement, en Suisse romande, pour les disciplines des sciences humaines et sociales. Après avoir mis en évidence les principaux enjeux épistémologiques et didactiques d'un tel changement, le texte propose une première analyse d'une recherche exploratoire qui vise à mieux comprendre l'usage que les enseignantes et les enseignants font de ces nouveaux moyens ainsi que ce qui se joue en termes d'apprentissages dans le quotidien de la classe. Ces résultats font apparaître une tension entre des moyens d'enseignement attractifs et jugés intéressants, car ils renvoient à des questions d'actualités, et de nouveaux enjeux pour lesquels le corps enseignant estime être mal outillé, comme, par exemple, l'usage d'un moyen de référence en SHS, l'enseignement de la pensée systémique (ou complexe) ou encore le travail autour de la complexité de certaines ressources didactiques.

Pache, A., Rog  r   Pignolet, B., & Gavin, A.-S. (2025). **Initier des   l  ves de 4-5 ans    la g  ographie : enjeux et d  fis.** *Recherches en   ducation*, (58). <https://doi.org/10.4000/13l6k>

Cet article pr  sente les enjeux des apprentissages fondamentaux en g  ographie au cycle 1 et les r  sultats d'une recherche collaborative portant sur les pratiques d'enseignement. En Suisse romande, l'enseignement de la g  ographie a connu des changements importants avec l'introduction du Plan d'  tudes Romand. Pour les enseignants, la mise en   uvre de ce nouveau curriculum et de la d  marche d'enqu  te propos  e par les moyens d'enseignement officiels s'av  re compliqu  e. Le dispositif de recherche collaborative a permis    une enseignante d'  tre accompagn  e dans la construction d'une s  quence d'enseignement bas  e sur le questionnaire g  ographique, dont l'objet   tait la cour de r  cr  ation. L'enseignement d'enjeux spatiaux d'une g  ographie raisonn  e n  cessite des formations continues qui favorisent le d  veloppement professionnel des enseignants g  n  ralistes.

Pedrer  , O., Barrutia ,Oihana, & and D  iez, J. R. (2025). **Effectiveness of a model-based inquiry instructional sequence in overcoming students' teaching-learning difficulties on plant nutrition.** *International Journal of Science Education*, 47(6), 794-816. <https://doi.org/10.1080/09500693.2024.2350705>

This work conveys the results of an iterative investigation conducted within the Design-Based Research framework. The primary objective was to develop and assess a Teaching-Learning Sequence (TLS) aimed at enhancing secondary students' mental models about the traditionally challenging topic of plant nutrition. The design of this innovative TLS was guided by previous research and it was grounded in the Model-Based Inquiry approach as it allows to integrate scientific practices and models. To gauge the success of the TLS and contribute to the literature on the effective instruction of plant nutrition this study followed a pre-post quasi-experimental design. Thus, a preliminary (TLS1; N = 95) and a refined version (TLS2; N = 110) of the TLS were implemented and compared against a group studying through direct instruction (Control; N = 109). The analysis of the pre-post questionnaires yielded three main outcomes: (1) The results revealed that students undergoing the specifically designed TLSs attained mental models resembling the target curriculum model thereby proving their effectiveness over the control intervention. (2) The study identified salient TLS design elements (e.g. hands-on modelling, tracing matter and energy, etc.) that enriched students' learning outcomes on the topic. (3) Finally, the findings unveiled inherent benefits of the Model-Based Inquiry approach.

Pedrosa, C., & Hasco  t, M. (2025). **Quelles pratiques de diff  renciation dans les   tablissements d'enseignement du post-obligatoire : perceptions d'  l  ves dans trois   tablissements fribourgeois, Suisse.** *Recherches en   ducation*, (58). <https://doi.org/10.4000/13l6f>

L'h  t  rog  n  it   des   l  ves au sein des classes de l'enseignement post-obligatoire du canton de Fribourg (Suisse) et la mani  re dont les enseignants y r  pondent sont actuellement une pr  occupation pour les formateurs des institutions de formation. La recherche propos  e vise ainsi    identifier et quantifier les pratiques actuelles de diff  renciation en se basant sur les perceptions des   l  ves. Pour ce faire 569   l  ves (  g  s de 16    20 ans) ont   t   interrog  s par questionnaire sur leur perception des pratiques de diff  renciation mobilis  es par leurs enseignants. Les r  sultats de cette   tude montrent que les   l  ves per  oivent huit pratiques de diff  renciation diff  rentes, coh  rentes avec

la théorie, et que la perception de ces pratiques dépend de la filière, de la discipline d'enseignement et du niveau scolaire des élèves. Cette recherche apporte un éclairage nouveau sur la perception des dispositifs mis en place par les enseignants pour gérer l'hétérogénéité des élèves au post-obligatoire. Elle incite à réfléchir sur la façon dont les élèves perçoivent l'attention que les enseignants portent à l'hétérogénéité de leurs classes et sur la manière dont ils y répondent pédagogiquement.

Perez-Mugg, M. (2025). **Instruction in the Age of Misinformation: Pedagogical Implications for Educating Responsible Knowers.** *Educational Theory*, 75(2), 354-373. <https://doi.org/10.1111/edth.70008>

Recent calls by legislators to exclude "divisive concepts" and histories from our curricula pose a challenge to the development of students' epistemic responsibility and agency in classrooms. In this paper, Martha Perez-Mugg examines the classroom as a space for the development of epistemic responsibility, ultimately suggesting that digital literacy and civic reasoning skills underpin students' development as responsible epistemic agents. In doing so, she connects epistemic responsibility to civic reasoning and digital literacy as central aspects of democratic deliberation. Further, she offers a social epistemological framework for understanding the classroom as a core venue for the development of epistemic responsibility. In the end, Perez-Mugg explores the pedagogical implications that might arise from a deep commitment to cultivating epistemic responsibility for students.

Perrin, N., Martin, G., Piot, D., & Drakos, A. (2025). **Constituer l'activité comme entité tierce pour constituer le collectif en formation au sein du processus d'institutionnalisation.** *Phronesis*, 14(4), 139-160. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-4-page-139>

Dans les situations de formation, le collectif est souvent présumé. Toutefois, il ne va pas de soi. Kaufmann (2010) propose que l'individu (je), le groupe (nous) et une entité tierce (il) forment une triangulation qui unifie le collectif. Dans cette contribution, nous analysons comment un formateur rend possible cette triangulation et sous quelles conditions l'activité, telle qu'elle est analysée en situation de formation, peut devenir une entité tierce. Nous étudions comment un formateur contribue à un processus d'institutionnalisation dont l'objet est l'activité en adoptant une approche en 2e personne en tant que « coach empathique ». Le processus d'institutionnalisation consiste alors à explorer collectivement l'évolution du faire | comprendre, c'est-à-dire d'un faire qui permet un comprendre, qui lui-même oriente le faire qui s'organise progressivement.

Picavet, F. (2024). **Summarizing and storytelling in English-medium engineering education** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-04918327>

This thesis reports on the study of summarizing and storytelling in an English-Medium Instruction (EMI) context, as found in an original corpus of French engineering lectures. The pragmatic function of summarizing is to structure a lecture with episodes of summation and prediction, called summaries, whereas storytelling's function is to favor the appropriation of knowledge. Engineering lecturers may use stories to refer to professional issues, the evolution of techniques or technology, famous inventors and historical landmarks, or amusing incidents and serious accidents. Engineering in France is mainly driven by graduate schools of engineering, the 'Grandes Écoles'. Students have good reasons to enroll in engineering programs: these programs are geared towards

scientific innovation, and are open to the world of business, research and international relations. Internationalization is at the heart of the strategy of most European higher education institutions. Although Europe promotes multilingualism and multiculturalism, the Bologna Process (1999), through EMI and despite encouraging student and staff mobility, has largely contributed to the sole spread of Englishization, particularly at Master's level. EMI focuses on content: language learning is neither planned nor assessed, even though content is delivered in English. In such contexts, English becomes the vehicular language of communication and may diverge from the L1-English norm in its phonology, syntax, or lexis; researchers refer to it as English as a Lingua Franca (ELF). The main research questions addressed are: How can summaries and stories be identified in EMI lectures? How can they be categorized? What is the amount of summarizing activity in lectures? For these purposes, a 28-hour corpus of EMI lectures was created: the Corpus of French Engineering Lectures (CoFEL). The corpus was built to study English-medium engineering education in a French context. Fourteen lecturers of mixed nationalities volunteered to participate over the 2019-2021 period. For lecturers and students alike, English was an additional language. To structure their lectures, lecturers use summarizing. Beyond summation and prediction, summaries further fall into four subcategories: reviews of previous, and of current lecture content; previews of current, and of future lecture content. First, an analysis grid based on this typology was used to identify summaries, and three independent raters identified 104 summaries. Next, a quantitative data analysis was carried out for the overall amount of summarizing activity; whether summary duration varied according to type; whether summary types depended on location. Finally, non-quantitative data was investigated to examine pragmatic and linguistic variation. Results show that all the lecturers use summarizing, but in different places throughout the lecture. With regard to storytelling, a typology of stories was established, and a framework designed for their identification, categorization and description. Eighteen stories were found in the corpus, falling into six types: Narrative, Recount, Exemplum, Anecdote, Scenario, and Story-Like. The results suggest that stories help lecturers make sense of their own experience or that of their communities, and they allow the lecturer and the student audience to break away from routine while conveying vital information. To conclude, this thesis highlights the presence of summaries and stories in EMI-ELF lectures and pleads for their full pedagogical potential to be exploited. This could be achieved by improving the integration of content and language. If institutions enhanced their EMI teacher training by taking these findings into consideration, both lecturers and students could benefit.

Pinte, G. (2025). **Le métier d'enseignant-chercheur questionné par la mise en place de l'approche par compétences dans les Instituts Universitaires de Technologie**. *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m11>

La mise en place d'un nouveau dispositif de formation entraîne souvent une série de leviers et de freins au sein d'une communauté éducative. Le modèle d'analyse ternaire des dispositifs proposé par Alberio (2010) distingue trois grands champs : la dimension « idéale » portée par les valeurs, le projet politique ou institutionnel ; la dimension « fonctionnelle de référence » qui regroupe les outils, les méthodes, les règles de fonctionnement ; la dimension du « vécu » des acteurs qui peuvent être les formateurs, les apprenants, les accompagnateurs, mais aussi les adultes en formation. Ces trois dimensions qui peuvent se compléter ou s'opposer dans une logique d'interactions permettent de reconstruire, de reconfigurer les dispositifs. La mise en place dans les Instituts Universitaires de Technologie (IUT) du « Bachelor » couplée avec un nouveau

paradigme pédagogique, l'approche par compétences (APC) commence à faire ressortir plusieurs évolutions. Cet article, dans une approche ethnographique, propose d'identifier et de catégoriser les questionnements et les difficultés des enseignants-chercheurs dans la mise en place de l'APC dans leurs pratiques pédagogiques, mais aussi dans leur rapport à la recherche.

Plateau, J.-F. (2025). **Pourquoi et comment les enseignants (n') utilisent (pas) les outils d'Intelligence Artificielle Générative ?** [Report]. Consulté à l'adresse Université de Haute Alsace ; LISEC website: <https://shs.hal.science/halshs-05017143>

Le présent document analyse les réponses à six questions ouvertes d'un questionnaire administré entre décembre 2024 et janvier 2025 auprès des enseignants des collèges et lycée du Grand-Est. Ils nous ont d'abord éclairé sur la justification de leur utilisation, ou non, de l'Intelligence Artificielle Générative (IAG) dans le cadre de leur activité professionnelle. Les utilisateurs ont ensuite argumenté sur les raisons qui pourraient les conduire à l'abandon de ces technologies. Au contraire, les non-utilisateurs ont précisé celles qui pourraient les inciter à les utiliser. Pour chacun des deux profils, un espace de libre expression en fin de questionnaire leur a permis de compléter leurs remarques. Nous avons recueilli 1663 réponses exploitables. Dans un premier temps, nous offrons un panorama très succinct et synthétique de l'analyse des données réalisée à l'aide du logiciel IRaMuTeQ (Interface de R pour les analyses Multidimensionnelles de Textes et de Questionnaires). Nous présentons les caractéristiques de notre échantillon. Notre méthode d'exploitation des données avec quelques références poursuit cette présentation. Nous reprenons ensuite chacune des six analyses en détail, à partir des classes réalisées par le logiciel et des formes les plus significatives, en retournant dans le corpus initial à l'aide des expressions propres aux répondants. Ces analyses, très détaillées nuancent la présentation synthétique de départ. Se priver de leur lecture vous priveriez de ces nuances. Ce rapport provisoire sera repris ultérieurement en mettant en perspective les réponses des enseignants du Grand-Est avec la littérature sur ce sujet. Il devrait servir de tremplin à des publications. L'objectif étant simplement ici de présenter de la façon la plus neutre possible les réflexions des enseignant. Cet exercice n'étant pas des plus aisés vous en excuserez les maladresses.

Point, C. (2024). **Enseigner l'éthique aux enfants : faut-il choisir entre la philosophie et les sciences humaines ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 92-109. <https://doi.org/10.7202/1116966ar>

Lors d'une interview donnée en 2018 dans le cadre des Rencontres Internationales sur les Nouvelles Pratiques Philosophiques, Bernard Stiegler déclarait que cette « dinette philosophique » qu'est la philosophie pour enfants (PPE) ne le convainquait pas du tout d'enseigner l'éthique au primaire, car, selon lui, elle ne permet pas de rendre les enfants capables d'affronter les problèmes du monde à venir. Derrière cette critique, il y a, pour Bernard Stiegler, l'idée que le rôle de la philosophie, en tant que discipline, est de d'abord connaître puis d'interroger la culture d'une époque et de l'outiller pour être à la hauteur des problèmes et dangers qu'elle affronte. Mais, pour que cela soit possible, faut-il d'abord que les élèves, au primaire, étudient les sciences humaines comme l'anthropologie ou la sociologie ? Jusqu'à quelle époque historique doit porter l'étude nécessaire pour asseoir une critique solide de l'époque actuelle ? Et comment amener la critique en classe sans que celle-ci se retourne contre l'enseignant et l'école ? L'objectif de ce travail est de discuter les arguments de Bernard Stiegler, qui exclut la PPE et la philosophie comme cadres disciplinaires

pour l'enseignement de l'éthique au profit des sciences humaines, d'en saisir les limites et de débattre des questions qui peuvent en émerger.

Prevost, J., & Boucharechas, M. (2024). **Quand des élèves ukrainien ne s bousculent les "savoir-être" affirmés d'enseignantes d'UPE2A.** *Études en didactique des langues*, (43), 68-89. Consulté à l'adresse <https://hal.science/hal-04861831>

In educational units for newly arrived migrant pupils (UPE2A), the multiple and heterogeneous teaching-learning situations suggest that teachers have personal skills linked to managing interpersonal relations and emotions. Whether these are linguistic, communicative, methodological, behavioural or relational skills, what « soft skills » do these teachers pass on, and how? Our article is based on a joint analysis of the discourse of seven teachers interviewed as part of two research projects on UPE2A teaching. Their statements show particular personal dispositions and the deployment of specific roles, even when the Ukrainian students challenge their teaching methods.

Prilop, C. N., Rotsaert, T., & Vanderlinde, R. (2025). **Fostering pre-service teachers' classroom management knowledge, self-efficacy, and professional vision: The effect of different expert feedback and pre-service teachers' feedback perceptions during online video analysis.** *Teaching and Teacher Education*, 157, 104949. <https://doi.org/10.1016/j.tate.2025.104949>

This study examines how concise (CG) versus elaborate expert feedback (IG) in online video analysis impacts pre-service teachers' knowledge, self-efficacy, and professional vision of classroom management. CG participants showed greater improvement in professional vision than IG participants. Participants' knowledge only improved in the IG. Feedback perceptions fully mediated the association between feedback content and self-efficacy development. Findings suggest that concise and elaborate feedback can differently influence cognitive, meta-cognitive, and motivational outcomes. These results highlight the complexity of feedback content and perception, emphasizing the importance of further research to refine feedback strategies in teacher education.

Qu, Y., Liu, S., Shao, Y., & Li, G. (2025). **Moral Leadership and Professional Learning Communities: The Mediating Role of Teachers' Trust in Principals and the Moderating Role of Principals' Controlling Behavior.** *Psychology in the Schools*, 62(5), 1369-1382. <https://doi.org/10.1002/pits.23398>

Professional learning communities are essential for school success, and principal leadership is crucial for teachers' participation in them. Based on social exchange theory and ambidextrous leadership theory, this study explored the mediating role of teachers' trust in principals between moral leadership and professional learning communities and the moderating role of principals' controlling behavior in this relationship. A total of 577 elementary school teachers in China participated in this study. The study found that moral leadership was positively related to professional learning communities, and this relationship was mediated by teachers' trust in principals. Additionally, principals' controlling behavior positively moderated the relationship between moral leadership and trust in principals, and negatively moderated the relationship between moral leadership and professional learning communities. These results contribute to the delivery of guidance for principals to enhance teacher trust and develop professional learning communities.

Rawlinson, M., & Castro-Kemp, S. (2025). **'It's something that people don't have the knowledge of': Perceived participation of pupils with Prader-Willi syndrome in specialist schools and staff preparedness.** *Journal of Research in Special Educational Needs*, 25(2), 341-354. <https://doi.org/10.1111/1471-3802.12728>

There is an abundance of literature on health-related outcomes for children and young people with Prader-Willi syndrome and on their lived experiences as well as on their caregivers'. However, little is known about the experiences of education practitioners when providing for them. This study gathered in-depth evidence of the lived experience of school staff in two secondary specialist schools, on (1) perceptions of functioning and participation of young people with Prader-Willi syndrome in the setting and (2) how prepared they felt to support them in achieving full participation, including challenges faced. Semi-structured interviews were conducted with six school staff and transcripts were analysed both deductively (using the ICF classification system) and inductively. School staff perceive the needs of these pupils as mostly related to their body functions, in alignment with a medicalised understanding of disability. However, they recognise the key role of environmental modifications to address these. Staff feel mostly unprepared and perceive their training as limited. Despite wide recognition of the need to conceive disability holistically, medicalised understandings are still present. Training from a biopsychosocial perspective is needed. Future research should address the development of core sets of ICF codes for people with Prader-Willi syndrome.

Redondo, C., Perrier, R., Akue, M. R., Drot-Delange, B., & Messaoui, A. (2025). **Les ingénieurs pédagogiques dans l'enseignement supérieur technologique: quelles transformations des identités et des pratiques en IUT à l'aune de la dimension professionnalisante des formations et de la réforme du BUT ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (75). <https://doi.org/10.4000/13m0y>

Notre article s'intéresse à la façon dont les identités et les pratiques professionnelles des ingénieurs et conseillers pédagogiques (IgCP) des instituts universitaires de technologie français (IUT) sont impactées par la réforme du bachelors universitaire de technologie (BUT) dans le contexte de l'approche par compétences (APC) qui se généralise à l'université. Via une enquête par questionnaire, nous mettons en avant un processus classique en sociologie des organisations : une réforme qui ouvre des perspectives d'autonomie pour une catégorie professionnelle, ici les IgCP dans l'enseignement supérieur court, augmenté d'une année de formation. Leur identité professionnelle (IP) avant tout définie « par le haut » et en manque de reconnaissance, trouve des opportunités d'une redéfinition « par le bas », mobilisant des dimensions classiques de leur activité revisitées par le nouveau contexte qui joue ainsi un rôle de révélateur.

Rendoth, T., Foggett, Judith, Duncan, Jill, & Colyvas, K. (2025). **Curriculum in conflict: influences of Australian teacher's decision-making for students with complex disabilities.** *Journal of Curriculum Studies*, 57(2), 94-110. <https://doi.org/10.1080/00220272.2024.2375229>

This paper is an exploratory study of the personal and systematic influences over the curriculum decision-making process of teachers of students with severe or profound and multiple learning difficulties in Australia. The way in which these influences impact teacher perceptions of the mandated curriculum and its day-to-day operationalization are discussed. The paper draws from both a national survey (n = 46) and in-depth case studies (n = 5) of teachers who work in government-funded specialist educational settings. Findings show that teachers have prominent levels of emotionality, a drive for

creativity and dedication to inclusive practice, but ultimately work within a context perceived through conflict and dilemma. Previous related decision-making models are used to compare results, with some distinct differences emerging. Findings indicate that rather than enabling inclusion, standardized curriculums create an environment of professional (self)exclusion and reduce access to professional support. Increases in responsibility burden and negative emotional effects are explored. Although teachers view access to standardized curriculum programs as vital to educational inclusion and the enhancement of their professional expertise, the utilization of the current offering in Australia is makeshift at best and fraught with internal conflict. The implications of these findings are discussed, and future recommendations for research are prioritized.

Revaz, J.-N. (2024). **La responsabilité éthique comme objet d'enseignement et d'apprentissage : enjeux curriculaires et sociétaux.** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 24-41. <https://doi.org/10.7202/1116962ar>

Quel sens donner à la responsabilité éthique lorsqu'elle est abordée comme un objet d'apprentissage ? C'est à cette question que nous voulons répondre dans cet article en nous demandant quelle responsabilité éthique il serait souhaitable d'enseigner à l'école au regard d'enjeux sociétaux actuels, du curriculum en vigueur en Suisse francophone et de divers courants éthiques. L'analyse du plan d'études romand nous permettra d'abord d'acquérir une compréhension minimale du concept de responsabilité éthique issue des relations que ce dernier entretient avec les autres éléments du plan d'études. Le recours à des éthiques contemporaines nous permettra ensuite d'enrichir la compréhension de notre concept et de pouvoir constituer véritablement la responsabilité éthique comme objet d'apprentissage. Nous l'envisagerons comme une capacité immanente et non innée du sujet d'apprentissage aussi bien à être affecté (sentiment et disposition) qu'à affecter (posture et attention) et dont il revient à l'enseignement de l'éthique de prendre spécifiquement en charge le développement.

Rollin, M. (2024). **Savoir-être, compétences psychosociales et éthique: enjeux dans l'enseignement-apprentissage des langues.** *Études en didactique des langues*, (43), 118-135. Consulté à l'adresse <https://hal.science/hal-04852915>

This article examines the French Ministry of National Education's announcement to integrate soft skills into the school curriculum starting in 2025. It explores the links between know-how in foreign and regional languages and soft skills, as well as their implications in terms of educational objectives and identity issues. In contrast to a simple mastery of behavioral skills, and as an "alternative" to current know-how, the article raises the question of the relevance of an ethical approach in language and culture teaching, making it possible to deal with complex sociolinguistic situations that support reflection on alterity.

Rüger, L., & Scheer, D. (2025). **General and special education teachers' attitudes towards evidence-based practice.** *Journal of Research in Special Educational Needs*, 25(2), 323-340. <https://doi.org/10.1111/1471-3802.12727>

In the context of special and inclusive education, applying evidence-based practice (EBP) is important for providing equal access to effective and efficient education for students, regardless of their ability status. However, there is a relevant research-practice gap in this area. To better understand how teachers can be supported using evidence-based interventions and to identify training and development needs, we developed a questionnaire on attitudes towards EBP and piloted it with a sample of 809 teachers in

Germany. The factor structure was determined using categorical exploratory factor analysis in half of the sample and then confirmed using categorical confirmatory factor analysis in the other half. Good model fit and factor reliability were observed. The instrument is measurement-invariant between general and special education teachers. As expected, we found more positive attitudes towards EBP among special education teachers. No significant differences were observed between the different age groups. Based on these findings, it can be assumed that the measurement instrument is suitable for use in implementation research, as well as in the evaluation of initial and in-service teacher training programmes. Further studies on convergent, divergent and prognostic validities are necessary.

Sander, E. (2024). **Les Métaphores Pour L'éducation** (1st ed). Consulté à l'adresse <https://www.istegroup.com/fr/produit/les-metaphores-pour-leducation/>

Les métaphores ne sont pas de simples outils linguistiques ; elles vont bien au-delà. En s'appuyant sur ce qui est connu pour éclairer l'inconnu, elles façonnent la compréhension et influencent profondément les dynamiques d'apprentissage, ce qui les rend ainsi particulièrement pertinentes en éducation. Les métaphores pour l'éducation explore cette thématique en profondeur, offrant un panorama complet et éclairant sur le rôle et le statut des métaphores dans le champ éducatif. Cet ouvrage examine comment des métaphores modèlent les approches pédagogiques et les conceptions de l'enseignement, influencent les processus d'apprentissage et de développement conceptuel et impactent l'évaluation, la différenciation pédagogique et l'identité professionnelle des enseignants. En outre, il montre comment les métaphores peuvent apporter de puissants outils de réflexion et de transformation dans les pratiques éducatives. S'adressant aux enseignants, aux étudiants, aux chercheurs en éducation et aux passionnés, cet ouvrage offre des perspectives inédites et stimulantes sur la contribution des métaphores à l'apprentissage et à l'enseignement

Smith, A. J., Johnson, A. L., Miyazaki, Y., Weber, M. C., Wright, H., Griffin, B. J., ... Jones, R. T. (2025). **Risk for Mental Health Distress Among PreK-12 Teachers During the COVID-19 Pandemic**. *Psychology in the Schools*, 62(5), 1622-1633. <https://doi.org/10.1002/pits.23421>

Throughout the COVID-19 pandemic, teachers risked their physical and mental health to continue providing educational services to students. This study examined the prevalence of mental health distress and risk factors among a sample of teachers from the mid-Atlantic United States. PreK-12 educators (N = 1295) completed online cross-sectional quantitative surveys between October 2020 and January 2021. After obtaining descriptive statistics on rates of posttraumatic stress, depression, anxiety, risky alcohol use, and insufficient sleep, logistic regressions were conducted to examine risk factors for screening positive for clinically meaningful distress. The majority of respondents (65%) screened positive for clinically significant mental health distress on at least one condition, with specific prevalence as follows: traumatic stress (51%), depression (36%), anxiety (50%), risky alcohol use (34%), insufficient sleep (56%). Teachers (vs. other school personnel) had a significantly higher chance of screening positive. Greater chances of screening positive for mental health distress was also associated with having an immunocompromising medical condition, teaching remotely, working more hours, and being younger, female, and/or being a racial and ethnic minoritized-identifying educator. K-12 teachers had high risk for mental health distress, increased by risk factors in educational, demographic, and COVID-19 specific dimensions that have implications for policy and intervention.

Spitzer, M. W. H., Ruiz-Garcia, M., & Moeller, K. (2025). **Basic mathematical skills and fraction understanding predict percentage understanding: Evidence from an intelligent tutoring system.** *British Journal of Educational Technology*, 56(3), 1122-1147. <https://doi.org/10.1111/bjet.13517>

Research on fostering learning about percentages within intelligent tutoring systems (ITSs) is limited. Additionally, there is a lack of data-driven approaches for improving the design of ITS to facilitate learning about percentages. To address these gaps, we first investigated whether students' understanding of basic mathematical skills (eg, arithmetic, measurement units and geometry) and fractions within an ITS predicts their understanding of percentages. We then applied a psychological network analysis to evaluate interdependencies within the data on 44 subtopics of basic mathematical concepts, fractions and percentages. We leveraged a large-scale dataset consisting of 2798 students using the ITS bettermarks and working on approximately 4.1 million mathematical problems. We found that advanced arithmetic, measurement units, geometry and fraction understanding significantly predicted percentage understanding. Closer inspection indicated that percentage understanding was best predicted by problems sharing similar features, such as fraction word problems and fraction/natural number multiplication/division problems. Our findings suggest that practitioners and software developers may consider revising specific subtopics which share features with percentage problems for students struggling with percentages. More broadly, our study demonstrates how evaluating interdependencies between subtopics covered within an ITS as a data-driven approach can provide practical insights for improving the design of ITSs.

Practitioner notes What is already known about this topic Longitudinal studies showed that basic mathematical skills predict fraction understanding. There is only limited evidence on whether similar predictions can be observed for percentage understanding—in general and within intelligent tutoring systems. Process data from such intelligent tutoring systems can be leveraged to pursue both educational research questions and optimizing digital learning software. Problems involving percentages typically are word problems requiring multiplications and/or divisions. What this paper adds Similar to the case of fractions, students' performance on advanced arithmetic, measurement units and geometry significantly predicted performance with percentages. Students' performance with fractions also predicted performance with percentages significantly. A psychological network analysis was applied to evaluate specific interdependencies between a range of subtopics (eg, Multiplying and dividing fractions, Adding and subtracting fractions and Calculating with percentages). Fraction word problems and fraction problems involving multiplication/division turned out to be the best predictors of understanding percentages. Implications for practice and/or policy When facing difficulties with percentages, revision of previous mathematical concepts sharing similar features (eg, fraction word problems, fraction/natural number multiplication/division problems) may be advised. Software developers may consider implementing such data-driven revision recommendations for students facing difficulties within intelligent tutor systems. Psychological network analysis can be utilized as a learning analytics method for easy-to-access visualizations illustrating relationships between a large range of different subtopics.

Stolk, Y., Kaplan, I., & Szwarc, J. (2025). **Majority language acquisition by children of refugee background: a review.** *International Journal of Inclusive Education*, 29(5), 619-642. <https://doi.org/10.1080/13603116.2023.2210593>

To achieve equitable and inclusive academic outcomes, the first challenge for children of refugee background living in settlement countries is to learn the majority language (ML), while schools need to accommodate the children's experience of no or disrupted schooling. Extensive research has evaluated various ML teaching strategies, but has not tended to differentiate refugee from immigrant majority language learners (MLLs). This paper reviews research between 2001 and 2021 on effective pedagogy for ML learning with refugee children, with a focus on factors that promote achievement. Approaches to home-based, preschool and grade school language pedagogy are examined. The review finds that refugee students take longer to acquire the ML than immigrant students, but key beneficial strategies include encouraging parents to engage in home-based literacy activities and to send their children to preschool. ML learning is enhanced by culturally and linguistically inclusive pedagogy that incorporates refugee students' cultural background, experiences and personal knowledge; integration of ML teaching with academic content; primary language (PL) maintenance and translanguaging; and use of digital technology in the PL and ML. As pedagogical studies are largely qualitative with small samples, more comprehensive research is needed on refugee students' ML learning to ensure social inclusion and justice.

Sun, C., Zhuang, L., Xiao, W., Li, X., & Sun, B. (2025). **Teacher Professional Identity on Teacher Empathy: The Moderating Roles of Competence and Growth Values and Ego-Resilience.** *Psychology in the Schools*, 62(5), 1530-1538. <https://doi.org/10.1002/pits.23413>

Teacher empathy is important in reducing students' aggressive behavior, strengthening interpersonal cooperation, and promoting prosocial behavior. Previous research has shown that empathy could be predicted by a teacher's professional identity, but little is known about the moderating factors affecting the relationship between professional identity and teacher empathy. This study was conducted to examine the moderating roles of competence and growth values, and ego-resilience in the relationship between teacher professional identity and empathy. Using the convenience sampling method, 1200 teachers from kindergarten, primary, and secondary schools participated in this study by using an online network platform. Regression analysis was used to examine the moderating effects. These results showed that: (1) Teacher empathy was positively associated with teacher professional identity; (2) when teachers have high levels of competence and growth values and ego-resilience, the influenced effect of professional identity on empathy was the most. Improving teachers' professional identity, competence and growth values, and ego-resilience could strengthen teachers' empathy.

Superfine, A. C., & Akgul, E. (2025). **Co-designing around problems of practice in teacher professional learning.** *Teaching and Teacher Education*, 157, 104945. <https://doi.org/10.1016/j.tate.2025.104945>

We investigate teacher professional learning in a co-design context, analyzing the problems of practice that arise as a teacher learns to facilitate dialogic class discussions. Employing case study methodology, we analyze how a teacher and researcher engaged in collective meaning-making in a co-design context. The nature of the teacher's problems of practice evolved from addressing student misconceptions to promoting student-to-student questioning to leveraging students as resources for each

other. We conclude with a discussion of the evolution of the teacher's problems of practice, the changes in her instructional practice, and the features of the co-design context that supported teacher learning.

Tanchuk, N. J., & Taylor, R. M. (2025). **Personalized Learning with AI Tutors: Assessing and Advancing Epistemic Trustworthiness.** *Educational Theory*, 75(2), 327-353. <https://doi.org/10.1111/edth.70009>

AI tutors are promised to expand access to personalized learning, improving student achievement and addressing disparities in resources available to students across socioeconomic contexts. The rapid development and introduction of AI tutors raises fundamental questions of epistemic trust in education. What criteria should guide students' critical assessments of the epistemic trustworthiness of these new technologies? And furthermore, how should these technologies and the environments in which they are situated be designed to improve their epistemic trustworthiness? In this article, Nicolas Tanchuk and Rebecca Taylor argue for a shared responsibility model of epistemic trust that includes a duty to collaboratively improve the epistemic environment. Building off prior frameworks, the model they advance identifies five higher-order criteria to assess the epistemic credibility of individuals, tools, and institutions and to guide the co-creation of the epistemic environment: (1) epistemic motivation, (2) epistemic inclusivity, (3) epistemic accountability, (4) epistemic accuracy, and (5) reciprocal epistemic transparency.

Teegelbeckers, J. Y., Nieuwelink, H., & Oostdam, R. J. (2025). **How to teach for democracy? Identifying the classroom practices used by expert teachers of democracy.** *Teaching and Teacher Education*, 157, 104942. <https://doi.org/10.1016/j.tate.2025.104942>

To stimulate democratic competences through teaching, it is necessary to have an understanding of actions and behaviors that are considered effective in teaching methods. In this study, we investigated these actions and behaviors, referred to as classroom practices, by interviewing 20 expert teachers of democracy in the Netherlands. We identified six relevant practices: meaningful embedding, providing multiple perspectives, thinking about solutions from divergent perspectives, independent information collection and presentation, taking socio-political action, and critical reflection on subject matter. We show how these practices are associated with democratic competences and provide examples of how the practices are implemented in teaching methods.

Tortochot, É., & Hache, C. (2025, avril 4). **Enjeux épistémologiques et éthiques d'une recherche-action participative dans le développement professionnel d'enseignants d'anglais en CAP.** Présenté à Journée d'étude freins et leviers de l'accès au terrain pour la conception et l'analyse de pratiques et dispositifs pédagogiques. Consulté à l'adresse <https://amu.hal.science/hal-05021032>

Zhang, N., Ke, F., Dai, C.-P., Southerland, S. A., & Yuan, X. (2025). **Seeking to support preservice teachers' responsive teaching: Leveraging artificial intelligence-supported virtual simulation.** *British Journal of Educational Technology*, 56(3), 1148-1169. <https://doi.org/10.1111/bjet.13522>

Preparing preservice teachers (PSTs) to be able to notice, interpret, respond to and orchestrate student ideas—the core practices of responsive teaching—is a key goal for contemporary science and mathematics teacher education. This mixed-methods study,

employing a virtual reality (VR)-supported simulation integrated with artificial intelligence (AI)-powered virtual students, explored the frequent patterns of PSTs' talk moves as they attempted to orchestrate a responsive discussion, as well as the affordances and challenges of leveraging AI-supported virtual simulation to enhance PSTs' responsive teaching skills. Sequential analysis of the talk moves of both PSTs ($n = 24$) and virtual students indicated that although PSTs did employ responsive talk moves, they encountered difficulties in transitioning from the authoritative, teacher-centred teaching approach to a responsive way of teaching. The qualitative analysis with triangulated dialogue transcripts, observational field notes and semi-structured interviews revealed participants' engagement in (1) orchestrating discussion by leveraging the design features of AI-supported simulation, (2) iterative rehearsals through naturalistic and contextualized interactions and (3) exploring realism and boundaries in AI-powered virtual students. The study findings provide insights into the potential of leveraging AI-supported virtual simulation to improve PSTs' responsive teaching skills. The study also underscores the need for PSTs to engage in well-designed pedagogical practices with adaptive and in situ support. Practitioner notes

What is already known about this topic
Developing the teaching capacity of responsive teaching is an important goal for preservice teacher (PST) education. PSTs need systematic opportunities to build fluency in this approach. Virtual simulations can provide PSTs with the opportunities to practice interactive teaching and have been shown to improve their teaching skills. Artificial intelligence (AI)-powered virtual students can be integrated into virtual simulations to enable interactive and authentic practice of teaching. What this paper adds
AI-supported simulation has the potential to support PSTs' responsive teaching skills. While PSTs enact responsive teaching talk moves, they struggle to enact those talk moves in challenging teaching scenarios due to limited epistemic and pedagogical resources. AI-supported simulation affords iterative and contextualized opportunities for PSTs to practice responsive teaching talk moves; it challenges teachers to analyse student discourse and respond in real time. Implications for practice and/or policy
PSTs should build a teaching repertoire with both basic and advanced responsive talk moves. The learning module should adapt to PSTs' prior experience and provide PSTs with in situ learning support to navigate challenging teaching scenarios. Integrating interaction features and AI-based virtual students into the simulation can facilitate PSTs' active participation.

Zhou, X., Ma, L., Bu, S., & Ha, W. (2025). **Class Size and Student Academic and Behavioral Performance in College Synchronous Online Courses.** *Research in Higher Education*, 66(3), 19. <https://doi.org/10.1007/s11162-025-09839-5>

This paper examines the effect of class size on student's academic and behavioral performance in synchronous online courses, utilizing student-level administrative data and website clickstream data from a research university in China. By examining variations in class sizes within students but across classes, we revealed a significant negative effect of class size on students' course grades and satisfaction. Notably, reduced class interaction opportunities, rather than class attendance, emerged as the most robust channel through which these negative effects manifest. Our analysis also examined the non-linear impacts of class size, revealing pronounced negative effects on course grades in larger classes, particularly those with very high student counts. The decline in course satisfaction was most pronounced when class sizes increased from 2–15 to 16–24 students. Additionally, there was a noticeable decrease in class attendance as class sizes increased from 16–24 to 25–55 students and a further decline when class sizes increased

from 25–55 to 56 or more students. The study also found that larger class sizes, especially those with very high student counts, were associated with reduced class interaction.

Zogmal, M., & Filliettaz, L. (2025). **La discrète mise en visibilité des objets apprenables : le cas du jeu de rôle dans la formation professionnelle des infirmiers et infirmières en Suisse.** *Recherches en éducation*, (58). <https://doi.org/10.4000/1316g>

Cet article s'intéresse aux conditions de mobilisation des jeux de rôle centrés sur l'apprentissage de pratiques d'entretiens. Il concerne la formation professionnelle des infirmiers et infirmières en Suisse en contexte de travail, lors des périodes de stages. Menée dans une perspective interactionnelle en analyse du travail, une étude de cas décrit les pratiques déployées par une formatrice et deux étudiants dans le déroulement de leurs interactions pendant un jeu de rôle ainsi que les contenus abordés dans ce contexte. L'analyse se base sur des films vidéo recueillis pendant la durée du stage et permet ainsi d'étudier les détails fins des interactions dans une approche compréhensive. La focale se porte sur les pratiques d'écoute qui nécessitent d'interpréter le discours d'autrui. Il s'agit d'étudier comment la formatrice permet aux étudiants d'identifier les éléments pertinents pour réaliser une anamnèse à partir des conduites interactionnelles qu'elle convoque en tant que patiente fictive. Les résultats montrent que l'oscillation entre le jeu de rôle et des moments transmissifs forme une ingénierie-en-acte d'une formation professionnelle qui permet de varier les pratiques

Zwang, A., Girault, M. L., & Huber, J. (2025). **Rapport de recherche national sur la classe dehors. Recherche-action participative "Grandir avec la nature". Regards sur un processus, des pratiques pédagogiques, des espaces de nature et leurs effets.** Consulté à l'adresse Réseau français d'éducation à la nature et à l'environnement website: <https://hal.science/hal-05016289>

Partager l'intimité d'une forêt, tutoyer les oiseaux, s'émerveiller devant une salamandre, porter un longicorne au creux de sa main, comprendre les interrelations entre les éléments biophysiques, trouver sa place dans le monde, le corps et l'esprit en mouvement, autant d'expériences formatrices en plein air. Depuis les années 90, les éducateur·ices à l'environnement s'interrogent quant à la manière de favoriser l'écocitoyenneté, de permettre l'accès à la nature pour toutes et tous et de prendre en compte la part écoformatrice dans la construction de l'individu. En 2016, la pratique de l'enseignement dehors est éparse, portée par quelques rares enseignant·es pour lesquelles cela fait sens de sortir les élèves et contextualiser les enseignements dans la nature. De ces réflexions des adhérent·es du FRENE (Réseau français d'éducation à la nature et à l'environnement) naît la recherche-action participative Grandir avec la nature visant initialement à étudier les effets de l'éducation dehors en milieu scolaire sur les différentes dimensions des élèves (cognitives, affectives, comportementales et existentielles). Cet ouvrage retrace cette aventure scientifique et humaine où chaque étape s'est construite par la contribution de chacun·e. De la construction de la problématique et ses questions de recherche en passant par la collecte des données, leur interprétation, la rédaction des résultats et leur communication dans des colloques et congrès, la recherche s'est construite collectivement, chemin faisant. Cette expérience aura finalement autant contribué aux sciences de l'éducation à la nature et à l'environnement, que nourri les pratiques professionnelles et personnelles des participant·es, dans un processus de partenariat apprenant de recherche et d'éducation qui aura donné le goût d'inviter la recherche dans leurs pratiques

Relation formation-emploi

Duru-Bellat, M. (2025, avril 8). **Les diplômés ont-ils perdu de leur valeur ?** Consulté 11 avril 2025, à l'adresse The Conversation website: <http://theconversation.com/les-diplomes-ont-ils-perdu-de-leur-valeur-252840>

La profession qu'exercent les actifs ne correspond que dans un tiers des cas au domaine de formation qu'ils ont suivie. Dès lors, quelle valeur accorder exactement aux diplômés ?

Joseph, O. (2025). **L'alternance : un tremplin pour l'autonomie ?** *Céreq Bref*, (468), 1-4. Consulté à l'adresse <https://www.cereq.fr/sites/default/files/2025-03/Bref-468-.pdf>

Parmi les jeunes sortis du système éducatif en 2017, près de la moitié ne vivaient plus chez leurs parents lors de leur dernière année de formation. Si la décohabitation intervient davantage lors des études supérieures, elle peut s'avérer plus précoce pour les jeunes inscrits en filières professionnelles, en particulier pour ceux qui choisissent l'alternance. S'appuyant sur l'enquête Génération 2017, ce Céreq Bref s'intéresse à l'influence de l'alternance sur l'autonomie résidentielle des jeunes, et met en lumière sa capacité à constituer un levier d'émancipation en début de vie active

Réussite scolaire

Andersen, S. C., Beuchert, L., & Nielsen, H. S. (2025). **Effects of teachers' aides on students with special needs.** *The Scandinavian Journal of Economics*, 127(2), 342-365. <https://doi.org/10.1111/sjoe.12579>

This study investigates the effect of increasing educational support in regular classes on students with special education needs (SEN). We exploit previous randomized controlled trials that added teachers' aides to Danish grade 6 classes combined with rich register data informative about SEN and school assignment. There were three types of teachers' aides: a co-teacher with a teaching degree, a teaching assistant without a teaching degree, and a coach. We find that the treatments increased inclusion of SEN students in regular classes, by 7–8 percentage points, and that SEN students gained academically. Long-term follow-up data indicate that while the academic gains evaporated over time, the treated students were able to stay in regular classes throughout compulsory education and largely followed the same progression as their counterparts in the control group when they moved to upper secondary education. Finally, we show that the costs of the teachers' aides are outweighed by the saved costs of special education.

Bach, M., Klein, T., & McNamara, S. (2024). **Access, achievements, and aspirations: The impacts of school tracking on student outcomes** (ZEW Discussion Paper N° 24-076). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://econpapers.repec.org/paper/zbwzewdip/312194.htm?ref>

Though the use of tracking policies to stratify students is commonplace, evidence concerning the effects of ability-based tracking on student performance is mixed. Using rich data from the Hungarian secondary school centralized assignment mechanism and a quasi-experimental framework, we find that attending the highest track noticeably improves standardized test scores and university aspirations two years post-match. Heterogeneity analysis finds this effect is independent of socioeconomic status, prior achievement, and parents' educational attainment, and we find only limited evidence

of peer spillover effects in terms of academic ability. Given socioeconomic disparities in track placement, tracking may reinforce educational inequality.

Bertocchi, G., Bonacini, L., Joxhe, M., & Pignataro, G. (2025). **Math Exposure and University Performance: Causal Evidence from Twins** (Working paper N° 17703). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp17703>

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.

Coterón, J., González-Peño ,Alba, Martín-Hoz ,Laura, & and Franco, E. (2025). **Predicting students' engagement through (de)motivating teaching styles: A multi-perspective pilot approach.** *The Journal of Educational Research*, 118(3), 243-256. <https://doi.org/10.1080/00220671.2025.2464010>

Students' behavioral engagement in Physical Education (PE) has been suggested to be an important predictor of students' performance and learning achievement at school, which can be also influenced by teachers' way of interacting with their students. The aims of this study were to explore potential differences in the perceptions of motivating teaching styles by teachers, students, and observers; and to analyze the predictive role of the different perceptions on students' behavioral engagement. A total of 7 PE teachers and 181 students taught by them participated. Validated questionnaires were administered to both students' and teachers', and two external observers analyzed a total of 52 5 min intervals taken from video recordings of PE classes. Findings suggested that teaching styles' perceptions vary between teachers, students, and external observers, and they are students' views which are more likely to predict students' behavioral engagement. This study has relevant implication for future educational research aiming to explore teachers' interactions. This study increases the understanding of the interplay between perceptions of teachers and students toward teaching behaviors among Physical Education teachers. Students' perceptions of motivating teaching styles seem to act as a better predictor of students' behavioral engagement. Perceptions of teachers and students differ from observers' reports when analyzing teaching styles from circumplex approach. This study increases the understanding of the interplay between perceptions of teachers and students toward teaching behaviors among Physical Education teachers. Students' perceptions of motivating teaching styles seem to act as a better predictor of students' behavioral

engagement. Perceptions of teachers and students differ from observers' reports when analyzing teaching styles from circumplex approach.

Daire, N., & Schmitt, P. (2025). **Première évaluation des qualités physiques des élèves de sixième à la rentrée 2024**. *Note d'Information*, (25.20), 1-4. <https://doi.org/10.48464/ni-25-20>

En septembre 2024, un échantillon représentatif de 4 100 élèves de classe de sixième ont été évalués sur leurs qualités physiques.

Espinoza, O., González, L., McGinn, N., Sandoval, L., Corradi, B., & Larrondo, Y. (2025). **Academic Performance of Persistent University Students in Chile**. *Higher Education Quarterly*, 79(2), e70016. <https://doi.org/10.1111/hequ.70016>

Academic performance (GPA) is a fundamental factor in student success in college. Therefore, knowing the factors that influence it is important for universities. The objective of this research is to identify the determinants of university student academic performance during the first 3 years of its trajectory. The conclusions are based on data describing characteristics and behaviour of students who successfully completed three consecutive years of study in 10 public and private universities in Chile. The student participants were drawn from a selected list of all non-repeating students who entered the university in 2016 or in 2017. Data were collected from admission files and using a self-administered 39-item questionnaire. The questionnaire was applied during the first semester of 2021. Data were analysed using multilevel linear regression to control for similarities between students in the same programme. The findings show that both pre and post-enrolment variables affect performance. However, the influence of each factor varies according to the year of study. While, over the years, the importance of gender and secondary school grades increases and remains the same, respectively, selection tests are particularly important in the first year. In turn, variables associated with university experience, such as the relationship with professors or the occurrence of disruptive situations, affect performance from the first to the third year.

Godfrey-Faussett, T., & Baird, J.-A. (2025). **What does success mean to you? Negotiating individual definitions of educational success within an examination-dominated regime of truth**. *Oxford Review of Education*, 51(2), 178-201. <https://doi.org/10.1080/03054985.2024.2439287>

The meaning of education success is a complex and contested question. In England, as in many countries, this question remains dominated by high-stakes summative assessment, resulting in perverse secondary consequences, detrimental to education itself. In this study, we asked six policy-makers, seven secondary-school teachers and 17 pupils what success meant to them. We extend Broadfoot's four Cs framework of competence, competition, content, and control, by adding 'creation', emphasising how assessment creates the realities it is intended to measure. The study took a grounded theory approach, iterating data collection, literature review, and inductive analysis alongside critical input from a steering committee composed of five study participants. We argue that assessment practices in England create and proliferate a regime of truth which positions high-ranking examination results as the only legitimate meaning of educational success. In school, children discover and determine their interests, identities, and individuality. This process is negotiated with parents, peers, teachers and wider society. We highlight the role that assessment has in engendering competition, controlling choices, and creating identities. Assessment results influence both how we are

perceived by others and how we perceive ourselves. We discuss the role that assessment plays in mediating identity negotiation – in shaping, legitimising, and controlling it.

Harley, J. (2025). **Evaluating a transitional support intervention to improve educational outcomes and experiences for students registered with disability and inclusion services.** *International Journal of Inclusive Education*, 29(5), 643-657. <https://doi.org/10.1080/13603116.2023.2214564>

This study focuses on an intervention for students experiencing disabilities to reduce the reported statistical negative gaps in continuation and attainment. This study established how targeted interventions, alongside inclusive practice, can be effective in reducing these gaps. To collect data from the students, the study's design used questionnaires containing questions with pre-set answers choices, Likert scale questions and free text options. 1003 students known to disability services at an English university were invited to take part, 47 responded to the pre-programme questionnaires and 51 responded to the post-programme questionnaire. 11 students attended enough sessions to participate, these students were tracked during their studies to assess the impact of the transition programme, in terms of retention and progression. Student satisfaction with the transition programme was statistically significant and improved the students' experience of joining the university. An unexpected outcome of the programme was that 10.5% more students obtained a support plan with the university and 6.6% more students were awarded the Disabled Students' Allowance. The study concludes that further development of transition programmes, at key points in the students' life cycle, would be beneficial to individual students and reduce the reported gaps in outcomes.

Hu, T.-L., & Borden, V. M. H. (2025). **Bridging the Divide: Exploring Equity Gaps in Undergraduate Research Participation Among Black and African American and Hispanic and Latinx Students.** *Research in Higher Education*, 66(3), 22. <https://doi.org/10.1007/s11162-025-09841-x>

This study delves into disparities in undergraduate research participation among Black/African American and Hispanic/Latinx students using large-scale, multi-institutional data. The study's focus is guided by Intersectionality Theory and Quantitative Critical Theory, examining how race, social identities, academic majors, and institutional characteristics intersect for racially minoritized students in their engagement with undergraduate research. Additionally, the study explores how culturally engaging environments, such as Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs), play a role in the participation of historically underserved student populations in undergraduate research. The findings reveal significant disparities, indicating lower undergraduate research participation rates for first-generation Black/African and Hispanic/Latinx students. Notably, the findings suggest that enrolling at an HBCU is strongly associated with higher undergraduate research participation among Black/African and Hispanic/Latinx students. Specifically, enrolling at an HBCU appears to be correlated with reducing the effects of all other factors except enrollment in STEM majors. Conversely, enrolling at HSIs negatively correlates with participation for both Black/African American and Hispanic/Latinx students. The study underscores the critical need to address disparities in undergraduate research participation, providing insights into institutions striving to create equitable opportunities, especially for students from minoritized backgrounds.

Kritsotaki, K., Castro–Kemp, S., & Kamenopoulou, L. (2025). **Digital storytelling: An educational approach for enhancing dyslexic children's writing skills, critical and cultural learning.** *Journal of Research in Special Educational Needs*, 25(2), 289-311. <https://doi.org/10.1111/1471-3802.12722>

This paper reports an exploratory pilot study- which is part of a larger study- examining the impact of an innovative approach to enhancing the writing skills of primary school students with dyslexia, digital storytelling (DST), linked to critical and cultural learning. The study adopted a single-subject design with a pre-experimental approach (A-B) to explore connections between the use of digital storytelling, and children's writing skills, as well as cultural and critical dimensions of learning. A socio-cultural framework, drawing on Green's 3D model, and the Not-So Simple View of Writing, informed the methodology adopted. A dual perspective aligning with the socio-cultural theory was adopted, delving into both product and process of digital storytelling. The results revealed significant improvements in writing skills, cultural and critical behaviours, pre and post intervention, with large effect sizes, suggesting this may be a promising classroom approach to improve literacy and learning in children with dyslexia.

Lavecchia, A., Oreopoulos, P., & Spencer, N. (2025). **The Impact of Comprehensive Student Support on Crime: Evidence from the Pathways to Education Program** (CESifo Working Paper Series N° 11676). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11676.htm?ref

This paper presents estimates of the causal effect of a comprehensive support program for low-income high school students on crime. The program, called Pathways to Education, bundles a number of supports including regular coaching, tutoring, group activities, free public transportation tickets and bursaries for postsecondary education. Our empirical strategy uses administrative data on high school enrollment linked to administrative court records and a difference-in-differences methodology that compares the evolution of crime outcomes of students living in the public housing communities where Pathways operates to similar public housing students who are ineligible for the program. We find that eligibility for Pathways reduces the likelihood of being charged with a crime at its Regent Park location by 6 percentage points (33 percent of the pre-treatment mean) and has no statistically significant effect at its Rexdale and Lawrence Heights locations. Our results suggest that the reductions in criminal activity are driven by the reduction of property crimes.

Moshoeshoe, R. (2024). **Long Term Effects of Free Primary Education on Educational Achievement: Evidence from Lesotho** [Working paper]. Consulté à l'adresse African Economic Research Consortium website: <https://EconPapers.repec.org/RePEc:aer:wpaper:4c9694b1-f491-49ef-b130-bb583299e8d8>

Many sub-Saharan African countries have instituted Free Primary Education (FPE) policies, which significantly increase primary school enrolment rates in developing countries. However, school attendance is different from learning. The main questions that still beg for answers are whether the many children in school are learning and whether the FPE learning effects are long-lasting. This paper attempts to estimate the long-term effects of the FPE programme on educational achievement in Lesotho. The programme was implemented grade by grade, beginning with grade one school fees abolition in 2000. The POLICY BRIEF Long Term Effects of Free Primary Education on Educational Achievement: Evidence from Lesotho Ramaele Moshoeshoe October 2023 / No.796 2

Policy Brief No.796 timing of the implementation created changes in programme coverage across age (and grade) groups over time. We employ a semi-parametric difference-in-differences strategy that exploits these variations to identify the long-term effects of the FPE policy on educational achievement, using university examinations record data for student cohorts that are FPE-treated and those that are FPE-untreated. The results indicate that the FPE effect on academic performance is between 2 percentage points (statistically insignificant) and 20 percentage points (statistically significant at a 1 percent level).

Nett, K. (2025). **Screen time and educational outcomes of children and adolescents: a complex, multifaceted relationship: NESET ad hoc report**. Consulté à l'adresse <https://nesetweb.eu/wp-content/uploads/2025/01/NESET-AHQ-Screen-Time.pdf>

Cette revue de la littérature explore la relation entre le temps passé devant un écran et la réussite scolaire chez les enfants et les adolescents. Si l'essor des innovations technologiques offre de nombreux avantages, des inquiétudes ont surgi quant aux potentiels effets négatifs d'un temps d'écran excessif sur leur mode de vie, leur santé physique, leur fonctionnement socio-émotionnel et leurs résultats scolaires. Plusieurs mécanismes possibles ont été identifiés, suggérant qu'un temps d'écran élevé serait associé à des modifications du développement et du fonctionnement du cerveau pendant les périodes de vulnérabilité, à des modifications des fonctions exécutives, à un manque de sommeil et à une diminution du bien-être et de la santé mentale, pouvant à leur tour nuire aux résultats scolaires. L'accent est mis sur l'importance de prendre en compte les nuances de l'utilisation du temps d'écran, tant sur le plan qualitatif que quantitatif.

Saadi, N., & Aidouni, H. (2024). **Microlearning dans l'Enseignement Secondaire : Impact des Outils Audiovisuels sur les Performances Académiques et les Compétences Transversales au Maroc -Une Étude Longitudinale**. *Sciences et Éducation*, (1). Consulté à l'adresse <https://hal.science/hal-04990531>

This 18-month longitudinal study, conducted in five public high schools in Tétouan, Morocco, examines the impact of microlearning enhanced by audiovisual tools on secondary students' academic performance and transversal skills. Employing a mixed-methods approach—standardized tests, questionnaires, semi-structured interviews, and classroom observations—the study compares an experimental group of 320 students using microlearning modules (short videos, interactive quizzes) via a mobile app with a control group of 130 students under traditional instruction. Results indicate an 18.2% increase in academic performance in the experimental group, compared to 10.5% in the control group, with notable gains in science (16.9%) and history (15.4%). Transversal skills, such as collaboration and critical thinking, also improved, with 78% of teachers reporting positive changes. However, 20% of participants faced technological barriers, highlighting digital access issues. The study emphasizes microlearning's potential to transform Moroccan education while advocating for infrastructure investments and teacher training. It offers insights for adapting microlearning to resource constrained settings.

Sanchis-Guarner, R., Montalbán, J., & Weinhardt, F. (2024). **Home broadband and human capital formation** [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/ehtlserod/126832.htm?ref>

Using administrative data, we estimate the effect of home broadband speed on student-level value-added test scores. Our headline estimate relies on jumps in connection quality between close neighbours that occur across thousands of invisible telephone exchange station catchment-area boundaries. We find that increasing speed by 1 Mbit/s increases test scores by 1.37 percentile ranks, equivalent to 5% of a standard deviation. School-level factors or broadband take-up cannot explain this. Instead, the positive effects are concentrated among high-ability and non-free-school-meal eligible students and result from more education-oriented internet use. Differences in ICT quality can thus lead to increasing education inequalities.

Sanders, M., Rambo-Hernandez, Karen Elizabeth, & and Joswick, C. (2025). **Comparing permanent and alternating teams in middle school mathematics: Impacts on student engagement and social connections.** *The Journal of Educational Research*, 118(3), 281-298. <https://doi.org/10.1080/00220671.2025.2473414>

The purpose of this study was to examine students' engagement in their middle school mathematics class utilizing either permanent or alternating small group membership. Many group learning instructional techniques have shown positive impacts on student behavioral, cognitive, and social engagement outcomes, but group formation and permanence is a key difference between various group learning instructional techniques. This study used data from eighth-grade Algebra 1 students in a rural, Title I junior high school. Longitudinal hierarchical linear modeling was used to determine to what degree team characteristics and perceived value of team member contributions predict students' change in engagement over time. Our social network analysis revealed that students preferred to team with peers of the same biological sex and provide counterevidence to the notion that participation in alternating teams leads to the elimination of cliques and greater social cohesion in diverse mathematics classrooms.

Sicre, D., Bara, F., & Huet, N. (2024). **Que sait-on des élèves qui sautent une classe ?** *Revue française de pédagogie. Recherches en éducation*, (224), 109-139. <https://doi.org/10.4000/13pck>

À l'heure actuelle, très peu de données, quantitatives ou qualitatives, existent sur les pratiques d'accélération en France (d'ailleurs souvent envisagées de manière restrictive à travers l'idée du saut de classe), ou sur le profil cognitif des élèves concernés. L'objectif de cette revue de la littérature est de comparer les pratiques d'accélération scolaire à l'international et les pratiques françaises afin d'en recenser les effets, en particulier concernant le saut de classe. Il s'agit aussi de mettre en perspective les modèles du haut potentiel et de questionner les termes utilisés désignant ces élèves.

Thomas, F. (2025). **Moyennes de contrôle continu et résultats aux épreuves terminales du baccalauréat général.** *Document de travail - série études*, (2025-E02), 1-23. Consulté à l'adresse <https://www.education.gouv.fr/moyennes-de-contrôle-continu-et-résultats-aux-épreuves-terminales-du-baccalauréat-général-450152>

Ce document de travail porte sur l'analyse des écarts de notation entre contrôle continu et épreuve ponctuelle du baccalauréat général.

White, H. C., Ruskin, K. J., Jolley, A., Flint, N., Allen, D. M., Pelletreau, K. N., ... Volin, J. C. (2025). **Research Learning Experiences for First-Year Undergraduate Students: Belonging, Research Identity, and Retention.** *Research in Higher Education*, 66(3), 17. <https://doi.org/10.1007/s11162-025-09836-8>

Undergraduate research experiences offer a range of positive academic and affective student outcomes. However, these benefits often do not reach all students, as research experiences are often selective, favor high-achieving students, focus on STEM fields, and typically target students in their third or fourth year of undergraduate studies. To address this issue, the University of Maine implemented the Research Learning Experiences (RLEs), a series of semester-long course-based research experiences in conjunction with pre-semester bridge experiences that are open and accessible to all incoming first-year students. The RLE courses spanned STEM and non-STEM disciplines while focusing on research and academic exploration as well as social engagement. Pre- and post-surveys from RLE participants ($n = 153$) and a comparison group ($n = 159$) demonstrate several positive student outcomes. We found that RLE students reported a greater sense of belonging to their course, belonging to the university, and research identity compared to their peers, regardless of discipline. These outcomes were largely consistent across student demographics. For all students, greater belonging (university and course) was positively associated with first-year retention, highlighting the importance of designing undergraduate research experiences that incorporate social connections and cohort-building in the first semester. These results contribute to our understanding of course-based research experiences undertaken by students from an array of majors and backgrounds, specifically, that they can produce positive outcomes in both STEM and non-STEM majors. This program can serve as a model for institutions aiming to broaden participation in undergraduate research across disciplines, particularly in the first semester.

Zheng, Q., & Shi, Y. (2025). **Can service scholarships boost academic performance? Causal evidence from China's Free Teacher Education scholarship.** *Higher Education*, 89(3), 691-715. <https://doi.org/10.1007/s10734-024-01242-w>

This study provides causal evidence on the short-term impacts of the Free Teacher Education scholarship (FTE), a service scholarship for teacher candidates in China, on college academic achievement, employing a regression discontinuity design. Distinguishing itself from existing literature, the study compares academic performance within the same classrooms, drawing from a transcript dataset of around 200,000 course-level observations from a top-ranked normal university. The findings indicate that, overall, the scholarship has no significant impact on course grades or college GPA, except in specific scenarios. Heterogeneity analyses reveal that scholarship recipients from wealthier families perform slightly worse than their peers with similar family backgrounds. Additionally, a negative trend is observed in the scholarship's impacts on course scores over time: initial performance improvement followed by a subsequent decline. These insights imply that while the FTE scholarship attracts more academically competitive students, it may simultaneously lead to unintended trade-offs in performance.

Zhou, Y., Wu, H., & Cao, G. (2025). **Does community of inquiry really matter in understanding online learning? A confirmed perspective using mixed method.** *British Journal of Educational Technology*, 56(3), 1248-1272. <https://doi.org/10.1111/bjet.13516>

High dropout rates in online courses, caused by potential factors such as financial issues, low motivation and poor self-regulation among learners, pose a significant challenge to the sustainable development of online education. Therefore, continuance of online courses has become a critical topic in both the academic and practical fields. By combining the Community of Inquiry framework (CoI) with Expectation-Confirmation Theory, this study introduces three new constructs—confirmed teaching presence (CTP),

confirmed cognitive presence (CCP) and confirmed social presence (CSP)—into the research model to understand how confirmed expectations towards Col determine online learners' course continuance intention. Utilizing a mixed-methods approach, the study conducted quantitative analysis on 409 learner surveys using partial least squares (PLS), followed by semi-structured interviews, which revealed the depth and breadth of the confirmed Col expectations on learners' willingness to continue learning. Specifically, the quantitative results uncovered the differential effects of CTP, CCP and CSP on learners' course continuance intentions by elucidating the internal mechanisms. The interviews provided deeper insights by illuminating online learners' initial expectations as well as their pre-course and post-course expectations. The findings of the study not only provide evidence of the crucial role of confirmed expectations in shaping online learners' course continuance intention but also offer actionable recommendations for improving online course design and fostering lifelong learning.

Practitioner notes What is already known about this topic Online courses have expanded in scale and attracted a large number of learners in recent years, the large base of online learners has brought tremendous and unprecedented challenges to online course development. A high dropout rate is especially considered as a severe issue for online course development. The issue of learners' continuance intention was often explored from a technological perspective and at the platform level by using Information system (IS) theories. The community of inquiry (Col) framework was extensively utilized as a theoretical basis for understanding online learning experiences and its three elements—teaching, cognitive and social presences—have long been deemed as major antecedents that influence learners' online learning behaviours and intentions. What this paper adds This paper integrated the community of inquiry (Col) framework with Expectation confirmation theory and proposed three new variables: confirmed teaching presence (CTP), confirmed cognitive presence (CCP) and confirmed social presence (CSP). The study reveals the internal mechanisms by which the three confirmed expectations impact online learners' courses continuance intention. This implies that different confirmed expectations may have varying effects on online learners' learning behaviour. This research collects data from multiple sources to comprehensively explore online learners' expectations and perceptions. It also sheds light on the importance of learners' actual participation in the learning process for predicting their behavioural intentions.

Implications for practice and/or policy The finding that learners' confirmed expectations impact their online course continuance intention conveys an important message to course practitioners: exaggerated or false claims for the online course must be avoided to prevent students from forming unrealistic expectations. Improving online learners' course completion rate cannot be hinged upon simply and blindly fostering and extending the three presences. Instead, knowing learners' confirmed expectations of the three presences allows course practitioners to reconsider and organize the important course elements. The research reveals the distinct role that each confirmed presence plays in promoting online learners' course continuance intention and, meanwhile, expands the understanding of learners' learning needs and experiences. Practitioners could make timely and appropriate strategies based on these to better motivate course learners' engagement and retention.

Valeurs

Dalgliesh, B. (2025). **An autoethnography of internationalisation: ethical dilemmas in Japanese academe.** *Higher Education*, 89(3), 775-790. <https://doi.org/10.1007/s10734-024-01246-6>

Via an autoethnography of internationalisation, the article highlights the ethical dilemmas transnational scholars face when universities fail to denationalise their organisational culture. Section one explains the pertinence and pitfalls of autoethnography — writing oneself into existence over against a context experienced as domination — for grasping the ethical quandaries of transnational scholars in a Japanese national university (JNU). As section two shows, the persistence of ethno-national working practices in JNUs precludes both the equal treatment of transnational scholars and the recognition of their difference. Specifically, the discussion documents two mechanisms of marginalisation at the JNU in question, Tōdai (University of Tokyo): section three links the rejection of ethno-national diversity to absolutisation, viz. the generalisation of prejudice by gatekeepers in order to stigmatise transnational scholars as unfit for organisational life; and section four contends gatekeepers defend their territorialised academic culture through normalisation, which is underpinned by academic inbreeding that produces a hermitic community of sameness blind to its ethno-national prejudices. The article concludes with the ethical gymnastics of transnational scholars situated in universities that solicit their multiplicity without renovating their ethno-national culture. It also reflects upon the limited leverage of autoethnography beyond the Anglosphere, notably in a JNU organisational environment that does not recognise the strop of agency with structure. Finally, the article suggests Japan would be better off promoting a cultural form of internationalisation rather than following a commercial iteration with neo-colonial costs.

Duperray, P. (2025). **Le développement d'une éthique professionnelle chez les coachs en formation.** *Éducation Permanente*, 242(1), 112-126. <https://doi.org/10.3917/edpe.242.0112>

Cette contribution explore le développement de la dimension éthique chez les futurs coachs à travers l'analyse de huit mémoires de fin d'études. Les résultats montrent que la construction de l'éthique professionnelle est un processus complexe de déconstruction et reconstruction de croyances sur ce que coacher veut dire. L'apprenti coach traverse un parcours personnel et professionnel qui le confronte à ses propres dilemmes éthiques, pour atteindre une «éthique professionnelle incarnée et en conscience».

Escudié, M.-P., & Goutaland, C. (2024). **Histoires d'amour, laboratoires d'éthique : les humanités comme espace d'expérimentation de la responsabilité pour les élèves ingénieurs.** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 56-73. <https://doi.org/10.7202/1116964ar>

Cet article propose une réflexion sur les pratiques pédagogiques et réflexives autour de l'éthique, en opérant deux écarts par rapport au numéro de la revue : il présente une situation dans l'enseignement supérieur français et analyse l'éthique dans ses rapports aux humanités. La formation en éthique au sein de l'Institut national des sciences appliquées (INSA) de Lyon, école d'ingénieurs créée en 1957, se nourrit d'une double approche épistémologique et pédagogique orientée vers le thème de l'amour. Les conditions de formation d'une action ou d'un jugement sont envisagées au moyen d'un

renversement de la posture épistémique des élèves, à savoir la mise en question, par l'éthique, de la rationalité, de l'objectivité, ou encore de la neutralité face au monde social. Par une approche fondamentalement pluridisciplinaire liée au domaine des humanités (comprenant les sciences humaines et sociales, les langues, les lettres, l'histoire et les arts), l'éthique permet de travailler et de considérer l'importance du particulier, des valeurs en situation, de l'enchevêtrement des significations ou encore des sentiments empathiques. Deux cas d'application tirés d'un cours sur le thème de l'amour permettent d'analyser l'approfondissement de la démarche éthique par rapport à la posture éthique classique dans l'ingénierie et situent les rapports de la pensée éthique aux connaissances en humanités.

Heinzen, S. (2024). **Éthique, savoirs et sorcières**. *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 126-139. <https://doi.org/10.7202/1116968ar>

Le thème de la chasse aux sorcières, qui a marqué au tison l'entrée de la Suisse dans la modernité, occupe pourtant une part bien modeste de la méthode officielle d'enseignement de l'histoire. Présentant une belle opportunité de thématique interdisciplinaire avec l'éthique, l'ambiguïté de la notion même de sorcière semble glisser de problèmes épistémologiques et méthodologiques vers une réduction didactique, qui en limite la portée réflexive. Cependant, une analyse centrée sur les relations sociales de la problématique ouvre une lecture pragmatique, qui permet de reformuler la thématique pour offrir de nouvelles options didactiques. Cette reformulation a toutefois un coût méthodologique et normatif, dont le prix dépend de la volonté ou non d'entrer en dialogue.

Husser, A.-C. (2024). **L'éthique dans le curriculum des élèves français ou la difficulté de faire de la philosophie dans l'enseignement secondaire en dehors de la classe de terminale**. *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 42-55. <https://doi.org/10.7202/1116963ar>

Au regard d'une prégnance ancienne de « l'instruction » ou de « l'éducation civique » traditionnellement assurée dans l'enseignement secondaire français par les professeurs d'histoire et géographie, la mise en place d'un nouvel « enseignement moral et civique » en 2015 a opéré une promotion certaine de la dimension éthique, non sans s'inspirer des enseignements existant dans d'autres pays francophones comme la Belgique ou le Québec. Le déploiement de l'éthique dans les programmes de 2015 comme domaine de compétences spécifique, irréductible à l'instruction civique, s'est accompagné de la mobilisation d'une épistémologie de type philosophique qui apparaît comme un contrepoids réflexif à l'ambition également assumée de développer des dispositions sociables, mais pose également la question des conditions d'appropriation d'un tel cahier des charges par des professeurs de l'enseignement secondaire issus d'autres disciplines que la philosophie. Assiste-t-on à une hybridation des cultures disciplinaires, à l'invention d'une discipline nouvelle ou à une implémentation faible de l'objectif de formation éthique ?

Kimzan, I., & Acer, D. (2025). **Action research through art: Social studies in early childhood**. *The Journal of Educational Research*, 118(3), 201-220. <https://doi.org/10.1080/00220671.2025.2454686>

Early childhood social studies education prepares children for global citizenship by providing them with democratic values and social skills. Social studies is a field in which children learn from experience in their daily lives and sometimes gain awareness through

planned learning processes. Through action research methods, this study aims to equip early childhood children with knowledge and awareness in areas such as poverty, family differences, and special needs. During the course of the research process, researchers collected data using a variety of approaches, including observations of children, interviews with teachers, researcher diaries, comments from other members of the school staff, and the opinions of the validity committee. The collected data were analyzed in two stages. In the first stage, the inductive analysis method was used to determine the focus group and identify the problems. The previous themes guided the use of deductive analysis in the action plan process. In this context, the study's main participants were 15 children in need of intervention and their teachers. As a result of the intervention applied to children through collaborative action research, great changes emerged in children's perceptions of the differences in their environment.

Kotzee, B. (2025). **The Ethics of Belief Debate and the Norm of Teaching.** *Educational Theory*, 75(2), 374-398. <https://doi.org/10.1111/edth.70016>

The debate about the ethics of belief is a classic and it has given rise to wide-ranging debates in epistemology, the philosophy of language, the philosophy of mind, as well as in ethics. In epistemology, the question is what the norms of belief are — should one believe what is true, what is well-evidenced, what is pragmatic or what? — and this question translates, in the philosophy of language, to a parallel question regarding what one should assert. Given that teaching often works through assertion, it deserves to be asked in similar vein what the norms of teaching are, and in this paper Ben Kotzee explores the touchpoints between the ethics of belief, the ethics of assertion, and the ethics of teaching. He examines the ways in which teaching should be governed by the same norms as those that govern belief and assertions. He argues that the strongest contender to be the norm of teaching is a knowledge norm.

Lacôte-Coquereau, C. (2024). **Quels visages de l'éthique au prisme d'une école hospitalière ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 110-125. <https://doi.org/10.7202/1116967ar>

En France, la loi reconnaît à tout enfant porteur de handicap l'accès à l'École républicaine (Loi 2005 ; UNESCO, 2015). Ce principe démocratique modifie, transfigure l'éthique éducative interstitielle à toute discipline scolaire. Il intime à chacun la mission d'éducateur responsable au refus de toutes discriminations. Dans une école hospitalière, l'éthique n'est pas qu'un supplément d'âme, elle participe au développement intellectuel et psychologique de chaque élève, nonobstant ses fragilités (Prairat, 2022). Elle induit une reconfiguration épistémologique de l'équipe éducative en responsabilité à l'égard d'un autrui vulnérable. Quelle formation, quelles compétences éducatives seraient propres à embrasser ces enjeux démocratiques et sociétaux ? Ici s'envisagent des dispositifs didactiques et collaboratifs féconds, capables de minorer les injustices épistémiques au regard de tous les élèves, sujets-participants pleinement considérés.

Laflamme, D. (2024). **L'éthique, utopie selon Niklas Luhmann ou visée actualisable selon Paul Ricoeur ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 74-91. <https://doi.org/10.7202/1116965ar>

Cet article fait appel aux écrits du philosophe Paul Ricoeur sur la question du sens et à ceux du sociologue Niklas Luhmann sur les systèmes de sens pour examiner si l'éthique est une utopie ou une visée actualisable. Comme les analyses menées par ces deux auteurs partagent un même ancrage dans la phénoménologie husserlienne, elles se

prêtent à des croisements. Cette démarche nous permet non seulement d'en arriver à une réponse à la question posée ici, mais, surtout, elle nous amène à proposer deux impératifs pour l'éthique en éducation et en formation : prévenir contre les aveuglements causés par la binarité du code moral et contrer les excès du moralisme.

Lee, S. (2025). **Teaching Open-Mindedness for Challenging Classrooms**. *Educational Theory*, 75(2), 292-314. <https://doi.org/10.1111/edth.70010>

Whether open-mindedness (OM) counts as an admirable epistemic aim of education has been a surprisingly contentious matter. Skeptics point out that OM is only contingently truth-conducive and that open-minded students may be maladaptive to the hostile epistemic environment outside school. Here, Seunghyun Lee contends that, while these critiques are not without merit, they overlook the possibility of epistemic inhospitality within classrooms, and so mischaracterize the significance of open-mindedness in education. Viewing malicious forms of credibility influence — namely from echo chambers and epistemic preemption — as a serious deterrent against our educational efforts, Lee argues that these epistemic practices point to the necessity of open-mindedness in education and, simultaneously, to its difficulty. He concludes by analyzing and offering potential strategies for classroom-based instruction.

Mahé, P. (2024). **Problématisation des apprentissages dans une perspective émancipatrice de l'éducation au développement durable : étude des liens entre accès à la complexité des situations, construction des données et solutions proposées**. (Phdthesis, Nantes Université). Consulté à l'adresse <https://theses.hal.science/tel-05024994>

Une large partie de la communauté scientifique alerte pour dire que les activités humaines sont responsables de changements importants touchant quasiment l'ensemble des équilibres terrestres. Pour répondre à une telle crise, les dirigeants occidentaux ont élaboré, à partir de 1972, un projet politique : le développement durable. Si ce projet est critiquable en bien des points, notamment parce qu'il s'impose au monde et qu'il s'appuie sur l'idée d'une croissance continue, il est, pour le moment, le chemin qui semble émerger, au niveau mondial, pour répondre aux futurs enjeux environnementaux, sociaux et économiques. Depuis 2004, l'éducation au développement durable a donc été intégrée dans les programmes du système éducatif français. S'il s'agit bien souvent, dans les pratiques ordinaires, d'inculquer des comportements plus durables aux jeunes générations, alors, il semble exister des contradictions entre ce projet politique de nature dogmatique et les missions émancipatrices de l'école. Nous cherchons donc à identifier s'il existe des conditions pour qu'une éducation au développement durable s'inscrive dans une perspective non conformiste, c'est-à-dire émancipatrice pour les élèves. Cela pose plusieurs questions. Si l'éducation au développement durable doit s'accorder avec les missions émancipatrices de l'école, il paraît nécessaire de penser collectivement les défis futurs à l'école. Quelle est alors la place du collectif et comment s'articule-t-il avec les processus de singularisation de l'individu ? Si les problèmes de développement durable sont des problèmes complexes, comment l'accès à la complexité des situations peut-il s'apprendre à l'école ? Comment l'usage de sa propre raison, qui pourrait permettre un travail critique sur les systèmes de valeurs, se construit-il dans un monde où la connaissance scientifique est remise en cause et noyée dans des quantités importantes d'opinions ? Comment faire émerger, chez les élèves, des propositions de solutions plus durables en évitant une éducation conformiste ? À partir des travaux déjà menés, nous

avons conçu une séquence d'enseignement forcée pour tenter de répondre à ces questions. Séquence qui a pour objectif d'apprendre aux élèves à se construire, collectivement, leur propre pensée, afin qu'ils proposent des solutions plus durables et amorcent des changements de comportement pour l'avenir. Nous avons fait le choix de travailler sur le problème de la production mondiale des vêtements parce que l'industrie textile est le troisième secteur le plus consommateur d'eau dans le monde et parce que le secteur émet 1,2 milliard de tonnes de gaz à effet de serre chaque année, soit 10 % des émissions mondiales. Dans cette recherche, nous analysons donc l'activité intellectuelle des élèves de cycle 3 pour observer les effets des choix didactiques de la séquence sur la construction de la complexité de la situation et sur les solutions proposées par les élèves.

OECD. (2025). **Empowered Citizens, Informed Consumers and Skilled Workers: Designing Education and Skills Policies for a Sustainable Future**. <https://doi.org/10.1787/311cdbeb-en>

Ouellette-Dubé, M. (2024). **La singularité de l'enseignement de l'éthique à l'école : une analyse critique de la notion de responsabilité éthique dans le Plan d'études vaudois**. *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 7-23. <https://doi.org/10.7202/1116961ar>

Cet article analyse la visée prioritaire de la discipline scolaire « éthique » dans le Plan d'études vaudois. Selon ce dernier, la visée de l'enseignement de l'éthique est de « développer le sens d'une responsabilité éthique » (CIIP / DFJC VD, 2019, p. 1). La signification du « sens d'une responsabilité éthique » est analysée grâce à la théorie de la compréhension morale de la philosophe américaine Margaret Urban Walker. Suivant cette analyse, cet enseignement viserait le développement d'une compétence complexe de positionnement collaboratif. Cette compétence situe la formation autonome du jugement moral au sein d'une large trame d'apprentissage. Enfin, ce dialogue entre la didactique de l'éthique et l'épistémologie morale féministe fournit une analyse critique de la notion d'autonomie, qui permet un regard neuf sur les postures enseignantes.

Perez-Mugg, M. (2025). **Instruction in the Age of Misinformation: Pedagogical Implications for Educating Responsible Knowers**. *Educational Theory*, 75(2), 354-373. <https://doi.org/10.1111/edth.70008>

Recent calls by legislators to exclude "divisive concepts" and histories from our curricula pose a challenge to the development of students' epistemic responsibility and agency in classrooms. In this paper, Martha Perez-Mugg examines the classroom as a space for the development of epistemic responsibility, ultimately suggesting that digital literacy and civic reasoning skills underpin students' development as responsible epistemic agents. In doing so, she connects epistemic responsibility to civic reasoning and digital literacy as central aspects of democratic deliberation. Further, she offers a social epistemological framework for understanding the classroom as a core venue for the development of epistemic responsibility. In the end, Perez-Mugg explores the pedagogical implications that might arise from a deep commitment to cultivating epistemic responsibility for students.

Point, C. (2024). **Enseigner l'éthique aux enfants : faut-il choisir entre la philosophie et les sciences humaines ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 92-109. <https://doi.org/10.7202/1116966ar>

Lors d'une interview donnée en 2018 dans le cadre des Rencontres Internationales sur les Nouvelles Pratiques Philosophiques, Bernard Stiegler déclarait que cette « dînette philosophique » qu'est la philosophie pour enfants (PPE) ne le convainquait pas du tout d'enseigner l'éthique au primaire, car, selon lui, elle ne permet pas de rendre les enfants capables d'affronter les problèmes du monde à venir. Derrière cette critique, il y a, pour Bernard Stiegler, l'idée que le rôle de la philosophie, en tant que discipline, est de d'abord connaître puis d'interroger la culture d'une époque et de l'outiller pour être à la hauteur des problèmes et dangers qu'elle affronte. Mais, pour que cela soit possible, faut-il d'abord que les élèves, au primaire, étudient les sciences humaines comme l'anthropologie ou la sociologie ? Jusqu'à quelle époque historique doit porter l'étude nécessaire pour asseoir une critique solide de l'époque actuelle ? Et comment amener la critique en classe sans que celle-ci se retourne contre l'enseignant et l'école ? L'objectif de ce travail est de discuter les arguments de Bernard Stiegler, qui exclut la PPE et la philosophie comme cadres disciplinaires pour l'enseignement de l'éthique au profit des sciences humaines, d'en saisir les limites et de débattre des questions qui peuvent en émerger.

Revaz, J.-N. (2024). **La responsabilité éthique comme objet d'enseignement et d'apprentissage : enjeux curriculaires et sociétaux.** *Éthique en éducation et en formation : les Dossiers du GREE*, (17), 24-41. <https://doi.org/10.7202/11116962ar>

Quel sens donner à la responsabilité éthique lorsqu'elle est abordée comme un objet d'apprentissage ? C'est à cette question que nous voulons répondre dans cet article en nous demandant quelle responsabilité éthique il serait souhaitable d'enseigner à l'école au regard d'enjeux sociétaux actuels, du curriculum en vigueur en Suisse francophone et de divers courants éthiques. L'analyse du plan d'études romand nous permettra d'abord d'acquérir une compréhension minimale du concept de responsabilité éthique issue des relations que ce dernier entretient avec les autres éléments du plan d'études. Le recours à des éthiques contemporaines nous permettra ensuite d'enrichir la compréhension de notre concept et de pouvoir constituer véritablement la responsabilité éthique comme objet d'apprentissage. Nous l'envisagerons comme une capacité immanente et non innée du sujet d'apprentissage aussi bien à être affecté (sentiment et disposition) qu'à affecter (posture et attention) et dont il revient à l'enseignement de l'éthique de prendre spécifiquement en charge le développement.

Rollin, M. (2024). **Savoir-être, compétences psychosociales et éthique: enjeux dans l'enseignement-apprentissage des langues.** *Études en didactique des langues*, (43), 118-135. Consulté à l'adresse <https://hal.science/hal-04852915>

This article examines the French Ministry of National Education's announcement to integrate soft skills into the school curriculum starting in 2025. It explores the links between know-how in foreign and regional languages and soft skills, as well as their implications in terms of educational objectives and identity issues. In contrast to a simple mastery of behavioral skills, and as an "alternative" to current know-how, the article raises the question of the relevance of an ethical approach in language and culture teaching, making it possible to deal with complex sociolinguistic situations that support reflection on alterity.

Tanchuk, N. J., & Taylor, R. M. (2025). **Personalized Learning with AI Tutors: Assessing and Advancing Epistemic Trustworthiness.** *Educational Theory*, 75(2), 327-353. <https://doi.org/10.1111/edth.70009>

AI tutors are promised to expand access to personalized learning, improving student achievement and addressing disparities in resources available to students across socioeconomic contexts. The rapid development and introduction of AI tutors raises fundamental questions of epistemic trust in education. What criteria should guide students' critical assessments of the epistemic trustworthiness of these new technologies? And furthermore, how should these technologies and the environments in which they are situated be designed to improve their epistemic trustworthiness? In this article, Nicolas Tanchuk and Rebecca Taylor argue for a shared responsibility model of epistemic trust that includes a duty to collaboratively improve the epistemic environment. Building off prior frameworks, the model they advance identifies five higher-order criteria to assess the epistemic credibility of individuals, tools, and institutions and to guide the co-creation of the epistemic environment: (1) epistemic motivation, (2) epistemic inclusivity, (3) epistemic accountability, (4) epistemic accuracy, and (5) reciprocal epistemic transparency.

Teegelbeckers, J. Y., Nieuwelink, H., & Oostdam, R. J. (2025). **How to teach for democracy? Identifying the classroom practices used by expert teachers of democracy.** *Teaching and Teacher Education*, 157, 104942. <https://doi.org/10.1016/j.tate.2025.104942>
To stimulate democratic competences through teaching, it is necessary to have an understanding of actions and behaviors that are considered effective in teaching methods. In this study, we investigated these actions and behaviors, referred to as classroom practices, by interviewing 20 expert teachers of democracy in the Netherlands. We identified six relevant practices: meaningful embedding, providing multiple perspectives, thinking about solutions from divergent perspectives, independent information collection and presentation, taking socio-political action, and critical reflection on subject matter. We show how these practices are associated with democratic competences and provide examples of how the practices are implemented in teaching methods.

Tortochot, É., & Hache, C. (2025, avril 4). **Enjeux épistémologiques et éthiques d'une recherche-action participative dans le développement professionnel d'enseignants d'anglais en CAP.** Présenté à Journée d'étude freins et leviers de l'accès au terrain pour la conception et l'analyse de pratiques et dispositifs pédagogiques. Consulté à l'adresse <https://amu.hal.science/hal-05021032>

Vigneron, F. (2024). **Proposition d'une méthode d'analyse d'action de médiation scientifique. Les super-héros, la bande dessinée et la science-fiction pour aborder les catastrophes environnementales** (Phdthesis, Université de Montpellier). Consulté à l'adresse <https://hal.science/tel-04931514>

Dans cette thèse, nous élaborons une méthode d'analyse d'une action de médiation scientifique en développant des outils théoriques et méthodologiques spécifiques. Nos travaux s'appuient sur l'initiative « La science des super-héros », un atelier de médiation scientifique. Par le prisme de la pop culture, notamment à travers les super-héros, la bande dessinée et la science-fiction, cet atelier cherche à sensibiliser les adolescents aux catastrophes environnementales. À travers ce projet, nous mettons à l'épreuve la théorie de la complexité pour démêler ce qui relève du savoir scientifique dans une action de médiation, tout en prenant en compte les différentes dimensions, enjeux, thématiques et supports utilisés.

Wallenhorst, N. (2025). **Enjeux d'une conceptualisation éducative de l'Anthropocène à partir des ruptures biogéophysiques.** *Recherches en éducation*, (58). <https://doi.org/10.4000/1316h>

Face à l'ampleur des défis mondiaux (changement climatique, effondrement des écosystèmes, fragilisation de la sécurité alimentaire mondiale, migrations...), les sciences du système Terre sont de plus en plus sollicitées ainsi que le concept d'Anthropocène. Cette proposition de nouvelle époque géologique permet tout à la fois de comprendre de façon renouvelée le fonctionnement du système Terre et d'interpréter à nouveaux frais le monde (l'espace sociopolitique hospitalier à l'égard de la pluralité) et la façon d'engager, par l'éducation, des transformations durables du long terme. Dit autrement, l'Anthropocène est un cadre interprétatif du réel qui permet d'interpréter l'éducation à partir de la médiation des savoirs biogéophysiques et des ruptures qu'ils évoquent. L'Anthropocène interpelle l'éducation avec force et amène des ruptures paradigmatiques. Nourri des travaux portant sur les « éducation à », cet article propose d'ouvrir un nouveau champ au sein des sciences de l'éducation et de la formation, celui de l'éducation en Anthropocène. Il s'agit pour cela de permettre aux sciences de l'éducation et de la formation de s'approprier le concept d'Anthropocène dans ses fondements biogéophysiques mais aussi de l'augmenter des singularités de notre champ disciplinaire. L'objet de cette contribution est la définition des contours d'une conceptualisation éducative de l'Anthropocène permettant de penser des « contre-ruptures » nourries de la singularité de l'éducation qui travaille à déjouer les déterminismes. La méthode mobilisée est une méta-analyse des travaux de ces dernières années qui tentent de renouveler les problématisations éducatives à l'aune des ruptures de cette nouvelle époque géologique. Les résultats proposés sont une inversion du rapport entre Anthropocène et éducation pour aller au-delà d'une appropriation éducative de l'Anthropocène mais permettre aux sciences de l'éducation et de la formation d'apporter leur pierre à la conceptualisation de l'Anthropocène. En effet, l'éducation ne peut-elle pas être un des supports d'un espoir intellectuellement honnête et à la hauteur des enjeux de l'Anthropocène dans les temps troublés qui sont les nôtres ?