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Acquisition de compétences

Agostinelli, F., Saharkhiz, M., & Wiswall, M. (2025). **Home and School in the Development of Children**. *International Economic Review*, *66*(2), 527-566. https://doi.org/10.1111/iere.12774
We develop an empirical framework integrating Child Development and Education Production Function literature. It accounts for classroom and parental influences, skill measurement issues, and cognitive/noncognitive interactions. Both home and school investments shape children's skills by kindergarten, with low-skill children benefiting most from improvements. While classrooms are generally more productive, reducing disparities in home investments is more effective in closing income-related skill gaps. This stems from greater inequality in home investments than in school quality across socioeconomic groups.

Alqahtani, R. N., & Almassaad, A. Z. (2025). **The Effect of a training program based on the (TAWOCK) model for teaching computational thinking skills on teaching self- efficacy among female computer teachers**. *Education and Information Technologies*, *30*(5), 6687-6705. https://doi.org/10.1007/s10639-024-13088-x
The aim of research is to reveal the effect of a training program based on the TAWOCK model for teaching computational thinking skills on teaching self-efficacy among computer teachers. It used the quasi-experimental approach, with a pre-test and post-test design with a control group. An electronic training program based on the TAWOCK model was designed, and prepared (teaching self-efficacy scale). The research sample included (42) female teachers in the experimental group, and (39) female teachers in the control group. The research reached: There was a statistically significant difference at the level ($\alpha \leq 0.05$) between the mean scores of computer teachers in the experimental and control groups in the post application; In favor of the experimental group, the value of the ETA square for the total scale of teaching self-efficacy was (0.613); Which indicates the size of significant impact on the self-teaching effectiveness of female computer teachers. There was also a statistically significant difference at the level ($\alpha \leq 0.05$) between the mean scores of computer teachers in the experimental group in the pre and post applications; In favor of the post application, the value of Cohen's coefficient for the total scale of teaching self-efficacy was (1.26).

Asiedu, G., Yaayin, B., & Hanson, R. (2025). **Effect of Computer Animations on Senior High School Students' Learning Outcomes in Chemistry: A Focus on Rate of Reactions**. In *Language, Literature and Education: Research Updates Vol. 2* (p. 49-62). https://doi.org/10.9734/bpi/lleru/v2/4463
Understanding many concepts in chemistry is difficult for most students because of its abstract nature. Chemistry teachers, notwithstanding the difficulties encountered by students, are making frantic efforts to make the rate of reactions less difficult and interesting to learn. Applications of teaching strategies such as the use of ICT in computer-assisted modes of teaching, cartoons and other innovative and interactive approaches need to be applied by teachers in their lesson executions to increase the effectiveness of chemistry learning for students. The significance of computer animations in a senior high chemistry classroom is investigated in this chemistry education research study. This study investigated the effect of computer animations on the academic achievements of senior high school students in terms of the rate of reactions. The study was conducted in two public Senior High Schools in Ablekuma West Municipal in the

Greater Accra Region of Ghana. This study was anchored on the positivist paradigm and adopted the quantitative approach as well as a quasi-experimental design to achieve its objectives. The study used purposive sampling to select 85 students for the study. Two intact classes were engaged in the study with 45 students in the experimental group and 40 students in the control group. The instrument used for the collection of data was the 'Rate of Reaction Achievement Test' (RoRAT), in the form of a pre-test and a post-test. The pre-test was used to check if the two groups were at the same level of achievement in the rate of reactions or not before the treatment. A post-test was administered after the treatment to find out whether the treatment activities assisted in enhancing students' academic achievement in the rate of reactions or not. The t-test analysis of the pre-test scores showed that the p-value was 0.960 which was greater than the 0.005 alpha value ($p > 0.05$). This means there was no significant difference between the means of the pre-test scores of the experimental group and the control group before the treatment, indicating that the two groups were the same in terms of their understanding and achievements in the rate of reaction concepts. However, from the t-test analysis of the post-test scores, the p-value was found to be 0.000 which was less than the 0.05 alpha value ($p < 0.05$). This shows that there was a statistically significant difference between the means of the post-test scores of the experimental group and the control group after the treatment. The effect size in the post-test scores between the two groups was large which was seen in the calculated Cohen's D value of 2.176. The study concluded that computer animations assisted senior high school students to better understand the rate of reactions resulting in enhanced academic achievement. This research contributes to chemistry education by providing teachers and curriculum developers with an alternative instructional strategy which is the use of computer animation for teaching rate of reactions.

Ballerini, V., Dominici, A., Ferracane, M. F., Menchetti, F., & Noirjean, S. (2025). **Stimulating creativity and grit of high school students with creative STEM activities: an RCT with noncompliance**. *Quality & Quantity*, *59*(1), 605-634. https://doi.org/10.1007/s11135-024-01992-w

Creativity and grit are widely recognized as vital components for the success and prosperity of individuals, even more so for younger people who will have to deal with the complex challenges connected to the digital era. Yet, whether these skills can be learnt or are innate traits is still subject to debate, which is further complicated by the difficulty of defining and, in turn, assessing these concepts. In this study, we challenge the idea that creativity and grit cannot be learnt and show that creative pedagogy activities, such as those offered by FabLabs, are powerful tools to enhance these non-cognitive skills. We conduct a randomized controlled trial in which 710 students from five Italian high schools are randomly assigned to creative STEM courses. The courses are delivered by FabLabs, small-scale workshops that offer access to tools for digital fabrication and employ a hands-on pedagogical approach expected to impact students' creativity and grit positively. Assignment to the courses is at the class level: only students in classes randomly selected to join the Fablab activities can participate, and they may decide whether to enrol or not on a voluntary basis. We address noncompliance by adopting an instrumental variable approach. We use two modalities to measure creativity: a self-assessment through the Short Scale of Creative Self and an assessment made by an independent expert using an index of creativity developed by the authors. While the effect on self-assessed creativity is not significant, results show that the external, independent assessment of students' creativity can capture a significant effect of

Fablabs' courses. It also emerges that FabLab activities have a positive significant effect on students' grit, measured through the Duckworth scale. The encouraging results obtained for a relatively small sample of students should prompt a replication of the experiment on a broader scale.

Biermann, L. W., Borsch, A. S., Primdahl, N. L., Jervelund, S. S., Verelst, A., Derluyn, I., & Skovdal, M. (2025). **Towards education with a shared language: language learning strategies adopted by newly arrived immigrant and refugee adolescents in Danish schools**. *Social Psychology of Education*, *28*(1), 86. https://doi.org/10.1007/s11218-025-10043-7
Learning a new language is a challenge facing most young immigrants and refugees arriving in a new resettlement country. Yet, learning the resettlement country language is critical for the young immigrants and refugees' life chances, in terms of future education, social integration, and participation in the labour market. While literature concerned with Language Learning Strategies (LLS) points to the determining effects of social and physical learning environments on language acquisition, few studies have systematically examined how LLS are practiced in the social and educational contexts of preparatory classes for newcomer adolescents. Guided by the concept of LLS, we qualitatively explore the tactics adopted by 85 newcomer adolescents in Danish preparatory classes when learning the Danish language. We disentangle a range of different social and affective language learning strategies such as interacting with native speakers, practising with people sharing the same language skills, and using laughter and exchanging praise to overcome nervousness and anxiety. We highlight how these informal strategies interact and how the newcomer students adopt the strategies to facilitate their language learning. We argue that preparatory classes serve as unique social and educational spaces for supporting the development of social and affective language learning strategies that constructively interact to create conducive conditions for language acquisition.

Bohndick, C., Breetzke, J., Klingsieck, K. B., & Buhl, H. M. (2025). **Students' personality impacts sense of belonging of students in different ways**. *Social Psychology of Education*, *28*(1), 98. https://doi.org/10.1007/s11218-025-10058-0
The sense of belonging satisfies the need for relatedness which is one of the three basic psychological needs. It is considered to be a foundation for success in higher education. One of the predictors of sense of belonging from a psychological perspective is students' personality in the sense of Big Five traits. There are three modes in which those traits can influence the sense of belonging. Firstly, influence of the individual student's personality, secondly, influence of the classmates' personality, and thirdly, influence of the fit between individual student's and classmates' personality. We test all three effects at the same time using data from N = 398 students at two time points and multilevel polynomial analyses. With relatively high explained variance, we found that (1) all five traits of the individual students were related to sense of belonging, (2) classmates' openness and agreeableness are positively related to sense of belonging, and (3) there is an interaction effect for emotional stability but it does not indicate a congruence.

Bruguera, C., Pagés ,Carmen, Peters ,Mitchell, & and Fitó, À. (2025). **Micro-credentials and soft skills in online education: the employers' perspective**. *Distance Education*, *46*(1), 56-76. https://doi.org/10.1080/01587919.2024.2435645

This paper explores the potential of online micro-credentials, a novel learning approach that awards credentials after short educational experiences, as a viable solution to bridging the soft skills gap in the workforce. Using a qualitative foresight research design, the study analyzes and synthesizes insights gathered from 85 in-depth interviews with key labor market stakeholders. The results emphasize how employers generally view online micro-credentials as a feasible and flexible way for professionals to engage in training, although employers underscore various challenges associated with online micro-credentials in soft skills that distance education must take into consideration. The article concludes with recommendations for strategic micro-credential course designs which should be developed with a practical orientation for real-world simulation and application using novel pedagogical approaches. Accordingly, micro-credentials tailored to soft skills development need to be designed and implemented in settings that closely resemble real-life scenarios.

Cafarella, L., & Vasconcelos, L. (2025). **Computational thinking with game design: An action research study with middle school students**. *Education and Information Technologies*, *30*(5), 5589-5633. https://doi.org/10.1007/s10639-024-13010-5
Middle school students often enter Computer Science (CS) classes without previous CS or Computational Thinking (CT) instruction. This study evaluated how Code.org's block-based programming curriculum affects middle school students' CT skills and attitudes toward CT and CS. Sixteen students participated in the study. This was a mixed methods action research study that used pre- and post-tests, surveys, artifacts, and interviews as data sources. Descriptive statistics, paired samples t-tests, and inductive thematic analysis were administered. Findings showed a statistically significant increase in participants' algorithmic thinking, debugging, and pattern recognition skills but not in abstraction skills. Attitudes toward CT and CS improved but the difference was not statistically significant. Qualitative themes revealed benefits of game-based learning to promote CT skills, collaboration to promote successful error debugging, and enjoyment of programming resulting from a balance between structured guidance and creative freedom. Findings emphasize the importance of low-threshold and engaging strategies to introduce novice learners to CT and CS.

Carpendale, E. J., Green, M. J., White, S. L. J., Williams, K. E., Tzoumakis, S., Watkeys, O. J., … Laurens, K. R. (2025). **Promoting effective transitions: Primary school social–emotional competencies predict secondary school reading and numeracy achievement**. *British Journal of Educational Psychology*, *95*(2), 496-512. https://doi.org/10.1111/bjep.12735
Background The transition from primary to secondary school presents a challenging developmental milestone which often marks a decline in academic performance. Social–emotional skills are recognized as fundamental to academic success but longitudinal research is needed to determine the extent of their association over this transition period. Aim This study sought to determine the association between self-reported social–emotional competencies of students in their final year of primary school (Year 6; age 11 years) and reading and numeracy performance in their first year of secondary school (Year 7; age 12 years). Sample The study used a large Australian sample (n = 23,865), drawn from the New South Wales Child Development Study population cohort. Methods The Middle Childhood Survey–Social–Emotional Learning assessment, administered during Year 6, comprises the five competencies defined by the Collaborative for Academic, Social and Emotional Learning (CASEL): Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-

Making. These data were linked with students' Year 7 reading and numeracy scores from the standardized National Assessment Program–Literacy and Numeracy measure. Associations were examined in multi-level structural equation models which accounted for prior (Year 5) academic achievement and sociodemographic covariates. Multi-group analyses explored invariance across girls and boys. Results Self-Awareness and Self-Management demonstrated significant and meaningful positive relationships with reading and numeracy performance. Associations with reading were invariant by sex but boys demonstrated significantly stronger associations than girls on numeracy. Conclusion Findings suggest that bolstering primary school students' intrapersonal social–emotional competencies may safeguard their academic achievement over the transition into secondary school.

Chédru, M. (2025, avril 29). ***Mobilité étudiante et intelligence culturelle : quelles évolutions et quels leviers ?*** Présenté à Séminaire DIDALANG - DIDActique des LANGues Interculturalité et Humanités. Consulté à l'adresse https://normandie-univ.hal.science/hal-05052215

Cheng, I.-H. (2025). **Envisioning professional capabilities of Taiwanese non-governmental organisations managing for sustainable development in international development collaborations**. *International Journal of Educational Development*, *116*, 103296. https://doi.org/10.1016/j.ijedudev.2025.103296
This research explores the professional capabilities that Taiwanese non-governmental organisation (NGO) workers require if they are to manage sustainable development in international development collaborations. With strong political emphasis on Sustainable Development Goals and managing for sustainable development results, NGOs are increasingly focusing on enhancing their workers' capabilities to realise sustainable development at the grassroots level. This empirical case study applies the realist–capability approach and discovers that sustainable development managers are capable of leveraging a layered, dynamic, and open system to support local leadership and target groups. 12 professional capabilities that leverage the system are accordingly developed.

Denham, J., Spokes ,Matthew, Coward-Gibbs ,Matt, & and Veal, C. (2025). **Personal, pedagogic play: a dialogic model for video game learning**. *Pedagogy, Culture & Society*, *33*(3), 805-822. https://doi.org/10.1080/14681366.2023.2272164
Utilising data from semi-structured interviews (n = 20), this paper explores the educational function of internationally popular, blockbuster videogames, including the ways in which players identify and operationalise these learning experiences. It proposes a framework through which different learning experiences in mainstream, culturally significant games can be categorised, utilising dialogic learning approaches – drawn from application of – to position players in constant dialogue with the games that they play: a co-constructive pedagogy of videogames. We find that, in the context of popular videogames, implicit learning is relevant, present, and valuable alongside than explicit alternatives. Our contribution is to offer a reimagined dialogic typology which can help players, educators, caregivers and games scholars identify, utilise and research digital play-learning.

Elbro, C., Kristensen, N., & Skov, P. R. (2025). ***Long-term Effects of Phonics Approaches to the Development of Reading Skills*** (Working paper N° 17815). Consulté à l'adresse

Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17815
Many studies have documented that a phonics approach is an essential component in the teaching of reading for beginning readers, especially for students at risk of reading disabilities. We study whether phonics approaches, as indicated by the choice of basal readers (materials for the initial teaching of reading) in Grade 1, have long-term effects on adult education levels and labour market outcomes 23 years later. The study shows evidence of a causal link between the choice of basal reader in primary school and school results at the end of lower secondary school as well as labour market outcomes at age 30. Choosing a basal reader that is easily compatible with a phonics approach is a highly cost-effective policy choice.

Entorf, A. K., & Dohmen, T. J. (2025). **The effect of compulsory education on non-cognitive skills: Evidence from low- and middle-income countries**. *Economics of Education Review*, *107*, 102654. https://doi.org/10.1016/j.econedurev.2025.102654
Personality traits, preferences, and attitudes significantly influence labor market outcomes, and these non-cognitive skills are shaped by the social environment. While curriculum interventions can impact these skills, the effect of compulsory education on non-cognitive skills is less well understood. This study investigates the impact of extending compulsory education by examining educational reforms in four low- and middle-income countries. Utilizing cross-sectional data from the World Bank's 2012/2013 initiative, we analyze the within-country variation in compulsory education years. Our findings indicate that increased compulsory education decreases emotional stability, grit, hostile attribution bias, patience, and willingness to take risks, while enhancing openness to experience and alternative solution or consequential thinking.

Evrard, L., & Le Breton, S. (2025). **Résultats définitifs des évaluations Point d'étape à mi-CP 2024-2025 : augmentation des résultats dans les quatre compétences de mathématiques et trois des huit compétences de français par rapport à 2020**. *Note d'Information*, (25.32), 1-4. https://doi.org/10.48464/ni-25-32
En janvier 2025, l'ensemble des élèves de CP ont été évalués en français et en mathématiques. Ce point d'étape, en milieu d'année scolaire, permet de mesurer l'évolution des acquis des élèves dans certaines compétences de la lecture, de l'écriture et de la numération.

Fang, J.-W., Chen, J., Guo, X.-G., Fu, Q.-K., Hwang, G.-J., & Tu, Y.-F. (2025). **Emotional supports in robot-based self-regulated learning contexts to promote pre-service teachers' digital learning resource development competences**. *Education and Information Technologies*, *30*(5), 6483-6509. https://doi.org/10.1007/s10639-024-13059-2
Digital competence is an essential skill for pre-service teachers, and self-regulation is an important factor in this competence. However, lack of emotional support often affects development of students' digital competence. Therefore, an emotional support-embedded robot-based self-regulated learning (ES-RSRL) system was developed. This ES-RSRL approach was proposed to promote learners' self-regulation and enhance pre-service teachers' digital learning resource development competencies. To evaluate the effectiveness of this approach, 54 pre-service teachers majoring in the arts were recruited, with 27 (10 males and 17 females) assigned to the experimental group using the ES-RSRL approach, and 27 (12 males and 15 females) assigned to the control group using the traditional Robot-based Self-Regulated Learning (C-RSRL) approach.The results

showed that the ES-RSRL approach significantly improved pre-service teachers' digital learning resource development competencies, enhancing their extrinsic motivation and self-regulation. The interviews further revealed that the ES-RSRL approach not only enhanced students' learning efficiency. Therefore, we present an in-depth discussion on future research, and offer suggestions for researchers and teachers interested in using robots in educational environments.

Ferguson, R. (2025). **Micro-credentials and wellbeing**. *Distance Education*, *46*(1), 123-129. https://doi.org/10.1080/01587919.2025.2460008
Although short, accredited courses have existed in various forms for many years, it is only recently that universities have begun to offer micro-credentials. These courses are typically offered as a precursor or an adjunct to a full graduate or postgraduate programme and only rarely fully integrated within those programmes. As a result, micro-credential learners may not have access to the full range of support services available to registered students. This is a potential problem at a time when, in the wake of Covid, concerns about the mental health and wellbeing of students are increasing. This critical commentary identifies some of the barriers and enablers associated with the wellbeing of those studying micro-credential and suggests ways in which universities could provide support at different stages of the learner journey.

Fort, M., Loviglio, A., & Tinti, S. (2025). ***The Consequences of Promoting Data Literacy Among Graduate Students*** (Working paper N° 17803). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17803
We study the impact of a program designed to enhance data literacy on graduate students' skills and academic outcomes in a large Italian university. The program (i.e. a minor) targets students who are expected to have weak quantitative competences and offers 120-hours training focused on improving the ability to interpret and process data, in addition to the regular courses of the master program in which students are enrolled (i.e. their major). The admission process to the minor is characterized by rationing, resolved by random assignment of available slots to applicants. Exploiting the resulting exogenous variation for identification, we find that the program largely improved digital literacy of participants with low pre-treatment levels of numeracy. Despite the additional effort required by the program, we can rule out any slowdown in the progress of the academic career in the major master program of participating students.

Galindo-Domínguez, H., Bezanilla, M. J., & Campo, L. (2025). **Relationship between social media use and critical thinking in university students**. *Education and Information Technologies*, *30*(5), 6641-6665. https://doi.org/10.1007/s10639-024-12953-z
Although part of their use is intended for leisure, social networks could be a useful tool for developing students' critical thinking. Nevertheless, this relationship could also be influenced by our competence in learning to learn, that is to say, our knowledge, skills, and attitudes associated with self-regulation, metacognition, use of learning strategies, and problem-solving. To test this hypothesis, 301 university students participated ($M = 19.83$; $SD = 3.17$). The results showed which functions of social media related to information, content creation, and problem-solving were associated with a higher level of Learning to Learn competence and of Critical Thinking. However, the different functions of social media use were poor predictors of Critical Thinking, with the best predictor of critical thinking being the competence of learning to learn. Finally, in students with a low competence in learning to learn, a greater interaction with their

immediate environment (e.g. friends, family…) or with their teachers or peers through social media was associated with a higher development of critical thinking. Moreover, in students with a high competence in learning to learn, a greater use of social media to solve academic problems was associated with a higher development of critical thinking. These results shed some light on the potential benefits that the use of social media could bring in both formal and informal settings, as well as the need to work among university students on some of the main aspects of the learning to learn competence, like metacognition, self-regulation or problem-solving, to develop critical thinking.

Gao, Y., Gan, L., & Wang, K. (2025). **The impact of collaborative versus individual electronic note-taking on academic writing skills among graduate students: A call-based study**. *Education and Information Technologies*, *30*(5), 6367-6398. https://doi.org/10.1007/s10639-024-13064-5
This investigation sought to discern the impacts of different electronic note-taking strategies—collaborative, individual, and a hybrid of both—on the academic writing skills of Chinese EFL graduate students. The study engaged 185 participants, systematically assigned to one of four groups: those practicing collaborative electronic note-taking, those employing individual strategies, a group combining both approaches, and a control group receiving no specific electronic note-taking intervention. The evaluation of academic writing skills was conducted through pre- and post-test assessments. In addition, participants' perceptions regarding the efficacy of electronic note-taking were collected through questionnaires and interviews. Analysis of the academic writing post-test scores unveiled a statistically significant influence of the note-taking strategy on the enhancement of academic writing skills, with the metrics revealing ($F(3, 81) = 15.055$, $p < 0.001$, $\eta^2 = 0.358$). This indicates a pronounced improvement in the writing capabilities of students engaged in electronic note-taking activities compared to those in the control group. Noteworthy is the performance of the individual note-taking group, which outstripped the control group's outcomes. However, comparisons within the electronic note-taking strategies—between collaborative and individual approaches or against the combined strategy—did not yield significant disparities. Feedback from the questionnaire and interviews painted a positive picture of electronic note-taking's role in academic writing skill development. Participants acknowledged several advantages, including but not limited to, the facilitation of idea diversity, the promotion of interactive learning environments, and the enhancement of writing strategies. Such qualitative insights corroborate the quantitative findings, underscoring the efficacy of electronic note-taking, in its various forms, as a potent tool for advancing the academic writing skills of Chinese EFL graduate students. This body of evidence advocates for the integration of electronic note-taking methodologies into educational curricula aimed at improving note-taking and academic writing proficiencies. It also signals the necessity for further explorations into the longitudinal impacts of these strategies on academic achievements and their adaptability across diverse educational settings. The collective data from this study enrich our understanding of electronic note-taking's potential to transform learning outcomes in higher education.

Garcia, M. B. (2025). **Profiling the skill mastery of introductory programming students: A cognitive diagnostic modeling approach**. *Education and Information Technologies*, *30*(5), 6455-6481. https://doi.org/10.1007/s10639-024-13039-6
The global shortage of skilled programmers remains a persistent challenge. High dropout rates in introductory programming courses pose a significant obstacle to graduation.

Previous studies highlighted learning difficulties in programming students, but their specific weaknesses remained unclear. This gap exists due to the predominant focus on the overall academic performance evaluation. To address this gap, this study employed cognitive diagnostic modeling (CDM) to profile the skill mastery of programming students. An empirical analysis was conducted to select the most appropriate model for the data, and the linear logistic model (LLM) was determined to be the best fit. Final examination results from 308 information technology (IT) and 279 computer science (CS) students were analyzed using the LLM. Unfortunately, findings revealed that programming students exhibited proficiency primarily in code tracing and language proficiency but displayed deficits in theoretical understanding, logical reasoning, and algorithmic thinking. From a practical standpoint, this deficiency in fundamental skills sheds light on the factors contributing to academic failures and potentially eventual dropout in programming education. When comparing the student population by academic program, CS students demonstrated superior mastery compared to their IT counterparts, although both groups exhibited a lack of mastery in code tracing. These deviations underscore the pressing need for tailored educational strategies that address the unique strengths and weaknesses of each student group. Overall, this study offers valuable insights into programming education literature and contributes to the expanding application of CDM in educational research.

Girard, N., Cardona, A., & Fiorelli, C. (2025). **Learning how to develop a research question throughout the PhD process: training challenges, objectives, and scaffolds drawn from doctoral programs for students and their supervisors**. *Higher Education*, *89*(4), 1001-1020. https://doi.org/10.1007/s10734-024-01258-2
With the higher education reform putting forward the professionalization of doctoral students, doctoral education has been strongly focused on generic transferable skills to ensure employability. However, doctoral training should not forget core skills of research and especially the ability to formulate research questions, which are the key to original research and difficult to develop at the same time. Learning how to develop a research question is traditionally seen as a one-to-one learning process and an informal daily transmission between a novice and a senior researcher. The objective of this paper is to offer a framework to design doctoral programs aimed at supporting the process of development of research questions for doctoral candidates guided by their supervisors. We base our proposal on two doctoral training programs designed with a pedagogical strategy based on dialogs with peers, whether they be students, supervisors, or trainers from a diversity of scientific backgrounds. The resulting framework combines three learning challenges faced by doctoral students and their supervisors when developing their research question, as well as training objectives corresponding to what they should learn and that are illustrated by the scaffolds we have used in our training programs. Finally, we discuss the conditions and originality of our pedagogical strategy based on the acquisition of argumentation skills, taking both the subjective dimensions of PhD work and the added value of interactions with a diversity and heterogeneity of peers into account.

Golegou, E., Wallace, M., & Peppas, K. (2025). **On the Performance of Greek Students on PISA Fields Using PISA Data: A Comprehensive Analysis**. *Advances in Research on Teaching*, *26*(3), 211-230. https://doi.org/10.9734/air/2025/v26i31339
The cultivation of 21st-century skills is a key objective of most educational systems around the world today. Based on this widely accepted finding, this paper analyses the

performance of Greek students in the OECD's Programme for International Student Assessment (PISA), the main purpose of which is to test students' acquisition of these skills. The research aims to answer two questions: first, whether the scientific community universally accepts this competition, and second, whether STEM education primarily cultivates 21st-century skills and improves students' performance in the competition. To this end, we conducted a secondary analysis of the competition data and employed the methodology of evidence-based research. In conclusion, PISA does not enjoy universal acceptance within the scientific community and therefore cannot be the sole criterion for reforming an educational system. Nevertheless, the importance of cultivating 21^(st) century skills, which students will require in adult life, cannot be overlooked. Therefore, we propose STEM education as a means of developing the necessary skills, both within the school environment and in the broader context of extracurricular activities.

Gong, X., Li, Z., & Qiao, A. (2025). **Impact of generative AI dialogic feedback on different stages of programming problem solving**. *Education and Information Technologies*, *30*(7), 9689-9709. https://doi.org/10.1007/s10639-024-13173-1
Feedback is crucial during programming problem solving, but context often lacks critical and difference. Generative artificial intelligence dialogic feedback (GenAIDF) has the potential to enhance learners' experience through dialogue, but its effectiveness remains sufficiently underexplored in empirical research. This study employed a rigorous quasi-experimental design and collected multidimensional data through mixed methods to investigate the impact of GenAIDF at different stages of programming problem-solving on high school students' programming skills and critical thinking. One hundred seventy-two high school students from four distinct classes participated in this study. We established three experimental groups, introducing GenAIDF during the code writing (CAG, NCAG = 43), verification debugging (DAG, NDAG = 43), and both code writing and verification debugging (CDAG, NCDAG = 43) stages, and one control group, without GenAIDF introduced at any stage (NAG, NNAG = 43). The results indicated that, first, in terms of programming skills, the three experimental groups exhibited no significant difference in their programming knowledge, yet they significantly outperformed the control group. CAG excelled in programming project performance, while DAG excelled in structure. CDAG excelled in functions but had poor plagiarism scores. Second, regarding critical thinking skills, DAG performed best, followed by CAG, CDAG, and NAG, with significant differences observed among the four groups. Finally, student interviews revealed increased learning engagement, satisfaction, and critical thinking consciousness. Based on these findings, the study provides empirical recommendations for teachers on effectively utilizing GenAIDF in the future.

Gross, O., & Ruelle, Y. (2025). **The pedagogical liminality of patient and public involvement in initial healthcare professional education: an umbrella review**. *Research Involvement and Engagement*, *11*(1), 52. https://doi.org/10.1186/s40900-025-00704-4
Objectives Patient and public involvement in undergraduate healthcare professional education (PPI-PE) raises questions about its value and the ways it can be implemented, which has been explored by several literature reviews from various angles. This study aimed to take stock of our current knowledge of the foundations and effects of PPI-PE, the structure of programs of this type, their implementation conditions and identify any gaps in the studies conducted so far. The aim was also to identify the questions that run through the studies, pinpoint their foundations and implicit assumptions, and make sense

of any discordant elements. Design Three databases were searched to conduct an umbrella review based on the recommended quality criteria. Results The 27 reviews included were based on 529 independent articles. The analysis carried out has enabled us to consolidate existing knowledge of stakeholders' motivations, patient recruitment process, the implemented educational initiatives and their impact. Numerous studies agree on the benefits of PPI-PE. In contrast, there are few studies on patient profiles, and the lack of grounding in intervention theories does not help to structure curricula. Conclusion The results explain the lack of chrono-pedagogical reflection. At this stage, it would be useful to develop realistic evaluations of whose aim is to link effects to contextual elements and the mechanisms that produce them, to optimize actions. Despite the well-documented benefits of PPI-PE, its limited integration suggests a form of pedagogical liminality. This may stem from institutional inertia in medical and nursing education, where entrenched traditions, power dynamics, and the dominance of qualitative research create barriers to change.

Gu, P., Xu, F., Chen, L., Ma, Z., Zhang, M., & Zhang, Y. (2025). **Technological affordances and applications of chatbots for conversational skill interventions in autism: A scoping review**. *Education and Information Technologies*, *30*(7), 9311-9340. https://doi.org/10.1007/s10639-024-13191-z

Conversational skills, which are essential for effective social interactions and typically pose difficulties for individuals with autism spectrum disorder (ASD), include abilities such as initiating topics, engaging in back-and-forth dialog, and responding to conversational cues. Chatbots have been used in mental health fields, and the development of emerging technologies such as generative artificial intelligence (AI) has led to innovations in chatbot construction. This scoping review explores the technological affordances and applications of chatbots for conversational skill interventions in individuals with ASD. The study synthesizes findings from peer-reviewed research over the past two decades. Despite the potential of chatbots to provide dynamic and intelligent responses, the current literature has revealed significant limitations in chatbot construction and effectiveness. Most chatbots rely on rule-based response generation, which often leads to user frustration and a lack of motivation. Furthermore, the review identifies a gap in the application of advanced technologies such as large language models (LLMs) in chatbot development for conversation interventions. The study emphasizes the need for more personalized and adaptive chatbot designs that leverage generative AI technologies to cater to the diverse needs of individuals with ASD. Additionally, expanded data collection and the inclusion of larger sample sizes are needed to improve the accuracy and validity of chatbot models. Moreover, further evidence-based experimental research is needed to evaluate the intervention effectiveness of chatbots. This review provides comprehensive insights and recommendations for future research and development in the field, aiming to increase the effectiveness of chatbots in supporting conversational skill development in individuals with ASD.

Hazlett, Z. S., Jimenez, P. C., & Knight, J. K. (2025). **Self-Testing and Follow-Through of Learning Strategies Supports Student Success**. *CBE—Life Sciences Education*, *24*(1), ar16. https://doi.org/10.1187/cbe.24-04-0128

Evidence abounds that passive strategies such as rereading or highlighting are less effective than active strategies such as drawing models or explaining concepts to others. However, many studies have also reported that students tend to use learning strategies

that they perceive as comfortable and easy, even when other strategies may be more successful. In this study, we asked students to self-report their study strategies after test-taking, as well as any planned new strategies. We also compared their self-reports with their actual use of the technique of self-testing, which was defined as completing practice problems in their online courseware system. In contrast to prior studies, students reported using self-testing more than any other strategy, and the amount of self-testing they used predicted their final performance in the course. Students' continued reporting of intended new strategies also correlated with performance, as did the accuracy of their reports of self-testing. These findings demonstrate that the amount of self-testing affects performance, and that students' accurate reporting of self-testing could be an indicator of their awareness.

Herrmann, S., & Bach, K. M. (2025). **Ability grouping in German secondary schools: The effect of non-academic track schools on the development of Math competencies**. *British Journal of Educational Psychology*, *95*(2), 578-602. https://doi.org/10.1111/bjep.12741
Background Differences in competence gains between academic and non-academic track schools are often attributed to selection effects based on students' primary school performance and socioeconomic status (SES). However, how the competencies of comparable students (in terms of school performance and social background) at different tracks develop is often neglected. Aims We investigated whether comparable students diverge in their math competencies due to attending different types of secondary schools, contributing to the ongoing debate on whether inaccurate stratification may lead to disadvantages. Methods Using data from the National Education Panel Study (Kindergarten Cohort SC2, N = 4180), we examined students' competence development from the fourth to seventh grade. We employed a quasi-experimental design (propensity score weighting, PSW) comparing similarly capable students at academic and non-academic school tracks to make causal inferences. The outcome variable was students' math competence in seventh grade. PSW used fourth-grade competency measures in math and reading and other variables such as sex, migration background, SES, class composition, special educational needs, school grades and school location. Results Results revealed a significant average treatment effect on the treated, indicating that comparable students attending non-academic track schools show lower math performance than those at academic track schools. Conclusion Non-academic tracks seem to hinder the full development of students' competencies. We conclude that the effects of preconditions like the students' SES, ability and aspirations on competence development are lower than assumed and that school learning environments should be given greater importance. We discuss practical solutions and provide suggestions for future research.

Hirelingannavar, S., & Patil, M. (2024). **Impact of Socio-economic Status on Socio-emotional Development of Children Attending Different Early Childhood Care and Education (ECCE) Centers**. *Journal of Scientific Research and Reports*, *30*(4), 129-142. https://doi.org/10.9734/jsrr/2024/v30i41898
The purpose of the 2018–20 study, which took place in the Karnataka state's Dharwad taluk, was to determine how children's social and emotional development was impacted by their socioeconomic status. The study's objectives were to evaluate the social and emotional development of children in both rural and urban locations, as well as to determine the impact of SES on these development factors. A total of 208 children aged between three and six years, comprising 104 from rural and 104 from urban areas,

were chosen for the study. Children's social and emotional development was evaluated using the Transdiciplinary Play Based Assessment-2 instrument. The child's family's socioeconomic position was assessed using a Aggarwal Socio-economic status scale. A qualitative approach utilizing the naturalistic observation method was used to observe, analyze, and study the effects of play-based activities on social and emotional development. Naturalistic observations were produced by combining field notes from participant observation with video footage of kids playing in an unstructured manner. The findings showed that most kids in both urban and rural anganwadis were in the social and emotional development watch and worry category. The social and emotional development of children was shown to be significantly correlated with their socioeconomic level. According to the statistical analysis, preschoolers in both rural and urban areas showed a substantial relationship and difference. In both rural and urban settings, children from lower middle class families scored lower on social and emotional development and related domains than did children from upper middle class families.

Ho, S. K., Zhang, L. R., & Chen, W.-W. (2025). **Developing my strength: a moderated mediation analysis of strength-based parenting, personal best goals, strength mindsets, and academic achievement**. *Social Psychology of Education*, *28*(1), 96. https://doi.org/10.1007/s11218-024-09987-z
Strength-based parenting promotes beneficial outcomes in children's development, including academic achievement. However, few studies have focused on the inner mechanisms underlying the relation between strength-based parenting and students' academic achievement. Guided by life-span development theory, we aimed to examine the mediating role of personal best goals in the relation between strength-based parenting and academic achievement, as well as the moderating role of strength mindsets in the first stage of mediation (between strength-based parenting and personal best goals). An online survey was administered to 273 secondary students in Macau to measure their experiences of strength-based parenting, personal best goals, strength mindsets, and grade point averages. Results indicated that: (a) Strength-based parenting positively correlated with academic achievement; (b) Personal best goals positively correlated with students' perceptions of strength-based parenting and their academic achievement, and partially mediated the relation between strength-based parenting and academic achievement; (c) Strength mindsets moderated the relation between strength-based parenting and personal best goals. For students who had more of a growth strength mindset, the effect of low strength-based parenting on lowering personal best goals was lessened. We further discussed the implications of strength-based interventions and growth mindset training for students' personal growth and academic achievement.

Hsu, J. L., Gartland, S., Prate, J., & Hohensee, C. (2025). **Investigating Student Noticing of Quantitative Reasoning in Introductory Biology Labs**. *CBE—Life Sciences Education*, *24*(1), ar14. https://doi.org/10.1187/cbe.24-04-0124
Quantitative reasoning (QR) is a key skill for undergraduate biology education. Despite this, many students struggle with QR. Here, we use the theoretical framework of student noticing to investigate why some students struggle with QR in introductory biology labs. Under this framework, what students notice when given new information and data influences how they process this information and connect it with other events to form new conceptions. Students must mentally isolate given features, create mental records of those features, and identify features or objects that they connect to existing

knowledge. Identifying these features or objects is thus critical since they form the foundation upon which learning takes place. We conducted observations of groups in introductory biology labs involving QR, which informed follow-up interviews to examine what students notice, the level/relevance of their noticing, and factors that shape student noticing. We find that some students are noticing more perceptual features, often focusing on less relevant trends and features, with others noticing deeper, more relevant patterns that facilitate conceptual sensemaking. In addition, we find multiple factors, including students' expectations and their attitude toward QR and biology, that shape student noticing. We conclude with implications for instructors and the biology education research community.

Ioannou, A., Miliou, O., Adamou, M., Kitsis, A., Timotheou, S., & Mavri, A. (2025). **Understanding practicing and assessment of 21st-century skills for learners in makerspaces and FabLabs**. *Education and Information Technologies*, *30*(7), 8829-8846. https://doi.org/10.1007/s10639-024-13178-w
Despite the opportunities that makerspaces and FabLabs offer for the development of 21st-century skills, understanding how these skills are being practiced and assessed in these spaces has been proven challenging. In this work, we address this gap through an interview study investigating 13 maker-educators' practices across different makerspaces and FabLabs. The findings reveal that, in general, maker-educators' practice is not guided by any formal 21st century skills framework. Instead, they draw ideas from their national school curricula, literature, and primarily their own experiences and perceived best practices in their contexts. They report evidence of practicing 21st-century skills, most frequently referring to five skills: collaboration, creativity, communication, life/social skills, and problem-solving. Yet, they do not explicitly assess the development of these skills, for reasons that have to do with (i) the practical nature of making, which emphasizes the development of a tangible result and not skills development as such, (ii) the demanding nature of the making activities, which requires a lot of hands-on time, leaving no room for assessment, (iii) the making ethos, which presents maker-educators with choices around what to pursue and how to go about it, and cannot restrict making activities within the boundaries of formal assessment practices. The study helped to document some making practices linked to the practicing of 21st-century skills, as reported by the participating maker-educators. Future work could focus on the design of assessment practices and tools that can help to capture and advance the development of 21st-century skills in maker contexts, while respecting the openness in the making ethos.

James, A., Proches, C. G., Kanyangale, M., Rouvrais, S., Waldeck, R., Audunsson, H., … Chelin, N. (2025, avril 22). ***Catalyzing Curriculum Transformation to Advance Industry 5.0 Engineering Education***. Présenté à EDUCON 2025: IEEE Global Engineering Eduation Conference « Sustaining Educational Excellence in Engineering: Generative AI in Enhancing Critical Thinking and Active Learning. » Consulté à l'adresse https://imt-atlantique.hal.science/hal-05064499
Graduates who can solve problems and make an impact on society, in a volatile and uncertain world, are required. In this changing world, there are constant drivers and challenges, which lead to new requirements for Higher Educational Institutions (HEIs) curricula and pedagogies. HEIs are changing at a rapid pace, with strong disturbance, and operate in volatility, uncertainty, complexity and ambiguity (VUCA). The main aim of the study was to explore how to guide HEI academics and programme leaders to

catalyze curriculum transformation to advance engineering education. Using a qualitative research approach, participants from partner universities (in France, Germany, Iceland, Indonesia, Lithuania and South Africa) were selected using purposive sampling. Data were collected from an interactive virtual workshop conducted in May 2024 to explore diverse understandings of curriculum transformation, and disruptions experienced in the HEIs with respect to curriculum transformation. Thematic analysis was used to generate five themes. The results highlight that the process of curriculum transformation can be enhanced by encouraging flexibility at HEIs, facilitating cooperation and teamwork, improving the collective capacity to change the curriculum, and ensuring the involvement of diverse stakeholders. The findings provide valuable insights for programme designers tasked with leading curriculum transformation and sustenance of engineering education.

Kaffenberger, M., Melville, S., & Agarwal, M. (2025). ***The benefits of foundational learning to individuals and society: a review of the evidence***. Consulté à l'adresse https://www.wwhge.org/resources/the-benefits-of-foundational-learning-to-individuals-and-society-a-review-of-the-evidence/
This brief reviews the limited but growing evidence on learning achievements, particularly foundational learning achievements, and later individual and societal outcomes.

Kim, S. K., Lee, M., Lee, Y., Go, Y., & Park, M. H. (2025). **Expanding virtual reality simulation with reflective learning to improve mental health nursing skills of undergraduate nursing students**. *Education and Information Technologies*, *30*(7), 8541-8565. https://doi.org/10.1007/s10639-024-13102-2
The development of best strategies for improving learning engagement in the field of mental health nursing education, is a challenge for teachers. Using self-reflection, students are facilitated to actively participate in their own learning process, improving their efforts to understand and perform best practice for patients. This study aimed to examine the usability and feasibility of a virtual reality simulation for undergraduate nursing students, incorporating reflective methods to improve communication. Design: This study used a mixed method design. Methods: A pre-post control group design was used for effectiveness evaluation and user feedback was collected using essay questionnaires. A total of 59 participants were recruited from two nursing colleges in Korea. The experimental group was trained for 4-hours using a 'Virtual Patient Immersive Communication Training (VPICT)' environment, in which they faced virtual patients to practice communication strategies. Students were required to exercise reflection, using a virtual 3D hospital environment recording system. Using SPSS version 27, data were analyzed by conducting paired and independent t-tests with statistical significance determined at $p < 0.05$. Results: The VPICT group showed higher mental health nursing performance when self-evaluated ($p = 0.015$). After simulation, communication competency scores were increased in both groups. Overall scores for learning immersion and satisfaction were higher in the VPICT group than in the control group, showing a marginally significant difference between the two groups ($p = 0.05$). The VPICT achieved good usability scores with the highest score in likability (4.67 ± 0.41). Conclusion: The VPICT simulation group demonstrated superior learning immersion and mental health nursing performance. The potential exists therefore, to reinforce mental health nursing simulations and extend VR simulations to be more interactive.

Korkmaz, O., & Kırdök, O. (2025). **Development and validation of the Turkish five-factor short form of the Career Adapt-Abilities Scale (CAAS-5-SF)**. *International Journal for Educational and Vocational Guidance*, *25*(1), 85-109. https://doi.org/10.1007/s10775-023-09594-y
This study develops and validates the fifteen-item Turkish version of the Career Adapt-Abilities Scale Short Form (CAAS-5-SF) with a cooperation dimension. The data of the study were collected from 1.575 different high school students (aged between 15 and 18 years) in Turkiye. It has been observed that the scale has acceptable validity and reliability values. Significant relationships were obtained between the CAAS-5-SF and perceived stress, problem-solving self-efficacy and career adaptation responses.

Li, S., Peng, K., Zhu, B., & Liu, F. (2025). **Research on the impact mechanism of knowledge co-creation virtual teachers on learner creativity: From the perspective of social facilitation**. *Education and Information Technologies*, *30*(7), 9605-9639. https://doi.org/10.1007/s10639-024-13215-8
In the digital age, online learning platforms utilizing advanced technologies such as artificial intelligence can provide more diverse and abundant educational resources compared to offline learning environments. However, online learners still face emotional expression and inertia trap problems. Knowledge co-creation virtual teachers (KCVTs) can solve the aforementioned difficulties, because they can increase the emotional interaction between learners and teachers and encourage learners to reduce inertia. But whether the above characteristics of KCVTs can affect learner creativity remains to be studied. Therefore, this study innovatively analyzes the impact of the technical characteristics of KCVTs, including the expertise of resource recommendation (ERR), familiarity with learners' learning processes (FLLP) and heuristic interaction (HI), on learner creativity from a social facilitation perspective. Meanwhile, the mediating role of internal drive, namely perceived personalization (PP) and intrinsic motivation (IM), as well as the moderating effects of emotional support (ES) and incentive (IN), are considered. Ultimately, the proposed model is empirically tested using a sample of 296 users from existing learning communities. We find: (1) As the Social Facilitation theory suggests, the group factors of KCVTs influence creativity through different mechanisms: the ERR and HI of KCVTs stimulate learners' creativity (R^2 = 0.46) through their PP (R^2 = 0.59) and IM (R^2 = 0.43), while the FLLP provided by KCVTs fosters learner creativity (R^2 = 0.46) through their PP (R^2 = 0.59) in online learning communities. (2) The interactive atmosphere and learning evaluation methods in online communities' impact creativity. The ES (R^2 =0.333) provided by KCVTs and the IN (R^2 =0.348) from online learning communities enhance learners' spontaneity in generating intrinsic motivation to overcome barriers, thereby fostering creativity. This study extends the social facilitation theory to the context of online learning, enriches the theoretical framework of individual creativity influence mechanisms and offers practical implications for the design and optimization of KCVTs in online learning platforms.

Liu, X., & Zhang, Y. (2025). **Re-examining cognitive load measures in real-world learning: Evidence from both subjective and neurophysiological data**. *British Journal of Educational Psychology*, *95*(2), 446-463. https://doi.org/10.1111/bjep.12729
Background Cognitive load theory is widely used in educational research and instructional design, which relies heavily on conceptual constructs and measurement instruments of cognitive load. Due to its implicit nature, cognitive load is usually measured by other related instruments, such as commonly-used self-report scales of mental effort

or task difficulty. However, these concepts are different in nature, as they emphasize distinct perspectives on cognitive processing. In addition, real-world learning is more complex than simplified experimental conditions. Simply assuming that these variables will change in a monotonic way with workload may be misleading. Aims This study aims to examine whether these measures are consistent with each other, and to discover the neurophysiological basis underlying the potential discrepancy. Sample The study collected data in both a real-world (Study 1, 22 high school students in 13 math classes) and a laboratory setting (Study 2, 30 students in 6 lab-based math tasks). Methods In addition to self-report measures, the study also collected multimodal neurophysiological data, such as electroencephalography (EEG), electrodermal activity (EDA), and photoplethysmography (PPG). Results The results show that although the difficulty level can be perceived with difficulty ratings, it does not lead to the corresponding level of mental effort. Only within an appropriate level of load, can we observe a positive correlation between self-report difficulty and mental effort. Neurophysiological evidence also supports the conceptual discrepancies and group differences, indicating distinct neurophysiological mechanisms underlying these 'similar' constructs. Conclusions These findings also emphasize the need for combining these concepts to better evaluate students' cognitive load.

Lucas-Mangas, S., Suárez-Ortega, M., Sánchez-García, M. F., & Sánchez, B. H. (2025). **Identification of interdependent psychosocial variables in the entrepreneurial competence**. *International Journal for Educational and Vocational Guidance*, *25*(1), 159-185. https://doi.org/10.1007/s10775-023-09588-w
From the approach based on human rights, the psychosocial factors that facilitate entrepreneurial competences are encouraged for the career and communitarian development. The proper consideration of social cohesion among communities creates some facilitation for a better approach for people. We used a qualitative methodology applying 25 open-ended interviews and two discussion groups, and involving 42 professionals from Spain. We obtained a system of categories constituted by a group of psychosocial variables that key informant consider significant for entrepreneurial development. These results also identify the psychosocial learning and factors that need to be promoted through continuous educational actions within organizations, incentivizing an entrepreneurial career and contributing to sustainable development.

Machrone, A., Duenas, M., Acosta, A., Alvarez, R., Bruce-Opris, H., Castellano, R., … McCartney, M. (2025). **What Happens When Undergraduate Biology Students Meet with Professional Scientists to Discuss Research? An Exploratory Investigation into Scientific Discourse, Motivation, and Sense of Belonging**. *CBE—Life Sciences Education*, *24*(1), ar6. https://doi.org/10.1187/cbe.24-08-0209
Engagement in scientific discourse is an essential part of becoming a scientist. In this exploratory study, we aim to examine the scientific discourse (and resulting benefits) between undergraduate biology students and professional scientists. We developed a novel method for engaging in scientific discourse, grounded in the theory of legitimate peripheral participation, where undergraduate biology students participate in communities of practice within their own departments. Students selected a piece of primary scientific literature (PSL) from a professional scientist in their department and, after spending time annotating the PSL, met with the professional scientist to engage in scientific discourse. We analyzed the time students spent speaking and characterized questions students ask professional scientists. In addition, student motivation for reading

PSL and students' sense of belonging to their department shifted positively, suggesting that students are integrating into the scientific community of practice being formed between students and professional scientists. We discuss best practices for supporting effective scientific discourse between undergraduates and scientists.

Mahmud, M., Sawada, Y., Seki, M., & Takakura, K. (2025). **Self-learning at the right level, COVID-19, school closure, and non-cognitive abilities**. *Economics of Education Review*, *107*, 102657. https://doi.org/10.1016/j.econedurev.2025.102657
The COVID-19 pandemic and associated school closures exacerbated the global learning crisis, especially for children in developing countries. Teaching at the right level is gaining greater importance in the policy arena as a means to recover learning loss. This study forms part of an emerging body of work to examine the long-term effects of experimental educational interventions. In particular, we investigate the long-term effects of Kumon's "self-learning at the right level" program, which was previously found to be effective in the short run in improving both the cognitive and non-cognitive abilities of disadvantaged students in Bangladesh. We revisit these students almost six years after the intervention followed by COVID-19 school closures. The program's impact on non-cognitive abilities seems to remain perceptible, whereas its effect on cognitive abilities might have been attenuated. This suggests that such individualized self-learning interventions can effectively sustain students' non-cognitive abilities amid academic disruptions.

Meaders, C. L., Mendez, L., Aguilar, A. G., Rivera, A. T., Vasquez, I., Mueller, L. O., & Owens, M. T. (2025). **An Asynchronous Chemistry-in-biology Intervention Improves Student Content Knowledge and Performance in Introductory Biology**. *CBE—Life Sciences Education*, *24*(1), ar2. https://doi.org/10.1187/cbe.24-05-0151
Introductory biology is a gateway course for majors and other science, technology, engineering, and mathematics (STEM) disciplines. Despite the importance of chemistry content knowledge for understanding biology, the relationship between chemistry knowledge and prior coursework and biology course performance is understudied. We used an opportunity gap framework to investigate the extent to which there were opportunity gaps in prior chemistry coursework and knowledge and associated these gaps with subsequent equity gaps in student performance on introductory biology assessments. We also developed, implemented, and assessed an asynchronous content-based intervention to support student learning and reduce equity gaps. We collected data from ~1800 students enrolled in seven course sections of introductory biology, including two course sections prior to implementation of the intervention and five course sections with the intervention. We identified opportunity gaps in chemistry coursework that were associated with students' performance on their first introductory biology exam. The results from this study highlight the importance of addressing chemistry concepts early in a course with sufficient support for students and an understanding of opportunity gaps.

Métral, J.-F. (2024). **Une approche conceptuelle des parcours pour l'ingénierie du développement des compétences professionnelles**. *Travail et Apprentissages*, *27*(1), 11-28. https://doi.org/10.3917/ta.027.0011

Moore, R. L., Lee ,Sophia Soomin, Pate ,Amanda Taylor, & and Wilson, A. J. (2025). **Systematic review of digital microcredentials: trends in assessment and delivery**. *Distance Education*, *46*(1), 8-35. https://doi.org/10.1080/01587919.2024.2441263
This systematic review synthesizes 14 peer-reviewed studies from 2015 to 2023, focusing on the assessment methods and delivery of digital microcredentials. Microcredentials provide specialized, focused content and recognize professional learning or competency in specific skills. This paper defines digital microcredentials as those offered in an online environment. Findings from our systematic review reveal that most digital microcredentials are utilized in education, particularly for teacher professional development, and are delivered through learning management systems combined with digital badges. However, a significant gap exists in integrating AI-driven tools for formative and summative assessments. The review also identifies variability in program structure, with some microcredentials offering personalized learning paths and others following standardized content. We conclude with implications for practice that provide insights into broadening the reach and impact of digital microcredentials. These insights emphasize the need for future research to optimize assessment practices, balance structured and flexible learning designs, and further explore the role of value propositions for learners in digital microcredential programs.

Nielson, C., Pitt, E., Fux, M., Nesnera, K. de, Betz, N., S. Leffers, J., … Coley, J. D. (2025). **Spontaneous Anthropocentric Language Use in University Students' Explanations of Biological Concepts Varies by Topic and Predicts Misconception Agreement**. *CBE—Life Sciences Education*, *24*(1), ar11. https://doi.org/10.1187/cbe.24-07-0198
Previous research has shown that students employ intuitive thinking when understanding scientific concepts. Three types of intuitive thinking—essentialist, teleological, and anthropic thinking—are used in biology learning and can lead to misconceptions. However, it is unknown how commonly these types of intuitive thinking, or cognitive construals, are used spontaneously in students' explanations across biological concepts and whether this usage is related to endorsement of construal-consistent misconceptions. In this study, we examined how frequently undergraduate students across two U.S. universities (N = 807) used construal-consistent language (CCL) to explain in response to open-ended questions related to five core biology concepts (e.g., evolution), how CCL use differed by concept, and how this usage was related to misconceptions agreement. We found that the majority of students used some kind of CCL in the responses to these open-ended questions and that CCL use varied by target concept. We also found that students who used CCL in their response agreed more strongly with misconception statements, a relationship driven by anthropocentric language use, or language that focused on humans. These findings suggest that American university students use intuitive thinking when reasoning about biological concepts with implications for their understanding.

O'Grady, K., Tao, Y., & Elez, V. (2025). ***Measuring Up: Canadian Results of the OECD PISA 2022 Study. The Performance of Canadian 15-Year-Olds in Financial Literacy*** (p. 113). Consulté à l'adresse CMEC website: https://cmec.ca/Publications/Lists/Publications/Attachments/445/PISA_2022_Financial_Literacy_Report_EN.pdf

Patterson, L., & and Hepburn, G. (2025). **Implementing a competency-based assessment approach to micro-credentials**. *Distance Education*, *46*(1), 95-112. https://doi.org/10.1080/01587919.2024.2441247
Although there is no globally accepted definition to guide micro-credential activity in higher education, many seek to boost the employability prospects of earners. To do this well, micro-credentials need to indicate skills and competencies. Assessment ensures those skills and competencies are verified, enabling trust and communication in the labor market. But, what type of assessment best addresses the career-oriented goals of micro-credential initiatives and learners? This study focuses on a single case in a Canadian university school of continuing education. The purpose of the case is to support practitioners and leaders through a detailed account of one approach to micro-credential program development and the context that surrounds it. The case describes a competency-based approach to micro-credentials with a focus on authentic assessment design with the goal of improving employment outcomes. Operational implications are outlined including policy development, community consultation, backward design processes, team composition, and branding.

Peter, B. U., Obinaju, Q. I., & Ikoh, N. F. (2024). **Soft Skills and Early Childhood Education Teachers' Job Performance in Akwa Ibom State, Nigeria**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/soft-skills-and-early-childhood-education-teachers-job-performance-in-akwa-ibom-state-nigeria/
This study investigated the relationship between soft skills and early childhood teachers' job performance in Akwa Ibom State, Nigeria. Specifically, the study examined the relationship between communication skills, conflict management skills, stress management skills, time management skills, and early childhood teachers' job performance. To achieve the purpose of this study, four specific objectives, four research […]

Peters, M., Beirne ,Elaine, & and Brown, M. (2025). **Micro-credentials and their implications for lifelong learning–global insights and critical perspectives**. *Distance Education*, *46*(1), 1-7. https://doi.org/10.1080/01587919.2025.2463137

Ponnusamy, S., & Trinh, T.-A. (2025). **The impact of mobile internet on student cognitive performance during COVID: Evidence from Pakistan**. *Economics of Education Review*, *106*, 102651. https://doi.org/10.1016/j.econedurev.2025.102651
The rapid shift toward remote learning during the COVID-19 pandemic has highlighted the important role of internet access in educational delivery. While this transition has facilitated educational continuity globally, it has also led to unintended consequences, especially in regions with variable digital readiness. This paper examines the causal relationship between mobile internet prevalence and cognitive performance among children aged 5–16 in Pakistan during the pandemic. Our findings show that in areas with higher internet accessibility, there is a significant reduction in study time. By employing an instrumental variable approach with lightning strikes as the instrument, we find that a higher prevalence of 3G and 4G internet has a detrimental effect on students' test scores in math, English, and reading, while there is little evidence of effects on the likelihood of dropout. The estimated effects remain consistent across sub-samples classified based on age, gender, and parental education. Our findings emphasize the need for strategies that maximize digital access benefits while minimizing disruptions to education.

Pouliou, A. (2025). **Deepening the focus on microcredentials—labour market sector relevance, quality and inclusion: a critical commentary**. *Distance Education*, *46*(1), 113-122. https://doi.org/10.1080/01587919.2025.2453457
The massive increase in microcredentials could potentially increase opportunities to participate in learning and training, but the realities are more complex. The purpose of this commentary is to provide an overview of the relevance of microcredentials in the landscape today, with reference to the labour market, the extent to which they are trusted (quality assurance processes), and how they relate to current discussions on inclusion. The commentary also makes references to the relevance of these areas to distance learning. Taking into consideration that microcredentials operate at different levels and institutional contexts, the author highlights the need for careful consideration of the labour market sector relevance, while touching on the challenges and need to ensure they meet quality assurance stipulations. Finally, the potential use and accessibility of microcredentials for social inclusion among learners, notably disadvantaged groups or individuals, is discussed.

Prabhu, P., Sujathamalini, J., & Halder, T. (2025). **Adaptive technology utilizing skills of students with visual impairment**. *Education and Information Technologies*, *30*(7), 9121-9128. https://doi.org/10.1007/s10639-024-13203-y
Adaptive technology has a transformed education, particularly for students with visual impairments. These students confront particular problems that frequently impede their ability to learn and fully participate in the classroom. However, by utilizing adaptive technology, these children will have access to a variety of tools and resources that will enhance their learning experience and allow them to attain their full potential. The primary aim of the research is to assess the proficiency of students with visual impairment in utilizing adaptive technology skills. The study adopted a survey method, involving 68 students with visual impairment. The result showed that the students with visual impairment are not adequately trained to use the Adaptive technology. Hence it is the need of an hour to impart training programme to the students with visual impairment to use adaptive technology in their learning process. As is an Adaptive Technology is a critical educational tool in enhancing the learning experience of students with visual impairment both in service and pre service teachers need to be trained to use in their instructional process. Students with visual impairments will benefit from improved learning experiences and academic success as a result of the use of adaptive technology. The research suggested that the educators must therefore develop their expertise in handling adaptive technology in order to teach and manage among students with visual impairments in the classroom.

Ressin, M. (2025). **Innovations in the process of training young entrepreneurs: achieving a balance between theory, practice, and market conditions**. *Education and Information Technologies*, *30*(7), 9841-9858. https://doi.org/10.1007/s10639-024-13217-6
The current article aims to address the issue of insufficient integration between theoretical and practical training in entrepreneurship education. The primary objective of the present study is to analyze the results of implementing innovative educational approaches, such as internships, participation in business projects, and interaction with mentors. The intervention program aimed to equilibrate theory, practice, and market conditions by tracking the effects of the intervention. The participants comprised 100 students studying for an MBA in entrepreneurship from two Canadian universities. The analysis focused on the results of the final five academic exams of the respondents, as

well as the criteria for the success of business projects. The results confirm the effectiveness of the proposed intervention. In terms of business project success, the intervention group also outperformed the control group on all indicators: financial profitability was higher by 5.46%, strategy effectiveness by 9.60%, loyalty index by 9.62%, survivability by 44.86%, growth by 7.73%, job creation by 8.03% ($p < 0.001$ for all six criteria). Thematic analysis of semi-structured interviews using NVivo software revealed the need for certain improvements to the current intervention. Recommendations include the introduction of acceleration and structured mentoring programs and the use of interactive simulations and role-playing games. The practical significance of the study lies in demonstrating the effectiveness of the discussed teaching methods, enriching theory and methodology through real-world application experience.

Roh, D., Yoo, J., & Ok, H. (2025). **Mapping digital literacy in language education: A comparative analysis of national curriculum standards using text as data approach**. *Education and Information Technologies*, *30*(5), 6287-6313. https://doi.org/10.1007/s10639-024-13056-5
The need to integrate digital literacy into curricula as a fundamental skill set for navigating the complexities of the digital age has increased. This study aims to explore how knowledge and skills of digital literacy present in language arts standards and what elements of digital literacy are emphasized. To achieve this, we used text mining analysis and European Union's digital literacy framework to analyze on the recent revisions of curriculum standards in Ontario, Canada, Australia, and South Korea. The research findings are as follows: Firstly, keyword network analysis revealed that in all three countries, the centrality of keywords related to digital literacy was not high, and there was a weak connection among these keywords. Secondly, when contrasting the results of topic modeling with the EU Framework, it was observed that Ontario, Canada, and South Korea prominently emphasized the « Information and data literacy » and « Communication and collaboration » elements, while Australia emphasized the « Digital content creation » element. Lastly, comparing the results of topic modeling on pre and post-revised curricula of Australia and South Korea, it was evident that societal awareness and discourse regarding digital literacy were well-reflected and revised in the standards. Based on these findings, this study suggests the need to integrate digital literacy-related elements more closely with traditional literacy skills within the curriculum, ensure a balanced approach across both cognitive and socio-emotional domains of digital literacy, and consider incorporating integrating digital literacy-in-use into students' learning experiences.

Shadiev, R., Wang, X., & Shen, S. (2025). **Effects of immersion and interactive strategies on students' intercultural competence in virtual learning environments**. *Education and Information Technologies*, *30*(5), 5883-5919. https://doi.org/10.1007/s10639-024-13030-1
In an increasingly globalized world, developing intercultural competence in higher education is highly valued. While there has been a shift towards remote intercultural learning methods, these approaches often lack authentic and immersive experiences. To address this gap, the present study uses spherical video-based virtual reality (SVVR) to create immersive virtual learning environments enhanced with interactive strategies. Designed to ensure active learner engagement, these strategies facilitate deeper exploration, critical thinking, and effective navigation. This quasi-experimental study examines the impact of SVVR on intercultural competence by engaging eighty university students from China and Indonesia in a 10-week program. Utilizing a blend of quantitative

and qualitative approaches, the study assessed the influence of four conditions: (1) VR with interactive strategies, (2) VR without interactive strategies, (3) PC with interactive strategies, and (4) PC without interactive strategies. The findings indicate an improvement in intercultural competence—specifically in knowledge, skills, attitudes, and awareness—achieved through the combination of immersion and interactive strategies. The research highlights the synergistic effect of these elements, showing that integrating high immersion and interactive components bolsters intercultural learning outcomes. The paper concludes with insights for optimizing such virtual learning experiences, emphasizing the role of interactive strategies and device selection.

Simonet, P., & Arnaud-Bestieu, A. (2023). **Geste dialogué et créativité de l'élève. Le cas de l'analyse de gestes dansés par autoconfrontation croisée**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 111-142. https://doi.org/10.3917/lsdle.563.0111

Smeets, K., Rohaan, E., van der Ven, S., & Bakx, A. (2025). **The effects of special educational needs and socioeconomic status on teachers' and parents' judgements of pupils' cognitive abilities**. *British Journal of Educational Psychology*, *95*(2), 321-345. https://doi.org/10.1111/bjep.12719
Background Teachers' and parents' judgements of pupils' cognitive abilities influence pupils' daily learning opportunities and experiences, as these judgements affect the difficulty level of materials and instruction that teachers and parents provide. Over time, these judgements thus significantly shape educational success. However, pupils' characteristics, such as special educational needs (SEN), giftedness and socioeconomic status (SES) can influence and bias judgement accuracy. Aims The present study aimed to investigate the relation between pupils' cognitive abilities and their teachers' and parents' judgements of these abilities, and potential bias in these judgements related to SEN, giftedness, and SES. Sample The sample consisted of 1073 primary school pupils from grades 4–6 from 77 classes in 16 schools, and their teachers and parents. Methods Teachers and parents rated their pupils' cognitive abilities. Pupils completed the COVAT-3, a cognitive ability test. Results Multilevel analyses revealed that parent judgements were significantly higher than teacher judgements, but both informants' judgements were equally strong related to the cognitive ability scores. When controlling for pupils' assessed cognitive abilities, the results revealed small judgement biases: negative for SEN, positive for giftedness, and finally positive for high SES, but only in teachers. Conclusions Overall, the results indicated that teachers and parents can judge their pupils abilities to a moderate degree, but they also hold judgement biases related to SEN, giftedness and SES. As these biases can affect pupils' opportunities, it is important to increase teachers' and parents' awareness.

Tong, X., Yu, L., & Deacon, S. H. (2025). **A Meta-Analysis of the Relation Between Syntactic Skills and Reading Comprehension: A Cross-Linguistic and Developmental Investigation**. *Review of Educational Research*, *95*(3), 385-426. https://doi.org/10.3102/00346543241228185
Theories of reading comprehension have widely predicted a role for syntactic skills, or the ability to understand and manipulate the structure of a sentence. Yet, these theories are based primarily on English, leaving open the question of whether this remains true across typologically different languages such as English versus Chinese. There are substantial differences in the sentence structures of Chinese versus English, making the comparison of the two particularly interesting. We conducted a meta-analysis contrasting the relation

between syntactic skills and reading comprehension in first language readers of English versus Chinese. We test the influence of languages as well as the influence of the grade and the metrics on the magnitude of this relation. We identified 59 studies published between 1986 and 2021, generating 234 effect sizes involving 15,212 participants from kindergarten to high school and above. The magnitude of effects was remarkably similar for studies of English (r = .54) and Chinese (r = .54) readers, with similarities at key developmental points and syntactic tasks. There was also some evidence of modulation by grade levels and the nature of syntactic tasks. These findings confirm theory-based predictions of the importance of syntactic skills to reading comprehension. Extending these predictions, demonstrating these effects for both English and Chinese suggests a universal influence of syntactic skills on reading comprehension.

Uminski, C., Newman, D. L., & Wright, L. K. (2025). **Probing Visual Literacy Skills Reveals Unexpected Student Conceptions of Chromosomes**. *CBE—Life Sciences Education*, *24*(1), ar17. https://doi.org/10.1187/cbe.24-07-0176
Molecular biology can be challenging for undergraduate students because it requires visual literacy skills to interpret abstract representations of submicroscopic concepts, structures, and processes. The Conceptual-Reasoning-Mode framework suggests that visual literacy relies on applying conceptual knowledge to appropriately reason with the different ways of representing concepts in molecular biology. We used this framework to specifically explore visual literacy related to chromosomes. We conducted 35 semistructured interviews with students who had taken at least a year of college-level biology courses, and we asked them to sketch chromosomes, interpret an abstract representation of chromosomes, and use the abstract representation to answer a multiple choice question about meiosis. While many participants used the correct vocabulary to describe chromosome structure and function, probing their visual literacy skills revealed gaps in their understanding. Notably, 97% of participants (34 of 35) held conceptual errors related to chromosome structure and function, which were often only revealed in their sketches or explanations of their sketches. Our findings highlight the importance of scaffolding visual literacy skills into instruction by teaching with a variety of visual models and engaging students in using and interpreting the conventions of abstract representations of chromosomes.

van Lent, M. (2025). **Peer creativity and academic achievement**. *Economics of Education Review*, *106*, 102649. https://doi.org/10.1016/j.econedurev.2025.102649
This paper studies the relationship between the creative abilities of study peers and academic achievement. We conduct a novel large scale field experiment at university, where students are randomized into work groups based on their score on a creativity test prior to university entry. We show that the creative abilities of peers matter for a student's academic achievement. A one standard deviation higher creativity peer group improves study performance by 6.2 to 7.6 percentage points. Further analysis suggests that students exposed to creative peers become more creative, but do not adjust their overall study effort. This is in line with the idea that creative approaches and questions from peers help students master the study material better. Overall, our study highlights the importance of peer effects of creative students in shaping academic outcomes.

Varadarajan, S., Koh ,Joyce Hwee Ling, & and Daniel, B. K. (2025). **Institutional readiness for the implementation of micro-credentials in higher education**. *Distance Education*, *46*(1), 36-55. https://doi.org/10.1080/01587919.2024.2442017

Micro-credentials (MCs) are gaining traction in higher education, aligning with Open, Flexible, and Distance Learning (OFDL) ideals. Despite the growing interest, their full impact on academia is still being debated. This highlights the need for research into the institutional factors essential for integrating MCs successfully, particularly as they bridge traditional education with OFDL modalities. Our study utilized the Delphi method, engaging 12 experts on MCs in higher education. These professionals shared their experiences and the challenges of implementing these programs. A thematic analysis yielded an Institutional Readiness for MC Implementation (IRMI) framework with 12 dimensions, revealing key internal and external factors that offer both operational and strategic approaches for successful MC implementation. These include human and financial resources, infrastructure, accreditation, governance, curriculum, transferability, competitor, partnership, market demands, industry standards, and government policies. This framework can help institutions evaluate their readiness for integrating MCs and facilitate deployment within OFDL environments. It holds considerable implications for educational policy and practice, offering a systematic approach to help institutions adapt to emerging educational advancements The findings presented in the article lay the foundation for broader discussions about the strategic adoption of MCs, reinforcing their establishment as a core feature of modern higher education.

Venaruzzo, L., & and Diaz, C. (2025). **A learner experience framework for microcredential design and online learning**. *Distance Education*, *46*(1), 77-94. https://doi.org/10.1080/01587919.2024.2442018
Microcredentials enable a digital transformation of educational offerings that build skills of learners and the capability of organisations; however learners struggle with balancing study on top of work and family commitments unless they are motivated and self-regulated in their learning. Designing microcredentials that intrinsically motivate learners, enhance their ability to study independently, and build the skills they need, particularly in online and distance delivery modes requires intentional learning design approaches. However, limited research exists on innovative learning design approaches to microcredentials. To address this gap, a novel framework was developed, and learners' experience (LX) was examined via interviews and survey data. The findings reveal that learners want their learning experience within a microcredential to facilitate career progression and help them apply their new skills in different contexts. Learners report that activities where they interact with working professionals, create portfolios of learning, and work through industry-relevant case studies motivates them to succeed. Enrol learners without set start dates to enable them to build relationships with each other and discuss how what they are learning can be applied in different professional contexts. Use industry-relevant case studies that increase in challenge and complexity to sustain learners' motivation during the microcredential and facilitate the application of knowledge and skills within their workplace setting. Use learning activities that develop learners' knowledge, enables reflection of their learning, and application of their skills in industry-relevant scenarios. Design the learning experience of the microcredential to support learners' self-regulation, and their online learning skills to enable them to become effective lifelong learners.

Waldeck, R., Gosselin, N., Rouvrais, S., Barus, A., Liem, I., Silalahi, S., … Masiulionyte-Dagiene, V. (2025, mai 19). ***Un jeu sérieux pour la résilience des programmes de formation universitaire : SUCRE***. Présenté à QPES 2025 : colloque Questions de

Pédagogies dans l'Enseignement Supérieur "Écosystèmes de formation : pour quelles transformations ?" Consulté à l'adresse https://imt-atlantique.hal.science/hal-05064475
Nous présentons SUCRE, un jeu sérieux développé dans le cadre du projet européen DECART (Designing higher Education Curricula for Agility, Resilience & Transformation, www.decartproject.eu). L'objectif de ce jeu est d'améliorer la résilience des programmes de formation dans les établissements d'enseignement supérieur. Au cours d'une partie, les joueurs sont guidés à travers différentes étapes afin d'acquérir des compétences connues pour être des moteurs de la résilience organisationnelle. SUCRE est donc plus qu'un jeu sérieux, car il révèle un processus d'aide à la prise de décision permettant la mise en oeuvre de programmes de formation résilients dans des situations concrètes et réelles, dans un secteur soumis à des changements de plus en plus disruptifs et rapides.

Wang, F., Zeng, L. M., & King, R. B. (2025). **Teacher support for basic needs is associated with socio-emotional skills: a self-determination theory perspective**. *Social Psychology of Education*, *28*(1), 76. https://doi.org/10.1007/s11218-024-10009-1
Socio-emotional skills have been identified as critical for individuals to achieve success in the twenty-first century. These skills are especially crucial for undergraduate and postgraduate students to navigate the challenges associated with academic learning, well-being, and future job performance. However, little attention has been given to exploring how socio-emotional skills can be facilitated in higher education. Across different educational systems and especially in the Chinese context, there seems to be more focus on academic performance and less on socio-emotional learning. Using self-determination theory as the theoretical framework, two studies were designed to investigate the extent to which teachers' support for autonomy, competence, and relatedness was associated with university students' socio-emotional skills. Data were collected from 1539 undergraduate students (Study 1) and 499 postgraduate students (Study 2). The results from the two studies indicated that students whose teachers supported their basic needs for autonomy, competence, and relatedness had higher levels of socio-emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This study helps advance our understanding of the role of teachers in students' socio-emotional skills in both undergraduate and postgraduate contexts.

Waugh, A. H., Green, K. E., & Andrews, T. C. (2025). **How do Early-career Biology Faculty Develop Pedagogical Content Knowledge? Exploring Variation and Longitudinal Development**. *CBE—Life Sciences Education*, *24*(1), ar13. https://doi.org/10.1187/cbe.24-08-0211
Active-learning instructors are more effective when they use pedagogical content knowledge (PCK) to anticipate, interpret, and respond to student thinking. PCK is topic-specific and includes knowledge of student thinking (e.g., common difficulties) and knowledge of instructional strategies (e.g., effective learning tasks). Currently, we know little about how instructors develop PCK. We documented how 11 early-career undergraduate life science instructors developed PCK over multiple semesters by eliciting knowledge as instructors planned, implemented, and reflected on instruction. Qualitative content analysis indicated that instructors' PCK about student thinking was not necessarily grounded in evidence from students and their PCK about instructional strategies varied in whether and how it considered student thinking. We adapted a rubric to test hypotheses about PCK development trajectories. Participants' PCK about student

thinking tended to become more grounded in evidence from students and their PCK about instructional strategies tended to focus more on student thinking over time. However, teaching experience did not necessarily lead to PCK development. Case study analysis revealed that pedagogical knowledge and specific practices supported PCK development. We propose a hypothetical model to explain how teaching knowledge and practices support PCK development. We also suggest reflections and actions for instructors who want to develop their PCK.

Wu, L., & Wang, S. (2025). **Development of a virtual reality creative enhancement system utilizing haptic vibration feedback via electroencephalography**. *Education and Information Technologies*, *30*(5), 5727-5753. https://doi.org/10.1007/s10639-024-13051-w
Contemporary technological advancements offer new possibilities for enhancing user creativity. We aimed to explore how technology can boost student creativity to meet the twenty-first century's demand for innovative talent. Based on the 4P model of creativity (person, process, product, and press) and constructivist theory, a virtual reality (VR) creative enhancement system was designed, developed, and evaluated. The study recruited 47 participants, randomly assigned to either the experimental group (23 participants) using a VR system with haptic vibration feedback via electroencephalography (EEG) or the control group (24 participants) using a standard VR system. Participants' creative performance, attention level, motivation, and cognitive load were assessed. The data were analysed using analysis of variance (ANOVA) as the statistical approach. The findings revealed that participants in the experimental group exhibited superior outcomes compared with those in the control group in terms of creative performance, attention level, and cognitive load. However, no significant difference was observed in motivation, with the control group scoring slightly higher. Our findings suggest that changing the learning environment, improving attention, reducing cognitive load, and setting up activities involving invention can effectively enhance students' creative performance. This study provides a new technologically supported approach to creativity education, with potential applications for cultivating innovative talent in higher education.

Xing, D., & Zeng, Y. (2025). **Exploring the effects of secondary school student's information and communication technology literacy on computational thinking skills in the smart classroom environment**. *Education and Information Technologies*, *30*(7), 9069-9092. https://doi.org/10.1007/s10639-024-13179-9
Computational thinking skills as core skills for emerging citizens are receiving great attention from scholars and educators. Various measures have been taken to improve students' computational thinking skills. Among these measures, the smart classroom, as a technology-enhanced learning environment, plays an important role in cultivating students' computational thinking skills. This study aims to explore the relationship between Information and Communications Technology (ICT literacy) and secondary school students' computational thinking skills in smart classroom environments. This study adopts clustered sampling approach to select 351 students from 8 secondary schools in H Province of China as a valid sample. This study uses questionnaire survey to collect data, which mainly includes two scales, ICT literacy and computational thinking skills. Factor analysis and Structural Equation Modeling (SEM) were adopted to analyze this survey data. The results showed that ICT literacy has a significant positive impact on secondary school students' computational thinking skills. From the calculation results of the model, the three sub-components of ICT literacy have different impacts on secondary school

students' computational thinking with internet literacy being the most important component, followed by computer literacy and information literacy. Given this interweaving of ICT literacy and computational thinking skills, it is conceivable to state that developing students' ICT literacy could play a significant role in ensuring that appropriate measures are taken to improve computational thinking skills. The most effective strategy to cultivate students' computational thinking skills is to improve students' ICT literacy and encourage teachers to support the integrating of ICT into curricula.

Xu, H., Deng, T., Xu, X., Gu, X., Huang, L., Xie, H., & Wang, M. (2025). **Integrating 4C/ID model into computer- supported formative assessment system to improve the effectiveness of complex skills training for vocational education**. *Education and Information Technologies*, *30*(5), 5921-5964. https://doi.org/10.1007/s10639-024-13037-8
In the 21st century, the urgent educational demand for cultivating complex skills in vocational training and learning is met with the effectiveness of the four-component instructional design model. Despite its success, research has identified a notable gap in the address of formative assessment, particularly within computer-supported frameworks. This deficiency impedes student self-awareness of skill mastery and limits effective monitoring of skill learning in the classroom by teachers. To address this gap, the study introduces an enhanced four-component instructional design model that seamlessly integrates formative assessment. Based on this model, an automated system for assessing complex skills was developed, with the aim of formative assessment and improving skill learning. A control experiment involving 54 industrial robot professional participants in vocational colleges has preliminarily verified the feasibility and effectiveness of computer-supported formative assessment. The findings reveal that this approach significantly enhances students' schema construction, knowledge, skill mastery, and transfer ability, thereby improving the overall effectiveness of complex skill learning. In addition, participants who underwent computer-supported formative assessment reported high levels of system satisfaction and usefulness, with no adverse impact on their learning attitudes, motivation, or cognitive load. This study contributes a robust theoretical framework and practical case study for computer-supported formative assessment in complex skill learning, providing empirical support for the advancement of computer-supported teaching. The integration of formative assessment within the four-component instructional design model offers a novel perspective, addressing a critical gap in the existing literature and laying the foundation for future developments in this educational domain.

Ying, J., & Duo, D. (2025). **Conceptions of global competence among local university students in Hong Kong: A prototype study**. *Asian Journal of Social Psychology*, *28*(2), e70019. https://doi.org/10.1111/ajsp.70019
Global competence has gained momentum in international policy and scholarly discourses. As a multidimensional construct, its conceptualisation has been ambiguous. So far, the OECD Global Competence Framework has been the most updated and comprehensive framework for understanding global competence. However, all current conceptualisations, including that of the OECD, have been developed in the Western context, and their applicability in non-Western contexts is questioned. In this paper, we conduct a prototype study to examine how local university students in Hong Kong understand global competence and to explore how their conceptualisations shed light on cross-cultural similarities and differences in their understanding of global competence.

Based on three sub-studies (n = 276), this prototype study showed that certain features appear more frequently, are more central to global competence and are seen as more salient in people viewed globally as more competent by the participants. It provides lay (university students) cross-cultural conceptions of global competence beyond definitions and frameworks provided by scholars and international organisations. Local Hong Kong university students' conceptions of global competence not only display an assemblage of multiple dimensions resonating with the international literature but also extend it to other dimensions and features shaped by local social and cultural dynamics.

Yorganci, S., & Subasi, M. (2025). **Interactive GeoGebra applets to improving students' learning performance in e-book-based learning environment**. *Education and Information Technologies*, *30*(5), 5477-5500. https://doi.org/10.1007/s10639-024-13021-2
While GeoGebra applets have been extensively investigated in learning environments, few studies have addressed the interactive GeoGebra applets in an e-book-based learning environment. This study aims to compare the effects of the e-book created with interactive GeoGebra applets on students' learning achievement and motivation. The sample of the study consisted of 67 sophomore students attending the same class in the mathematics undergraduate program of a state university. All participants were randomly assigned to an experimental group and a control group. The students in the experimental group used the interactive GeoGebra applets embedded in the e-book, while those in the control group used the static PDF e-book. The results revealed that the e-book with GeoGebra applets could exert a significantly better impact on the students' learning and motivation than the static PDF e-book use. Moreover, MANCOVA and post hoc comparisons indicated that the students who used e-book with GeoGebra applets showed a significantly higher level of motivation in the dimensions of attention-relevance and confidence-satisfaction than those who used static PDF e-book. According to the results, interactive GeoGebra applets can be easily adapted to the e-book environment. Therefore, this study may suggest that we should make effective use of existing technologies rather than reform innovations when designing e-books. The implications of the educational practice are discussed, and the direction of future studies in this field is also addressed.

Yuan, X., & Tang, X. (2025). **Effects of the sequential use of L1 and bilingual subtitles on incidental English vocabulary learning: A cognitive load perspective**. *British Journal of Educational Psychology*, *95*(2), 565-577. https://doi.org/10.1111/bjep.12740
Aim From the perspective of cognitive load theory, the present study examined the relative effectiveness of the sequential use of L1 and bilingual subtitles on incidental English vocabulary learning. Methods A total of 162 upper-intermediate Chinese learners of English as a foreign language watched an English clip in one of 4 subtitling conditions: L1-bilingual, bilingual-bilingual, L2-L2, and no subtitles. Results Results suggested a statistically significant advantage for the L1-bilingual condition over other conditions for word form and meaning recall. The sequential use of L1 and bilingual subtitles also elicited the lowest cognitive load. This study suggests that the viewing sequence that starts with L1 subtitles might increase the efficiency of viewing-based incidental vocabulary learning and have the potential to reduce cognitive load.

Zeng, C. (2025). **The effects of students' backgrounds, attitudes, and ICT familiarity on mathematical literacy: latent profile analysis and lasso regression**. *Education and Information Technologies*, *30*(5), 5451-5475. https://doi.org/10.1007/s10639-024-13028-9

Mathematical literacy is becoming increasingly important and needs to be developed. However, various factors can affect students with different mathematical literacy patterns. This study aims to investigate the effects of students' backgrounds, attitudes toward mathematics, and information and communication technology (ICT) familiarity on the mathematical literacy of different patterns of students. The data of 15,478 secondary school students from Hong Kong, Macau, and Taiwan in China, who participated in the Programme for International Student Assessment (PISA) 2022 was analyzed. It was found that students' mathematical literacy can be classified into four clusters: low, medium, moderately high, and high mathematical literacy. In addition, students' personal backgrounds, attitudes toward mathematics learning, and ICT familiarity can jointly predict mathematical literacy in different clusters. Students' economic, social, and cultural status (ESCS), self-efficacy toward formal and applied mathematics, and use of ICT outside the classroom for school activities are positive predictors common to all four clusters. Meanwhile, the other variables have mixed predictive effects on different clusters.

Zhang, H., Costley, J., Courtney, M., Shulgina, G., & Fanguy, M. (2025). **The impact of different peer feedback types on student academic writing performance from dyadic and individual analyses**. *Education and Information Technologies*, *30*(5), 6339-6366. https://doi.org/10.1007/s10639-024-13032-z
Depending on the nature of comments made during peer review of academic writing, students may be able to evaluate and revise their performance. Therefore, it is essential to explore how the content of comments affects student writing. Since peer review is a process of interaction, it is critical to understand how comments affect student academic writing performance at both group and individual levels. This study examined online peer review of 68 master's and doctoral students in the scientific writing course who divided themselves into dyads. The study evaluated the effect of different feedback categories on the writing scores of five different sections of a scientific research manuscript. Comments can be broadly categorised as elaboration, verification, and general. Their focus can be further divided into abstract general, criteria general, criteria specific, and language. The results revealed that different types of feedback affected dyadic and individual writing performance in similar ways. Verification feedback had a more pronounced effect on student writing performance than elaboration and general types of feedback. The findings also suggested that verification feedback had different effects on writing in different manuscript sections.For example, an increase in the frequency of verification feedback was associated with improved scores on the abstract, but decreased scores on the results section.

Zhang, Y., Lai, X., Yi, S., & Lu, Y. (2025). **Does ChatGPT-based reading platform impact foreign language paper reading? Evidence from a quasi-experimental study on Chinese undergraduate students**. *Education and Information Technologies*, *30*(7), 9737-9754. https://doi.org/10.1007/s10639-024-13190-0
A new kind of reading platform supported by ChatGPT has quickly become a popular research assistant among students due to its instant natural language interaction and question-answering capabilities. This study explored the effects of ChatGPT-based reading platform on student's foreign language paper reading. A total of 64 undergraduate students were recruited to participate in this quasi-experimental study. Questionnaires and reading test were used to evaluate participants' performance on dependent variables such as foreign language reading anxiety, cognitive load, critical

thinking and academic reading achievement. Significant differences were discovered between two groups after intervention. Due to characteristics of ChatGPT-based reading platform, the experimental group students experienced less foreign language reading anxiety and cognitive load than the control group. Furthermore, they outperformed the control group in terms of critical thinking and academic reading achievement.

Aspects économiques de l'éducation

Alderman, H., Aurino, E., Baffour, P. T., Gelli, A., Turkson, F. E., & Wong, B. (2025). **Assessing the overall benefits of programs enhancing human capital and equity: a new method with an application to school meals**. *Economics of Education Review*, *106*, 102646. https://doi.org/10.1016/j.econedurev.2025.102646
Poverty reduction and nutrition are often joint outcomes of many public policies and programs which have education as their primary outcome. Quantification of overall benefits for these programs in a common metric is challenging. We propose a new method to incorporate distributional benefits from poverty reduction into standard education economic evaluations. We apply this to a randomized controlled trial (RCT) evaluating a large-scale school feeding program in Ghana. We first map effect sizes from the RCT in learning-adjusted years of schooling. We then convert these into long-term monetary gains from increased learning, to which we finally add the distributional benefits under different scenarios of inequality aversion preferences. We show that the program has substantial long-term economic gains. While these primarily stem from improved human capital, depending on different scenarios, up to half of total benefits are driven by current gains from the social protection transfer. Beyond school meals, our methodology is relevant to programs that have impacts covering both human capital and distributional benefits, and to economic evaluations beyond education.

Almar, F., Friedrich, B., Reynoso, A., Schulz, B., & Vejlin, R. (2025a). ***Educational Ambition, Marital Sorting, and Inequality*** (Working paper N° 33683). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33683
This paper revisits the link between education-based marriage market sorting and income inequality. Leveraging Danish administrative data, we develop a novel categorization of "ambition types" that is based on starting wages and wage growth trajectories associated with detailed educational programs. We find a substantial increase in assortative matching by educational ambition over time, and the marriage market explains more than 40% of increasing inequality since 1980. In contrast, sorting trends are flat with the commonly-used educational level categorization. We conclude that the mapping from education to types matters crucially for conclusions about how education-based marriage market sorting contributes to rising income inequality.

Almar, F., Friedrich, B., Reynoso, A., Schulz, B., & Vejlin, R. M. (2025b). ***Educational Ambition, Marital Sorting, and Inequality*** (Working paper N° 17814). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17814
This paper revisits the link between education-based marriage market sorting and income inequality. Leveraging Danish administrative data, we develop a novel categorization of "ambition types" that is based on starting wages and wage growth trajectories associated with detailed educational programs. We find a substantial

increase in assortative matching by educational ambition over time, and the marriage market explains more than 40% of increasing inequality since 1980. In contrast, sorting trends are flat with the commonly-used educational level categorization. We conclude that the mapping from education to types matters crucially for conclusions about how education-based marriage market sorting contributes to rising income inequality.

Araya, R., Arias Ortiz, E., Bottan, N., & Cristia, J. (2025). **Integrating learning platforms within regular school time: experimental evidence from Chilean primary schools**. *Economics of Education Review*, *106*, 102647. https://doi.org/10.1016/j.econedurev.2025.102647
Despite the potential of learning platforms to improve educational outcomes in developing countries, transitioning their use from supplementary after-school activities to integrate their use during the regular school time has proven difficult. This paper presents results from a randomized evaluation of a bundled program employing an external coordinator to aid 4th grade teachers with the integration of a math learning platform that partially replaced regular school math instruction in Chile. Students in treatment classrooms experienced sizable gains in math achievement, scoring 0.27 standard deviations more than control students as measured in the national standardized exam. The program increased students' preference for using technology in math instruction and students' beliefs regarding the malleability of intelligence, while reducing preferences for teamwork. These findings suggest that the integration of the use of learning platforms during the regular school time can produce large gains in academic achievement and influence non-academic outcomes in developing countries.

Azarnert, L. (2025). ***Migration, Child Education, Human Capital Accumulation, and a Brain Dilution Tax*** (Working paper N° 11727). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11727
I study the effect of educational policy in the host economy on human capital accumulation and growth. The analysis is performed in a two-country growth model with endogenous fertility. I show that providing additional free educational services for immigrant children can increase the attractiveness of migration for less skilled individuals, which can outweigh the positive effect of this policy on the acquisition of human capital. In contrast, imposing taxes on immigrants in the host country reduces low-skilled immigration flows and has the potential to promote human capital accumulation if the resulting revenues are channeled into educational subsidies.

Banerjee, R., & Bharati, T. (2025). **Learning disruptions and academic outcomes**. *Economics of Education Review*, *107*, 102650. https://doi.org/10.1016/j.econedurev.2025.102650
We examine the impact of school closures and the transition to online learning on the average learning outcomes of Australian children. Using longitudinal data on annual school-level performance in standardized assessments across five subjects and four grade levels, we analyse trends over 14 years (2008–2022, excluding 2020) for all Australian schools. Our analysis compares regions with varying levels of disruption to face-to-face teaching. Our findings indicate that COVID-related school closures led to a 0.17σ decline in standardized test scores (all-subject average). This decline occurs both in primary and secondary grades, affecting language and numeracy skills. The negative effects persist for at least three years after schools resumed in-person teaching. Heterogeneity analyses reveal that students from relatively advantaged background, who potentially made better use of the school inputs, suffered more. Additionally, we find

(i) school closures reduced learning disparities among secondary school students attending the same school as well as across secondary schools in a region, (ii) schools with higher teacher–student ratios were better able to mitigate the negative effects of closures, and (iii) government income support helped alleviate the adverse impact of school closures on student learning.

Belando-Montoro, M. R., Fernández-Salinero, C., Virgós-Sánchez, M., & Naranjo-Crespo, M. (2025). **The decision-making of students in post-compulsory education: influence of personal, academic, family, and socioeconomic dimensions on the choice of Vocational Education and Training**. *Quality & Quantity*, *59*(2), 1739-1766. https://doi.org/10.1007/s11135-024-02026-1
This article is a response to the absence of multidimensional research into the decision-making of students in their choice of post-compulsory education. The aim is to analyse the personal, academic, family, and socioeconomic dimensions which influence the choices of students in the final (4th) year of Compulsory Secondary Education in Spain, specifically of Vocational Education and Training (VET). A multidimensional, 360-degree study was conducted, using a mixed, concurrent methodology (QUALITATIVE + quantitative) which permitted the triangulation and complementing of the resulting data. A total of 14 discussion groups were formed, 8 with students and 6 with the families of students in the 4th year of Compulsory Secondary Education from public schools in four Autonomous Communities in Spain. A questionnaire was also conducted with a sample of 731 educators (tutors and guidance councillors) teaching 4th year students in Compulsory Secondary Education in these Communities. These four dimensions are closely interlinked, as revealed by an analysis of the discourses of families and students, the results of the teacher surveys, and consideration of documentation from national and European institutions specialised in this area. The conclusions of the study highlight the implications of educational policies and practices and the need for action plans which meet the requirements of students and their families for information, regarding both academic and professional opportunities, responding to their socioeconomic circumstances as well as the changing perception of VET as "remedial" compared to the more "development oriented" Baccalaureate.

Bimardhika, E., & Moorena, L. (2025). **Disruption to schooling: Evidence from the Mt. Merapi volcano eruption on Java Island, Indonesia**. *Economics of Education Review*, *107*, 102662. https://doi.org/10.1016/j.econedurev.2025.102662
Volcanic eruptions occur frequently in Indonesia, especially on the densely populated island of Java; therefore, policies aimed at strengthening resilience in children's education are important. We examined the causal impact of the 2010 Mt. Merapi eruption on children's educational outcomes. Using the difference-in-difference (DiD) method, we found that the volcanic eruption reduced the likelihood of children being enrolled in school, and the negative impact worsened over time. The eruption increased the likelihood of children dropping out of school to work and reduced cognitive ability. The disruption operated through increased incidences of chronic illness, a higher number of children being forced into marriage, and an increased number of school closures in affected areas. Children from poor households were more likely to drop out of school. Enrollment rate, child labor, and early marriage did not differ between boys and girls, but boys experienced a larger cognitive score decline than girls.

Café pédagogique. (2025a, mai 19). **Julien Grenet : « La dépense éducative bien orientée est un investissement des plus rentables »**. Consulté 21 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/19/julien-grenet-la-depense-educative-bien-orientee-est-un-investissement-des-plus-rentables/
« La dépense éducative est l'un des usages les plus efficaces des finances publiques, à condition d'être correctement orientée » déclare Julien Grenet, le directeur adjoint de l'IPP (institut des politiques publiques)

Café pédagogique. (2025b, mai 21). **Ce que dit la cour des comptes dans sa critique comptable de l'école primaire**. Consulté 21 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/21/ce-que-dit-la-cour-des-comptes-dans-sa-critique-comptable-de-lecole-primaire/
Dans son rapport thématique consacré au premier degré publié mardi 20 mai 2025, la Cour des comptes livre une analyse sévère de l'état de l'école primaire en France et qualifie

Chesney, A. J. (2025). **Failing to Finish: The role of employer effects on advanced education attainment**. *Economics of Education Review*, *106*, 102637. https://doi.org/10.1016/j.econedurev.2025.102637
This paper investigates how promotion policies impact advanced education attainment on employees throughout a career. Using administrative data from the U.S. Department of Defense (DoD), I leverage a natural experiment where academic credentials were masked from promotion consideration. I exploit an event study and difference-in-differences design to find individuals are 14 percentage points (26 percent relative to the mean) less likely to complete a master's degree when education credentials are no longer considered for promotion. I then explore possible mechanisms by describing how a graduate degree's promotion premium fluctuates before and after the policy change. I show attendance at for-profit institutions declined substantially after the policy reform; however, I find the promotion premium of a master's degree from a for-profit to be similar to other academic institutions.

Chuard, C., Aerne, A., Eugster, B., & Hodler, R. (2025). **Ethnic clustering in schools and early career outcomes**. *Economics of Education Review*, *106*, 102645. https://doi.org/10.1016/j.econedurev.2025.102645
This study examines the impact of ethnic clustering during compulsory schooling on the career paths of ethnic minority students. We observe whether students upon completing compulsory school join an academic track, a vocational education, a transition year or no further education. We show that the effect of foreign language peers depends on whether or not they speak the same foreign language as the observed student. A higher overall share of foreign language peers in a cohort increases the probability of these students entering vocational education at the expense of academic education. It also leads to lower projected earnings. Peers speaking the same foreign language as the student observed also increase the student's chances of joining vocational education, but at the expense of a transition year. Looking at mechanisms, we provide evidence that foreign language peers affect language acquisition negatively, but can provide positive network effects.

Dang, H.-A. H., Do, M. N. N., & Nguyen, C. V. (2025). **The impacts of climate change and air pollution on children's education outcomes: Evidence from Vietnam**. *Economics of Education Review*, *106*, 102656. https://doi.org/10.1016/j.econedurev.2025.102656
Very few studies have examined the impacts of both climate change and air pollution on student education outcomes, particularly in a developing country setting. Analyzing a rich database consisting of household and school surveys, test scores, and temperature and air pollution data over the past decade for Viet Nam, we find that a 1 μg/m3 increase in PM2.5 concentration in the month preceding exams leads to 0.015 and 0.010 standard deviation decreases in math and reading scores, respectively. We also find some indicative evidence of stronger impacts of air pollution for younger, primary school students who reside in urban areas and in districts with higher temperatures. While we find some mixed effects of temperature, we do not find significant effects on students' test scores for temperature extremes and air pollution over the past 12 months. Our findings offer policy-relevant inputs for the country's ongoing efforts to fight air pollution.

Delgado, W. (2025). **Disparate teacher effects, comparative advantage, and match quality**. *Economics of Education Review*, *106*, 102648. https://doi.org/10.1016/j.econedurev.2025.102648
Does student–teacher match quality exist? While prior research documents disparities in teachers' impacts across student types, it has not distinguished between sorting and causal effects as the drivers of these disparities. I develop a flexible disparate value-added model (DVA) and introduce a novel measure of teacher quality — revealed comparative advantage (CA) — that captures the degree to which teachers affect student outcome gaps. Leveraging a quasi-experimental teacher turnover design, I show that the CA measure accurately predicts teachers' disparate impacts: a teacher with a 1 standard deviation in black CA increases black students' test scores by 1 standard deviation, with no effect on non-black students' test scores. This methodological contribution offers a framework to study match effects, with implications for policy efficiency and equity.

Entorf, A. K., & Dohmen, T. J. (2025). **The effect of compulsory education on non-cognitive skills: Evidence from low- and middle-income countries**. *Economics of Education Review*, *107*, 102654. https://doi.org/10.1016/j.econedurev.2025.102654
Personality traits, preferences, and attitudes significantly influence labor market outcomes, and these non-cognitive skills are shaped by the social environment. While curriculum interventions can impact these skills, the effect of compulsory education on non-cognitive skills is less well understood. This study investigates the impact of extending compulsory education by examining educational reforms in four low- and middle-income countries. Utilizing cross-sectional data from the World Bank's 2012/2013 initiative, we analyze the within-country variation in compulsory education years. Our findings indicate that increased compulsory education decreases emotional stability, grit, hostile attribution bias, patience, and willingness to take risks, while enhancing openness to experience and alternative solution or consequential thinking.

Expression of Concern: "Building Education Resilience through Parenting Style and Out-of-school Learning: Field Experimental Evidence from Rural Bangladesh" [Economics of Education Review Volume 105, April 2025, 102623]. (2025). *Economics of Education Review*, *106*, 102658. https://doi.org/10.1016/j.econedurev.2025.102658

foundation, E. : E. training, WALLS, E., & ETF : European training foundation. (2025). ***Impact of USAID withdrawal on global education and skills development: official development assistance analysis in education and skills development***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2025-04/USAID%20doc%20%284%29.pdf
Avec plus d'un milliard de dollars d'allocations annuelles pour l'éducation, l'USAID (United States Agency for International Development) était le premier donateur bilatéral mondial dans le secteur de l'éducation. Son retrait brutal début 2025, a entraîné l'annulation de 396 programmes d'éducation dans 58 pays. Le rapport analyse les implications mondiales du retrait de l'Agence des États-Unis pour le développement international de l'éducation et du développement des compétences à l'échelle internationale. Il documente les graves conséquences sur l'accès, la qualité et l'équité de l'éducation dans le monde, en particulier pour les filles, les réfugiés et les communautés marginalisées. L'étude souligne l'ampleur et la portée sans précédent des perturbations de l'aide publique au développement (APD) et appelle à une action urgente et coordonnée de la part des acteurs internationaux.

Hazoor, W. (2025). **Disaggregating Pakistan's low-fee private schooling system**. *International Journal of Educational Development*, *116*, 103313. https://doi.org/10.1016/j.ijedudev.2025.103313
The LFPS sector is highly contested in the academic and policy spheres. Yet, debates are constrained by a rather simplistic grouping of LFPS in one category distinct only from elite private schools and public schools. Through a multiple, holistic case study approach that employed a multi-tiered sampling strategy, the LFPS sector in urban low-income and mixed-income neighborhoods in Rawalpindi, Pakistan was examined. This effort elicited six distinct types of LFPS: Cheap, Medium-range, and Costly Independent LFPS and Cheap, Medium-range, and Costly Chain LFPS. These LFPS vary in terms of structure—whether part of nationwide chains or independent entities that have a legacy rooted in the country's colonial history—and fee range. This typology bears important implications for existing debates as it exemplifies the limitations of generalizing findings from one type of LFPS to other types. It further confirms the rise of LFPS Chains in Pakistan. Finally, it documents the presence of LFPS with philanthropic orientations by locating family and formal philanthropies in the sector.

Hemelt, S. W., Mange, B., & Raynor, S. (2025). **Take HEART: Experimental evidence on enhanced advising and postsecondary progress**. *Economics of Education Review*, *107*, 102652. https://doi.org/10.1016/j.econedurev.2025.102652
Many students leave college after appreciable progress toward a degree. Growing curricular complexity, dwindling financial aid, and meager mid-college advising may contribute to late departure. In an experiment conducted with a public 4-year university, we study an enhanced advising intervention (HEART) that targets students at least halfway through college. HEART includes access to a trained advisor with a reduced caseload, easy-to-digest information on remaining financial aid and academic progress, and a modest grant structured as an incentive over two terms. On average, although HEART generated additional and longer meetings between students and advisors, in which they discussed a wider array of topics than their counterparts in the control group, we fail to detect an appreciable effect of HEART on college completion. However, we find suggestive evidence of different effects by gender, with HEART hastening college completion among male students, and perhaps encouraging female students to augment their program of study. We find limited evidence of beneficial effects on

postsecondary outcomes for other pre-specified subgroups, including students grouped by baseline propensity to complete college in 5 years. These findings indicate that medium-touch, mid-college interventions may be insufficient to boost college completion, at least markedly, while also offering insights into differences by student gender in responses to advising-heavy interventions in college.

Hirelingannavar, S., & Patil, M. (2024). **Impact of Socio-economic Status on Socio-emotional Development of Children Attending Different Early Childhood Care and Education (ECCE) Centers**. *Journal of Scientific Research and Reports*, *30*(4), 129-142. https://doi.org/10.9734/jsrr/2024/v30i41898
The purpose of the 2018–20 study, which took place in the Karnataka state's Dharwad taluk, was to determine how children's social and emotional development was impacted by their socioeconomic status. The study's objectives were to evaluate the social and emotional development of children in both rural and urban locations, as well as to determine the impact of SES on these development factors. A total of 208 children aged between three and six years, comprising 104 from rural and 104 from urban areas, were chosen for the study. Children's social and emotional development was evaluated using the Transdiciplinary Play Based Assessment-2 instrument. The child's family's socioeconomic position was assessed using a Aggarwal Socio-economic status scale. A qualitative approach utilizing the naturalistic observation method was used to observe, analyze, and study the effects of play-based activities on social and emotional development. Naturalistic observations were produced by combining field notes from participant observation with video footage of kids playing in an unstructured manner. The findings showed that most kids in both urban and rural anganwadis were in the social and emotional development watch and worry category. The social and emotional development of children was shown to be significantly correlated with their socioeconomic level. According to the statistical analysis, preschoolers in both rural and urban areas showed a substantial relationship and difference. In both rural and urban settings, children from lower middle class families scored lower on social and emotional development and related domains than did children from upper middle class families.

Husøy, S. J., & Mignon, D. (2025). **Well-being and technology: The effect of individual laptops in high school**. *Economics of Education Review*, *106*, 102653. https://doi.org/10.1016/j.econedurev.2025.102653
Proficiency in the use of Information and Communication Technology (ICT) has become a basic skill, along with reading, writing and mathematics, and education systems aim at ensuring satisfactory skill level in this aspect. Since 2004, high schools in Norway have increasingly provided personal laptops to students. In line with a growing concern regarding the negative effects of ICTs on well-being, particularly among young people, we evaluate the effect of this distribution on different aspects of students' well-being (bullying, happiness at school) by leveraging the staggered implementation of the program across schools. We collected data on the year of adoption and matched it with data from a national student survey that occurred every year from 2006 to 2011. The overall results point towards no effect of the program implementation on our well-being outcomes. We find a diminution in the propensity to declare oneself bullied at school, which can be interpreted as a substitution to cyberbullying or crowd-out to other activities. The results suggest the effect is driven by schools where students' satisfaction with their teachers is above the median.

Kaffenberger, M., Melville, S., & Agarwal, M. (2025). ***The benefits of foundational learning to individuals and society: a review of the evidence***. Consulté à l'adresse https://www.wwhge.org/resources/the-benefits-of-foundational-learning-to-individuals-and-society-a-review-of-the-evidence/
This brief reviews the limited but growing evidence on learning achievements, particularly foundational learning achievements, and later individual and societal outcomes.

Khalid, N., Behrman, J. R., Hannum, E., & Thapa, A. (2025). **Floods, community infrastructure, and children's heterogeneous learning losses in rural India**. *Economics of Education Review*, *106*, 102635. https://doi.org/10.1016/j.econedurev.2025.102635
India has the world's largest number of school-aged children. The majority live in rural areas, many of which are highly flood-prone. Previous studies document that in such areas, floods are associated with lower enrollments, attendance, and learning, in some cases with differentiation by gender, caste/religion, and family SES. Previous literature suggests that components of community infrastructure have positive associations with children's learning. However, previous literature has not addressed whether better community physical and social infrastructures are associated with (1) smaller flood-related learning losses on average, (2) different learning for marginalized versus other children in the absence of floods, and (3) different vulnerabilities to floods for marginalized versus other children. This paper finds that (1) most aspects of community physical and social infrastructure are not associated with lower flood-related learning losses on average, but proximity to towns and several components of social infrastructure are associated with lower flood-related learning losses on average, (2) community physical and social infrastructure components have heterogeneous associations, in some cases increasing, in most cases not affecting, and in other cases reducing disparities in learning between marginalized and other children in the absence of floods, and (3) community physical and social infrastructure components have heterogeneous effects, in some cases increasing, in most cases not affecting, and in other cases reducing disparities in learning between marginalized and other children in the presence of floods.

Larsson Taghizadeh, J., & Österman, M. (2025). **Choosing the right path: The effects of pursuing general versus vocational secondary education on dropout risk and youth inactivity**. *Economics of Education Review*, *106*, 102655. https://doi.org/10.1016/j.econedurev.2025.102655
This article presents evidence on how students' risk of dropping out or becoming inactive (NEET) are affected by pursuing a general (academic) versus vocational upper secondary education. We use a regression discontinuity design exploiting the grade-based admission process in Sweden. The results suggest that, among those students who apply to both types of education, starting a general program is associated with a higher likelihood of not graduating on time and spending more time without employment and outside studies during early adulthood. Furthermore, students on general programs perform worse in tests for courses mandatory for graduation, compared to students on vocational programs. We also find an increased dropout risk among students starting general programs when running family fixed effects models on the population of upper secondary students.

LaSota, R. R., Polanin, J. R., Perna, L. W., Rodgers, M. A., & Austin, M. J. (2025). **Does Aid Matter? A Systematic Review and Meta-Analysis of the Effects of Grant Aid on College**

Student Outcomes. *Review of Educational Research*, *95*(3), 464-504. https://doi.org/10.3102/00346543241239955
The College Board reported that, in 2022–2023, about two thirds of $177 billion in U.S. financial assistance awarded to undergraduates through programs sponsored by the federal government, state governments, colleges and universities, philanthropic organizations, and other entities was in the form of grants. While researchers have examined the effects of individual grant aid programs on particular college student outcomes, results have indicated varied effects. Moreover, individual study findings have not been widely synthesized or examined to understand why some programs succeed where others do not. We conducted a comprehensive systematic review and meta-analysis to provide structure to this varied field and better understand programmatic effects. The results of the systematic searching and screening yielded 86 studies, across seven outcome domains, and the meta-analysis synthesized findings from 709 effect sizes from study samples representing 7,656,062 individuals. The meta-analytic results found small but meaningful positive average effects on college enrollment, credit accumulation, persistence, and completion. We cannot conclude from available studies that grant aid increased academic achievement or postcollege labor market outcomes. We also found that grants had larger positive effects on credit accumulation for studies with samples of students at 2-year institutions and studies that combined samples of 2- and 4-year students than for studies with samples of students at 4-year institutions only. Using a relatively new method called an evidence gap map, we illustrate where researchers should focus on producing new evidence.

Mahmud, M., Sawada, Y., Seki, M., & Takakura, K. (2025). **Self-learning at the right level, COVID-19, school closure, and non-cognitive abilities**. *Economics of Education Review*, *107*, 102657. https://doi.org/10.1016/j.econedurev.2025.102657
The COVID-19 pandemic and associated school closures exacerbated the global learning crisis, especially for children in developing countries. Teaching at the right level is gaining greater importance in the policy arena as a means to recover learning loss. This study forms part of an emerging body of work to examine the long-term effects of experimental educational interventions. In particular, we investigate the long-term effects of Kumon's "self-learning at the right level" program, which was previously found to be effective in the short run in improving both the cognitive and non-cognitive abilities of disadvantaged students in Bangladesh. We revisit these students almost six years after the intervention followed by COVID-19 school closures. The program's impact on non-cognitive abilities seems to remain perceptible, whereas its effect on cognitive abilities might have been attenuated. This suggests that such individualized self-learning interventions can effectively sustain students' non-cognitive abilities amid academic disruptions.

Mutz, R., & Daniel, H.-D. (2025). **How to assess the impact of fellowships on academic careers? Latent transition analyses for funding programmes of the Alexander von Humboldt Foundation**. *Quality & Quantity*, *59*(2), 1153-1175. https://doi.org/10.1007/s11135-024-02008-3
Although fellowship programmes continue to be seen as an effective means of advancing young researchers' academic careers, the impact of fellowship programmes on fellows' career development is still unclear. The central question of this article concerns the evaluation of fellowship programmes: What methodological challenges does the evaluation of fellowship programmes pose with regard to career development,

and how these can be addressed in the context of evaluations? Specifically, there are three key methodological challenges facing research evaluation in the context of career development, which can be described by the terms « impact », « validity and fairness », and « tailored programmes ». A career is understood as a transition between positions over time; career stages can be understood as latent categorical variables, i.e. types of career stages (temporary, full-time). Transition is modelled statistically using latent transition analyses within a person-centred approach. Covariates, such as funding programmes, can impact both the initial configurations (i.e. the frequency of fellows in different career stages) and the transition itself. A funding programme is fair if all fellows, regardless of their characteristics (gender, career stage, cohort), have the same chances of success. Different types of fellows with different career trajectories indicate heterogeneous subpopulations that require tailoring of funding programmes. The approach is illustrated with data on the career development of 1418 fellows from three Alexander von Humboldt Foundation programmes. The majority of fellows benefit in their academic careers from the funding, but the null hypothesis of no specific effects (e.g. programmes, age, gender) could not be rejected (endogenous and homogeneous trajectories).

Noreus, W. (2024). ***Évolutions socio-économiques et éducatives chez les Afro-descendants dans le nouveau monde : les cas des États-Unis et de la Jamaïque de 1960 à 2016*** (Phdthesis, Université des Antilles). Consulté à l'adresse https://theses.hal.science/tel-05089178
Cette thèse porte sur le fardeau résultant du choc provoqué par la violente rencontre entre les mondes européen, américain et africain à travers les phénomènes de colonisation, d'esclavage, de déshumanisation et la question des races en Amérique à partir de 1492. Ce pan d'histoire de l'humanité a encore un impact négatif non seulement sur les relations interethniques aux États-Unis post-ségrégationnistes et dans la Jamaïque postcoloniale, mais surtout sur la situation actuelle et l'avenir des Afro-Américains et des Afro-Jamaïcains.Encore de nos jours, le passé colonial, esclavagiste et ségrégationniste de ces deux sociétés en question entrave l'émancipation multiple des masses afro-descendantes. Le droit à l'égalité et à l'équité des chances se révèle loin d'être une réalité pour tous. L'égalité réelle leur fait grand défaut en matière d'accès à l'éducation de qualité et aux opportunités sociales et économiques offertes par une société dominante à caractère eurocentré.

Ponnusamy, S., & Trinh, T.-A. (2025). **The impact of mobile internet on student cognitive performance during COVID: Evidence from Pakistan**. *Economics of Education Review*, *106*, 102651. https://doi.org/10.1016/j.econedurev.2025.102651
The rapid shift toward remote learning during the COVID-19 pandemic has highlighted the important role of internet access in educational delivery. While this transition has facilitated educational continuity globally, it has also led to unintended consequences, especially in regions with variable digital readiness. This paper examines the causal relationship between mobile internet prevalence and cognitive performance among children aged 5–16 in Pakistan during the pandemic. Our findings show that in areas with higher internet accessibility, there is a significant reduction in study time. By employing an instrumental variable approach with lightning strikes as the instrument, we find that a higher prevalence of 3G and 4G internet has a detrimental effect on students' test scores in math, English, and reading, while there is little evidence of effects on the likelihood of dropout. The estimated effects remain consistent across sub-samples classified based on

age, gender, and parental education. Our findings emphasize the need for strategies that maximize digital access benefits while minimizing disruptions to education.

Redding, C., & Taksier, K. A. (2025). **Breaking Bad/Good? Patterns and Correlates of Public School Teachers' Multiple Jobholding**. *American Educational Research Journal*, *62*(3), 611-650. https://doi.org/10.3102/00028312251316256
Stagnating teacher salaries and the widening gap between public school teachers and similar workers have led to growing concerns that teachers will seek additional employment—possibly leading to teacher burnout and/or attrition in the process. Using data from the Schools and Staffing Survey and the National Teacher and Principal Survey from 1994–2021, we show that teacher multiple jobholding has been remarkably stable over time, although certain types of multiple jobholding have shifted. When examining the predictors of multiple jobholding, we found a high degree of variation across the timing, focus, and setting of teachers' additional work. Using regression analysis, we show that teachers who work an additional job have higher levels of burnout but higher intentions to remain in teaching and lower rates of leaving. Differences in these outcomes are observed for teachers who work more than one additional job and teachers who work outside of school.

Scolarité : combien coûtent les élèves et les étudiants ? (s. d.). Consulté 2 juin 2025, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Ecole-combien-coutent-les-eleves-et-les-etudiants
Plus un élève avance dans sa scolarité, plus le montant investi par la collectivité dans son éducation augmente. Avec de grandes inégalités dans l'enseignement supérieur entre l'université et les classes préparatoires aux grandes écoles.

Shen, M., Zheng, X., Wang, T., & Ye, X. (2025). **The demand for data analytical skills by gender: Evidence from a field experiment**. *Economics of Education Review*, *107*, 102661. https://doi.org/10.1016/j.econedurev.2025.102661
This paper examines the return to advanced data analysis skills among job applicants from economics undergraduate programs employing a resume audit experiment. We randomly assigned fictitious resumes with three levels of data analysis skills (basic, medium, and strong) and submitted them to online job postings. Resumes with basic data analysis skills indicated proficiency in Excel. Resumes with medium data analysis skills demonstrated proficiency in Stata and SPSS, while resumes with strong data analysis skills indicated proficiency in Python and SQL, in addition to Stata and SPSS. Compared to resumes with basic skills, those with medium and strong skills received callback rates that were 2.5 and 2.8 percentage points higher, representing increases of 19.2 % and 21.5 %, respectively. For female applicants, resumes with medium and strong skills received callback rates that were 3.4 and 5.1 percentage points higher, corresponding to increases of 29.8 % and 44.7 %, respectively. These differences in callback rates were statistically significantly different from zero for both the overall sample and female applicants. On the other hand, no statistically significant effect was observed for male applicants. Interview evidence suggests that employers demand data analysis skills as tangible skills, rather than merely considering them as signals of ability. This finding is consistent with human capital theory, as opposed to signaling theory. Moreover, we find evidence of gender discrimination among applicants with basic data analysis skills, where women received statistically significantly lower callback rate than men. However,

for resumes indicating advanced data analysis skills, no significant gender differences emerged, suggesting statistical discrimination.

van Lent, M. (2025). **Peer creativity and academic achievement**. *Economics of Education Review*, *106*, 102649. https://doi.org/10.1016/j.econedurev.2025.102649
This paper studies the relationship between the creative abilities of study peers and academic achievement. We conduct a novel large scale field experiment at university, where students are randomized into work groups based on their score on a creativity test prior to university entry. We show that the creative abilities of peers matter for a student's academic achievement. A one standard deviation higher creativity peer group improves study performance by 6.2 to 7.6 percentage points. Further analysis suggests that students exposed to creative peers become more creative, but do not adjust their overall study effort. This is in line with the idea that creative approaches and questions from peers help students master the study material better. Overall, our study highlights the importance of peer effects of creative students in shaping academic outcomes.

Wang, P., Lin, Y., & Zhao, T. (2025). **Smart proctoring with automated anomaly detection**. *Education and Information Technologies*, *30*(7), 9269-9288. https://doi.org/10.1007/s10639-024-13189-7
With the emergence of Artificial Intelligence (AI), smart education has become an attractive topic. In a smart education system, automated classrooms and examination rooms could help reduce the economic cost of teaching, and thus improve teaching efficiency. However, existing AI algorithms suffer from low surveillance accuracies and high computational costs, which affect their practicability in real-word scenarios. To address this issue, we propose an AI-driven anomaly detection framework for smart proctoring. The proposed method, namely, Smart Exam (SmartEx), consists of two artificial neural networks: an object recognition network to locate invigilators and examinees, and a behavior analytics network to detect anomalies of examinees during the exam. To validate the performance of our method, we construct a dataset by annotating 6,429 invigilator instances, 34,074 examinee instances and 8 types of behaviors with 267,888 instances. Comprehensive experiments on the dataset show the superiority of our SmartEx method, with a superior proctoring performance and a relatively low computational cost. Besides, we also examine the pre-trained SmartEx in an examination room in our university, which shows high robustness to identify diversified anomalies in real-world scenarios.

Wu, Y., & Wang, J. (2025). **The Tension between Money and Culture: Inequality, Economic Capital, Cultural Capital, and High School Students' Educational Achievements from a Comparative Perspective**. *American Educational Research Journal*, *62*(3), 540-571. https://doi.org/10.3102/00028312241308548
This study investigated how income inequality shapes the role of economic and cultural capital in students' academic performance. By analyzing a multilevel dataset of 72 countries (economies), we found that (1) the associations between economic capital and academic achievements are stronger in unequal societies than in equal ones, whereas the associations between cultural capital and students' achievements are stronger in equal societies than in unequal ones, and (2) in more equal societies, the associations between cultural capital and students' achievements are stronger for students with lower economic capital, whereas the associations between cultural capital and students' achievements are stronger for students with higher stocks of economic

capital in unequal societies. The findings contribute to understanding how social context shapes the processes of intergenerational reproduction from a comparative perspective.

Yu, S., Guo, Q., & Liang, Y. (2025). **The power of education: The intergenerational impact of children's education on the poverty of Chinese older adults**. *International Journal of Educational Development*, *116*, 103297. https://doi.org/10.1016/j.ijedudev.2025.103297
This paper estimates the causal impact of adult children's education on parental multidimensional poverty to evaluate the intergenerational poverty reduction effect. We exploit exogenous variation in the temporal and geographical impacts of the 1986 Compulsory Schooling Laws in China to construct an instrumental variable. We find that increases in children's education significantly reduce the incidence of parental multidimensional poverty. The effects are stronger for fathers and parents who live in rural areas and have children with high income. Further evidence discusses the potential channels, such as intergenerational support, financial behaviors, and social networks.

Aspects psychologiques de l'éducation

Adaptation des enfants, des adolescents et de leurs familles dans le contexte de la pandémie de COVID-19. (2025). Consulté à l'adresse https://www.puq.ca/catalogue/livres/adaptation-des-enfants-des-adolescents-leurs-4273.html
Comment la pandémie de COVID-19 et les confinements successifs ont-ils affecté la cellule familiale? Quelles sont les stratégies d'adaptation développées par les familles pour surmonter les restrictions sanitaires? Comment pouvons-nous mieux les accompagner face à ces bouleversements? Cet ouvrage collectif examine en profondeur l'adaptation psychosociale et scolaire des enfants et de leurs proches dans le contexte de la pandémie. À travers une analyse rigoureuse menée par des experts internationaux en psychologie, en psychoéducation, en éducation et en orthopédagogie, il explore les défis uniques rencontrés par les enfants de différents âges ainsi que leur famille. Les défis du confinement, de l'enseignement et des relations à distance ainsi que de la conciliation travail-famille seront explorés.

Alsayer, A. A., & Lowenthal, P. R. (2025). **Measuring social presence in online learning: A validation study**. *Education and Information Technologies*, *30*(5), 5655-5676. https://doi.org/10.1007/s10639-024-12972-w
Despite continued research into the Community of Inquiry (CoI) framework, the best way to measure each presence of the framework, and in particular social presence, has not been effectively settled in prior research. The purpose of this study was to evaluate the validity of the social presence items in the CoI framework and its subscales, as well as to determine the strongest contributors to the social presence construct. An online survey of 413 students in online courses in the U.S. was administered to assess the validity and structural framework of the social presence construct. The findings from the current survey suggest that social presence is most strongly predicted by affective expression, and that all three subscales explain approximately 72% of the variance in social presence. The implications of this variance and future research items suggest that emotional expression is one of the more important factors for instructors to focus on in online courses to promote social presence.

Amaefule, C. O., Britzwein, J., Yip, J. C., & Brod, G. (2025). **Children's perspectives on self-regulated learning: A co-design study on children's expectations towards educational technology**. *Education and Information Technologies*, *30*(5), 6117-6140. https://doi.org/10.1007/s10639-024-13031-0
Self-regulated learning (SRL) involves processes by which learners purposefully direct their cognitions, emotions, and behaviors towards the achievement of personal learning goals. Research has shown that young learners often struggle with SRL. Educational technology could be useful to support their SRL. However, it remains unclear how support mechanisms can be best adapted to the needs of children. Adopting a participatory design (PD) approach involving an intergenerational design team of six children (ages 10–12) and three adult facilitators, we explored children's perspectives on factors that facilitate or hinder their SRL, and what kinds of support they desire. The study consisted of three in-person co-design sessions (one per week) lasting about 90 min each over three weeks. The sessions centered on brainstorming needs, evaluating existing technology, ideating and designing paper prototypes of study-planner apps. Our findings indicate that children primarily voice the need for support to better organize their study and to keep focused on the learning task at hand. They also make it clear that SRL support systems must be designed to be attractive and fun. Children's subsequent evaluation of app features and the prototypes which they designed were consistent with these needs. Taken together, our study indicates that children can voice clear and consistent preferences for SRL support with educational technology. By including children in the design process, we can ensure that educational technologies effectively meet their needs, enhance their learning experiences, and promote self-regulation and academic success.

Åsberg Johnels, J., Galazka, M. A., Sundqvist, M., & Hadjikhani, N. (2025). **Left visual field bias during face perception aligns with individual differences in reading skills and is absent in dyslexia**. *British Journal of Educational Psychology*, *95*(2), 270-279. https://doi.org/10.1111/bjep.12559
Background When looking at faces, we tend to attend more to the left visual field (corresponding to the right side of the person's face). This phenomenon is called the left visual field bias (LVF) and is presumed to reflect the brain's right-sided dominance for face processing. Whether alterations in hemispheric dominance are present in dyslexia, and are linked with individual differences in word reading development more generally, is still unclear, and no prior research has utilized gaze-based LVF bias to explore these topics. Aims The aim of the study was to examine whether the LVF bias differs in dyslexia and to examine the association with word-reading skills assessed dimensionally. Sample Forty-six 9–13 year-old children with dyslexia and community control children, matched on age and listening comprehension. Methods Participants were presented with a recorded face on a screen while their gaze patterns were collected with an eye tracker. Fixations to the left versus the right side of the face stimuli were compared. Results Results showed a clear LVF bias in community controls, while no such bias was seen in the dyslexic group. Moreover, the strength of the LVF bias was correlated with better word reading in the controls. Conclusions Our results suggest a link between weakened hemispheric dominance for face processing in dyslexia and in poor word reading, at least to the extent that the LVF bias actually mirrors underlying physiology. We discuss the implications of these novel findings, highlighting the need for future research to determine the specificity and developmental sources of LVF bias alterations.

Ayers, K. A., Happel-Parkins, A., Mohorn-Mintah, O., Retic, T., & Nordstrom, S. N. (2025). **Persisting Toward a Career in Biomedical Research: A Black, Male Scientists' Becoming-Scientist-With Multiple Spatial Configurations**. *CBE—Life Sciences Education*, *24*(1), ar15. https://doi.org/10.1187/cbe.24-01-0025
This study explores the process of becoming-scientist-with, a dynamic and relational concept that redefines science identity development as a nonlinear, evolving journey. Focused on a Black male student, Travis, the study examines how his science identity was shaped through entanglements with various material and discursive forces across multiple science, technology, engineering, math, and medicine (STEMM) learning spaces. Becoming-scientist-with is conceptualized as a continual negotiation of identity within these environments, emphasizing the roles of power, systemic racism, and institutional practices in shaping students' experiences. The paper critically examines Travis' journey through an undergraduate biology program, a research immersion program, and an afterschool STEMM club, showing how exclusionary practices in formal educational settings and affirming practices in informal contexts shaped his persistence in STEMM. The findings highlight the significance of supportive relationships, culturally responsive mentorship, and alternative learning environments in disrupting institutionalized racism. Ultimately, the study argues for a reimagined approach to science identity that accounts for the fluid, contested, and coconstructed nature of becoming a scientist. By recognizing science identity as a process of becoming-scientist-with material and discursive forces within STEMM learning spaces, the study embraces an ethical commitment to equity, advocating for more inclusive and affirming spaces in STEMM education to support marginalized students.

Bélanger, É., McMullin, S., Hould, E., Brault Foisy, L.-M., & Masson, S. (2025). **Factors that Facilitate or Impede the Implementation of Neuroeducational Principles: Perspectives from Preschool and Primary School Teachers**. *Mind, Brain, and Education*, *19*(2), 83-89. https://doi.org/10.1111/mbe.70004
Through professional learning communities comprising preschool and primary school teachers, we investigated factors that facilitate or impede the implementation of neuroeducational principles, including repeated neuronal activation, active learning, spaced learning, feedback and mindset. Findings from this small-scale qualitative study indicate that general factors, such as classroom management and curriculum overload, may impede the translation of research knowledge into teaching practice. Moreover, our study revealed that teachers also encounter principle-specific barriers. These findings underscore the necessity for sustained implementation, as the impact on learning outcomes may not be immediately evident, even when applying well-established principles such as spaced learning and feedback.

Bélanger, P. (2015). ***Parcours éducatifs : construction de soi et transformation sociale***. Consulté à l'adresse https://pum.umontreal.ca/catalogue/parcours-educatifs

Bremers, E. K., McKay, O. K., & Stanton, J. D. (2025). **Alone and Together: Exploring the Relationship Between Individual and Social Metacognition in College Biology Students During Problem Solving**. *CBE—Life Sciences Education*, *24*(1), ar1. https://doi.org/10.1187/cbe.24-05-0156
When students use metacognition, they can more effectively problem solve on their own and in groups. Most metacognition studies have focused on individual learners while a few studies have begun to explore the metacognition learners use in social settings. Little

is known about the comparison between how an individual student may use metacognition in solitary and collaborative contexts. To explore the relationship between individual and social metacognition, we asked: how do life science students' approaches for metacognition while problem solving on their own relate to their metacognitive approaches when problem solving in groups? We recorded students working in small groups and conducted think-aloud interviews with the same students. By coding for metacognition, we found that students vary in their use of metacognition during individual and group problem solving. The majority of the students in our study used similar metacognitive approaches across settings, while other students showed greater evidence of one form of metacognition over the other. Interestingly, we found that students corrected or evaluated their peers' thinking more than their own thinking, and we hypothesize that group dynamics can affect students' social metacognition. We present our results in a series of cases that illustrate the variation observed and offer suggestions for instructors for promoting metacognition.

Carton, E., Woolard, A., Fitzgerald, K., & Martin, K. (2025). **Pre-service teachers' experiences with students impacted by trauma in the school setting**. *Social Psychology of Education*, *28*(1), 84. https://doi.org/10.1007/s11218-025-10037-5
Experiencing trauma may adversely impact a child's education, and research in this field requires a deeper understanding about how those working in the education system, specifically pre-service teachers, can respond and support children impacted by trauma. Pre-service teachers, who are our future teachers, play a role in recognising and helping children when signs of trauma are revealed, but risk re-traumatising children if not adequately trained during their university education. The aim of this study was to identify pre-service teachers' perceptions on education they have received about trauma, along with their knowledge and experiences in supporting and working with trauma-impacted children whilst on practicums. A qualitative approach was utilised to gain insight into the experiences of 15 undergraduate pre-service teachers from three Western Australian (WA) universities. Results highlight the importance of teachers' training and education in preparation for appropriate responses to children potentially impacted by trauma. Our study provides evidence that pre-service teachers are not receiving sufficient university trauma training regarding how to support children potentially impacted by trauma and feel underprepared on practicums. Participants reported a lack of support from primary schools and their university, and limited trauma-informed practices in the classrooms, demonstrating the necessity for conceptual changes around education for schools and universities. The results of this study are relevant for education sectors in ensuring adequate training of our future teachers, universities in their teaching courses and for schools in how best to support their practicum students.

Chamari, I. (2024). ***Sommeil, facteurs psychologiques, activité physique et qualité de vie des étudiants selon le sexe, l'âge et la distribution géographique dans 49 pays et 4 continents.*** (Phdthesis, Université des Antilles). Consulté à l'adresse https://theses.hal.science/tel-05089175
Cette thèse a pour objectif d'étudier la relation entre la qualité de vie, la qualité du sommeil, le niveau d'activité physique et les facteurs psychologiques chez une population d'étudiants issus des quatre continents. Les disparités en matière de sommeil et d'activité physique ont été analysées en fonction de la localisation géographique, du genre et de l'âge.La qualité de vie (QDV) est devenue un concept clé dans diverses disciplines scientifiques. Elle englobe les processus cognitifs et les réactions aux conditions

de vie, avec une composante psychologique importante influençant la perception du bien-être subjectif. L'Organisation Mondiale de la Santé reconnaît la QDV comme un concept multidimensionnel, comprenant le bien-être physique, mental et social.L'activité physique (AP) est également cruciale pour un mode de vie sain, et l'absence de sa pratique constitue un facteur de risque majeur pour de nombreuses maladies. De plus, l'AP améliore non seulement le bien-être physique, mais également le bien-être mental, impactant ainsi la qualité de vie globale.Sur le plan psychologique, les étudiants font face à des défis tels que la dépression, l'anxiété et le stress, qui réduisent considérablement leur qualité de vie. L'objectif principal de cette thèse était donc de modéliser les relations entre la QDV, la qualité du sommeil, le niveau d'activité physique et les facteurs psychologiques à l'aide de la modélisation par équations structurelles (MES). Cette méthode nous a permis de comprendre les relations complexes et interdépendantes entre ces variables.Nos résultats montrent que la qualité de vie environnementale est liée à la qualité du sommeil et à l'activité physique chez les étudiants. Les symptômes de dépression, de stress et d'anxiété affectent particulièrement la santé mentale, réduisant la QDV. Ces résultats soulignent l'importance d'une détection précoce des troubles du sommeil et de la santé mentale afin de promouvoir le bien-être général des étudiants et améliorer leurs performances académiques.Dans une seconde étude nous avons exploré les habitudes de sommeil en fonction de la distribution géographique, du sexe et de l'âge des étudiants. Nous avons observé des différences significatives, avec les étudiants d'Asie et d'Afrique présentant une qualité de sommeil inférieure à celle de leurs homologues américains et européens. Des différences intracontinentales ont également été relevées. Les étudiantes et les étudiants plus âgés affichaient une santé du sommeil moins bonne que respectivement les étudiants de sexe masculin et les étudiants plus jeunes. Des recherches futures devraient utiliser des outils d'évaluation objectifs pour identifier les facteurs sous-jacents à ces différences.Pour la troisième étude nous nous sommes intéressés à l'activité physique, mettant en lumière que les jeunes, les étudiants de sexe masculin et les étudiants d'Amérique/Europe étaient plus actifs physiquement que respectivement les étudiantes, les étudiants plus âgés, ainsi que ceux d'Afrique et d'Asie. Nos travaux visaient à analyser la relation entre la QDV et le bien-être subjectif des étudiants, en soulignant l'importance de l'activité physique et de la qualité du sommeil. Ces éléments sont essentiels pour améliorer la qualité de vie des étudiants et contribuer à leur bien-être général ainsi qu'à leur succès futur.Nos résultats confirment l'influence déterminante du sommeil, de la santé mentale et de l'activité physique sur la qualité de vie des étudiants universitaires. Des interventions axées sur l'amélioration de ces domaines pourraient avoir des impacts positifs durables sur leur bien-être global et leurs performances académiques. Ces résultats fournissent une base solide pour la mise en œuvre de stratégies visant à favoriser un mode de vie équilibré chez les étudiants, essentiel pour leur santé, leur réussite et leur épanouissement.

Chen, T. T., Ching, B. H.-H., Wu, H. X., & Li, X. Y. (2025). **Exploring a two-factor structure of stress mindsets in academic contexts: their connections with emotional and behavioral outcomes**. *Social Psychology of Education*, *28*(1), 78. https://doi.org/10.1007/s11218-025-10041-9

This study explores the structure of stress mindsets within academic contexts and examines their associations with academic-related emotional (academic anxiety, school burnout) and behavioral (self-handicapping, proactive, and challenge-seeking behaviors) outcomes among Chinese adolescent students. Results supported a two-

factor model of academic stress mindsets, distinguishing between the stress-is-enhancing (SIE) and stress-is-debilitating (SID) mindsets as related yet distinct constructs. Notably, these mindsets differentially predicted academic outcomes after controlling for demographics and other stress-related factors. Specifically, the academic SIE mindset was more associated with adaptive learning outcomes (i.e., proactive behaviors), while the academic SID mindset was more predictive of maladaptive learning outcomes (i.e., academic anxiety, school burnout, and self-handicapping behaviors). These findings extend stress mindset theory to academic settings and underscore the need to consider specific contexts when investigating stress mindsets. Future interventions designed to change students' learning states should focus on enhancing their academic SIE mindset while simultaneously reducing their academic SID mindset.

Chen, Z., Zuo, H., Hua, Z., Feng, Y., & Gao, R. (2025). **Profiles of teachers' emotional labour during COVID-19 and the consequences on mental health: A comparison between online and offline teaching**. *British Journal of Educational Psychology*, *95*(2), 346-362. https://doi.org/10.1111/bjep.12720
Background Despite increasing attention on emotional labor in teacher well-being research, person-centered studies are relatively scarce, particularly concerning the emotional labor of online teaching during COVID-19 and its effects on teachers' non-work-related mental health. Objective This study aims to address these gaps by examining emotional labor profiles and their consequences on job satisfaction, depression, and anxiety among Chinese teachers involved in either online or offline teaching during October–December 2022. Methods Two samples of teachers were analyzed altogether: one engaged in online teaching (N=605) and the other in offline teaching (N=394). Latent profile analysis was used to identify emotional labor profiles based on three strategies: surface acting, deep acting, and expression of naturally felt emotions. Results A total of four subgroups of emotional workers were identified: natural expressors, actors, flexible regulators, and authentic regulators. Significant differences were found between online and offline teaching, with a higher proportion of actors and fewer flexible regulators in the online condition, suggesting that the screen acts as a barrier to authentic emotional display. Among the four classes, actors scored lowest on job satisfaction and highest on depression and anxiety, whereas authentic regulators were the most adaptive, especially in online settings. Conclusions The findings highlight the impact of online teaching on teachers' emotional labor profiles and mental health, with practical implications for optimizing online teaching environments and supporting teacher well-being.

Cheung, S. K., Kwan, J. L. Y., Chan, W. W. L., Kum, B. H. C., & Ho, P. L. (2025). **Parents' use of sustained shared thinking during joint mathematics activities with young children: An investigation of its measurement, antecedents, and outcomes**. *British Journal of Educational Psychology*, *95*(2), 363-383. https://doi.org/10.1111/bjep.12722
Background and Aims There is currently a dearth of tools to assess parents' use of effective interactive strategies for supporting early mathematics learning. One potential such strategy is sustained shared thinking. This study therefore constructed and validated a scale for measuring parents' use of sustained shared thinking during joint mathematics activities with young children, and examined its antecedents and outcomes. Methods Four hundred and sixty-six parents completed a questionnaire about their conceptions of mathematics teaching and learning, home practices, as well as their kindergarten children's approach and avoidance motivation to learn mathematics. Additionally, the

children were tested on numeration skills. Results and Conclusion Results showed that our new scale has three factors: exchanging ideas with children about mathematical problem-solving processes, creating a child-centred atmosphere for mathematics learning, and engaging children in mathematical thinking. Parents' uses of these three strategies were predicted by their constructivist conception of mathematics teaching and learning, and were differentially associated with the children's numeration skills, approach, and avoidance motivation to learn mathematics. Potential uses of our new scale in future home mathematics environment research are discussed.

Coburn, K., Troy, K., Busch, C. A., Barber-Choi, N., Bonney, K. M., Couch, B., … Maloy, J. (2025). **Cisnormative Language and Erasure of Trans* and Genderqueer Student Representation in Biology Education Research**. *CBE—Life Sciences Education*, *24*(1), ar3. https://doi.org/10.1187/cbe.24-01-0033
Trans* and genderqueer student retention and liberation is integral for equity in undergraduate education. While STEM leadership calls for data-supported systemic change, the erasure and othering of trans* and genderqueer identities in STEM research perpetuates cisnormative narratives. We sought to characterize how sex and gender data are collected, analyzed, and described in biology education research. We reviewed and coded 328 original research studies published in CBE–Life Science Education from 2018 to 2022. Studies often relied upon binary classifications and conflated sex and gender. For instance, terms used to describe sex, such as "male" and "female," were frequently offered as gender options. Only 27 studies (8%) included trans* and genderqueer students in their analysis. Of those that excluded trans* and genderqueer students from analysis, only 23 (7.6%) acknowledged this as a methodological limitation. Further, there has been no temporal trend away from cisnormative language over the 5-year period we analyzed (OR = 1.0, p = 0.93). Our findings show the prevalence of cisnormative language and methodologies in biology education research and demonstrate a lack of representation of trans* and genderqueer individuals. Our results are a call for researchers to critically conceptualize whether and how they investigate gender data in future studies.

Committee, H. of C. E., & House of Commons Education Committee. (2024). ***Screen time: impacts on education and wellbeing. Fourth report of session 2023–24***. Consulté à l'adresse https://committees.parliament.uk/publications/45128/documents/223543/default/
Ce rapport analyse les effets de l'utilisation des écrans et des outils numériques sur les jeunes, en partant du constat d'une augmentation significative du temps passé devant les écrans chez les enfants et les adolescents, parfois dès le plus jeune âge. Bien que le rapport reconnaisse certains avantages, il met l'accent sur la nécessité de protéger les enfants et sur les risques associés à une utilisation excessive, tels que l'exposition à des contenus inappropriés, le harcèlement en ligne, les troubles du sommeil et les effets délétères sur la santé mentale et physique. Le rapport formule un ensemble de recommandations concernant l'interdiction des téléphones portables à l'école, l'accompagnement des parents dans la gestion des temps d'écran, l'amélioration des enseignements en matière de littératie numérique, l'application de la loi sur la sécurité en ligne et la régulation de l'utilisation de l'IA et du numérique éducatif dans les écoles. (d'après résumé MUSE)

Erol, M., & Köksal, H. (2025). **The Effect of Friendship Education on Primary School Students' Psychological Well-Being and Peer Relationships**. *Child Indicators Research*, *18*(3), 1029-1052. https://doi.org/10.1007/s12187-025-10221-1
This study investigated the effect of friendship ties education (FTE) on primary school students' psychological well-being and peer relationships. We conducted the research using one of the quantitative research designs, the experimental design. The research study group consisted of 94 third-grade students enrolled in primary school who were divided into experimental, placebo, and control groups. This study was conducted with students in Istanbul in the spring semester of the 2021–2022 academic year. In the study, we applied FTE to the experimental group, applied cooperative learning (CL) to the placebo group, and did not apply any educational activity to the control group. We gathered the research data using a scale of psychological well-being and peer relationships. We analyzed the data obtained through the scales with the t-test and ANOVA included in the SPSS package program. According to the findings, the experimental group's psychological well-being and peer relations scores were significantly higher than those of the control and placebo groups following activities. In addition, the placebo group students scored considerably higher than the control group regarding psychological well-being and peer relationships. The findings demonstrate the significance of FTE and CL for developing psychological well-being and peer relationships.

Essen, A. W. M., Smit, N., Pol, J. van de, & Hornstra, L. (2025). **What students need from their teacher: Need satisfaction as mediator of the association between perceived cognitive adaptive support, and student outcomes**. *Social Psychology of Education*, *28*(1), 94. https://doi.org/10.1007/s11218-025-10045-5
In this study, it was examined whether teachers' cognitive adaptive support (i.e., support that is tailored to students' understanding), as perceived by students, was associated with students' intrinsic motivation and academic achievement, and whether satisfaction of students' needs for autonomy, competence, and relatedness explain these associations. Multilevel analyses in a sample of n = 692 secondary education students from 35 classes revealed positive relations between cognitive adaptive support and students' need satisfaction and motivation, and mixed findings regarding academic achievement. Feeling competent mediated the association between cognitive adaptive support and achievement; feeling autonomous and connected to the teacher explained increases in intrinsic motivation. Although there was significant between-class variation for most adaptivity scales, within-classroom variation was larger, indicating substantial differences in perceived adaptivity within classes. Overall, the findings suggest that cognitive adaptive support is important for supporting students' psychological needs and motivation.

Fehringer, B. C. O. F., Bonefeld, M., & Schunk, F. (2025). **Bias awareness in teachers: A German adaptation of the bias awareness scale for teachers**. *Social Psychology of Education*, *28*(1), 71. https://doi.org/10.1007/s11218-025-10016-w
Bias Awareness is understood as individual differences in people's sensitivity to and concerns about their expressions of subtle bias. In 2015, Perry et al. developed a scale to measure the awareness and concern of one's own subtle bias (Bias Awareness Scale, BAS). The present research aims to test the validity of a German adaptation of the Bias Awareness Scale especially for teachers. To this end, different aspects of evidence of validity were analyzed. The complete sample consists of N = 241 participants from four

subsamples, each focusing on different related constructs of bias awareness. The study supported the validity of the German version of the BAS as a measurement of subtle bias against people with migration background. In addition to content validity, the results demonstrated convergent and discriminant validity regarding prejudiced thought and behavior as well as delivered evidence for a single factor structure of the scale. Furthermore, the study also showed a difference in gender with a higher bias awareness for females.

Ferguson, R. (2025). **Micro-credentials and wellbeing**. *Distance Education*, *46*(1), 123-129. https://doi.org/10.1080/01587919.2025.2460008
Although short, accredited courses have existed in various forms for many years, it is only recently that universities have begun to offer micro-credentials. These courses are typically offered as a precursor or an adjunct to a full graduate or postgraduate programme and only rarely fully integrated within those programmes. As a result, micro-credential learners may not have access to the full range of support services available to registered students. This is a potential problem at a time when, in the wake of Covid, concerns about the mental health and wellbeing of students are increasing. This critical commentary identifies some of the barriers and enablers associated with the wellbeing of those studying micro-credential and suggests ways in which universities could provide support at different stages of the learner journey.

Fonctions exécutives et apprentissages : apports théoriques et expérimentaux. (2025). *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (195). Consulté à l'adresse http://www.anae-revue.com/
Cliquez sur l'image pour l'agrandir

Fouchet, K., & Millon Faure, K. (2024). **" Tu veux travailler sur quoi, aujourd'hui ? ". Étude d'un dispositif de travail sur les techniques visant à developper la motivation des élèves et à differencier les enseignements**. *Petit* x, (120). Consulté à l'adresse https://hal.science/hal-05067148
Nous étudions un dispositif mis en place par trois enseignants de mathématiques de collège pour faciliter l'apprentissage de certaines techniques par leurs élèves. Ce dispositif, inspiré des plans de travail, vise à mettre en place une progression adaptée aux besoins de chaque élève. À partir de l'analyse d'entretiens d'élèves et d'épisodes de séances de classes, nous tentons de déterminer dans quelle mesure ce dispositif peut entrer dans une démarche de différenciation pédagogique. Nous nous demandons également s'il pourrait favoriser la motivation des élèves notamment en développant leur autonomie. Cette étude nous permettra de mettre en évidence plusieurs des points positifs de ce dispositif en ce qui concerne ses effets sur les possibilités d'apprentissage des élèves, mais également certaines questions qui pourraient servir de points de départ pour d'éventuelles pistes d'amélioration.

Fournier, G., Lachance, L., Lahrizi, I. Z., & Viviers, S. (2025). **Relationship to Work Questionnaire: Validation Among French Canadian Workers**. *International Journal for Educational and Vocational Guidance*, *25*(1), 45-83. https://doi.org/10.1007/s10775-023-09586-y
This study aims to assess the psychometric qualities of the Relationship to Work Questionnaire (RWQ). Confirmatory factor analyses on 845 French–Canadian workers support a six-dimension structure: Absolute centrality of work, Relative centrality of work

and work valence, Purposes of work, General expectations regarding working life, Obligations and duties of employers and society to workers, and Obligations and duties of workers to employers and society. Furthermore, configurational, metric, and scalar invariances were observed for age, gender, education, and job qualification. Results also support convergent validity of the examined sub-dimensions. Discussion focuses on the study's limitations and RWQ's usefulness for research and practice.

Gabel, S., Alijagic, A., Keskin, Ö., & Gegenfurtner, A. (2025). **Teacher gaze and attitudes toward student gender: evidence from eye tracking and implicit association tests**. *Social Psychology of Education*, *28*(1), 72. https://doi.org/10.1007/s11218-025-10036-6
Previous research has examined teacher attitudes toward student gender and teacher eye movements when looking at girls and boys in classrooms. However, to date, these two lines of research are rather separated. To better understand the co-occurrence of visual and attitudinal preferences, we investigated whether pre-service teachers' attitudes are associated with their selective attention allocation toward girls and boys. Grounded in the cognitive theory of visual expertise, this multi-method study invited n = 105 pre-service teachers to watch a classroom video while their gaze was recorded. In addition, feeling thermometers measured their explicit gender attitudes and an implicit association test (IAT) measured their implicit gender attitudes. Findings revealed that female and male teachers implicitly and explicitly favored girls over boys. The results also demonstrated that, independent of teacher gender, girls were fixated more frequently than boys. When examining the correlation between attitudes and fixations, the study found that pre-service teachers' implicit attitudes and their number of fixations on girls were positively correlated. These results confirm the assumption that attention tends to be directed more on information that is consistent (rather than inconsistent) with underlying teacher attitudes, especially in complex tasks, possibly to reduce mental effort. Future research can consider the context of the observation (language lessons), as teachers' expectations in different disciplinary fields and observation contexts may influence the co-occurrence of attitudes and gaze in the classroom. Further directions on the use of eye tracking as a tool to reflect on gender biases are discussed.

Grineski, S. E., Avondet, C., Morales, D. X., Collins, T. W., Chavez, Y., & Armendariz, S. (2025). **The Gendered Impact of Depression on Undergraduate Students' Research Gains: Can More Competent Mentors Help?** *CBE—Life Sciences Education*, *24*(1), ar7. https://doi.org/10.1187/cbe.24-02-0091
There are serious concerns about mental health on college campuses. Depression negatively impacts college student success. Women and transgender/gender-nonconforming students suffer from depression at higher rates than men. While undergraduate research is a high-impact practice, we know little about how depression affects outcomes among undergraduate researchers with different gender identities. To investigate this, we use data from n = 516 students participating in n = 78 Summer 2022 NSF REU Sites programs via the NSF-sponsored Mentor-Relate project. We used gender-stratified generalized estimating equations that nest students within their REU Sites to predict research gains for men and women and transgender/gender-nonconforming students. Greater depression was negatively associated with personal and skills gains for women and transgender/gender-nonconforming students ($p < 0.05$), but not men. Having a more competent faculty mentor was associated with greater gains for women and transgender/gender-nonconforming students, as well as men. In an interaction model, having a more competent mentor reduced the negative effect of depression on

personal gains for women and transgender/gender-nonconforming students ($p < 0.05$). Results suggest practical actions including cultivating mentors' mental health literacy and peer support networks, boosting mentor competency through mentor training programs, and changing institutional reward structures to incentivize high-quality mentoring.

Gu, P., Xu, F., Chen, L., Ma, Z., Zhang, M., & Zhang, Y. (2025). **Technological affordances and applications of chatbots for conversational skill interventions in autism: A scoping review**. *Education and Information Technologies*, *30*(7), 9311-9340. https://doi.org/10.1007/s10639-024-13191-z
Conversational skills, which are essential for effective social interactions and typically pose difficulties for individuals with autism spectrum disorder (ASD), include abilities such as initiating topics, engaging in back-and-forth dialog, and responding to conversational cues. Chatbots have been used in mental health fields, and the development of emerging technologies such as generative artificial intelligence (AI) has led to innovations in chatbot construction. This scoping review explores the technological affordances and applications of chatbots for conversational skill interventions in individuals with ASD. The study synthesizes findings from peer-reviewed research over the past two decades. Despite the potential of chatbots to provide dynamic and intelligent responses, the current literature has revealed significant limitations in chatbot construction and effectiveness. Most chatbots rely on rule-based response generation, which often leads to user frustration and a lack of motivation. Furthermore, the review identifies a gap in the application of advanced technologies such as large language models (LLMs) in chatbot development for conversation interventions. The study emphasizes the need for more personalized and adaptive chatbot designs that leverage generative AI technologies to cater to the diverse needs of individuals with ASD. Additionally, expanded data collection and the inclusion of larger sample sizes are needed to improve the accuracy and validity of chatbot models. Moreover, further evidence-based experimental research is needed to evaluate the intervention effectiveness of chatbots. This review provides comprehensive insights and recommendations for future research and development in the field, aiming to increase the effectiveness of chatbots in supporting conversational skill development in individuals with ASD.

Guete, L. A. (2024). ***La réussite et le décrochage à l'université : l'effet d'un programme d'intervention sur l'état d'esprit, la motivation et la ténacité*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-05039032
Une fois qu'a commencé à être relevé le défi de l'accès à l'enseignement supérieur, un autre enjeu est apparu pour les universités : le décrochage des étudiants, spécialement dans les premières années d'étude. Nous avons constaté qu'il s'agissait d'un de défis auquel sont confrontées la plupart des institutions d'enseignement supérieur du monde occidental (Dupont et al. 2015), que ce soit dans un pays développé ou non.Cette étude vise à approfondir la compréhension du décrochage universitaire et à prévenir ce phénomène dans les premiers cycles, en intégrant de nouvelles perspectives théoriques issues de la psychologie sociale cognitive. Pour cela, nous nous sommes appuyés sur la théorie des états d'esprit, qui suggère que les croyances sur la nature de l'intelligence peuvent influencer le rapport à l'effort, à l'échec, ainsi qu'à la motivation, des éléments essentiels pour la réussite académique en première année de licence.Nous avons conduit une étude auprès de 436 participants appartenant à trois universités privées de

Barranquilla, en Colombie. Nous voulons tester l'effet d'un programme d'intervention psychosociale basée sur l'état d'esprit de développement, sur les croyances concernant la nature de l'intelligence, sur la motivation et la ténacité. Nous avons également analysé le niveau socioéconomique comme une variable médiatrice et les notes pour déterminer si le programme d'intervention aurait un impact sur celles-ci. Les résultats de cette étude mettent en lumière les effets positifs d'un programme d'intervention sur l'état d'esprit de développement, en particulier lorsqu'il est associé à des éléments de pleine conscience. L'étude confirme que ces interventions peuvent transformer la perception de la nature de l'intelligence chez les étudiants, en les aidant à croire en la malléabilité de leurs capacités intellectuelles. De plus, elle semble particulièrement bénéfique pour les étudiants issus de milieux socioéconomiques défavorisés, contribuant ainsi à réduire les inégalités en matière de réussite scolaire. Nous avons pu confirmer que les étudiants qui ont montré des changements plus significatifs dans leurs croyances sur la nature de l'intelligence étaient ceux qui appartenaient aux strates basses et moyennes, ce qui nous permet de proposer un axe de recherche qui puisse approfondir l'état d'esprit de développement dans des contextes socioéconomiques comme celui de la Colombie. Les résultats obtenus dans notre étude nous ont donné des pistes pour continuer à approfondir la recherche sur les états d'esprit dans l'enseignement supérieur.

Haugseth, J. F. (2025). **Educational Engagement: On the Entangled Possibilities of Investments in Education**. *Educational Theory*, *75*(3), 531-557. https://doi.org/10.1111/edth.70003
In this article, Jan Frode Haugseth discusses a multidimensional model of educational engagement by outlining Laurent Thévenot's regimes of engagement in an educational setting. Haugseth argues that six intertwined regimes of educational engagement could be perceived to exist in tension with each other: formality, justice, familiarity, exploration, love/care, and retreat, all reflecting the relationship between cognition, bodies, and the environment (immediate surroundings as well as cultural and historical configurations). The regimes are simultaneously valid on a personal level, as engagement is established and maintained individually, and on a collective level, since engagement is shared and negotiated in a dynamic social space. The regimes differ from and complement each other, providing notions of benefits, tensions, and investments, while allowing for various forms of confidence and doubt. Many researchers study the causes of dropout and disengagement without a clear idea of what engagement truly entails: when students engage in all the rich facets of educational engagement and are able to freely transition among regimes, they develop a real sense of power over their own education.

Ho, S. K., Zhang, L. R., & Chen, W.-W. (2025). **Developing my strength: a moderated mediation analysis of strength-based parenting, personal best goals, strength mindsets, and academic achievement**. *Social Psychology of Education*, *28*(1), 96. https://doi.org/10.1007/s11218-024-09987-z
Strength-based parenting promotes beneficial outcomes in children's development, including academic achievement. However, few studies have focused on the inner mechanisms underlying the relation between strength-based parenting and students' academic achievement. Guided by life-span development theory, we aimed to examine the mediating role of personal best goals in the relation between strength-based parenting and academic achievement, as well as the moderating role of strength mindsets in the first stage of mediation (between strength-based parenting and personal best goals). An online survey was administered to 273 secondary students in Macau to

measure their experiences of strength-based parenting, personal best goals, strength mindsets, and grade point averages. Results indicated that: (a) Strength-based parenting positively correlated with academic achievement; (b) Personal best goals positively correlated with students' perceptions of strength-based parenting and their academic achievement, and partially mediated the relation between strength-based parenting and academic achievement; (c) Strength mindsets moderated the relation between strength-based parenting and personal best goals. For students who had more of a growth strength mindset, the effect of low strength-based parenting on lowering personal best goals was lessened. We further discussed the implications of strength-based interventions and growth mindset training for students' personal growth and academic achievement.

Hoferichter, F., & Raufelder, D. (2025). **Mind, brain and education—Neuromechanisms during child development**. *British Journal of Educational Psychology*, *95*(2), 223-233. https://doi.org/10.1111/bjep.12702
Background and Aims Educational neuroscience has emerged as an interdisciplinary field aimed at elucidating the neurobiological underpinnings of learning and educational outcomes. By synthesizing findings from diverse research endeavours, this Editorial aims to delineate the intricate interplay between neural processes and educational experiences, shedding light on the factors that shape cognitive development and learning trajectories in children. Results This Editorial highlights significant advancements, spanning investigations into neural mechanisms, cognitive development and educational interventions on the basis of four exemplary topics and their effects on academic learning and achievement: student's academic self-concept, (cyber-)bullying, reading skills/dyslexia and a growth mindset intervention. Summaries of the four empirical contributions in this special issue are presented and discussed in relation to how they provide insight into the dynamic interplay between neural mechanisms and environmental influences, underscoring the role of early experiences in sculpting brain development and shaping educational outcomes. Furthermore, the integration of neuroscientific techniques (e.g., fMRI, eye-tracking) with educational research methodologies has provided novel insights into the neural correlates of learning processes, executive functions and socio-emotional development during childhood. Conclusions In conclusion, the pivotal role of Educational Neuroscience in bridging the gap between neuroscience and education is highlighted. By elucidating the neurobiological foundations of learning, this interdisciplinary field offers valuable insights for informing evidence-based educational practices and interventions tailored to individual learning profiles. Moving forward, continued collaboration between researchers, educators and policymakers is essential to harnessing the full potential of Educational Neuroscience in promoting cognitive growth and academic success across diverse learner populations.

Huang, J., & Mizumoto, A. (2025). **The effects of generative AI usage in EFL classrooms on the l2 motivational self system**. *Education and Information Technologies*, *30*(5), 6435-6454. https://doi.org/10.1007/s10639-024-13071-6
This study aimed to examine the effect of incorporating the generative pre-trained AI chatbot, ChatGPT, into an instructor-led writing class on the motivation of Japanese university students. This study examines changes in students' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience using Dörnyei's L2 Motivational Self System (L2MSS) framework. These changes were analyzed before and after students engaged with

ChatGPT. A mixed-methods approach, including questionnaires and open-ended questions, was employed. Eighty students were divided into two groups: control and treatment. The treatment group participated in writing workshops, collaborated, and received feedback from ChatGPT. Students who utilized ChatGPT reported higher levels in all three motivational factors, although only Ideal L2 Self and L2 Learning Experience showed statistical significance. These findings highlight the potential of AI chatbots such as ChatGPT in enhancing motivation and writing skills. This research aims to inform instructional practices and pave the way for future advancements in AI-assisted language learning. By exploring the nuanced effects of AI tools on language learning motivation, this study contributes to the understanding of effective AI integration in language classrooms and offers valuable insights for educators and researchers.

Husøy, S. J., & Mignon, D. (2025). **Well-being and technology: The effect of individual laptops in high school**. *Economics of Education Review*, *106*, 102653. https://doi.org/10.1016/j.econedurev.2025.102653
Proficiency in the use of Information and Communication Technology (ICT) has become a basic skill, along with reading, writing and mathematics, and education systems aim at ensuring satisfactory skill level in this aspect. Since 2004, high schools in Norway have increasingly provided personal laptops to students. In line with a growing concern regarding the negative effects of ICTs on well-being, particularly among young people, we evaluate the effect of this distribution on different aspects of students' well-being (bullying, happiness at school) by leveraging the staggered implementation of the program across schools. We collected data on the year of adoption and matched it with data from a national student survey that occurred every year from 2006 to 2011. The overall results point towards no effect of the program implementation on our well-being outcomes. We find a diminution in the propensity to declare oneself bullied at school, which can be interpreted as a substitution to cyberbullying or crowd-out to other activities. The results suggest the effect is driven by schools where students' satisfaction with their teachers is above the median.

Janssen, T. W. P., & van Atteveldt, N. (2025). **Explore your brain: A randomized controlled trial into the effectiveness of a growth mindset intervention with psychosocial and psychophysiological components**. *British Journal of Educational Psychology*, *95*(2), 280-302. https://doi.org/10.1111/bjep.12572
Background Although past research demonstrated growth mindset interventions to improve school outcomes, effects were small. This may be due to the theoretical nature of psychosocial techniques (e.g., reading about brain plasticity), which may not be optimally convincing for students. Aims To address this issue and improve effectiveness, we developed a growth mindset intervention, which combined psychosocial and psychophysiological components. The latter adds a convincing experience of influencing one's own brain activity, using mobile electroencephalography (EEG) neurofeedback, emphasizing the controllable and malleable nature of one's brain. Sample In this randomized controlled trial (RCT), twenty high-school classes (N = 439) were randomized to either the active control condition (no mindset messaging) or our newly developed growth mindset intervention condition (4 × 50 min). Methods School outcomes (pre, post, 1-year follow-up) were analysed with Linear Mixed Models (LMM: variable-oriented) and Latent Transition Analysis (LTA: person-oriented). Results LMM: students in the growth mindset intervention reported increased growth mindset directly after the intervention (post, d = .38) and at 1-year follow-up (d = .25) and demonstrated

a protective effect against deterioration of math grades at 1-year follow-up (d = .36), compared to controls. LTA: we identified three mindset profiles (Fixed, Growth competitive, Growth non-competitive), with more frequent transitions from fixed to one of the growth mindset profiles at 1-year follow-up for students in the growth mindset intervention compared to controls (OR 2.58–2.68). Conclusions Compared to previous studies, we found relatively large effects of our intervention on growth mindset and math grades, which may be attributable to synergetic effects of psychosocial and psychophysiological (neurofeedback) components. The person-oriented approach demonstrated more holistic effects, involving multiple motivational constructs.

Ji, S., Mokmin, N. A. M., & Wang, J. (2025). **Evaluating the impact of augmented reality on visual communication design education: Enhancing student motivation, achievement, interest, and engagement**. *Education and Information Technologies*, *30*(5), 6617-6639. https://doi.org/10.1007/s10639-024-13050-x
The traditional educational approaches in art classrooms have increasingly fallen short of addressing the needs of learners in an era marked by rapid technological advancements. Augmented reality (AR), as a leading representative of these emerging technologies, has recently been integrated into traditional educational methods, repeatedly demonstrating its effectiveness. Over recent years, AR-enhanced teaching methodologies have shown significant benefits, particularly in higher education. However, there is a notable lack of research exploring the impact of AR on art and design education, especially within the visual communication design discipline. This study seeks to address this gap by evaluating the effectiveness of AR in student learning, focusing on a cohort of 64 visual communication design students at a university in Hefei, China. Utilizing an AR-based design learning system, which incorporates a LiDAR scanner and Unity 3D, the study assesses students' learning motivation, engagement, and interest through the use of questionnaires and scales. The findings reveal that, compared to conventional multimedia teaching, the interactivity and unique advantages of AR can create engaging teaching content, significantly enhancing students' learning outcomes, motivation, and engagement.

Jiang, J., Kwok, S. Y. C. L., & Deng, X. (2025). **Effects of social mistreatment, academic alienation, and developmental challenge on university students' well-being through coping strategies: A longitudinal study**. *British Journal of Educational Psychology*, *95*(2), 464-479. https://doi.org/10.1111/bjep.12730
Background Few studies have concurrently examined how different types of stressors influence university students' well-being through their use of coping strategies. Exploring such effects should enrich our understanding of how individuals develop strategies for coping with specific stressful situations and provide insights into the mechanisms by which different stressors impact students' well-being in higher education contexts. Aims This study investigated the effects of social mistreatment, academic alienation, and developmental challenge on emotional and psychological well-being via approach and avoidance coping strategies. Sample The participants were 293 university students in Hong Kong (mean age = 21 years). Methods We collected three waves of data through longitudinal student self-reports and analysed them using structural equation modelling. Results Social mistreatment can lead to greater use of avoidance coping. Academic alienation can lead not only to a greater reliance on avoidance coping but also less use of approach coping. Developmental challenge can increase the use of approach coping. The effects of social mistreatment on emotional and psychological

well-being were mediated by the use of avoidance coping strategies. Moreover, the effects of academic alienation on emotional and psychological well-being were mediated by the use of approach and avoidance coping strategies. Conclusions The results of this longitudinal study indicate the need to improve teaching practices or learning environments to reduce interpersonal and academic stressors due to their negative impact on coping and well-being. The results also have implications for helping students to adopt better coping strategies and promote their well-being.

Kim, S., Hood, M., Creed, P. A., & Bath, D. (2025). **The underlying career values of young adults' protean and traditional career orientations**. *International Journal for Educational and Vocational Guidance*, *25*(1), 207-229. https://doi.org/10.1007/s10775-023-09593-z
Although young people espouse a range of career values, the extent to which traditional career values inter-mix with protean values is unclear. We interviewed a group of young university students in Australia (N = 24, MAge 19.4 years; 50% young men) and examined the full range of traditional and protean values held. Employing applied thematic analysis, we found that freedom/autonomy and fit to self were dominant in protean career themes, while they strongly expressed a desire for job security in a traditional career. The results inform theory development in the career development area and can assist university career counselors.

Kim, S. K., Lee, M., Lee, Y., Go, Y., & Park, M. H. (2025). **Expanding virtual reality simulation with reflective learning to improve mental health nursing skills of undergraduate nursing students**. *Education and Information Technologies*, *30*(7), 8541-8565. https://doi.org/10.1007/s10639-024-13102-2
The development of best strategies for improving learning engagement in the field of mental health nursing education, is a challenge for teachers. Using self-reflection, students are facilitated to actively participate in their own learning process, improving their efforts to understand and perform best practice for patients. This study aimed to examine the usability and feasibility of a virtual reality simulation for undergraduate nursing students, incorporating reflective methods to improve communication. Design: This study used a mixed method design. Methods: A pre-post control group design was used for effectiveness evaluation and user feedback was collected using essay questionnaires. A total of 59 participants were recruited from two nursing colleges in Korea. The experimental group was trained for 4-hours using a 'Virtual Patient Immersive Communication Training (VPICT)' environment, in which they faced virtual patients to practice communication strategies. Students were required to exercise reflection, using a virtual 3D hospital environment recording system. Using SPSS version 27, data were analyzed by conducting paired and independent t-tests with statistical significance determined at $p < 0.05$. Results: The VPICT group showed higher mental health nursing performance when self-evaluated ($p = 0.015$). After simulation, communication competency scores were increased in both groups. Overall scores for learning immersion and satisfaction were higher in the VPICT group than in the control group, showing a marginally significant difference between the two groups ($p = 0.05$). The VPICT achieved good usability scores with the highest score in likability (4.67 ± 0.41). Conclusion: The VPICT simulation group demonstrated superior learning immersion and mental health nursing performance. The potential exists therefore, to reinforce mental health nursing simulations and extend VR simulations to be more interactive.

Kim, S. Y., & Kim, S. (2025). **Generalizability Theory Approach to Analyzing Automated-Item Generated Test Forms**. *Educational Measurement: Issues and Practice*, *44*(2), 20-31. https://doi.org/10.1111/emip.12671
This study presents several multivariate Generalizability theory designs for analyzing automatic item-generated (AIG) based test forms. The study used real data to illustrate the analysis procedure and discuss practical considerations. We collected the data from two groups of students, each group receiving a different form generated by AIG. A total of 74 students participated in this study and responded to AIG-based test forms. Then, we analyzed the data using four distinct designs based on the data collection design, and conceptualization of true scores and measurement conditions over hypothetical replications. This study also examined the theoretical relationships among the four data collection designs and highlighted the potential impact of confounding between item templates and item clones.

Korkmaz, O., & Kırdök, O. (2025). **Development and validation of the Turkish five-factor short form of the Career Adapt-Abilities Scale (CAAS-5-SF)**. *International Journal for Educational and Vocational Guidance*, *25*(1), 85-109. https://doi.org/10.1007/s10775-023-09594-y
This study develops and validates the fifteen-item Turkish version of the Career Adapt-Abilities Scale Short Form (CAAS-5-SF) with a cooperation dimension. The data of the study were collected from 1.575 different high school students (aged between 15 and 18 years) in Turkiye. It has been observed that the scale has acceptable validity and reliability values. Significant relationships were obtained between the CAAS-5-SF and perceived stress, problem-solving self-efficacy and career adaptation responses.

Košir, K., Pivec, T., & Kozina, A. (2025). **Peer victimization and anxiety during COVID-19 pandemic: disentangling between and within person effects**. *Social Psychology of Education*, *28*(1), 77. https://doi.org/10.1007/s11218-025-10047-3
Peer victimization and anxiety are consistently positively correlated, though the longitudinal relationship remains inconsistent. Previous research often failed to account for the reciprocal relationship between traditional and cyber victimization, with limited evidence of the influence of broader societal factors. Thus, the present study aimed to longitudinally examine the relationship between victimization, cyber victimization, and anxiety within the specific context of the COVID-19 pandemic during one school year (2021/22), employing both the cross-lagged panel model and the random-intercept cross-lagged panel model. The study included 1766 students (58.5% females; Mage= 15.33; SD = 1.20) from lower- and upper-secondary schools in Slovenia who participated in three time-points with approximately 8 weeks apart, with T1 occurring before school closures, T2 during school closures (which lasted 17–21 weeks), and T3 after school closures. Findings revealed that the relationship between anxiety and victimization changed across the school year. The results of the cross-lagged panel model indicated that traditional victimization in T1 positively predicted anxiety in T2, and anxiety in T2 positively predicted traditional victimization in T3. Cyber victimization at T2 predicted lower anxiety at T3. The results of the random-intercept cross-lagged panel model showed that t the within-person level, students experiencing more cyber victimization than expected reported greater subsequent victimization, especially after school closures. The study provides insights into the dynamics of the relationship between peer victimization and anxiety during a specific period of school closure. The findings do not fully align with any single theoretical model, highlighting the complexity of these

interactions in the pandemic context. This study underscores the need to consider broader socio-environmental factors in understanding the relationship between peer relationships and psychosocial outcomes.

Kotsiantis, S., Georgiou, M., Kalles, D., & Dedos, S. G. (2025). **A conceptual and methodological framework for clustering and correlation analyses of the approaches and study skills inventory for students**. *Higher Education*, *89*(4), 889-905. https://doi.org/10.1007/s10734-024-01253-7
The Approaches and Study Skills Inventory for Students (ASSIST) is a questionnaire that was developed in the '80s and '90s with the aim of identifying the ways students study and learn in higher education institutions. It broadly classifies students as approaching their study in a deep, a strategic and/or a surface/apathetic way. A large (N=2029) dataset of the inventory was analysed in this study by using clustering algorithms and correlation analyses of students' responses. By combining both analyses we show that, in addition to the 3 already identified and well-documented approaches, there exists a 4th approach to studying that emerges from alternative groupings of students' responses to the items of the inventory and is supported by findings from the k-means clustering algorithm. We term this 4th approach "Dispositional Mindfulness" and find that it is an approach that is associated with gender and year of study and characterises responders to the inventory who pay attention to their present state as students, adapting to their status as higher education students rather than constantly adopting a specific approach to studying. We propose that the Dispositional Mindfulness approach is a primal entity that can be identified, in addition to the other 3 approaches, through the methodological framework that we describe herein and we note that augmenting conventional correlations with k-means clustering can deliver equally interesting findings in the analysis of educational datasets.

Krämer, S., & Zimmermann, F. (2025). **Teachers' perceptions of students with different disabilities through the lens of the stereotype content model**. *Social Psychology of Education*, *28*(1), 82. https://doi.org/10.1007/s11218-025-10046-4
According to the stereotype content model (SCM), individuals with disabilities are commonly stereotyped as "warm but dumb." Thereby, disabilities are used as an umbrella term encompassing various types of disabilities. The current study pursues the question of whether different types of disabilities are associated with different patterns of stereotype content. The relevance of this question has increased since the adoption of the Convention on the Rights of Persons with Disabilities: Students with disabilities or special educational needs (SEN) are increasingly included in regular classrooms, where the social category of students with SEN is particularly salient. Thus, teachers' stereotypes of these students may be activated more easily and may affect their (teaching) behavior. In the main study, involving N = 57 teachers, we investigated teachers' stereotypes of students with different types of SEN using the SCM approach. Students with social-emotional disabilities were rated as colder than students with other types of SEN. Students with intellectual disabilities were rated as comparatively incompetent. This pattern of results perfectly matched the results of a pre-study investigating N = 259 German citizens' stereotypes of people with different types of disabilities. Findings suggest the importance of considering differentiated stereotypes of people with different disabilities or SEN. Moreover, teachers' stereotypes of students with different SEN appear to be comparable to those regarding disabilities in people outside the school context,

implying socially shared stereotypes when differentiating between types of disabilities. We discuss the practical implications of these results in terms of their relevance for school.

Lee, H. J., & Mendoza, N. B. (2025). **Does parental support amplify growth mindset predictions for student achievement and persistence? Cross-cultural findings from 76 countries/regions**. *Social Psychology of Education*, *28*(1), 88. https://doi.org/10.1007/s11218-025-10038-4
The ongoing debate over the positive effects of a growth mindset on student outcomes has called for investigations into its contextual moderators (see Yeager & Dweck in Am Psychol 75(9):1269–1284, 2020. 10.1037/amp0000794). This study examined the potential moderating role of parental support in the associations of a growth mindset with student achievement (reading, math, science) and persistence. We used linear mixed effects analyses on the PISA 2018 dataset consisting of 468,059 15-year-old students from 76 countries/regions, accounting for the nested structure at the country level, measurement errors, sampling weights, and all plausible values for achievement. After controlling for student gender, grade, and socioeconomic status, findings show that both growth mindset and parental support positively predicted all achievement outcomes. Importantly, results show significant interactions between growth mindset and parental support for all four outcomes, suggesting that the growth mindset was more positively linked to achievement and persistence when students perceived higher parental support. The strength of the growth mindset $$times$$parental support interaction varied across countries/regions, with stronger effects found in cultures with higher collectivism. These findings highlight how parental support strengthens the link between growth mindset and student achievement and persistence, with variations across cultures. Theoretical and practical implications are discussed.

León, J., Núñez-Regueiro, F., & Santana-Monagas, E. (2025). **Reciprocal relations between teacher engaging messages and student motivation**. *Revista de Psicodidáctica (English ed.)*, 500165. https://doi.org/10.1016/j.psicoe.2025.500165
Effective teaching practices are crucial for student success and the quality of education. One such practice that has recently gained attention is the use of engaging teacher messages, which have shown promising results. This study investigates the reciprocal relationship between teacher engaging messages and student motivation using a random intercept cross-lagged panel model. Participants were 1048 (Mean age = 16.33, SD = 1.25) high school students from 16 different secondary schools, 949 of whom participated in at least one measurement wave and were accounted for in the analyses participated in the study. Rooted in self-determination theory, the study found that messages highlighting the benefits of studying had a positive impact on changes in student motivation to learn, and that teacher engaging messages were not impacted by changes in student motivation. These findings suggest that effective teacher engaging messages, such as gain-framed autonomous messages, are partly independent from students' motivation and can therefore be promoted to enhance student outcomes and the overall quality of education.

Levraud, C., Petiot, O., & Kermarrec, G. (2023). **Les inducteurs de stress des enseignants d'EPS lors d'incidents critiques vécus au cours de la carrière : une approche psychologique située**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 89-109. https://doi.org/10.3917/lsdle.563.0089

Li, Y. (2025). **The factors influencing the continuance intention of MOOCs: The perspective of socio-technical approach**. *Education and Information Technologies*, *30*(5), 5813-5842. https://doi.org/10.1007/s10639-024-13042-x
The enduring challenges faced by MOOCs have consistently revolved around the low completion and high dropout rates. To explore the factors that affect the continuance intention of MOOCs, this study constructed a new theoretical model to analyze how the social and technical factors influenced the intention to continue using MOOCs through attachment (emotional attachment and functional attachment) and learning stickiness. To test the hypotheses, 334 valid samples were collected through a questionnaire from individuals in China who claimed that they had the experience using MOOCs and analyzed using PLS-SEM method. With the help of Smart PLS 3.0, the proposed model explained 64.10% variance of the continuous intention of MOOCs. The results found that the continuance intention of MOOCs was influenced by learning stickiness, which affected by students' emotional and functional attachments to MOOCs. And the social factors (identification and social presence) and technical factors (interactivity and personalization) positively and significantly influence emotional attachment and functional attachment, respectively. The paper contributes to explain the factors affecting the intention to continue using MOOCs from the socio-technical perspective, which enriches the theoretical basis for the evaluation of the continuous use of MOOCs, and provides practical references for practitioners to better design MOOCs to enhance the student's intention to continue using them.

Liaw, Y.-L. (2025). **On the Cover: Sequential Progression and Item Review in Timed Tests: Patterns in Process Data**. *Educational Measurement: Issues and Practice*, *44*(2), 4-4. https://doi.org/10.1111/emip.12670
Limeri, L. B. (2025). **Intelligence in Context: A Context-specific Mindset Measure Better Predicts Outcomes for Science and Math Undergraduates**. *CBE—Life Sciences Education*, *24*(1), ar19. https://doi.org/10.1187/cbe.24-09-0229
Mindset (beliefs about the malleability of intelligence) has been studied in a variety of contexts for decades. Recent research highlights the importance of contextual factors in moderating mindset's impact on student outcomes. The commonly-used original mindset measure is context-general. Recently, a mindset measure that is specific to science and math undergraduates was developed: the Undergraduate Lay Theories of Abilities (ULTrA) Survey. I hypothesized that a context-specific measure of mindset would associate more strongly with undergraduates' outcomes than a context-general measure. I surveyed 1537 undergraduates with Dweck's 3-item original mindset measure, ULTrA, and measures of outcomes (sense of belonging, goal orientation, self-handicapping, evaluative concern and intent to persist in science) and collected course grades. Structural equation modeling indicated that the fixed factor of the ULTrA exhibited stronger and more consistent relationships with outcomes than the 3-item original mindset measure and predicted unique variance in outcomes above and beyond what the original mindset measure accounted for. The academic outcomes (intent to persist and course grade) were significantly related to ULTrA, but not the original mindset measure. Our results provide evidence that the context-specific ULTrA survey can detect relationships with undergraduate outcomes that the context-general original mindset measure can fail to detect.

Lin, X., Tan, R., Chen, J., Zheng, X., Liu, N., & Li, Y. (2025). **The relationship between barriers despite schooling and school engagement in adolescent students: a multilevel linear**

modeling analysis. *Social Psychology of Education*, *28*(1), 101. https://doi.org/10.1007/s11218-025-10059-z
School engagement is crucial for adolescents' academic performance. This study identifies that perceptions of barriers despite schooling significantly influence such engagement. When students in a class share these perceptions, a unique classroom climate emerges, impacting overall school engagement. Specifically, this study explores how adolescents' perceptions of barriers despite schooling affect school engagement, highlighting the mediating role of social mobility beliefs and the moderating influence of life history strategies. Analyzing a sample of 1,025 Chinese adolescents, multilevel linear modeling reveals that class-level perceptions of barriers despite schooling negatively affect individual school engagement, with social mobility beliefs acting as a vital mediator. When students perceive high barriers, their belief in educational success diminishes, leading to decreased motivation and engagement. Additionally, individual differences in life history strategies shape this relationship; slower strategists demonstrate high engagement only when social mobility beliefs are strong, while faster strategists maintain low engagement regardless of belief levels. These findings underscore the need for educators and policymakers to address perceived barriers and tailor interventions to enhance students' social mobility beliefs, fostering a more equitable educational environment that supports all learners.

Liu, X., & Zhang, Y. (2025). **Re-examining cognitive load measures in real-world learning: Evidence from both subjective and neurophysiological data**. *British Journal of Educational Psychology*, *95*(2), 446-463. https://doi.org/10.1111/bjep.12729
Background Cognitive load theory is widely used in educational research and instructional design, which relies heavily on conceptual constructs and measurement instruments of cognitive load. Due to its implicit nature, cognitive load is usually measured by other related instruments, such as commonly-used self-report scales of mental effort or task difficulty. However, these concepts are different in nature, as they emphasize distinct perspectives on cognitive processing. In addition, real-world learning is more complex than simplified experimental conditions. Simply assuming that these variables will change in a monotonic way with workload may be misleading. Aims This study aims to examine whether these measures are consistent with each other, and to discover the neurophysiological basis underlying the potential discrepancy. Sample The study collected data in both a real-world (Study 1, 22 high school students in 13 math classes) and a laboratory setting (Study 2, 30 students in 6 lab-based math tasks). Methods In addition to self-report measures, the study also collected multimodal neurophysiological data, such as electroencephalography (EEG), electrodermal activity (EDA), and photoplethysmography (PPG). Results The results show that although the difficulty level can be perceived with difficulty ratings, it does not lead to the corresponding level of mental effort. Only within an appropriate level of load, can we observe a positive correlation between self-report difficulty and mental effort. Neurophysiological evidence also supports the conceptual discrepancies and group differences, indicating distinct neurophysiological mechanisms underlying these 'similar' constructs. Conclusions These findings also emphasize the need for combining these concepts to better evaluate students' cognitive load.

Lu, J., Wang, X., Chen, X., Wang, X., Ma, X., & Wang, H. (2025). **Constructing a socially regulated learning scale for university students in online collaborative contexts**.

Education and Information Technologies, *30*(7), 9241-9267. https://doi.org/10.1007/s10639-024-13186-w
Socially regulated learning (SoRL) is a critical mechanism for enhancing the effectiveness of collaborative learning outcomes. Measurement of university students' engagement in SoRL is essential for refining the strategies aimed at improving its efficacy. Nonetheless, the measurement of university students' levels of engagement in SoRL remains underdeveloped. This study employed item analysis, exploratory factor analysis (Sample 1, n = 531), and confirmatory factor analysis (Sample 2, n = 484) to develop an SoRL scale and used this scale to measure the level of SoRL among Chinese university students (Sample 3, n = 1009). These findings revealed that this scale had a Cronbach's alpha of 0.984. The scale exhibited a six-factor structure, which included task understanding, goal planning, process monitoring, effort control, social help, and evaluation and reflection. The overall level of SoRL among Chinese university students was above average. The scale demonstrated ideal item discriminability, content validity, and structural validity, making it an effective tool for measuring the level of SoRL among university students in online collaborative contexts.

Luongo, N. A., & Arriaza, V. (2025). **Interaction Between Word Processing and Low-Level Visual Representation in Autistic College Students**. *Mind, Brain, and Education*, *19*(2), 50-60. https://doi.org/10.1111/mbe.70002
Recent studies reported a differential multisensory integration (MSI) in autism spectrum disorder (ASD). Much of the research on MSI differences has focused on how visual stimuli influence speech processing. The present study takes a reverse perspective. We investigated if speech processing can affect the construction of low-level visual representations in autistic individuals when they detect a visual stimulus under the continuous flash suppression (CFS) effect. The results showed that nonautistic participants benefit from speech processing during visual object detection when the linguistic stimulus is congruent with the masked visual object. This effect was not observed in autistic participants. In turn, the reaction time (RT) of correct answers was significantly lower in the nonautistic group than in the ASD participants. This indicates that MSI between linguistic and visual stimuli is affected in both directions. Our findings are interpreted under the embodiment cognition framework and its relationship with ASD.

Machrone, A., Duenas, M., Acosta, A., Alvarez, R., Bruce-Opris, H., Castellano, R., … McCartney, M. (2025). **What Happens When Undergraduate Biology Students Meet with Professional Scientists to Discuss Research? An Exploratory Investigation into Scientific Discourse, Motivation, and Sense of Belonging**. *CBE—Life Sciences Education*, *24*(1), ar6. https://doi.org/10.1187/cbe.24-08-0209
Engagement in scientific discourse is an essential part of becoming a scientist. In this exploratory study, we aim to examine the scientific discourse (and resulting benefits) between undergraduate biology students and professional scientists. We developed a novel method for engaging in scientific discourse, grounded in the theory of legitimate peripheral participation, where undergraduate biology students participate in communities of practice within their own departments. Students selected a piece of primary scientific literature (PSL) from a professional scientist in their department and, after spending time annotating the PSL, met with the professional scientist to engage in scientific discourse. We analyzed the time students spent speaking and characterized questions students ask professional scientists. In addition, student motivation for reading PSL and students' sense of belonging to their department shifted positively, suggesting

that students are integrating into the scientific community of practice being formed between students and professional scientists. We discuss best practices for supporting effective scientific discourse between undergraduates and scientists.

Mäki, M., Hägglund, A. E., Rotkirch, A., Kulathinal, S., & Myrskylä, M. (2025). **Stable Marital Histories Predict Happiness and Health Across Educational Groups**. *European Journal of Population*, *41*(1), 12. https://doi.org/10.1007/s10680-025-09733-x
Couple relations are a key determinant of mental and physical well-being in old age. However, we do not know how the advantages and disadvantages associated with partnership histories vary between socioeconomic groups. We create relationship history typologies for the cohorts 1945-1957 using the Survey of Health, Ageing, and Retirement in Europe and examine, for the first time, how relationship histories relate to multiple indicators of well-being by educational attainment. The results show that stable marriages predict greater well-being, compared to single and less stable partnership histories. The positive outcomes are similar across all educational groups. Those with lower education who have divorced experience even lower well-being in old age. The interaction analyses suggest that individuals with fewer resources could suffer more from losing a partner. The findings underscore that current and past romantic relationships are linked to well-being in old age and help policymakers identify vulnerable subgroups among the ageing population.

Massonnié, J. (2025). **Investigating Learning in Educational Contexts: Methodological Challenges and Potential Solutions in the Field of Mind, Brain and Education**. *Mind, Brain, and Education*, *19*(2), 101-114. https://doi.org/10.1111/mbe.70001
Mind, brain and education (MBE) is a transdisciplinary field aiming at better understanding learning and at providing a grounding of education in research. Some challenges persist, such as increased time commitments, training needs, ethical, and logistical considerations. Addressing these challenges is essential to avoid the threat of implementing new practices without a clear understanding of theory, or of educational contexts. This paper proposes five main solutions to these challenges, corresponding to Pedaste et al.'s (2015) five phases of inquiry-based learning: Orientation: Co-creating glossaries to share common vocabulary, knowledge and theory; Conceptualization: Co-defining research questions; Investigation: Building an institutional research culture, evaluating the project's ecological validity and context; Conclusion: Reviewing theories; Discussion: Sharing successes and challenges. Exploring methodological and epistemological assumptions is essential to work through these solutions. It is hoped that this paper will support the development of projects that have the potential to inform practice in naturalistic educational contexts.

Matusz, P. J., Abalkina, A., & Bishop, D. V. M. (2025). **The Threat of Paper Mills to Biomedical and Social Science Journals: The Case of the Tanu.pro Paper Mill in Mind, Brain, and Education**. *Mind, Brain, and Education*, *19*(2), 90-100. https://doi.org/10.1111/mbe.12436
Fraudulent published papers were once thought to be rare, but in recent years, there has been growing awareness of coordinated activities by for-profit organizations that charge authors a fee to sell articles and submit them to reputable journals. These are known as paper mills. We reflect here on how Mind, Brain and Education suffered from such an attack in 2022 and 2023, discussing what we have learnt from this experience about how paper mills might operate in biomedical and social sciences, how to identify red flags

that an article might be fraudulent, and what steps might be taken to prevent such attacks in future.

Menabò, L., Skrzypiec, G., Slee, P., & Guarini, A. (2025). **What roles matter? An explorative study on bullying and cyberbullying by using the eye-tracker**. *British Journal of Educational Psychology*, *95*(2), 249-269. https://doi.org/10.1111/bjep.12604
Background Bullying and cyberbullying are serious public health concerns that involve more roles beyond the bully and the victim (pro-bullies, defenders, bystanders). However, students often perceive the phenomena as dyadic. Aim The purpose was to examine students' perceptions of different roles when observing bullying and cyberbullying scenes combining implicit (attention by using the eye-tracker) and explicit (verbal reports) measures. Sample We included 50 Italian students (aged 10–11). Methods Students watched 12 drawings of different types of bullying and cyberbullying while their gaze was tracked, and subsequently described each drawing verbally. We ran repeated measure ANOVAs to compare attentional indexes (fixation count, visit count and total fixation duration) in observing roles and Cochran's Q test to evaluate differences in the verbal identification of roles. Results Overall, the victim and bully were the most observed and identified roles in every type of bullying and cyberbullying scenario. Concerning the other roles, a discrepancy was observed between the implicit and explicit measures since although it was greatly identified, the pro-bully received less attention, and while the bystander received great attention, it was mentioned less. Finally, the defender was more observed and identified in physical bullying and cyberbullying. Conclusions Our study points out for the first time the dyadic perception of the phenomena among adolescents using implicit and explicit measures and sheds light on differences among the roles in different forms of bullying. Further research including the eye-tracker would be worthwhile given the possibility of exploring the phenomena from different perspectives.

Mendoza, N. B., & Yan, Z. (2025). **From beliefs to behaviors: Conceptualizing and assessing students' practices that reflect a growth mindset**. *Social Psychology of Education*, *28*(1), 73. https://doi.org/10.1007/s11218-025-10032-w
Current growth mindset models lack the specificity regarding behavioral mechanisms that translate incremental beliefs into meaningful achievement gains. Addressing this gap, this study synthesized the literature to conceptualize the Integrated Growth Systems Framework (IGSF) and developed the Growth Practices Scale (GPS). The IGSF maps how a growth mindset manifests in six effort-based learning practices that influence learning achievement. The GPS, developed to measure these practices, underwent psychometric evaluation using cross-sectional (N = 1150) and longitudinal (n = 575) data from undergraduate students. Factor and network analyses supported a two-factor structure with proactive and reflective growth practices. The 11-item GPS demonstrated reliability, structural validity, and within-person longitudinal measurement invariance. It also showed nomological validity through positive relations with motivated learning strategies, mastery approach goals, and academic resilience. Crucially, the GPS exhibited incremental validity in predicting achievement scores, while accounting for growth mindset beliefs. This research advances growth mindset theory by mapping and measuring behaviors that enable the effects of growth mindset beliefs. The IGSF and GPS allow for further empirical examination of the mindset-to-achievement link, offering directions for growth mindset interventions that also target growth-oriented behaviors and strategies. Limitations and future research directions are discussed.

Nielson, C., Pitt, E., Fux, M., Nesnera, K. de, Betz, N., S. Leffers, J., … Coley, J. D. (2025). **Spontaneous Anthropocentric Language Use in University Students' Explanations of Biological Concepts Varies by Topic and Predicts Misconception Agreement**. *CBE—Life Sciences Education*, *24*(1), ar11. https://doi.org/10.1187/cbe.24-07-0198
Previous research has shown that students employ intuitive thinking when understanding scientific concepts. Three types of intuitive thinking—essentialist, teleological, and anthropic thinking—are used in biology learning and can lead to misconceptions. However, it is unknown how commonly these types of intuitive thinking, or cognitive construals, are used spontaneously in students' explanations across biological concepts and whether this usage is related to endorsement of construal-consistent misconceptions. In this study, we examined how frequently undergraduate students across two U.S. universities (N = 807) used construal-consistent language (CCL) to explain in response to open-ended questions related to five core biology concepts (e.g., evolution), how CCL use differed by concept, and how this usage was related to misconceptions agreement. We found that the majority of students used some kind of CCL in the responses to these open-ended questions and that CCL use varied by target concept. We also found that students who used CCL in their response agreed more strongly with misconception statements, a relationship driven by anthropocentric language use, or language that focused on humans. These findings suggest that American university students use intuitive thinking when reasoning about biological concepts with implications for their understanding.

Niu, Z., Wang, Y., Yang, K., Zuo, B., & Wen, F. (2025). **Understanding academic expectations: the influence of students' academic emotions on academic expectations and the mediational role of perceived teacher competence and warmth**. *Social Psychology of Education*, *28*(1), 79. https://doi.org/10.1007/s11218-025-10039-3
Previous research has provided limited exploration into the antecedents and mechanisms of academic expectations. Combining the broaden-and-build theory of positive emotions, this paper presents two investigations to examine the relationship between adolescents' academic emotions and academic expectations, as well as their underlying mechanisms. In Study 1, a questionnaire was distributed to 326 adolescent participants. The results indicated that adolescents' academic emotions influenced their academic expectations through their perception of teacher warmth and competence. Positive academic emotions improved participants' perception of teacher warmth and competence, thereby increasing their academic expectations. Conversely, negative academic emotions diminished perceived teacher warmth and competence, resulting in lower academic expectations. In Study 2, a situational experiment was used to manipulate the induction of positive or negative academic emotions with 145 adolescent participants using a one-way between-subjects design. The findings validate the mediating role of perceived warmth and competence. This research expands the theoretical foundation and holds practical significance. Future research can develop new experimental paradigms or explore alternative mechanisms based on this study.

Normand, L., & S, C. (2024). ***Adaptation scolaire et sociale de jeunes ayant perdu une figure d'attachement : étude des éléments systémiques favorisant le développement de stratégies d'adaptation***. Consulté à l'adresse http://hdl.handle.net/1866/40550
Dans les premières années de leur vie, les enfants peuvent être exposés à divers évènements potentiellement traumatiques pouvant compromettre leur adaptation scolaire et sociale. Parmi ces évènements figurent par exemple le décès, le placement

en milieu substitut, la séparation conjugale, l'hospitalisation ou encore la migration. Ces évènements peuvent être considérés comme potentiellement traumatiques en raison du fait qu'ils occasionnent, temporairement ou définitivement, la perte d'une figure d'attachement, aussi appelé « traumatisme de la perte » (Bowlby, 1996). Les études antérieures sur les traumas ayant mis en évidence le rôle protecteur de la figure d'attachement face à l'adversité (Rutter, 1985), nous nous sommes questionnée sur l'impact d'une telle perte sur l'adaptation scolaire et sociale des jeunes concernés, ainsi que sur le rôle que peut jouer l'école face à cet évènement. Cette thèse cherche ainsi à mieux comprendre comment les jeunes affectés par une perte objective ou symbolique s'adaptent sur le plan scolaire et social, et comment l'environnement scolaire peut soutenir cette adaptation. Notre étude s'appuie sur deux théories, la théorie écologique du développement humain et la théorie de l'attachement, et sollicite trois concepts, soit l'attachement, le traumatisme de la perte, et l'adaptation scolaire et sociale. Par ailleurs, le concept de deuil est utilisé pour étudier conjointement les pertes objectives et les pertes symboliques, ce qui nous amène à considérer les jeunes touchés par la perte d'une figure d'attachement comme des jeunes endeuillés. De plus, le modèle de Barrois (1988) mettant en avant les ruptures liées aux traumatismes psychiques, et le modèle de Skinner et de ses collaborateurs (2003) identifiant des stratégies d'adaptation, sont mobilisés dans l'analyse des données. Par ailleurs, le modèle Processus-Personne-Contexte-Temps (PPCT) de Bronfenbrenner et Morris (2006) permettant de refléter la nature dynamique du processus d'adaptation scolaire et sociale est utilisé. Cette thèse présente les résultats d'une étude qualitative menée au Québec auprès de six jeunes ayant perdu, objectivement ou symboliquement, une figure d'attachement pendant l'enfance, et de cinq personnes enseignantes ayant eu à composer avec ce phénomène. D'une part, les résultats, traités à l'aide du logiciel NVivo, soulignent les expériences individuelles, scolaires et sociales de chacun des jeunes, ainsi que les stratégies d'adaptation qu'ils ont utilisées pour faire face à la perte. Les éléments ayant favorisé leur adaptation au sein du microsystème sont également identifiés. D'autre part, les résultats examinent les expériences de personnes enseignantes du primaire relativement à ce type de perte chez un élève, et soulignent les besoins particuliers de ces derniers. De même, les personnes enseignantes relèvent les défis auxquels elles ont été confrontées dans l'accompagnement des élèves concernés par la perte d'une figure d'attachement. Finalement, nous mettons en lumière des attitudes favorables et des pratiques éducatives soutenantes issues des récits des jeunes endeuillés et des personnes enseignantes, ainsi que certaines conditions essentielles au soutien des jeunes endeuillés dans la sphère scolaire. Dans la discussion, nous suggérons certains ajouts théoriques en ce qui concerne les ruptures vécues par les jeunes endeuillés, ainsi que les stratégies d'adaptation qu'ils sollicitent, afin d'illustrer plus fidèlement le phénomène d'adaptation scolaire et sociale à la perte d'une figure d'attachement. De surcroît, nous évoquons les risques de négligence circonstancielle à considérer dans la mise en œuvre de pratiques éducatives favorables à l'adaptation scolaire et sociale des jeunes endeuillés. Cette thèse a donc pour ambition de susciter des changements tangibles dans les milieux scolaires en ce qui concerne l'accompagnement des jeunes confrontés à la perte objective ou symbolique d'une figure d'attachement. Le caractère novateur de cette thèse réside d'une part dans le fait que les stratégies d'adaptation scolaires et sociales ont été peu documentées dans la littérature sur les deuils, et d'autre part dans la prise en considération des pertes symboliques qui ont rarement été étudiées sous l'angle du deuil, et qui au regard des résultats de cette thèse présentent des ressemblances avec les pertes objectives.

Ozmen Yagiz, B., & Alemdag, E. (2025). **Understanding resilience in programming: A scale adaptation and analysis of individual differences**. *Education and Information Technologies*, *30*(5), 6547-6581. https://doi.org/10.1007/s10639-024-13086-z
Resilience is a critical personality trait that allows one to deal with difficulties, learn from failures, and maintain a positive attitude during task performance. However, it has not been understudied in a complex and challenging educational domain. The current research intends to address this gap by analyzing the specific characteristics of resilient university students in programming education with two studies. The first study aimed to adapt the programming resilience (PR) scale into the Turkish context to measure this construct in a different setting. The internal structure of the scale with four dimensions (persistence, perceived value, difficulty cognition, incremental belief), was validated using a sample of 311 undergraduate students. The Cronbach's alpha of this scale (0.937) indicated high internal consistency. The second study sought to determine the effect of several learner characteristics on PR based on a larger sample (n = 657). The results revealed that PR did not differ significantly by gender. However, it was higher when the students were majoring in computer science, had more than three years of programming experience, and engaged with programming activities every day. Upon controlling the effect of demographics and programming experience and frequency, the multiple regression analysis showed that less avoidant problem-solving style, higher problem-solving confidence, and deep learning approach resulted in higher PR. Overall, this study enriches our understanding of PR by highlighting the impact of individual differences on PR. This study further offers valuable suggestions for researchers and practitioners to build more resilient classes in programming courses.

Paulmann, S., & Weinstein, N. (2025). **Motivating tones to enhance education: The effects of vocal awareness on teachers' voices**. *British Journal of Educational Psychology*, *95*(2), 551-564. https://doi.org/10.1111/bjep.12737
Background Effective classroom communication is key to shaping the learning environment and inspiring student engagement. And, it's not just what is said, but how it's said, that influences students. Yet, few (current or future) teachers receive education on vocal pedagogy. Aims This study examined the impact of raising vocal awareness in teachers on their voice production through delivering a voice training program. Method Specifically, we explored how primary school teacher trainees produced motivational (either soft, warm, and encouraging, or harsh, pressuring, and controlling) and neutral communications before and after the delivery of a voice education program that concentrated on raising voice awareness, vocal anatomy, exercise techniques (e.g. breath control, voice modulation), and voice care. Hypotheses: We hypothesised that trainees' voice production would change over the course of the program and lead to more 'prototypical' displays of motivational prosody (e.g. softly spoken encouraging intentions vs. harshly spoken controlling intentions). Results Results indicated a noticeable difference when communicating motivational intentions between pre- and post-training voice samples: post training, trainees spoke more slowly and with reduced vocal effort irrespective of motivational intention, suggesting that raising vocal awareness can alter classroom communications. Conclusion The results underscore the importance of vocal awareness training to create a supportive and autonomy-enhancing learning environment.

Petiot, O., & Le Yondre, F. (2023). **D'où proviennent les émotions des enseignants en détention**. *Le travail humain*, *Vol. 86*(2), 159-187. https://doi.org/10.3917/th.862.0159
Le métier d'enseignant devient de plus en plus un travail émotionnel, en particulier dans des contextes impliquant des élèves à besoins éducatifs particuliers. En effet, les enseignants peuvent être confrontés à des moments à forte connotation émotionnelle suscitant un effort pour maitriser ses émotions. Cette recherche visait à analyser les inducteurs émotionnels issus de 133 incidents critiques racontés par des enseignants exerçant en détention via un questionnaire en ligne. Il s'agissait des moments les plus marquants de leur carrière en détention. Nous avons alors réalisé une analyse inductive de ces moments consistant à les catégoriser au regard des inducteurs émotionnels positifs et négatifs rapportés par les enseignants. Cinq catégories d'inducteurs positifs ont été mis en évidence : (1) Réussite/performance de détenus malgré leurs difficultés rencontrées (2) Construction de relations positives dans le cadre de la classe (3) Intérêt manifesté par les détenus pour le savoir et la culture (4) Succès d'un évènement/exercice proposé par l'enseignant (5) Constat de la « normalité des détenus en classe malgré la détention. Les inducteurs émotionnels négatifs ont quant à eux été répartis en quatre catégories : (1) Manifestations de violence/perturbations de la part des détenus (2) Irruption en classe des difficultés personnelles/des actes commis par des détenus (3) Désintérêt pour le cours manifesté par des détenus (4) Ambiance de la détention et/ou poids des règles pénitentiaires. Ces résultats sont discutés au regard des spécificités émotionnelles de l'enseignement en détention et de l'importance de reconnaitre les enjeux de leur travail émotionnel au sein des formations.

Pineau, E. (2025, mai 27). **Mon master : « J'ai fini lessivée, avec une estime de moi en chute libre », les étudiants plongés dans le stress de la sélection**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/05/27/mon-master-j-ai-fini-lessivee-avec-une-estime-de-moi-en-chute-libre-les-etudiants-plonges-dans-le-stress-de-la-selection_6608769_4401467.html
Alors que les résultats des admissions sur la plateforme sont prévus le 2 juin, de nombreux candidats décrivent une procédure épuisante, entre la lourdeur des dossiers de candidature et une compétition plus marquée. Certaines formations très prisées procèdent même à une « sursélection » en instaurant des épreuves écrites ou orales.

Platow, M. J., Lee, G. C., Wang, C., Grace, D. M., Knezovic, M., Smyth, L., & Mavor, K. I. (2025). **The role of student and customer social identification on university students' learning approaches and psychological well-being**. *Social Psychology of Education*, *28*(1), 100. https://doi.org/10.1007/s11218-025-10060-6
In an on-line format, the current research measured students' (N = 453) social identifications as university students and as university customers to predict their self-reported engagement in deep and surface learning, attitudes toward cheating, intent to continue their studies, and their psychological well-being (e.g., affect, self-esteem). Also measured were students' perceptions of deep- and surface-learning norms. Overall, students identified more strongly as students than as customers. More relevant to hypothesized social-psychological processes, social identification as a university student positively predicted their deep-learning approach and intent to continue, but negatively predicted their surface-learning approach and favorable attitudes toward cheating. Enhanced university-student social identification was also associated with favorable psychological well-being. In contrast, social identification as a customer positively predicted participants' surface-learning approach and favorable attitudes toward

cheating. It was only when students perceived high deep-learning norms that university-customer social identification yielded some favorable learning and well-being outcomes. Conceptually, these results provide further support for the application of the social identity approach to educational contexts. In application, the results reveal that social identification as a student offers far better learning and psychological well-being outcomes than social identification as a customer. However, if universities seek to embrace a transactional delivery of services and transform the student-as-customer metaphor into a reality, they have the additional responsibility to ensure there is a recognizable and acknowledged norm for deep learning.

Qi, S., & Derakhshan, A. (2025). **Technology-based collaborative learning: EFL learners' social regulation and modifications in their academic emotions and academic performance**. *Education and Information Technologies*, *30*(7), 8611-8636. https://doi.org/10.1007/s10639-024-13167-z
This study explores the relationship between technology-based collaborative learning and learners' social regulation, academic emotions, and academic presentation. The researchers invited 695 English as a Foreign Language (EFL) students of different ages and learning backgrounds to participate in the research by questionnaire. The validated questionnaires were employed to collect the data. Structural Equation Modeling (SEM) was utilized to examine relationships among variables, while regression analysis assessed the impact of emotional engagement. Multiple regression was used to explore combined emotional effects, and correlation analysis gauged individual emotions' association with performance. The researchers used SPSS (version 27) and AMOS (version 24) software to analyze the data. A synthesis of the research findings elucidated how collaborative efforts facilitated by technology foster a dynamic process of regulating learning, contributing to both individual and collective academic achievement. Furthermore, the intricate relationship between collaborative learning technologies and individual characteristics such as prior knowledge and intrinsic motivation is discussed, emphasizing the multifaceted nature of educational outcomes. Lastly, after a comparison with other similar studies, this study's results highlight the significance of considering technology-mediated collaborative learning environments in enhancing EFL students' academic emotions, experiences, and outcomes. The study concludes with some pedagogical implications and suggestions for teachers, practitioners, researchers, and learners.

Raveaud, M. (2025). **Omar Zanna, Éduquer par le corps à l'empathie. Favoriser le bien-être et les apprentissages contre la violence et le harcèlement**. *Revue internationale d'éducation de Sèvres*, (98), 49-51. https://doi.org/10.4000/13wiu
Depuis bientôt trente ans, Omar Zanna, sociologue et psychologue de formation, se saisit du corps pour développer la compréhension de soi et la prise en compte d'autrui. Son travail sur l'empathie, visant à renforcer le lien social et à prévenir la violence, a commencé dans les prisons et l'a conduit jusqu'à l'école. En milieu carcéral, Zanna rencontre des mineurs détenus pour crimes violents. Ils assument leurs actes et comprennent leurs conséquences pénitentiaires, sans pour autant être à m...

Redding, C., & Taksier, K. A. (2025). **Breaking Bad/Good? Patterns and Correlates of Public School Teachers' Multiple Jobholding**. *American Educational Research Journal*, *62*(3), 611-650. https://doi.org/10.3102/00028312251316256

Stagnating teacher salaries and the widening gap between public school teachers and similar workers have led to growing concerns that teachers will seek additional employment—possibly leading to teacher burnout and/or attrition in the process. Using data from the Schools and Staffing Survey and the National Teacher and Principal Survey from 1994–2021, we show that teacher multiple jobholding has been remarkably stable over time, although certain types of multiple jobholding have shifted. When examining the predictors of multiple jobholding, we found a high degree of variation across the timing, focus, and setting of teachers' additional work. Using regression analysis, we show that teachers who work an additional job have higher levels of burnout but higher intentions to remain in teaching and lower rates of leaving. Differences in these outcomes are observed for teachers who work more than one additional job and teachers who work outside of school.

Rege, M., Bru, E., Solli, I. F., Thijssen, M. W. P. T., Tharaldsen, K. B., Vestad, L., … Stallard, P. N. (2025). ***The Impact of Teaching Coping Skills in Schools on Youth Mental Health and Academic Achievement: Evidence from a Field Experiment*** (Working paper N° 11742). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11742
Effective and scalable strategies for promoting youth mental health are urgently needed. We conducted a randomized controlled trial to assess the impact of school-based, teacher-led coping skills instruction on youth mental health and academic achievement. The trial included 84 classes and 1,879 ninth-grade students (ages 14–15) in Norway. Findings indicate improved mental well-being and reduced emotional distress at a one-year follow-up, particularly among students with low baseline well-being. The intervention also enhanced academic motivation and increased the likelihood of choosing an academic high school track. Additionally, it had a positive effect on math performance among students with initially low academic motivation, but no significant effects on performance in English or Norwegian.

Rodriguez Buritica, J., Berboth, S., Hoferichter, F., & Raufelder, D. (2025). **Neural and behavioural correlates of adolescents changing academic self-concept**. *British Journal of Educational Psychology*, *95*(2), 234-248. https://doi.org/10.1111/bjep.12667
Background Mid-adolescence is an important phase of self-development in various domains including academics as well as for changes in the neural mechanisms underlying the self-concept. Students' academic self-concept (ASC) is affected by educational achievements and social others (such as teachers and peers). To what extent these external influences relate to neural dynamics during adolescents' self- and other-evaluations (i.e. of friends and teachers) which affect ASC over time is currently unclear. Aims The current study aimed to address the question of to what extent the developing ASC is influenced by developmental changes in self- and other-evaluations (friends, teachers) and their underlying neural mechanisms as well as academic achievement. Methods In this interdisciplinary longitudinal fMRI study, forty-seven 13-year-olds (at T1) were instructed to indicate whether positive and negative trait adjectives described themselves (self-evaluations), their teachers, or peers (other-evaluations) at two time points. We investigated how adolescents' academic self-concept is influenced by changes in their academic achievement and self- and other-evaluations (teachers and peers) 1.5-years later. Results Behaviourally, both, academic achievement and positive teacher evaluations were important to prevent the observed decline in ASC during mid-adolescence. Our fMRI results showed that cortical midline

structures were linked to self-evaluation, whereas the precuneus and occipital regions were related to friends- and teacher-evaluation. Here, ASC was predicted by activity changes in the precuneus during friends-evaluations for students with better academic achievement. Conclusion Our findings indicate that academic achievement and positive teacher-evaluations could prevent the decline in ASC observed in mid-adolescents and that the neural correlates of evaluating close others within the precuneus present an important link to ASC. The current study highlights the importance of educational neuroscience studies to understand the changing ASC during adolescence.

Santana-Monagas, E., Núñez-Regueiro, F., & Núñez, J. L. (2025). **Does motivation lead to academic success, or conversely ? Reciprocal relations between autonomous and controlled motivation, and mathematics achievement**. *British Journal of Educational Psychology*, *95*(2), 513-529. https://doi.org/10.1111/bjep.12736
Background While it's clear that autonomous motivation significantly boosts academic success, there are conflicting findings regarding the opposite relation. Besides, the reciprocal relations among controlled motivation and achievement present mixed results. Adequately distinguishing between variations among individuals and within individuals results key to acknowledge such relations. Aim This longitudinal study examines the reciprocal relations between controlled and autonomous forms of motivation and academic achievement using the RI-CLPM methodology. Sample Participants were 1042 high school students (M = 16 years, 52% male adolescents) from 16 different high schools in urban and rural areas. Methods A random intercept cross-lagged panel model (RI-CLPM) was tested to estimate whether students' autonomous and controlled motivation predicted achievement and/or vice versa. Independent models were estimated for the two types of motivation. Results Overall, the RI-CLPM results indicated a unidirectional relationship between autonomous motivation and achievement. As for controlled motivation, the results of RI-CLPM models showed no reciprocal relationship between this type of motivation and achievement. Conclusions These results underline the importance of taking within- and between-person processes into account when analysing reciprocal relations and provide crucial insights for enhancing student motivation and achievement in diverse educational contexts.

Sarmiento, C. M., Truckenmiller, A. J., Cho, E., & Wang, H. (2025). **Academic language use in middle school informational writing**. *British Journal of Educational Psychology*, *95*(2), 384-404. https://doi.org/10.1111/bjep.12724
Background Learning to write the complex academic language (AL) associated with a discipline (like science) is a critical task in education, with middle school being a key developmental period. However, we need more research to guide how we assess students' learning to write AL, especially if we want to create assessment that guides more effective instruction. Aims We evaluated middle school students' informational writing for six different measures of AL to determine which ones were most strongly related to writing quality and were most indicative of the unique features of informational writing. We also examined which metrics were sensitive to growth across middle school. Sample Our sample consists of informational compositions from 285 students in Grade 5 (n = 175) and Grade 8 (n = 110) in a Midwestern state in the United States. Methods Path modelling was used to determine the degree to which the AL metrics are associated with writing quality and narrativity in each grade. Results Overall, the six measures of AL explained 70% of the variance in students' writing quality. We found that a new measure, number

of long words, outperformed other more established measures at the word level and should be used in assessment of informational writing quality. We also found that automated scores at the sentence level better detected development across middle school grade levels than typical rubrics of writing quality. Conclusion Results provide promising avenues for the assessment of malleable aspects of AL in middle school informational writing.

Schroeder, Z. J., & Hodges, S. D. (2025). **Gender and social belonging predict evaluation of ambiguous academic feedback**. *Social Psychology of Education*, *28*(1), 91. https://doi.org/10.1007/s11218-024-10003-7
In three studies, college student participants read a description of ambiguous (i.e., neither explicitly positive nor explicitly negative) academic feedback from a faculty member. Evaluations of the ambiguous feedback were compared across participants' gender identities and levels of social and intellectual belonging in their academic majors and were used to predict participants' future coursework preferences. Data from exploratory Study 1 (n = 423) were used to develop hypotheses for two pre-registered confirmatory studies: a direct replication (Study 2, n = 233) and an extension (Study 3, n = 469) that replicated several effects from Studies 1 and 2 and included additional exploratory measures. Across students in both STEM (science, technology, engineering, and math) and non-STEM majors, men evaluated ambiguous feedback as significantly more positive than women. Greater social belonging predicted more positive evaluation of the feedback in two of the three studies. Men and those who evaluated the feedback as more positive reported an increased preference for taking difficult-yet-fulfilling coursework in the future, even when controlling for academic standing. Thus, after a brief exchange of information, students' interpretations of ambiguous feedback differed across gender and social belonging and predicted students' future course intentions, with students who interpreted the feedback more positively reporting preferences for advanced coursework, even after controlling for student grades.

Singh, P., Kharwar, S., & Mishra, N. (2025). **Job insecurity and work engagement among teachers: moderated-mediation involving affective well-being and emotion regulation difficulties**. *Social Psychology of Education*, *28*(1), 70. https://doi.org/10.1007/s11218-025-10033-9
Enhancing teachers' work engagement requires systematic exploration of its contributors. Job insecurity has been considered a significant factor; however, other mediators and moderators may affect the relationship between job insecurity and work engagement. The present study tested a model of work engagement involving job insecurity as a predictor, affective well-being as a mediator, and emotion regulation difficulties as moderators of the mediational relationship. In this cross-sectional study, a total of 170 teachers (Mage = 32.22, SDage = 7.83), selected using the purposive sampling technique, were assessed using standardized measures. The data were subjected to mediation and moderated mediation analysis. The analysis revealed that affective well-being mediates the relationship between job insecurity and work engagement, and emotion regulation difficulties moderate the effect of job insecurity on affective well-being. It implies that individuals with the same level of job insecurity but different levels of emotion regulation difficulties showed differences in their well-being and work engagement. Emotion regulation difficulties influence how job insecurity impacts work engagement. Job insecurity may not be a sufficient condition for reduced work engagement. It may be the difficulty in emotion regulation and consequent poor

affective well-being due to heightened negative emotions that affect work-engagement. Helping teachers identify their emotion regulation difficulties and equipping them with functional and adaptive ER strategies may improve their work engagement.

Smeets, K., Rohaan, E., van der Ven, S., & Bakx, A. (2025). **The effects of special educational needs and socioeconomic status on teachers' and parents' judgements of pupils' cognitive abilities**. *British Journal of Educational Psychology*, *95*(2), 321-345. https://doi.org/10.1111/bjep.12719
Background Teachers' and parents' judgements of pupils' cognitive abilities influence pupils' daily learning opportunities and experiences, as these judgements affect the difficulty level of materials and instruction that teachers and parents provide. Over time, these judgements thus significantly shape educational success. However, pupils' characteristics, such as special educational needs (SEN), giftedness and socioeconomic status (SES) can influence and bias judgement accuracy. Aims The present study aimed to investigate the relation between pupils' cognitive abilities and their teachers' and parents' judgements of these abilities, and potential bias in these judgements related to SEN, giftedness, and SES. Sample The sample consisted of 1073 primary school pupils from grades 4–6 from 77 classes in 16 schools, and their teachers and parents. Methods Teachers and parents rated their pupils' cognitive abilities. Pupils completed the COVAT-3, a cognitive ability test. Results Multilevel analyses revealed that parent judgements were significantly higher than teacher judgements, but both informants' judgements were equally strong related to the cognitive ability scores. When controlling for pupils' assessed cognitive abilities, the results revealed small judgement biases: negative for SEN, positive for giftedness, and finally positive for high SES, but only in teachers. Conclusions Overall, the results indicated that teachers and parents can judge their pupils abilities to a moderate degree, but they also hold judgement biases related to SEN, giftedness and SES. As these biases can affect pupils' opportunities, it is important to increase teachers' and parents' awareness.

Solms, L., van den Heuvel, M., Nevicka, B., & Homan, A. C. (2025). **Be a hero, be your own best friend: a self-compassion-based PsyCap intervention improves PhD students' well-being**. *Higher Education*, *89*(4), 969-999. https://doi.org/10.1007/s10734-024-01257-3
Growing research evidence points towards a mental health crisis in PhD students. High-quality support services for PhD students are scarce as is research on interventions. Inspired by Conservation of Resources theory, we introduce a novel type of PsyCap intervention—a self-compassion-based PsyCap training—that aims to improve PhD students' well-being (i.e., in terms of reducing work pressure and increasing positive affect and support seeking) through PsyCap and self-compassion. 115 PhD students in the Netherlands were randomized to a self-compassion-based PsyCap intervention, a PsyCap-only intervention, or a wait-list control group. Results indicated that the self-compassion-based PsyCap intervention increased self-compassion, reduced work pressure, and increased support seeking in the short term following the intervention. The PsyCap-only intervention increased psychological capital and reduced work pressure in the short term. Notably, increase in self-compassion was a key mechanism through which participants of the self-compassion-based PsyCap intervention, but not the PsyCap-only intervention, experienced improvements in all well-being outcomes over the longer term. Unexpectedly, the self-compassion-based PsyCap intervention increased psychological capital only at follow-up via self-compassion. This study provides initial evidence that

developing PsyCap, alongside self-compassion, may take longer but benefits PhD students' well-being and does so more than developing PsyCap alone.

Song, J., & Lee, J. (2025). **Presence and motivation: Comparing synchronous and asynchronous learning environments for foreign language learners using path analysis**. *Education and Information Technologies*, *30*(5), 6061-6090. https://doi.org/10.1007/s10639-024-13047-6
This study addresses the necessity of comprehending the remote learning environment for improving online course design and delivery. The primary objective is to investigate the impact of teaching, cognitive, and social presence, along with learner motivation from the Community of Inquiry framework, on students' learning satisfaction in both asynchronous and synchronous learning contexts. Conducted as an international project, data collection involved three distinct courses across U.S. and Korean universities for one semester, with participants from asynchronous (n = 74) and synchronous (n = 63) remote language classes. Using a mixed-methods approach, the study explored variables of interest and learning satisfaction. Path analysis results indicated consistent patterns in both modes, with students' learning satisfaction significantly predicted by presences and motivation. While the majority of pathways in synchronous and asynchronous remote learning modes exhibited similarities, distinctions were noted between the two modes. In the synchronous mode, social presence emerged as the strongest predictor for cognitive presence and students' learning satisfaction, suggesting the importance of open communication and collaboration in the synchronous mode. In contrast, motivation emerged as the strongest predictor in the asynchronous mode, highlighting the need for self-regulation and autonomy. Qualitative data complemented quantitative findings, reinforcing the importance of tailoring learning activity designs for different contexts. The results of the study contribute to the ongoing debate on improving learning and teaching in different online learning settings, especially in synchronous and asynchronous remote learning.

Stockus, C. A., & Zell, E. (2025). **Do growth mindsets reduce the big-fish-little-pond effect?** *Social Psychology of Education*, *28*(1), 74. https://doi.org/10.1007/s11218-025-10022-y
Research on the big-fish-little-pond effect (BFLPE) indicates that students evaluate themselves more favorably when they have high rank in low rank schools than low rank in high rank schools. Nonetheless, it remains unclear how the detrimental effects of being a little fish in a big pond might be reduced. To address this gap, we conducted two experiments testing whether growth mindsets reduce the BFLPE. Participants in two preregistered studies read an article suggesting that intellectual abilities are malleable or fixed prior to a standard manipulation of the BFLPE (total N = 539). Results yielded a highly robust BFLPE on self-evaluations and affect (ds > 1.02). However, the BFLPE was not substantially altered by growth mindsets in either study. Further, despite using parallel materials and measures, the growth mindset manipulation was somewhat less impactful in the present study than in prior studies. These data provide the first experimental evidence that the BFLPE is robust to growth mindset interventions. Implications for research on the BFLPE and growth mindset interventions more generally are discussed.

Student, S. R., & McCormick, E. M. (2025). **Digital Module 38: Differential Item Functioning by Multiple Variables Using Moderated Nonlinear Factor Analysis**. *Educational Measurement: Issues and Practice*, *44*(2), 39-41. https://doi.org/10.1111/emip.12669

Module Abstract When investigating potential bias in educational test items via differential item functioning (DIF) analysis, researchers have historically been limited to comparing two groups of students at a time. The recent introduction of Moderated Nonlinear Factor Analysis (MNLFA) generalizes Item Response Theory models to extend the assessment of DIF to an arbitrary number of background variables. This facilitates more complex analyses such as DIF across more than two groups (e.g. low/middle/high socioeconomic status), across more than one background variable (e.g. DIF by race/ethnicity and gender), across non-categorical background variables (e.g. DIF by parental income), and more. Framing MNLFA as a generalization of the two-parameter logistic IRT model, we introduce the model with an emphasis on the parameters representing DIF versus impact; describe the current state of the art for estimating MNLFA models; and illustrate the application of MNLFA in a scenario where one wants to test for DIF across two background variables at once.

Sverdlik, N., Slobodin, O., & Katz, I. (2025). **Exploring the interplay of students' values and lecturers' teaching orientation during the shift to distance learning: a person-environment perspective on students' need satisfaction**. *Social Psychology of Education*, *28*(1), 75. https://doi.org/10.1007/s11218-024-09963-7
Applying a person-environment fit perspective, our study posited that the interplay between students' personal values and lecturers' teaching orientation predicted students' psychological need satisfaction amidst the transition to distance learning in the initial weeks of the Covid19 pandemic. Our contention was that the more students valued openness-to-change and the less they valued conservation, the more they would experience need satisfaction. Furthermore, we proposed that these relationships would be more pronounced when lecturers demonstrated greater motivation to teach, as reflected in their attitudes toward their teaching role (i.e., their teaching orientation). Data were gathered from a cohort of 899 students and their 264 corresponding lecturers. The findings substantiate our model and underscore the significance of considering fundamental personality dispositions and their interaction with environmental factors in comprehending the optimal strategies for promoting an enhanced experience of need satisfaction. This research sheds light on the nuanced dynamics that influence psychological need satisfaction.

Tavoosi, F., Fallahchai, R., Yukhymenko-Lescroart, M., & Sharma, G. (2025). **Psychometric evidences of the Persian version of the revised sense of purpose scale (SOPS-2-PERS) in Iranian university students**. *Asian Journal of Social Psychology*, *28*(2), e12676. https://doi.org/10.1111/ajsp.12676
The current study aimed to validate the Persian version of the Revised Sense of Purpose Scale (SOPS-2-PERS) in Iranian university students. Data were collected from 854 students from two independent samples. The psychometric properties of the SOPS-2-PERS were analysed using confirmatory factor analysis. We evaluated its internal reliability, convergent and divergent validity. Tests of measurement invariance were conducted across samples (Sample 1 and Sample 2) and gender (males and females). The results provided evidence for the satisfactory psychometric properties, good reliability and validity of the SOPS-2-PERS. Also, multigroup factor analyses based on sample and gender confirmed the scale's structure. Therefore, the SOPS-2-PERS is an effective instrument to measure the purpose of life of Iranian adults.

Tempelaar, D. (2025). **The unrecognized potential of potential-based achievement goals**. *British Journal of Educational Psychology*, *95*(2), 421-445. https://doi.org/10.1111/bjep.12728

Background For over a decade, growth-oriented achievement goal constructs like potential-based goals and personal best goals have remained relatively unnoticed. This empirical study aims to highlight that goal theorists might be limiting themselves by not incorporating potential-based goals into their frameworks. Aims The primary objective of this research was to underscore the significant yet underappreciated role of potential-based goals in empirical studies within the 3 × 2 achievement goal framework. Samples The sample comprises 10,079 international undergraduate students from a Dutch university, drawn from nine cohorts spanning academic years from 2015/2016 to 2023/2024. Methods To validate the eight-factor measurement model of achievement goals, we employed first and second-order confirmatory factor analyses. Correlational analysis and structural equation models were utilized to explore the relationships between achievement goal measures, various learning dispositions, and academic performance. Results Our analysis shows that all eight goal constructs clearly distinguish and confirm both first-order and second-order factor analysis models based on approach and avoidance factors. Further analyses include obtaining correlations and structural equation prediction models, where goal setting facets predict learning mindsets, such as intelligence theories, effort beliefs, autonomous and controlled regulation, motivation, engagement, learning approaches, and performance strategies. Conclusions Within a system of criterion-referenced grading of courses, our findings indicate that potential-based goals play a pivotal role in exploring relationships with other learning dispositions and predicting performance. It is therefore imperative to incorporate these goals into our measurement instruments for goal frameworks, even if it means prioritizing them over other types of intrapersonal goals.

Theobald, M. (2025). **Study longer or study effectively? Better study strategies can compensate for less study time and predict goal achievement and lower negative affect**. *British Journal of Educational Psychology*, *95*(2), 405-420. https://doi.org/10.1111/bjep.12725

Background and Aims The hypothesis that study strategies can compensate for less study time in predicting learning outcomes has often been proposed but rarely tested empirically. Methods In the present study, 231 university students reported their daily perceived time spent on self-study, study strategies (planning, monitoring, concentration and procrastination) and goal achievement over a 30 days period. Results and Conclusion Results showed that both more overall perceived study time and better study strategies (better planning, monitoring, and concentration, less procrastination) predicted higher goal achievement at the end of the day. In addition, perceived study time and study strategies interactively predicted goal achievement. When students reported better planning, monitoring and concentration as well as lower procrastination, less time was needed to achieve a high goal level compared to days on which they studied less strategically. In other words, when students studied less strategically, they had to invest more time to reach a higher goal level. In addition, perceived study time and study strategies were related to students' negative affect. Negative affect was particularly high when students studied for many hours with low concentration, and it was particularly low when students studied for only a few hours and procrastinated less. Taken together, the results suggest a compensatory effect of study time and study strategies on

daily goal achievement and affect, highlighting the need to teach students effective study strategies.

Thomas, M. S. C., & Arslan, Y. (2025). **Why does the brain matter for education?** *British Journal of Educational Psychology*, *95*(2), 303-320. https://doi.org/10.1111/bjep.12727
Background The present special issue on mind, brain and education (educational neuroscience) contains four papers that employ a neuroscience-informed approach to educational phenomena, including dyslexia, academic self-concepts, bullying and the effect of mindset on learning. Aim This commentary positions the papers with respect to the goals and methods of educational neuroscience, placing them on a continuum of approaches from basic research to applied intervention. Procedure We argue that a focus on the brain matters for teachers because it increases understanding of how learning works and the factors that influence learning outcomes and student well-being without being reductionist. Constraints on learning that arise from biology sometimes seem arbitrary outside a neuroscience framework (several examples are provided). A neuroscience perspective encourages a more holistic and developmental view of learning than a narrow cognitive (memory) oriented approach. Because educational neuroscience is an inherently translational field that relies on dialogues between researchers and practitioners, we argue it is important to understand how teachers view the field and how insights from the science of learning might usefully feed into their practice. We then assess the insights, strengths and limitations of the four papers, as well as the potential that their respective lines of work offer.

Trigueros, R., & García-Mas, A. (2025). **Psychological well-being, resilience, self-determination and grit: The 'novelty' role in physical education classes**. *British Journal of Educational Psychology*, *95*(2), 643-662. https://doi.org/10.1111/bjep.12744
Introduction In recent years, the incorporation of novelty as a psychological need and the study of the frustration of needs have become a recurring theme in the research on psychological needs in the educational environment. Currently, there are two scales available to assess the frustration of basic psychological needs (FBN) in the context of Physical Education. The objectives of the study are (a) to analyse the factor structures of both scales to compare them with each other and (b) to analyse the effect of FBN on resilience, grit and each of the motivational regulations. Method The study included 1439 high school students (M = 15.03 years; SD = 1.24). The majority of participants were Caucasian 83.4%, African 9.7%, South American 6.1% and Asian 0.8%. The analyses used to examine the factor structure of the scales were exploratory and confirmatory factor analysis, reliability analysis and discriminant validity analysis. Hierarchical linear regression analysis was used to analyse the relationship of FBN. Results Each of the scales showed greater robustness in its factor structure and reliability (2023, Physical Education and Sport Pedagogy, 1) scale: χ2/gl = 3.62; CFI = .92; NFI = .92; RMSEA = .061; (2020, Revista de Psicología del Deporte, 29, 91) scale: χ2/gl = 2.67; CFI = .96; NFI = .96; RMSEA = .048, SRMR = .037). Additionally, FBN was positively related to less self-determined motivational regulations, while it was negatively related to grit, resilience and more self-determined motivational regulations. Conclusion Finally, the results highlighted that the (2020, Revista de Psicología del Deporte, 29, 91) scale, showing greater factorial robustness, obtained greater robustness in the relationships with the variables studied.

Tripp, B., Ravi, A., Pang, E., & Furrow, R. E. (2025). **Undergraduate STEM Students' Perceptions of Grading Practices Reveal that Quiz Retakes Positively Impact Drivers of**

Self-determination. *CBE—Life Sciences Education*, *24*(1), ar4. https://doi.org/10.1187/cbe.24-06-0167
Grades are a staple of education and a gateway to future career opportunities. Yet, grading practices can (re)produce inequities and cause students to feel inadequate and unmotivated. Alternative grading practices may address these problems, but these strategies are often time intensive and impractical in larger classroom settings. In this study, we explore an easy-to-implement grading practice, in-class quiz retakes, to conceptualize how grades motivate learning and impact well-being for undergraduate students in science, technology, engineering, and mathematics (STEM). Through the lens of self-determination theory, we conducted semistructured interviews with undergraduates who experienced quiz retakes in two STEM courses. Our results revealed that retakes largely improved students' perceptions of their competence in the subject matter, autonomy in grade outcomes, feelings of relatedness to the instructors, and overall motivation to learn. The majority of students also expressed how traditional grading practices negatively impacted their motivation and well-being. In addition, a quantitative analysis revealed that quiz retakes particularly benefitted students who scored lower on their initial quizzes. We aspire for this study to prompt educators to reconsider traditional grading practices by opting for more equitable and just alternative grading approaches that motivate student learning and mitigate systemic barriers in education.

Uslukaya, A. (2025). **Can teacher ostracism be prevented? Exploring how empowering leadership can mitigate teacher ostracism through work engagement**. *British Journal of Educational Psychology*, *95*(2), 663-682. https://doi.org/10.1111/bjep.12745
Aim Using the job demands-resources model, this study theorizes the negative longitudinal relationship between empowering leadership and teacher ostracism, both directly and through work engagement. Method For this purpose, data collected in three waves at four-month intervals from 473 teachers (51.6% women; mean age = 42.26) working in schools at different levels in the centre of Elazığ province, eastern Turkey, during the 2022–2023 academic year were used. The relationships between the variables were analysed using a cross-lagged panel model with latent variables. Results The findings showed that empowering leadership positively related to work engagement and negatively related to teacher ostracism. Work engagement, in turn, is negatively related to teacher ostracism. Additionally, empowering leadership was found to be negatively related to teacher ostracism through work engagement. Conclusion These results suggest that empowering leadership may be a crucial factor in preventing teacher ostracism, both directly and by enhancing employee engagement. The article concludes by discussing the theoretical contributions of the findings and presenting practical implications to help mitigate the risk of teacher ostracism.

Uzun, A. M., Ünal, E., & Erdem, C. (2025). **Behavioral, normative, and control determinants of in-class off-task multitasking and its association with perceived learning**. *Education and Information Technologies*, *30*(7), 8659-8687. https://doi.org/10.1007/s10639-024-13157-1
The widespread adoption of mobile technologies has exacerbated their utilization in educational environments. Multitasking in the classroom is a common practice and deserves further investigation to understand its antecedents. Yet, rare studies have addressed this issue based on the theory of planned behavior framework. To this end, the current research focused on the antecedents of in-class off-task multitasking from the

lens of the theory of planned behavior and its relation to perceived learning. An integrative, comprehensive model was utilized for this aim. Employing a cross-sectional survey design, the data were collected from 246 university students. The model was assessed using SmartPLS 3.2.7 in partial least square structural equation modeling (PLS-SEM). The research revealed that the theory of planned behavior was a valuable framework for understanding behavioral, normative, and control determinants of in-class off-task multitasking and its relation to perceived learning. Specifically, attitude towards multitasking, prescriptive and descriptive norms, and perceived behavioral control significantly contributed to the prediction of multitasking behavior and perceived learning. Moreover, fear of missing out, attitudes toward using digital devices during lectures, multitasking self-efficacy, and working memory capacity exhibited significant and indirect predictive effects on multitasking. While gender did not impact multitasking in the classroom, the study demonstrated a negative association between age and multitasking. The results are discussed, and implications are provided for educators to address in-class off-task multitasking behavior. The study indicated that university students must acknowledge that multitasking is unachievable without declining performance despite their belief in their ability to multitask successfully. Based on the results, we suggest that students should be informed about the limitations of human cognitive architecture. Some interventions to alter attitudes are also recommended.

Vives, E., Poletti, C., Robert, A., Butera, F., Huguet, P., & Régner, I. (2025). **Learning With Jigsaw: A Systematic Review Gathering All the Pieces of the Puzzle More Than 40 Years Later**. *Review of Educational Research*, *95*(3), 339-384. https://doi.org/10.3102/00346543241230064
The jigsaw classroom is a cooperative learning method designed in the late 1970s to improve the academic performance of minority children by reducing intergroup conflict and increasing self-evaluations. Despite its high popularity, the available evidence for the effectiveness of this method seems scant and mixed, with neither meta-analysis nor systematic review. To fill this gap, the authors conducted a systematic review of studies conducted from 1978 through 2022 to assess the effects of jigsaw on both academic performance and psychosocial variables (e.g., intergroup relationships, self-evaluations). Sixty-nine studies met the inclusion criteria. This review revealed the research trends, research gaps, and issues of research integrity of the jigsaw literature. If the results indicate that the jigsaw classroom overall leads to positive effects, findings vary depending on the academic subjects and psychosocial variables measured. The authors discuss the challenges of jigsaw activities and the limitations of studies reviewed and conclude with practical recommendations in the context of digital education.

Vu, T., Meeter, M., Hofman, A., Jansen, B., Magis-Weinberg, L., van Triest, E., & van Atteveldt, N. (2025). **Academic motivation–achievement cycle and the behavioural pathways: A short-timeframe experiment with manipulated perceived achievement**. *British Journal of Educational Psychology*, *95*(2), 683-722. https://doi.org/10.1111/bjep.12731
Background The purported reciprocity between motivation and academic achievement in education has largely been supported by correlational data. Aims Our first aim was to determine experimentally whether motivation and achievement are reciprocally related. The second objective was to investigate a potential behavioural mediation pathway between motivation and achievement by measuring the objective effort expended on learning. Finally, we studied the causality of these relations by

analysing the dynamics between motivation and achievement (rather than examining them as individual constructs) when perceived achievement was experimentally manipulated. Sample(s) The study employed a short-timeframe experiment in which 309 Dutch undergraduate students (Mage = 19.89, SD = 2.08) learned new English vocabulary. Methods Their motivation, effort, and achievement were measured at multiple time points within one hour. Midway through the experiment, participants received manipulated feedback indicating an achievement decline, which was expected to influence their subsequent motivation, effort, and actual achievement. A random-intercept cross-lagged panel framework was employed to model how one construct influenced another over time. Results We found a unilateral effect of achievement on motivation (i.e., no reciprocity), which remained stable across the time points. Our experimental manipulation partially supported a causal interpretation of the unilateral achievement→motivation pathway. Additionally, no mediation effect of effort was identified: motivation was not associated with effort, nor was effort linked to achievement. Conclusions Our findings underscore the importance of further exploration of behavioural mediation pathways, a broad operationalization of motivation, and the application of appropriate modelling strategies to investigate the motivation-achievement reciprocity.

Walker, M. E. (2025). **2024 NCME Presidential Address: Challenging Traditional Views of Measurement**. *Educational Measurement: Issues and Practice*, *44*(2), 32-38. https://doi.org/10.1111/emip.12673
This article is adapted from the 2024 NCME Presidential Address. It reflects a personal journey to challenge traditional views of measurement. Considering alternative viewpoints with an open mind led to several solutions to perplexing problems at the time. The article discusses the culture-boundedness of measurement and the need to take that into consideration when designing tests.

Wang, F., Zeng, L. M., & King, R. B. (2025). **Teacher support for basic needs is associated with socio-emotional skills: a self-determination theory perspective**. *Social Psychology of Education*, *28*(1), 76. https://doi.org/10.1007/s11218-024-10009-1
Socio-emotional skills have been identified as critical for individuals to achieve success in the twenty-first century. These skills are especially crucial for undergraduate and postgraduate students to navigate the challenges associated with academic learning, well-being, and future job performance. However, little attention has been given to exploring how socio-emotional skills can be facilitated in higher education. Across different educational systems and especially in the Chinese context, there seems to be more focus on academic performance and less on socio-emotional learning. Using self-determination theory as the theoretical framework, two studies were designed to investigate the extent to which teachers' support for autonomy, competence, and relatedness was associated with university students' socio-emotional skills. Data were collected from 1539 undergraduate students (Study 1) and 499 postgraduate students (Study 2). The results from the two studies indicated that students whose teachers supported their basic needs for autonomy, competence, and relatedness had higher levels of socio-emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This study helps advance our understanding of the role of teachers in students' socio-emotional skills in both undergraduate and postgraduate contexts.

Wang, Yuhan, Zhou, N., & Cao, H. (2025). **An examination of the self-system model of motivational development (SSMMD) from middle childhood through middle adolescence in the school context**. *Social Psychology of Education*, *28*(1), 97. https://doi.org/10.1007/s11218-025-10055-3
Grounded in the Self-System Model of Motivational Development (SSMMD), this study used data on 1,010 children from the National Institute of Child Health and Human Development Early Child Care Research Network (NICHD SECCYD) to investigate the links of key interpersonal elements in school setting during middle childhood (i.e., relationship quality and interactions with teachers and peers at Age 9) with child outcomes in academic, social and behavioral domains during middle adolescence (at Age 15). Particularly, informed by the developmental cascade of "Context-Self-System Process-Action-Outcome" (CSAO) in SSMMD, we tested children's perceived competence in school and relatedness to school (i.e., Self-System Processes at Age 11), as well as their subsequent school engagement (i.e., Action at Age 12) during early adolescence as potential explanatory mechanisms for such links. Results supported the proposed cascade. The quality of relationships with teachers and peers, negative interactions with peers uniquely predicted students' subsequent development across multiple domains through shaping their perceived competence in school and relatedness to school as well as their following school engagement. This is the first study that provides a more complete examination of the CSAO cascading pathway in SSMMD. The findings supported the widely-documented key roles of teachers and peers in the school context during middle childhood in shaping students' long-term adaptations. Accordingly, clinical and educational practice may target global relationships and specific interactions with peers and teachers to promote students' adaptations in the long run as they serve as important driving forces for students' later development of self-system processes related to school.

Wang, Yuzhen, Yu, R., Wu, X., Chen, Z., & Huang, Y. (2025). **The impact of personality type on online learning performance among high school students**. *Education and Information Technologies*, *30*(7), 8733-8764. https://doi.org/10.1007/s10639-024-13161-5
The relationship between individual personality types and academic performance during online learning remains poorly understood. This study analysed extensive sampling data from 4,340 first-year high school students during semesters of face-to-face and online learning, respectively, to investigate the influence of students' Myers–Briggs Type Indicator (MBTI) types on their academic performance in Chinese, mathematics, English, and overall score during online learning. We observed that the online learning environment conferred disadvantages to extroverts, intuitives, thinkers, and perceivers. Specifically, the dimensions of extroversion-introversion and thinking-feeling significantly affected mathematics, while sensing-intuition and judging-perception significantly affected Chinese and English, respectively. Several significant interaction effects between different MBTI dimensions on online learning performance were also found. Girls outperformed boys in online learning performance. However, no sex difference in the effect of personality type on online learning performance was found. Student personality type identification could proactively identify students who may require additional support in the online learning environment and aid in designing effective tools for online education platforms to improve their learning performance. In particular, AI teaching assistants can be integrated into online classrooms as they could help these students address challenges posed by traditional online learning by offering personalised support. These supports include interactive dialogue for extroverts to foster engagement, creative discussion for intuitives to encourage exploration, performance feedback for thinkers to

help them adjust their learning strategies, and time-management assistance for perceivers to ensure they stay organised.

Weng, C., & Wirda, M. A. (2025). **The effect of student's online learning readiness to student's engagement, satisfaction and achievement in higher education, Indonesia**. *Education and Information Technologies*, *30*(7), 9711-9736. https://doi.org/10.1007/s10639-024-13204-x
This study explores the relationship between student readiness for online learning and its impacts on engagement, satisfaction, and academic achievement in Indonesian higher education. Using a mixed-methods design, the quantitative phase employed Structural Equation Modeling (SEM) to reveal that online learning readiness significantly affects student engagement and satisfaction, though its direct effect on academic achievement is weaker. Engagement emerged as a key intermediary that enhances academic outcomes when students are well-prepared for online learning. Qualitative insights further highlighted the importance of technological competence and self-directed learning. The study emphasizes that fostering both technological and pedagogical readiness is crucial for enhancing engagement and satisfaction, thereby indirectly improving academic performance. These insights provide practical guidance for educators and policymakers to optimize online learning frameworks in similar contexts.

Wu, S.-H., Jong, M. S.-Y., & Tsai, C.-C. (2025). **Effects of teacher-developed spherical video-based virtual reality types on student learning engagement: A hierarchical linear modeling approach**. *Education and Information Technologies*, *30*(7), 8847-8876. https://doi.org/10.1007/s10639-024-13142-8
Spherical video-based virtual reality (SVVR) offers teachers an accessible means to use virtual reality. However, research into the effects of learning materials in teacher-developed SVVR activities on student learning remains limited. This study recruited 33 elementary school teachers and the 841 students in their classes. This study classified teacher-developed SVVR into « enhanced type » (N = 18) and « fundamental type » (N = 15), based on the number of enhanced exposition contents and thematic integration assessments embedded in the SVVR activities. This study also examined its effect on the students' perceived effects of active learning (AL), repetition (REP), and feedback (FB), and learning engagement (i.e., cognitive, emotional, behavioral, and social engagement). Nested relationships between teachers and students were observed using hierarchical linear modeling analysis. This study revealed that (1) enhanced-type SVVR activities are positively associated with learning engagement; (2) AL and FB are positively associated with student engagement; (3) REP is the only factor that is positively associated with emotional engagement; and (4) AL and SVVR exert a cross-level interaction effect on emotional engagement, wherein enhanced-type SVVR activities yield greater emotional engagement among lower AL students. While prior research highlighted SVVR's impact on student learning, the present work has unfolded the importance of how SVVR delivers information and facilitates students' knowledge organization in the course of learning, consequently impacting students' learning outcomes. The results of this research are of theoretical and practical significance for both researchers and practitioners working on designing, implementing and evaluating SVVR for educational purposes.

Yang, D., & Tu, C. C. (2025). **Gender differences in effects of learning self-efficacy on learning burnout among higher vocational college students in China**. *British Journal of Educational Psychology*, *95*(2), 480-495. https://doi.org/10.1111/bjep.12733
Background In Chinese higher vocational colleges, students often underperform academically and experience burnout from studying. Developing learning self-efficacy may directly and indirectly address these challenges, and differences in learning self-efficacy between male and female students may have varying effects on their burnout. Aims We examined the mediating relationships between learning self-efficacy, learned helplessness and learning burnout among Chinese higher vocational college students, as well as the gender-related differences in these relationships. Sample An online survey collected 1045 valid responses. The sample comprised 513 male students and 532 female students, with an age range of 18–21 years. Methods A measurement model and multiple structural models for learning self-efficacy, learned helplessness and learning burnout were established through structural equation modelling to evaluate measurement validity and identify the mediating effects among these variables. Results The findings revealed that learned helplessness partially mediated the relationship between learning self-efficacy and learning burnout among higher vocational college students. Learning self-efficacy directly influenced learning burnout in male higher vocational college students, whereas learned helplessness partially mediated the relationship between learning self-efficacy and learning burnout in female higher vocational college students. Conclusions The findings indicate that fostering learning self-efficacy can help mitigate the impact of learned helplessness on learning burnout in female students. However, this protective effect was not observed in male students. Teachers in Chinese higher vocational colleges should implement targeted strategies, such as promoting attainable goal-setting techniques, to prevent learned helplessness from contributing to learning burnout in male students.

Yuan, X., & Tang, X. (2025). **Effects of the sequential use of L1 and bilingual subtitles on incidental English vocabulary learning: A cognitive load perspective**. *British Journal of Educational Psychology*, *95*(2), 565-577. https://doi.org/10.1111/bjep.12740
Aim From the perspective of cognitive load theory, the present study examined the relative effectiveness of the sequential use of L1 and bilingual subtitles on incidental English vocabulary learning. Methods A total of 162 upper-intermediate Chinese learners of English as a foreign language watched an English clip in one of 4 subtitling conditions: L1-bilingual, bilingual-bilingual, L2-L2, and no subtitles. Results Results suggested a statistically significant advantage for the L1-bilingual condition over other conditions for word form and meaning recall. The sequential use of L1 and bilingual subtitles also elicited the lowest cognitive load. This study suggests that the viewing sequence that starts with L1 subtitles might increase the efficiency of viewing-based incidental vocabulary learning and have the potential to reduce cognitive load.

Zhang, M., Deane, P., Hoang, A., Guo, H., & Li, C. (2025). **Applications and Modeling of Keystroke Logs in Writing Assessments**. *Educational Measurement: Issues and Practice*, *44*(2), 5-19. https://doi.org/10.1111/emip.12668
In this paper, we describe two empirical studies that demonstrate the application and modeling of keystroke logs in writing assessments. We illustrate two different approaches of modeling differences in writing processes: analysis of mean differences in handcrafted theory-driven features and use of large language models to identify stable personal characteristics. In the first study, we examined the effects of test environment on writing

characteristics: at-home versus in-center, using features extracted from keystroke logs. In a second study, we explored ways to measure stable personal characteristics and traits. As opposed to feature engineering that can be difficult to scale, raw keystroke logs were used as input in the second study, and large language models were developed to infer latent relations in the data. Implications, limitations, and future research directions are also discussed.

Zhao, N., Dou, D., Chen, X., Chen, F., Luo, R., Zhu, X., & Xiang, G.-X. (2025). **Exploring the congruence between perceived parent–teacher achievement goals and student academic outcomes: A study using polynomial regression with response surface analysis**. *British Journal of Educational Psychology*, *95*(2), 603-626. https://doi.org/10.1111/bjep.12742
Background The achievement goals set by parents and teachers play a crucial role in shaping students' personal goal orientation and academic performance. Previous studies have revealed discrepancies between achievement goals set by parents and teachers. However, limited research has examined how the congruence of perceived parents' and teachers' achievement goals is associated with students' academic performance. Aims The current study sought to investigate the impact of congruence and discrepancy between students' perceptions of teachers' and parents' achievement goals, including mastery goals and performance goals, on students' academic performance in mathematics and language. Sample and Methods Data were collected from a sample of 4944 Chinese students from Grades 3 to 8 using self-reported questionnaires. Polynomial regression with response surface analyses were employed to analyse the data. Results The results indicated that students' performance in both mathematics and language improved when congruence levels were high in perceived teachers' and parents' mastery goals. Conversely, the congruence level between perceptions of teachers' and parents' performance goals was only related to students' mathematics performance. Conclusions The findings underscore the significance of congruence between perceived teachers' and parents' achievement goals in influencing students' academic performance.

Aspects sociaux de l'éducation

Allegre, A., Borcan, O., Brunnschweiler, C., & Brunnschweiler, C. N. (2025). ***Gendered Impacts of Colonial Education: The Role of Access and Norms Transmission in French Morocco*** (Working paper N° 11725). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11725
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.

Almar, F., Friedrich, B., Reynoso, A., Schulz, B., & Vejlin, R. (2025a). ***Educational Ambition, Marital Sorting, and Inequality*** (Working paper N° 33683). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33683
This paper revisits the link between education-based marriage market sorting and income inequality. Leveraging Danish administrative data, we develop a novel categorization of "ambition types" that is based on starting wages and wage growth trajectories associated with detailed educational programs. We find a substantial increase in assortative matching by educational ambition over time, and the marriage market explains more than 40% of increasing inequality since 1980. In contrast, sorting trends are flat with the commonly-used educational level categorization. We conclude that the mapping from education to types matters crucially for conclusions about how education-based marriage market sorting contributes to rising income inequality.

Almar, F., Friedrich, B., Reynoso, A., Schulz, B., & Vejlin, R. M. (2025b). ***Educational Ambition, Marital Sorting, and Inequality*** (Working paper N° 17814). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17814
This paper revisits the link between education-based marriage market sorting and income inequality. Leveraging Danish administrative data, we develop a novel categorization of "ambition types" that is based on starting wages and wage growth trajectories associated with detailed educational programs. We find a substantial increase in assortative matching by educational ambition over time, and the marriage market explains more than 40% of increasing inequality since 1980. In contrast, sorting trends are flat with the commonly-used educational level categorization. We conclude that the mapping from education to types matters crucially for conclusions about how education-based marriage market sorting contributes to rising income inequality.

Andrews, G. (2025). **Using queer critical literacies in pre-service teacher education to foster critical allyship**. *Pedagogy, Culture & Society*, *33*(3), 1071-1087. https://doi.org/10.1080/14681366.2024.2340628
The queer critical literacies (QCL) approach to education aims to meaningfully engage with gender and sexuality diversity in educational settings. This article reflects on an English course for final-year Bachelor of Education students at a South African university. In the course, the QCL framework was introduced and texts with diverse gender and sexual identities were prescribed for class discussion and assessment topics. Data were collected from students' final essay assessments for the course and relevant extracts from selected essays were analysed through thematic content analysis. The findings indicate that the purposeful inclusion of QCL in teacher education courses can enable students to reflect deeply on how they engage with gender and sexuality diversity in their teaching, and the QCL approach can promote positions of critical allyship in pre-service teachers which can make schools more inclusive spaces. However, the data revealed limitations in students' understandings of diverse gender identities, including the conflation of transgender identities with same-sex sexualities.

Ayers, K. A., Happel-Parkins, A., Mohorn-Mintah, O., Retic, T., & Nordstrom, S. N. (2025). **Persisting Toward a Career in Biomedical Research: A Black, Male Scientists' Becoming-Scientist-With Multiple Spatial Configurations**. *CBE—Life Sciences Education*, *24*(1), ar15. https://doi.org/10.1187/cbe.24-01-0025
This study explores the process of becoming-scientist-with, a dynamic and relational concept that redefines science identity development as a nonlinear, evolving journey. Focused on a Black male student, Travis, the study examines how his science identity was shaped through entanglements with various material and discursive forces across multiple science, technology, engineering, math, and medicine (STEMM) learning spaces. Becoming-scientist-with is conceptualized as a continual negotiation of identity within these environments, emphasizing the roles of power, systemic racism, and institutional practices in shaping students' experiences. The paper critically examines Travis' journey through an undergraduate biology program, a research immersion program, and an afterschool STEMM club, showing how exclusionary practices in formal educational settings and affirming practices in informal contexts shaped his persistence in STEMM. The findings highlight the significance of supportive relationships, culturally responsive mentorship, and alternative learning environments in disrupting institutionalized racism. Ultimately, the study argues for a reimagined approach to science identity that accounts for the fluid, contested, and coconstructed nature of becoming a scientist. By recognizing science identity as a process of becoming-scientist-with material and discursive forces within STEMM learning spaces, the study embraces an ethical commitment to equity, advocating for more inclusive and affirming spaces in STEMM education to support marginalized students.

Beach, D., & and Öhrn, E. (2025). **The community function of schools in rural areas: normalising dominant cultural relations through the curriculum silencing local knowledge**. *Pedagogy, Culture & Society*, *33*(3), 943-960. https://doi.org/10.1080/14681366.2023.2298466
Schools in rural places in European societies generally teach the same content and perform as well as other national schools do on national tests and international comparison assessments such as PISA. However, by doing this they may also marginalise local rural knowledge and expose rural populations to a (for them) culturally insensitive curriculum. Using a meta-ethnographic analysis this article identifies how rural educational ethnographic researchers working in Sweden have depicted this situation and the social and cultural interests in which it operates. It identifies how research articles often describe rural schools as fulfiling a local community function, but it also questions exactly what kind of function this is and whether we can really talk about rural schools operating in local community interests generally or even at all. Instead, it is rather more the case that schools in rural places contribute to some individual educational interests and possibilities along with a general cultural domination and marginalisation of rural consciousness and interests.

Belando-Montoro, M. R., Fernández-Salinero, C., Virgós-Sánchez, M., & Naranjo-Crespo, M. (2025). **The decision-making of students in post-compulsory education: influence of personal, academic, family, and socioeconomic dimensions on the choice of Vocational Education and Training**. *Quality & Quantity*, *59*(2), 1739-1766. https://doi.org/10.1007/s11135-024-02026-1
This article is a response to the absence of multidimensional research into the decision-making of students in their choice of post-compulsory education. The aim is to analyse

the personal, academic, family, and socioeconomic dimensions which influence the choices of students in the final (4th) year of Compulsory Secondary Education in Spain, specifically of Vocational Education and Training (VET). A multidimensional, 360-degree study was conducted, using a mixed, concurrent methodology (QUALITATIVE + quantitative) which permitted the triangulation and complementing of the resulting data. A total of 14 discussion groups were formed, 8 with students and 6 with the families of students in the 4th year of Compulsory Secondary Education from public schools in four Autonomous Communities in Spain. A questionnaire was also conducted with a sample of 731 educators (tutors and guidance councillors) teaching 4th year students in Compulsory Secondary Education in these Communities. These four dimensions are closely interlinked, as revealed by an analysis of the discourses of families and students, the results of the teacher surveys, and consideration of documentation from national and European institutions specialised in this area. The conclusions of the study highlight the implications of educational policies and practices and the need for action plans which meet the requirements of students and their families for information, regarding both academic and professional opportunities, responding to their socioeconomic circumstances as well as the changing perception of VET as "remedial" compared to the more "development oriented" Baccalaureate.

Bélanger, P. (2015). ***Parcours éducatifs : construction de soi et transformation sociale***. Consulté à l'adresse https://pum.umontreal.ca/catalogue/parcours-educatifs

Bouchard, J. (2024). ***Les relations École-Famille-Communauté : étude de cas du volet alternatif d'une école primaire régulière publique en milieu défavorisé***. Consulté à l'adresse http://hdl.handle.net/1866/40546
Le projet, de prime abord de nature très personnelle de ma thèse, a pris naissance en 2014, lorsque je me suis impliquée en tant que parent d'un quartier défavorisé dans un projet d'école alternative publique québécoise. Je me suis ensuite questionnée sur ce que disait la science au sujet de ces écoles. Celles-ci se rapprocheraient davantage que les écoles dites régulières d'une collaboration basée sur des relations plus étroites et une communication bidirectionnelle (Bouchard, 1998; Larivée, 2013; RÉPAQ, 2013), une pratique favorisant la réussite scolaire et éducative (Deslandes, 2009; Epstein, 1995; Gonzalez DeHass, 2005; Ho Sui-Chu & Willms, 1996; Sheldon, 2003). C'est pourquoi j'ai cherché à décrire les relations École-Famille-Communauté (ÉFC) dans le cadre de l'étude de cas ethnographique du volet alternatif d'une école régulière primaire publique en milieu défavorisé, fréquentée par mon enfant. C'est ainsi que j'ai pu documenter mon vécu en tant que parent et celui des différentes catégories d'acteurs pour mieux comprendre les formes de collaboration présentes, les types d'implication expérimentés et les raisons motivant les acteurs à collaborer et à s'impliquer en lien avec la scolarité des enfants. Pour y arriver, 78 personnes, soit 15 membres du personnel, 58 parents et cinq membres de la communauté ont répondu à des questionnaires, ont participé à sept groupes de discussion et ont été présentes à 76 séances d'observation entre le 7 juin 2018 et le 30 avril 2019. Parallèlement, j'ai documenté mon propre vécu de parent-chercheuse dans un journal de bord. Une analyse de ces données recueillies m'a permis de mettre en évidence que, de manière générale, les principales relations s'articulent entre l'école et la famille et, plus rarement, avec la communauté. Il appert que les relations ÉFC prennent, par ailleurs, du temps à se construire. Toutefois, lorsque les acteurs prennent soin de se l'accorder, cela peut conduire à développer une confiance mutuelle, favorisant la collaboration et l'implication. Ce faisant, les résultats démontrent

qu'ils accèdent à des formes de collaboration très engageantes (Larivée, 2013) comme de la coopération, voire du partenariat et de la cogestion, et que l'implication est particulièrement marquée à l'intérieur des classes. Cela contraste avec ce qui est plus généralement observé dans les écoles québécoises (Bouchard, 1998; Claes et Comeau, 1996; Deslandes, 1999; Duval et Dumoulin, 2022; Lacroix, 2018; Larivée et al., 2006, 2019; Nanhou et al., 2013). Ainsi, il est possible de penser que le fait qu'il s'agisse d'une école publique alternative québécoise favorise ces formes de collaboration plus engageantes, du moins de la part des parents (Bouchard, 1998; Larivée, 2013). Cela parce que tous les acteurs sont invités à le faire et parce qu'ils croient que c'est leur rôle de le faire. Ce n'est toutefois pas tous les parents qui développent des relations étroites avec l'école. Par ailleurs, les données amassées laissent croire que les familles dont l'enfant fréquente le volet alternatif semblent généralement favorisées et que peu de mixité sociale y apparaît être présente, malgré le souhait de départ. En terminant, ma posture de chercheuse dans le contexte de cette recherche est sans aucun doute particulière. J'ai été toutefois soucieuse que mon double chapeau de chercheuse et de participante ne nuise pas aux relations que j'entretiens avec les différents acteurs d'une part, tout en m'assurant de conduire une recherche rigoureuse scientifiquement et de qualité d'autre part. Ce faisant, j'ai pu mettre en lumière des aspects des relations qui n'auraient pas été exposés autrement, afin de décrire avec précision les relations ÉFC au sein du volet alternatif de cette école primaire publique en milieu défavorisé.

Browman, A. S., & Miele, D. B. (2025). **Misperceptions of progress towards racial equality in educational attainment and their implications for policy preferences**. *Social Psychology of Education*, *28*(1), 87. https://doi.org/10.1007/s11218-025-10035-7
Educational inequities between White Americans and Black and Latinx Americans have grown in recent decades. However, the present research documents that many members of the public may be misinformed about this reality. Three initial studies, with 813 undergraduates and online participants, demonstrate that many individuals overestimate the progress made towards reaching White-Black and White-Latinx equality in degree attainment over time, incorrectly believing that Black and Latinx Americans' degree attainment rates increased by more than twice as much as they actually had from 1980 to 2015. This work also documents potential consequences of these misperceptions: two follow-up experiments, with 621 undergraduates and online participants, find that correcting these misperceptions reduced attributions of these disparities to a lack of effort among Black students and increased support for equity-enhancing policies, especially among those most prone to these misperceptions. However, these corrective effects weakened over time. Together, these results suggest that unfounded optimism regarding progress towards racial equity in education may pose a major barrier to actual progress in this domain.

Café pédagogique. (2025a, mai 19). **Les stéréotypes de genre s'intensifient chez les adolescents**. Consulté 21 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/19/lutter-contre-les-stereotypes-de-genre-un-enjeu-decisif-pour-legalite/
France Stratégie publie un rapport alarmant sur la résurgence des stéréotypes chez les jeunes et propose 20 recommandations pour inverser la tendance. Elle appelle à une mobilisation forte du monde

Café pédagogique. (2025b, mai 21). **Quel humain veut former l'école ? Pour quelle société ?** Consulté 21 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/21/quel-humain-veut-former-lecole-pour-quelle-societe/
« Nous ne voulons pas d'une école où les professeurs seraient réduits à des opérateurs d'une machine à apprendre », peut-on lire dans cette tribune. Les nombreux signataires s'affichent contre

Café pédagogique. (2025c, mai 27). **Le baccalauréat professionnel, vecteur d'ascension sociale pour les moins avantagés**. Consulté 28 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/27/le-baccalaureat-professionnel-vecteur-dascension-sociale-pour-les-moins-avantages/
Entretien avec Daniel Bloch (2/2) : « Il s'agissait bien de réconcilier l'École et l'entreprise » et « d'éviter le simple adéquationnisme, avec l'objectif d'avoir un temps d'avance » 80% d'une classe d'âge au

Chamari, I. (2024). ***Sommeil, facteurs psychologiques, activité physique et qualité de vie des étudiants selon le sexe, l'âge et la distribution géographique dans 49 pays et 4 continents.*** (Phdthesis, Université des Antilles). Consulté à l'adresse https://theses.hal.science/tel-05089175
Cette thèse a pour objectif d'étudier la relation entre la qualité de vie, la qualité du sommeil, le niveau d'activité physique et les facteurs psychologiques chez une population d'étudiants issus des quatre continents. Les disparités en matière de sommeil et d'activité physique ont été analysées en fonction de la localisation géographique, du genre et de l'âge.La qualité de vie (QDV) est devenue un concept clé dans diverses disciplines scientifiques. Elle englobe les processus cognitifs et les réactions aux conditions de vie, avec une composante psychologique importante influençant la perception du bien-être subjectif. L'Organisation Mondiale de la Santé reconnaît la QDV comme un concept multidimensionnel, comprenant le bien-être physique, mental et social.L'activité physique (AP) est également cruciale pour un mode de vie sain, et l'absence de sa pratique constitue un facteur de risque majeur pour de nombreuses maladies. De plus, l'AP améliore non seulement le bien-être physique, mais également le bien-être mental, impactant ainsi la qualité de vie globale.Sur le plan psychologique, les étudiants font face à des défis tels que la dépression, l'anxiété et le stress, qui réduisent considérablement leur qualité de vie. L'objectif principal de cette thèse était donc de modéliser les relations entre la QDV, la qualité du sommeil, le niveau d'activité physique et les facteurs psychologiques à l'aide de la modélisation par équations structurelles (MES). Cette méthode nous a permis de comprendre les relations complexes et interdépendantes entre ces variables.Nos résultats montrent que la qualité de vie environnementale est liée à la qualité du sommeil et à l'activité physique chez les étudiants. Les symptômes de dépression, de stress et d'anxiété affectent particulièrement la santé mentale, réduisant la QDV. Ces résultats soulignent l'importance d'une détection précoce des troubles du sommeil et de la santé mentale afin de promouvoir le bien-être général des étudiants et améliorer leurs performances académiques.Dans une seconde étude nous avons exploré les habitudes de sommeil en fonction de la distribution géographique, du sexe et de l'âge des étudiants. Nous avons observé des différences significatives, avec les étudiants d'Asie et d'Afrique présentant une qualité de sommeil inférieure à celle de leurs homologues américains et européens. Des différences intracontinentales ont également été relevées. Les étudiantes et les

étudiants plus âgés affichaient une santé du sommeil moins bonne que respectivement les étudiants de sexe masculin et les étudiants plus jeunes. Des recherches futures devraient utiliser des outils d'évaluation objectifs pour identifier les facteurs sous-jacents à ces différences.Pour la troisième étude nous nous sommes intéressés à l'activité physique, mettant en lumière que les jeunes, les étudiants de sexe masculin et les étudiants d'Amérique/Europe étaient plus actifs physiquement que respectivement les étudiantes, les étudiants plus âgés, ainsi que ceux d'Afrique et d'Asie. Nos travaux visaient à analyser la relation entre la QDV et le bien-être subjectif des étudiants, en soulignant l'importance de l'activité physique et de la qualité du sommeil. Ces éléments sont essentiels pour améliorer la qualité de vie des étudiants et contribuer à leur bien-être général ainsi qu'à leur succès futur.Nos résultats confirment l'influence déterminante du sommeil, de la santé mentale et de l'activité physique sur la qualité de vie des étudiants universitaires. Des interventions axées sur l'amélioration de ces domaines pourraient avoir des impacts positifs durables sur leur bien-être global et leurs performances académiques. Ces résultats fournissent une base solide pour la mise en œuvre de stratégies visant à favoriser un mode de vie équilibré chez les étudiants, essentiel pour leur santé, leur réussite et leur épanouissement.

Chen, Z., & Chignier-Riboulon, F. (2025). **Un village du Hubei au miroir des disparités spatiales de l'offre scolaire chinoise**. *Revue internationale d'éducation de Sèvres*, (98), 93-101. https://doi.org/10.4000/13wih
Comme nombre de pays, la Chine présente un système scolaire inégalitaire, bien que tous les enfants soient scolarisés. Cette inégalité des chances est officielle au travers de l'existence des « écoles clés », nommées très récemment « écoles de qualité ». Elle est renforcée par des contrastes régionaux et une opposition rurale/urbaine. Face à cette réalité, les parents mettent fréquemment en place des stratégies de contournement, dont la migration ou les cours privés. Le village de G. présente une situation de terrain, dans laquelle sont exprimés des témoignages de parents ou d'élèves.

Cheung, S. K., Kwan, J. L. Y., Chan, W. W. L., Kum, B. H. C., & Ho, P. L. (2025). **Parents' use of sustained shared thinking during joint mathematics activities with young children: An investigation of its measurement, antecedents, and outcomes**. *British Journal of Educational Psychology*, *95*(2), 363-383. https://doi.org/10.1111/bjep.12722
Background and Aims There is currently a dearth of tools to assess parents' use of effective interactive strategies for supporting early mathematics learning. One potential such strategy is sustained shared thinking. This study therefore constructed and validated a scale for measuring parents' use of sustained shared thinking during joint mathematics activities with young children, and examined its antecedents and outcomes. Methods Four hundred and sixty-six parents completed a questionnaire about their conceptions of mathematics teaching and learning, home practices, as well as their kindergarten children's approach and avoidance motivation to learn mathematics. Additionally, the children were tested on numeration skills. Results and Conclusion Results showed that our new scale has three factors: exchanging ideas with children about mathematical problem-solving processes, creating a child-centred atmosphere for mathematics learning, and engaging children in mathematical thinking. Parents' uses of these three strategies were predicted by their constructivist conception of mathematics teaching and learning, and were differentially associated with the children's numeration skills, approach, and avoidance motivation to learn mathematics. Potential uses of our new scale in future home mathematics environment research are discussed.

Condat, S. (2025). **L'égalité filles-garçons en éducation : un objectif mondial**. *Revue internationale d'éducation de Sèvres*, (98), 12-16. https://doi.org/10.4000/13wia
L'enseignement primaire universel est devenu une réalité dans de nombreux pays et l'écart du taux de scolarisation entre filles et garçons est désormais inférieur à 1 % dans les pays en développement. Cependant, 122 millions de filles dans le monde ne sont toujours pas scolarisées, majoritairement en Afrique subsaharienne et en Asie du Sud-Est. Des poches d'exclusion extrême pour les filles et les jeunes femmes subsistent, notamment en République démocratique du Congo, au Nigeria et au Pakist...

Conn, C., Thomas ,David Vittle, Knight ,Cathryn, Greenway ,Charlotte, & and Formby, L. (2025). **Learner experiences of low attainment groups in the context of a rights approach to education**. *Pedagogy, Culture & Society*, *33*(3), 983-999. https://doi.org/10.1080/14681366.2024.2311640
Participation is seen as an important right for learners, though there is lack of evidence to understand learners' views on classroom practice. This includes decisions about grouping learners, for example, in terms of their prior attainment or perceived 'ability'. This research took place in Wales where children's rights are strongly promoted as an educational approach, but where there is also evidence of widespread attainment grouping in schools. Focus groups and interviews were carried out with secondary school learners in lower attaining groups (n = 70) and teachers and teaching assistants (n = 10) to understand experiences of learning support. Findings suggest strong learner satisfaction with groups, but also lack of movement between groups that reinforced ability hierarchies in schools and supported the development of negative identities for some learners. There was a lack of consensus among educators about the purpose of attainment grouping, with some seeing it as a way of addressing systemic issues within the school.

Cortes, D. M. (2025). **The politics of indigeneity: decolonizing historical memory and education in Colombia**. *Pedagogy, Culture & Society*, *33*(3), 1051-1070. https://doi.org/10.1080/14681366.2024.2322737
This article explores how the Misak (Guambianos) from the Colombian southwest are revitalising their collective memory and militant politics in a nation that has historically prioritised its Spanish heritage. Through the analysis of twenty-month collaborative research conducted by three Misak University (MU) students and the article's author (a non-Indigenous Colombian affiliated with a university from the Global North), the article claims that political engagement results from this community's autonomous educational institutions and pedagogical practices. The MU is one of these Misak autonomous efforts engaging with non-traditional pedagogies, such as caminar el territorio, to promote a 'militant indigenous identity' committed to their cultural differentiation. These educational practices evolved from other methods for memory reproduction embraced by the Misak since colonial times. As the tearing down of the statues of Spanish conquistadores in 2020 shows, the Misak's educational efforts have cultivated a new indigenous generation that seeks to make a political and cultural impact beyond their territory.

Das, B., Verma, S., & Gardia, A. (2025). **Crossing cultures: The spectrum of intercultural conflict among international students in Northern India**. *International Journal of Educational Development*, *116*, 103301. https://doi.org/10.1016/j.ijedudev.2025.103301

The study explores intercultural conflicts among international students in Northern India, particularly emphasizing the intersectional dynamics of nationality, race, gender, and religion in shaping their experiences. It was conducted using a qualitative phenomenological design that analyzed the experiences of 12 students from 11 countries and four religions through a semi-structured, in-depth interview schedule. Findings show that students experienced cross-cultural discrepancy, explicit prejudice, and intersectional discrimination. The study found that international students face challenges in adapting to cultural changes and integrating into a new society due to the lack of intercultural sensitivity among local students. The initial culture shock experienced by international students typically manifests through specific challenges related to everyday interactions, dietary adjustments, religious celebrations, gender norms, and dress codes. On the contrary, the challenges expanded their outlook toward cultural adjustment. The findings of the study also revealed that international students are sometimes exposed to gender-based harassment and discrimination, which can vary based on their particular religion and nationality. The study underscores the urgent need to develop sound inclusion strategies for international students, giving them more opportunities for mutual interaction and absorption in campus life.

de Montaignac, M., Jolly, C., & Furic, P. (2025). ***Lutter contre les stéréotypes filles-garçons : quelles priorités pour 2030*** (p. 363). Consulté à l'adresse Haut Commissariat au Plan ; France Stratégie website: https://www.strategie.gouv.fr/files/files/Publications/2025/2025-05-12%20-%20St%C3%A9r%C3%A9otypes%20-%20Rapport/FS-2025-RAPPORT%20STEREOTYPES_23mai.pdf
Dix ans après la publication d'un premier rapport sur les stéréotypes filles-garçons, France Stratégie fait un constat préoccupant. Malgré les politiques publiques mises en place (réforme du congé parental, index de l'égalité professionnelle, convention interministérielle pour l'égalité dans le système éducatif, plan interministériel 2023-2027) les stéréotypes de genre persistent, notamment chez les jeunes adultes et adolescents et les inégalités entre les sexes demeurent, en partie alimentées par ces représentations genrées.Ce rapport propose une analyse des évolutions des stéréotypes et des inégalités depuis 2014 en s'appuyant sur des enquêtes d'opinion, des données et propose notamment les résultats d'une enquête réalisée auprès de 1 500 jeunes de 11 à 17 ans :54 % pensent que les mères s'occupent mieux des enfants.58 % estiment que « les garçons sont plus violents par nature ».40 % trouvent normal que « les filles soignent plus leur apparence ».Il analyse également l'impact des réseaux sociaux et constate que leurs algorithmes amplifient les stéréotypes, notamment via les formats visuels, les likes, et la mise en avant de certains contenus.Ce rapport formule 20 recommandations pour renforcer la lutte contre les stéréotypes d'ici 2030 autour de cinq axes :Faire de la lutte contre les stéréotypes une priorité politique pérenne.Réduire la pénalité liée à la maternité et promouvoir la coparentalité.Agir à l'école pour renforcer la culture de l'égalité.Dégenrer l'orientation scolaire, les formations et les métiers.Lutter contre les stéréotypes sur les réseaux sociaux et les plateformes numériques.

Dianda, P., Ouedraogo ,Hamidou, & and Mano, H. (2025). **Information and communication technologies (ICT) and education in the WAEMU countries: a comparative gender analysis of higher education**. *Cogent Education*, *12*(1), 2504213. https://doi.org/10.1080/2331186X.2025.2504213

This study analyzes the effect of information and communication technologies (ICTs) on higher education enrollment in seven WAEMU countries over the period 2000-2023, with a particular focus on gender disparities. To address potential endogeneity bias, the two-stage least squares method with instrumental variables (IV-2SLS) is used for the estimations. The results reveal that mobile telephony and the internet exert a positive and statistically significant effect on increased enrollment in higher education, with a more pronounced impact among men. On the other hand, fixed-line telephony, whose penetration remains low throughout the region, has no significant effect. Persistent inequalities in access to ICT limit the benefits for women and hinder their inclusion in digital higher education. These findings underscore the need for targeted policies: massively investing in mobile coverage and broadband internet, especially in rural areas; setting up subsidy or credit mechanisms to facilitate the acquisition of digital equipment by female students; integrating digital skills into higher education curricula to enhance their pedagogical use; and adopting a harmonized regional strategy among member states to strengthen the integration of digital skills in higher education. Such measures would reinforce the impact of ICT on higher education access while helping reduce gender inequalities.

Expression of Concern: "Building Education Resilience through Parenting Style and Out-of-school Learning: Field Experimental Evidence from Rural Bangladesh" [Economics of Education Review Volume 105, April 2025, 102623]. (2025). *Economics of Education Review*, *106*, 102658. https://doi.org/10.1016/j.econedurev.2025.102658

Fast, I. (2025). **"It Was Kind of a Paradigm Shift": Challenging White Space in a Gentrifying School**. *American Journal of Education*, *131*(3), 365-395. https://doi.org/10.1086/734975

Purpose: This study examined challenges to gentrifying schools as white spaces, exploring the efforts of administrators and parents to create an equitable school environment during the initial years of the Diversity in Admissions policy. Methods: In qualitative fieldwork conducted over 2 years at City, a Title I public school in New York City, I observed school leadership meetings and events and interviewed key stakeholders, including school administrators and parents. Findings: Although City initially followed the typical trajectory of a gentrifying school, characterized by an influx of white, middle-class families and the marginalization of low-income families of color, a coalition of equity-focused leaders, Black placemakers, and white accomplices challenged this trend. This coalition engaged in critical debates on power dynamics, discipline policies, and the dual language program, with varying degrees of success. The diversity committee was the main site for the coalition's work. Implications: Such coalitions could offer mechanisms to counteract the entrenched racial hierarchies and power structures typical of gentrifying schools, providing a potential model for other schools facing similar challenges.

Fernández Mier, M., Sánchez-Broch, P., Flórez Santasusana, M., Seoane-Veiga, Y., & Blanco-Rotea, R. (2025). **Valoriser les ressources patrimoniales dans les apprentissages locaux en Espagne et au Portugal** (L. Rieutort & P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 127-137. https://doi.org/10.4000/13wil

Cet article présente les expériences conduites dans les montagnes du nord de l'Espagne et du Portugal dans le cadre d'un projet européen, Cultur-Monts, qui vise à favoriser la revitalisation de ces zones rurales à travers l'éducation formelle et informelle. Parmi les initiatives présentées, se distinguent les « écoles de territoire », conçues comme un outil pour promouvoir des interactions entre les communautés, le territoire et le patrimoine, en

travaillant sur l'héritage culturel et en particulier l'archéologie. Les différentes propositions éducatives sont adaptées aux caractéristiques et aux problèmes du contexte local dans lequel elles se développent. Les premiers résultats montrent qu'elles favorisent non seulement la valorisation du patrimoine culturel, mais renforcent également le sentiment d'appartenance des habitants, en se concentrant notamment sur les enfants et les jeunes.

Feuilladieu, S. (2025). ***Ouvrir le monde scolaire : Contribution à une sociologie de l accessibilité***. Consulté à l'adresse https://newsletters.harmattan.fr/t.htm?u=/e/3/59405/5293/961573/r16bzgjogsesbmgugzviiegspisayoabeze/r.aspx
En 2025, la massification du système éducatif français ne rime toujours pas avec démocratisation scolaire. Les écarts d accès aux apprentissages, aux filières d enseignement et aux diplômes, constituent des inégalités sociales à l école attestées. L accessibilisation des environnements scolaires représente donc une question centrale dans l étude de ces inégalités. Cet ouvrage propose une grille d analyse conceptuelle et méthodologique du processus d accessibilisation des environnements scolaires, entendu comme regroupant les pratiques qui ambitionnent et/ou aménagent une place et une participation légitimes à tous les élèves. Il contribue ainsi à une sociologie de l accessibilité, proposant une focale sur les potentialités transformatrices des pratiques ordinaires, en prêtant attention aux pas quotidiens qui ouvrent le monde scolaire, de l intérieur

Gabel, S., Alijagic, A., Keskin, Ö., & Gegenfurtner, A. (2025). **Teacher gaze and attitudes toward student gender: evidence from eye tracking and implicit association tests**. *Social Psychology of Education*, *28*(1), 72. https://doi.org/10.1007/s11218-025-10036-6
Previous research has examined teacher attitudes toward student gender and teacher eye movements when looking at girls and boys in classrooms. However, to date, these two lines of research are rather separated. To better understand the co-occurrence of visual and attitudinal preferences, we investigated whether pre-service teachers' attitudes are associated with their selective attention allocation toward girls and boys. Grounded in the cognitive theory of visual expertise, this multi-method study invited n = 105 pre-service teachers to watch a classroom video while their gaze was recorded. In addition, feeling thermometers measured their explicit gender attitudes and an implicit association test (IAT) measured their implicit gender attitudes. Findings revealed that female and male teachers implicitly and explicitly favored girls over boys. The results also demonstrated that, independent of teacher gender, girls were fixated more frequently than boys. When examining the correlation between attitudes and fixations, the study found that pre-service teachers' implicit attitudes and their number of fixations on girls were positively correlated. These results confirm the assumption that attention tends to be directed more on information that is consistent (rather than inconsistent) with underlying teacher attitudes, especially in complex tasks, possibly to reduce mental effort. Future research can consider the context of the observation (language lessons), as teachers' expectations in different disciplinary fields and observation contexts may influence the co-occurrence of attitudes and gaze in the classroom. Further directions on the use of eye tracking as a tool to reflect on gender biases are discussed.

Gatonye, P., & Martini, L. (2025). ***Practical approaches to increase inclusion of migrants and refugees in TVET in the Arab States: discussion paper***. Consulté à l'adresse

https://unevoc.unesco.org/pub/Discussion%20Paper%20on%20TVET%20in%20Arab%20States.pdf
Face à l'augmentation des migrations dans les États arabes, cette étude analyse les obstacles à l'accès à l'enseignement et à la formation techniques et professionnels (EFTP) pour les réfugiés et migrants, ainsi que les pratiques favorisant leur inclusion. S'appuyant sur une revue de la littérature et des entretiens, elle montre que, grâce à un soutien ciblé, tel que les projets pilotes de renforcement des capacités de l'UNESCO/UNEVOC, les institutions de l'EFTP peuvent relever les défis liés à l'inclusion. Toutefois, les auteurs insistent sur la nécessité d'efforts étatiques et internationaux pour lever les obstacles juridiques et financiers freinant la mise en œuvre de pratiques inclusives et limitant la participation des apprenants.

Geuring, E., & Masy, J. (2025, février 17). **Parcoursup, le mirage d'une égalité face à l'orientation ?** Consulté 2 juin 2025, à l'adresse The Conversation website: http://theconversation.com/parcoursup-le-mirage-dune-egalite-face-a-lorientation-245172
Selon les établissements dont ils sont issus et selon leur origine sociale, les lycéens ne disposent pas des mêmes informations sur l'enseignement supérieur et sur les métiers. Parcoursup amplifie-t-il ces inégalités ?

Godhe, A.-L., Ideland ,Jens, & and Ollinen, K. (2025). **Dilemmatic spaces pertaining to digitalisation, equity and increased goal attainment in Swedish schools and preschools**. *Pedagogy, Culture & Society*, *33*(3), 923-941. https://doi.org/10.1080/14681366.2023.2298446
The digitalisation of school systems and teaching often comes with expectations to enhance both equity and student outcomes, particularly as stated in policy documents. When curricular goals relating to student's proficiency in using digital tools in their daily lives are introduced, teachers bear the responsibility of ensuring that these goals can be achieved by all students. This article analyses teachers' perspectives on the interplay between digitalisation, digital competence, equity, and students' increased attainment of curricular goals. The interviewed teachers worked from preschool to upper-secondary school levels in the same municipality in Sweden, and their responses were subjected to a thematic analysis. The analysis shed light on three dilemmatic spaces, namely flexibility in teaching and learning, equity and students' increased goal attainment, and becoming a citizen. Within these dilemmatic spaces, teachers faced the challenge of making decisions regarding their actions and their alignment with various expectations, including the well-being of their students, institutional rules and regulations, and policy guidelines.

Gong, Y., Stinebrickner, T., Stinebrickner, R., & Yao, Y. (2025). **The Role of Nonpecuniary Considerations: Location Decisions of College Graduates From Low-Income Backgrounds**. *International Economic Review*, *66*(2), 903-931. https://doi.org/10.1111/iere.12763
We examine the initial postcollege geographic location decisions of students from low-income backgrounds, focusing on the role of nonpecuniary considerations. Novel survey questions, in the spirit of the contingent valuation approach, allow us to characterize the full nonpecuniary benefits of each relevant location in dollar equivalents. Supplementing data on perceived location choice probabilities and wage expectations with our nonpecuniary measures allows us to estimate a stylized location choice model and

obtain a comprehensive understanding of the importance of pecuniary and nonpecuniary factors. We also combine the nonpecuniary measures with realized location and earnings outcomes to characterize inequality in overall welfare.

Gonzalez, A. B., Bussi, M., Dumay, X., Dupriez, V., & März, V. (2023). **L'école inclusive au prisme des théories de la justice et des politiques sociales**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 15-34. https://doi.org/10.3917/lsdle.561.0015

Goodley, D. (2025). **Depathologising the university**. *Pedagogy, Culture & Society*, *33*(3), 1001-1018. https://doi.org/10.1080/14681366.2024.2316007
This paper develops a conversation with decolonisation to pitch a novel mode of engagement; depathologising the university. While higher education institutions are in the midst of an Equality, Diversity and Inclusion revolution, I posit that all is not well. Too often disability staff and students have been sidelined in Equality, Diversity and Inclusion discourse and practice and this paper addresses this omission. First, I pose a question 'what is the university for?' and consider two recent campaigns by Black and Minority Ethnic and disabled students in the UK that offer partial responses to this question. I argue that these campaigns not only implicate the colonial and ableist heritage of universities but also illuminate two critical modes of engagement: decolonisation and depathologisation. Second, to focus the discussion, I introduce Disability Matters; a new six year programme of research which seeks to promote more inclusive university environments through positioning disability as the driving subject of inquiry. Third, I offer some provisional and anticipatory thoughts by sitting with decolonisation in order to expand upon a project of depathologisation. I conclude with an appeal; desiring disability's disruptive qualities to rethink the university.

Goussios, D. (2025). **Nouveaux habitants et nouvelles écoles dans les campagnes grecques**. *Revue internationale d'éducation de Sèvres*, (98), 139-147. https://doi.org/10.4000/13wim
L'exemple des communautés rurales grecques, dans leurs efforts pour attirer de nouveau habitants, se développe entre l'économie sociale et des initiatives informelles ascendantes, en dehors ou en marge des politiques publiques. L'intégration d'une nouvelle population contribue à la croissance démographique, à la survie de l'école locale et, surtout, à la gestion et à la promotion des ressources. Des plans d'action d'accueil émergent, qui précèdent souvent les politiques publiques par leurs formes propres de coopération et de coordination. L'activation d'une intelligence locale et des savoirs produits par la recherche scientifique transforme les communautés en laboratoires d'apprentissage vivants. Ce constat pose la question de la définition de l'école territoriale, qui doit regrouper élèves, membres de la communauté et nouveaux arrivants. Une nouvelle communauté semble se construire, combinant l'attractivité du cadre de vie avec la valeur des ressources, en surmontant les désavantages physiques et fonctionnels grâce aux réseaux.

Greenwood, E., & Chapman, R. (2025). **Investigating Opinions about the Relevance of Genetic and Environmental Research in Education: The Role of Parental Status, Working in Education and Heritability Ratings**. *Mind, Brain, and Education*, *19*(2), 73-82. https://doi.org/10.1111/mbe.70005
Genetic research has a potentially increasing impact on educational practices. This study investigated attitudes towards the utility of genetic and environmental research in

personalising education, with comparisons between parents/non-parents and educators/non-educators, as well as how these attitudes may relate to heritability ratings of educationally relevant traits (N = 6,304). Data was collected using the International Genetic Literacy and Attitudes Survey (iGLAS). Overall, participants endorsed environmental research more than genetic research to personalising education. Parents were slightly less likely to endorse genetic (but not environmental) research than non-parents. Educators tended to endorse environmental research over genetic research when compared to non-educators; however, effect sizes were minimal. Participants ranking educational traits as more heritable were more likely to endorse genetic (but not environmental) research in education. Future work should focus on promoting the importance of genetic and environmental research in education.

Hamilton, A., Morgan ,S., Harland ,K., & and Murphy, B. (2025). **Embedding masculinities within a gender conscious relational pedagogy to transform education with boys experiencing compounded educational disadvantage**. *Pedagogy, Culture & Society*, *33*(3), 961-981. https://doi.org/10.1080/14681366.2024.2301726
Responding to a persistent gap in policy and practice, this paper offers a new gender conscious relational pedagogy, directly informed by boys and educators who have participated in Ulster University's longitudinal 'Taking Boys Seriously' research in Northern Ireland. The development of this pedagogy is grounded in the authentic voices of boys from disadvantaged communities whom despite encountering multiple models of masculinity within a contested society, are rarely provided with opportunities to explore and better understand these in relation to themselves and others. Transcending the boundaries of formal and informal education, we have found this gender conscious relational pedagogy to be highly significant in re-engaging boys in education, increasing their participation, confidence, emotional support, behavioural management, critical thinking, and reflexivity. Our work contributes to a gender-transformative research agenda (Keddie and Bartel 2021) committed to an emancipatory praxis that engages intentionally with boys and educators to examine gender socialisation processes with a focus on masculinities, re-shaping power relations within contextual educational communities, and improving educational experiences, opportunities, and outcomes for disenfranchised adolescent boys and ultimately all learners.

Hanauer, D. I., Zhang, T., Graham, M., & Hatfull, G. (2025). **Who is in Our STEM Courses and How do We Know? Student Self-Descriptions, Intersectionality and Inclusive Education**. *CBE—Life Sciences Education*, *24*(1), ar9. https://doi.org/10.1187/cbe.24-02-0078
The aim of inclusive education is to provide a supportive space for students from every background. The theory of intersectionality suggests that multiple identities intersect within social spaces to construct specific positionalities. To support the heterogeneity of all students, there is a need to understand who is in our Science, Technology, Engineering and Mathematics (STEM) courses and how we would go about assessing this. This article problematizes the traditional approach to demographic data collection and presents the beginnings of an alternative approach. The study utilized qualitative and quantitative data in order to examine the way students self-describe within a large multi-institutional program. There were 2,082 students presented with 12 identity categories and asked to specify which of these identities were important to them for their own self-definition and then write an open self-description. The data was analyzed using descriptive statistics, comparative proportional usage analyses of identity categories by traditional demographic groupings, and hierarchical cluster analysis of identity variables. The results

showed that the majority of students use multiple categories of identity in combination, that these identity preferences differ in relation to traditional demographic categories, and that there were four underpinning identity orientations consisting of a focus on heritage, health, self-expression, and career.

Handy, T., Kozleski, E. B., & Bene, E. (2025). **Families and technologists intertwined: Students with learning differences and online learning**. *Education and Information Technologies*, *30*(7), 8445-8471. https://doi.org/10.1007/s10639-024-13082-3
During COVID, many students in the United States struggled to learn and develop through school-based online learning. Students with learning differences were particularly vulnerable (Kozleski, 2020). Intersectional differences compounded learner challenges through food, language and housing insecurities, as well as loss of household income. While the COVID pandemic raged, 75 Latino/a families (primarily mothers) families and eight technology companies engaged in a series of dialogs led by a research team concerned with the conditions under which online learning was occurring. Because school districts broker the purchase and use of learning platforms, technologists rarely get to hear from families and students who use their products daily. While families and children shared the same spaces during COVID for both work and education, there were more opportunities for families to observe the daily learning opportunities and difficulties their children experienced. We hoped that dialogues with students and families would help technologists to consider how educational technology functions in real life contexts to advance learning. We anticipated that the investment in listening to users over time would expand approaches to the design and development of learning platforms, indicating ways to disrupt current online learning inequities. Using ethnographic methods, we explored the terrain between technologists and end users by addressing three questions: a) how do complex and situated life contexts shape collaboration between families and technologists; b) how families and technologists approach differing assumptions about learners and how they learn; and c) to what degree do their interactions form new learning opportunities for designers, families, and student as well as systemic calls to action. Results of a complex exchange between families and technologists revealed six key points. First, the need for technologists to know more about who and what shapes human learning. Second, the need for active, engaged interaction between technologists and end users, we call this "working the knots." Three, understand that power asymmetries affect the ability of technologists to learn from families who may lack technical knowledge but know a great deal about the learning contexts and needs of their children. Four, prioritize opportunities to learn from the user's perspective. Five, respect the end user's design needs. Finally, six, understand the intersectional needs of users.

Hazoor, W. (2025). **Disaggregating Pakistan's low-fee private schooling system**. *International Journal of Educational Development*, *116*, 103313. https://doi.org/10.1016/j.ijedudev.2025.103313
The LFPS sector is highly contested in the academic and policy spheres. Yet, debates are constrained by a rather simplistic grouping of LFPS in one category distinct only from elite private schools and public schools. Through a multiple, holistic case study approach that employed a multi-tiered sampling strategy, the LFPS sector in urban low-income and mixed-income neighborhoods in Rawalpindi, Pakistan was examined. This effort elicited six distinct types of LFPS: Cheap, Medium-range, and Costly Independent LFPS and

Cheap, Medium-range, and Costly Chain LFPS. These LFPS vary in terms of structure—whether part of nationwide chains or independent entities that have a legacy rooted in the country's colonial history—and fee range. This typology bears important implications for existing debates as it exemplifies the limitations of generalizing findings from one type of LFPS to other types. It further confirms the rise of LFPS Chains in Pakistan. Finally, it documents the presence of LFPS with philanthropic orientations by locating family and formal philanthropies in the sector.

Hirelingannavar, S., & Patil, M. (2024). **Impact of Socio-economic Status on Socio-emotional Development of Children Attending Different Early Childhood Care and Education (ECCE) Centers**. *Journal of Scientific Research and Reports*, *30*(4), 129-142. https://doi.org/10.9734/jsrr/2024/v30i41898
The purpose of the 2018–20 study, which took place in the Karnataka state's Dharwad taluk, was to determine how children's social and emotional development was impacted by their socioeconomic status. The study's objectives were to evaluate the social and emotional development of children in both rural and urban locations, as well as to determine the impact of SES on these development factors. A total of 208 children aged between three and six years, comprising 104 from rural and 104 from urban areas, were chosen for the study. Children's social and emotional development was evaluated using the Transdiciplinary Play Based Assessment-2 instrument. The child's family's socioeconomic position was assessed using a Aggarwal Socio-economic status scale. A qualitative approach utilizing the naturalistic observation method was used to observe, analyze, and study the effects of play-based activities on social and emotional development. Naturalistic observations were produced by combining field notes from participant observation with video footage of kids playing in an unstructured manner. The findings showed that most kids in both urban and rural anganwadis were in the social and emotional development watch and worry category. The social and emotional development of children was shown to be significantly correlated with their socioeconomic level. According to the statistical analysis, preschoolers in both rural and urban areas showed a substantial relationship and difference. In both rural and urban settings, children from lower middle class families scored lower on social and emotional development and related domains than did children from upper middle class families.

Jang-Tucci, K., Hora, M. T., & Zhang, J. (2025). **Gatekeeping at work: a multi-dimensional analysis of student, institutional, and employer characteristics associated with unpaid internships**. *Higher Education*, *89*(4), 907-936. https://doi.org/10.1007/s10734-024-01254-6
Internships are recognized globally as a high-impact practice that substantially enhances students' future prospects. However, concerns persist about their legality and potentially exclusionary nature. While prior research indicates participation varies based on key variables, such as gender and major, empirical work remains limited and tends to focus on univariate or single-actor explanations. We employ multi-actor models from management studies to analyze survey data (n = 1153) from 13 U.S. institutions, nine of which are minority-serving institutions (MSI). The data reveal that only 30.3% of the students participated in internships, of which 43.4% were unpaid. Linear probability analysis results indicate that contrary to expectations, individual demographic characteristics, such as gender, were not significant predictors of internship compensation on their own. Instead, academic, institutional, and employer characteristics emerged as significant predictors. Interaction analysis results highlight the combined effects of race, gender, major, MSI status, and employer characteristics in

predicting participation in unpaid internships. Further, the data suggest that gender effects are largely influenced by academic major affiliation, emphasizing that unpaid internships do not uniformly affect all students but are predominant in specific sub-groups. We conclude by proposing a strategy to eliminate unpaid internships in the interest of transformative social justice work.

Keari, O. M., Alice, A. A., & Mwangi Sara, W. (2024). **Impact of Parental Deprivation on Academic Success of Children: A Study of Public Primary Schools in Masaba South, Kenya**. *Advances in Research on Teaching*, *25*(6), 111-125. https://doi.org/10.9734/air/2024/v25i61184
This study investigated the relationship between parental deprivation and academic achievement among children from public primary schools. Using correlation and cross-sectional study designs, data were collected from 10 schools, involving 324 randomly selected children in grades 4 and 5. Results revealed a high prevalence of parental deprivation, with significant deficits in necessities, safety, shelter, educational resources, and parental care. Most children reported problems with clothing (95.1%), food (98.8%), safety (65.9%), shelter (34.7%), education (87.3%), quality time with parents (88.2%), and parental discipline (83.6%). Parental deprivation negatively impacted academic achievement. Grade level (Adjusted β = 0.1, 95% CI [-0.8, 1.0], p = .819) and age (Adjusted β = 0.5, 95% CI [-0.1, 1.0], p = .110) showed no significant associations with absenteeism or grades. However, difficulties affording shelter were a significant negative predictor of grades (aβ = -2.7, 95% CI [-2.8, -2.6], p < .001), while spending quality time with parents positively influenced grades (aβ = 0.4, 95% CI [0.2, 0.6], p < .001). The study demonstrated the need for comprehensive interventions addressing parental deprivation's material and education achievements. Recommendations include strengthening social safety nets, enhancing educational resources, promoting positive parenting practices, and addressing economic inequalities.

Keating, J., Knight, C., Sandu, A., & French, R. (2025). **What individual, family, and school factors influence the identification of special educational needs in Wales?** *British Journal of Educational Psychology*, *95*(2), 530-550. https://doi.org/10.1111/bjep.12760
Background Previous national and international research has investigated potential patterns of SEN identification, in which there may be overrepresentation of males, individuals from lower socio-economic backgrounds, and pupils attending schools in economically disadvantaged areas. Aims The aim of the current study is to link administrative education data for the academic year 2011/12 to data from the UK 2011 Census to explore which individual, family and school characteristics are associated with SEN identification. Sample(s) The analysis sample consists of 284,010 pupils attending schools in Wales in 2011/12 linked to household data from the UK 2011 Census. Methods Multilevel models were used to estimate the association between individual, family and school characteristics with SEN identification. Further models examined how these factors influence four areas of SEN needs: cognition and learning; communication and interaction; physical and/or sensory; and behavioural, emotional and social development. Results Results suggest that aspects of a child's individual and family environment are associated with SEN identification. In particular, males, pupils reported as White ethnicity, pupils who were persistently absent, pupils from households with lower parental education, parental economic inactivity, and lower household social grades have an increased likelihood of SEN identification. Conclusions This study emphasizes the importance of considering the environmental context (family and school) of the child in

addition to child characteristics for a more accurate and holistic understanding of a child's needs. This research can inform the development of more inclusive and effective support strategies under the new Additional Learning Needs framework in Wales.

Keyes, T., McLane, L., & Stanger, N. R. G. (2025). **Can students engage in meaningful reconcili-action from within a settler-colonial university system?** *Higher Education*, *89*(4), 1081-1102. https://doi.org/10.1007/s10734-024-01262-6
Increasingly, universities have been seen as sites for practicing decolonization work. Examples include the introduction of Land-based curricula, tribal relationship building, and the offering of critical Indigenous studies courses. However, universities remain spaces with deep colonial foundations. This paper offers a description of the challenges and insights gained through attempted decolonial reconcili-action work within this imperfect environment. We critically examine the conception, implementation and lasting impact of a course offered at Western Washington University (WWU), located in Washington State on the ancestral territory of the Lummi and Nooksack peoples. The "Socio-ecology and Reconcili-action in the Northern Salish Sea" course wove together Land-based learning and relationship-building to engage students in reconciliation. We worked specifically with the ɬaʔəmen (Tla'amin) Nation, located in British Columbia, and included classroom and virtual work in Bellingham and a field trip to the Nation's traditional territory near qathet Regional District (so called Powell River). Two settler students and a settler instructor reflect on the course through a series of reflexive vignettes culminating in a list of learning commitments: to learn from a diversity of peoples, especially Indigenous community members; to learn with gratitude, respect, and reciprocity, and without fear of making mistakes; and to actively apply our knowledge to further reconciliation and decolonization. These commitments are offered as a starting point for other members of the higher education community who recognize their responsibility to advance reconciliation and decolonization.

Khalid, N., Behrman, J. R., Hannum, E., & Thapa, A. (2025). **Floods, community infrastructure, and children's heterogeneous learning losses in rural India**. *Economics of Education Review*, *106*, 102635. https://doi.org/10.1016/j.econedurev.2025.102635
India has the world's largest number of school-aged children. The majority live in rural areas, many of which are highly flood-prone. Previous studies document that in such areas, floods are associated with lower enrollments, attendance, and learning, in some cases with differentiation by gender, caste/religion, and family SES. Previous literature suggests that components of community infrastructure have positive associations with children's learning. However, previous literature has not addressed whether better community physical and social infrastructures are associated with (1) smaller flood-related learning losses on average, (2) different learning for marginalized versus other children in the absence of floods, and (3) different vulnerabilities to floods for marginalized versus other children. This paper finds that (1) most aspects of community physical and social infrastructure are not associated with lower flood-related learning losses on average, but proximity to towns and several components of social infrastructure are associated with lower flood-related learning losses on average, (2) community physical and social infrastructure components have heterogeneous associations, in some cases increasing, in most cases not affecting, and in other cases reducing disparities in learning between marginalized and other children in the absence of floods, and (3) community physical and social infrastructure components have heterogeneous effects,

in some cases increasing, in most cases not affecting, and in other cases reducing disparities in learning between marginalized and other children in the presence of floods.

Krämer, S., & Zimmermann, F. (2025). **Teachers' perceptions of students with different disabilities through the lens of the stereotype content model**. *Social Psychology of Education*, *28*(1), 82. https://doi.org/10.1007/s11218-025-10046-4
According to the stereotype content model (SCM), individuals with disabilities are commonly stereotyped as "warm but dumb." Thereby, disabilities are used as an umbrella term encompassing various types of disabilities. The current study pursues the question of whether different types of disabilities are associated with different patterns of stereotype content. The relevance of this question has increased since the adoption of the Convention on the Rights of Persons with Disabilities: Students with disabilities or special educational needs (SEN) are increasingly included in regular classrooms, where the social category of students with SEN is particularly salient. Thus, teachers' stereotypes of these students may be activated more easily and may affect their (teaching) behavior. In the main study, involving N = 57 teachers, we investigated teachers' stereotypes of students with different types of SEN using the SCM approach. Students with social-emotional disabilities were rated as colder than students with other types of SEN. Students with intellectual disabilities were rated as comparatively incompetent. This pattern of results perfectly matched the results of a pre-study investigating N = 259 German citizens' stereotypes of people with different types of disabilities. Findings suggest the importance of considering differentiated stereotypes of people with different disabilities or SEN. Moreover, teachers' stereotypes of students with different SEN appear to be comparable to those regarding disabilities in people outside the school context, implying socially shared stereotypes when differentiating between types of disabilities. We discuss the practical implications of these results in terms of their relevance for school.

Labinal, G. (2025). ***Habiter les espaces d'apprentissages. Une (micro)géographie des spatialités à l'école et à l'université. Mémoire pour l'habilitation à diriger des recherches : volume 1 (inédit)*** (Thesis, Université de Caen Normandie). Consulté à l'adresse https://hal.science/tel-05073575
Le volume scientifique « inédit » de cette habilitation à diriger des recherches propose une analyse géographique de la manière dont les espaces d'apprentissages sont habités. La première partie contextualise et justifie les choix d'une étude portant sur le vécu de ces espaces, car celle-ci est incontournable pour rendre compte de leurs propriétés, de l'appropriation de leurs formes et de la manière dont est produite la spatialité. La seconde partie détermine les fondements conceptuels et méthodologiques d'une analyse (micro)géographique articulant leurs dimensions matérielles, relationnelles et pédagogiques, en proposant l'étude couplée d'un espace vécu (pratiqué, ressenti) et conçu (réfléchi, représenté) sans s'enfermer dans cette dualité. S'il convient d'étudier les discours portant sur ces espaces en examinant les significations et les valeurs qui les désignent ou les qualifient pour comprendre les processus de hiérarchisation auxquels ils sont soumis, il importe aussi d'analyser les pratiques dont ils font l'objet en les observant et en documentant la relation entretenue, avec eux, par les usagers-habitants. Les deux dimensions de l'étude sont intégrées dans l'expérience spatiale des acteurs, siège d'une réalité mi-objective, mi-subjective que le programme de recherche propose d'appréhender en combinant des analyses représentationnelles, observationnelles et expérientielles.

Lee, H. J., & Mendoza, N. B. (2025). **Does parental support amplify growth mindset predictions for student achievement and persistence? Cross-cultural findings from 76 countries/regions**. *Social Psychology of Education*, *28*(1), 88. https://doi.org/10.1007/s11218-025-10038-4
The ongoing debate over the positive effects of a growth mindset on student outcomes has called for investigations into its contextual moderators (see Yeager & Dweck in Am Psychol 75(9):1269–1284, 2020. 10.1037/amp0000794). This study examined the potential moderating role of parental support in the associations of a growth mindset with student achievement (reading, math, science) and persistence. We used linear mixed effects analyses on the PISA 2018 dataset consisting of 468,059 15-year-old students from 76 countries/regions, accounting for the nested structure at the country level, measurement errors, sampling weights, and all plausible values for achievement. After controlling for student gender, grade, and socioeconomic status, findings show that both growth mindset and parental support positively predicted all achievement outcomes. Importantly, results show significant interactions between growth mindset and parental support for all four outcomes, suggesting that the growth mindset was more positively linked to achievement and persistence when students perceived higher parental support. The strength of the growth mindset $$times$$parental support interaction varied across countries/regions, with stronger effects found in cultures with higher collectivism. These findings highlight how parental support strengthens the link between growth mindset and student achievement and persistence, with variations across cultures. Theoretical and practical implications are discussed.

Observatoire des inégalités. (2025). **Les femmes devancent les hommes dans l'enseignement supérieur, mais pas dans les filières les plus valorisées**. Consulté 2 juin 2025, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/etudes-superieures-selon-le-sexe
56 % des étudiants sont des étudiantes. Les femmes forment 84 % des effectifs des formations paramédicales et sociales, mais représentent seulement 30 % des élèves ingénieurs.§

Lesnefsky, R. R., Elsner, J., Kirk, E. A., Yeldell, J., Ke, L., & Sadler, T. D. (2025). **Exploring Resources and Reasoning Practices in Socioscientific System Modeling for Justice-Centered Science Education**. *CBE—Life Sciences Education*, *24*(1), ar10. https://doi.org/10.1187/cbe.24-01-0017
Integrating science education with social justice is vital for preparing students to critically address significant societal issues like climate change and pandemics. This study examines the effectiveness of socioscientific system modeling as a tool within Justice-Centered Science Pedagogy (JCSP) to enhance middle school students' understanding of social justice science issues. It focuses on how system modeling can scaffold students' reasoning about complex social systems, informed by their lived experiences, cultural backgrounds, and social identities. Our research involved 27 middle school students using system models to explore the societal and scientific dimensions of the COVID-19 pandemic. By leveraging the experiences and insights of students, educators can create transformative learning environments that not only recognize but also utilize students' unique knowledge bases as legitimate contributions to classroom discourse. The implications for instructional design highlight the need for multifaceted, responsive activities that align with the principles of JCSP and empower students as agents of societal transformation. The research contributes to the ongoing discourse on enhancing

science education through justice-centered approaches that address the complexities of socioscientific context and the cultural relevance of scientific knowledge.

Lippert, M. (2024). ***Étude comparative des compétences enseignantes visant le soutien des élèves issus de l'immigration à leur réussite éducative dans un contexte de diversité au Québec et au Luxembourg***. Consulté à l'adresse http://hdl.handle.net/1866/40466
Ce mémoire explore la perception des enseignants du Québec et du Luxembourg à propos de leur formation concernant le développement des compétences nécessaires pour soutenir les élèves issus de l'immigration dans un contexte de diversité. La réussite éducative de ces élèves est cruciale afin de mieux les intégrer dans la communauté scolaire ainsi que dans la société respective. Dans ce mémoire, nous avons établi que l'enseignant joue un rôle important à cet égard et nous nous sommes intéressés à comment l'enseignant peut contribuer à la réussite éducative de ces élèves. En nous intéressant à cette question, nous avons réalisé une recherche qualitative-interprétative basée sur des entretiens semi-dirigés avec quatorze enseignants, dont neuf luxembourgeois et cinq québécois. Nous avons identifié, dans un premier temps, les différentes catégories des compétences qui seraient nécessaires pour le soutien éducatif des élèves issus de l'immigration, et les avons classées en savoirs généraux, didactiques, relationnels et éthiques. Nous nous sommes aussi intéressées, dans un deuxième temps, aux perceptions, convictions, croyances et biais implicites des enseignants vis-à-vis de cette population d'élèves. Nous avons interrogé, dans un troisième temps, les compétences que les enseignants de ces deux contextes ont pu développer lors de leur formation initiale. Enfin, les enseignants ont pu nous donner des pistes d'amélioration de ladite formation. D'un point de vue comparatif, nous avons constaté que les enseignants québécois sont généralement plus ouverts à la diversité et critiques de leurs pratiques, tandis que les enseignants luxembourgeois sont plus aptes à enseigner dans un contexte plurilingue. Toutefois, les formations actuelles, manquent de contenu sur l'éducation antiraciste et l'éducation en contexte de diversité, tant au Luxembourg qu'au Québec, mais davantage dans le contexte de ce premier. Nous recommandons ainsi de renforcer les compétences des enseignants en intégrant de tels contenus par le biais d'une approche transversale dans les formations des enseignants, pour mieux soutenir la réussite éducative des élèves issus de l'immigration dans un contexte de diversité.

Liu, K., Liang, L., Zheng, C., Fei, J., Zhang, J., Xu, J., … Mei, S. (2025). **Future confidence trends in Chinese youth transitioning to adulthood: Role of subjective social status and academic performance**. *Asian Journal of Social Psychology*, *28*(2), e70007. https://doi.org/10.1111/ajsp.70007
Future confidence, as a positive quality, demonstrates a protective effect on young people's behaviours and mental health, especially during the critical period of transition from adolescence to adulthood. However, the developmental trend of future confidence as adolescents enter early adulthood is unclear. This study used four waves of longitudinal data from the China Family Tracking Study (CFPS) 2012–2018. Totally 707 (48.7% male) samples were finalized for data analysis. The results showed that quadratic latent growth curve modelling (LGCM) is the best fit, which demonstrated an increasing and later decreasing trend. The present study found that subjective social status is positively related to the initial level of future confidence. The higher the subjective social status, the higher the initial level of future confidence, but it does not affect the subsequent trend. Academic performance was also positively correlated with initial future confidence levels, which affected subsequent trends. Specifically, the future

confidence of adolescents with better academic performance exhibits a gradual decline, while the future confidence of adolescents with average and poor performance shows an initial increase followed by a decline. The findings provided an empirical basis for improving young people's confidence in the future and evidence for further research.

Lovaglio, P. G., & Berta, P. (2025). **Personal and regional risk factors of being a NEET: a comparative study in Italy, France and Germany with LFS microdata**. *Quality & Quantity*, *59*(2), 1203-1234. https://doi.org/10.1007/s11135-024-02015-4
The number of young people classified as NEET (not in employment, education, or training) is of significant concern to policymakers because their disengagement from productive activities can have long-term social and economic consequences. Despite the importance of assessing individual as well as regional disparities that act as risk factors for NEET status, official statistics or meta-analyses illustrate results at very aggregate level, masking important risk predictors or conditions for developing targeted interventions. This paper aims at identifying potential determinants affecting the NEET condition in the 15–29 years age group, exploring demographic, educational and social determinants linked to the family of origin, as well as territorial-context factors. The analysis exploits the microdata of the Labour Force Survey (2021) as well as Eurostat regional statistics and is focused on three most populated European countries (Italy, France, and Germany) as representatives of different welfare regimes. Exploiting the detailed socio-demographic and familial profile created for individuals and the specification of many regional covariates, empirical findings suggest new evidences regarding significant (personal and environmental) risk factors of NEET status, also suggesting different policy implications for analyzed countries.

Mäki, M., Hägglund, A. E., Rotkirch, A., Kulathinal, S., & Myrskylä, M. (2025). **Stable Marital Histories Predict Happiness and Health Across Educational Groups**. *European Journal of Population*, *41*(1), 12. https://doi.org/10.1007/s10680-025-09733-x
Couple relations are a key determinant of mental and physical well-being in old age. However, we do not know how the advantages and disadvantages associated with partnership histories vary between socioeconomic groups. We create relationship history typologies for the cohorts 1945-1957 using the Survey of Health, Ageing, and Retirement in Europe and examine, for the first time, how relationship histories relate to multiple indicators of well-being by educational attainment. The results show that stable marriages predict greater well-being, compared to single and less stable partnership histories. The positive outcomes are similar across all educational groups. Those with lower education who have divorced experience even lower well-being in old age. The interaction analyses suggest that individuals with fewer resources could suffer more from losing a partner. The findings underscore that current and past romantic relationships are linked to well-being in old age and help policymakers identify vulnerable subgroups among the ageing population.

Miller, C. E., & Phillips, M. (2025). **Long-Term Consequences of Early Access to Educational Opportunity**. *American Educational Research Journal*, *62*(3), 651-686. https://doi.org/10.3102/00028312251331023
This paper examines the long-term consequences of tracking in middle school. Using longitudinal administrative data from a large, urban school district and regression and quasi-experimental matching methods, we find that students who had the opportunity to take advanced math earned higher math test scores, completed more rigorous high

school coursework, and were more likely to attend a four-year college. These effects largely hold across student subgroups and are relatively robust to omitted confounders. We explore some mechanisms underlying the short-term effects of taking advanced math and conclude that differences in classroom composition, rather than differences in teachers, help explain these effects. We conclude by discussing the implications of these results for efforts to improve educational equity.

More, R. (2025). **The relevance of ableism in social (work) pedagogy**. *Pedagogy, Culture & Society*, *33*(3), 1033-1050. https://doi.org/10.1080/14681366.2024.2322738
Ableism, a system of thought that creates notions of normality based on abilities and ability expectations, is closely tied to capitalist logics that promote the productive citizen. While the pursuit of certain abilities is a fundamental part of any society, the individualisation of abilities and the coercive character of some ability expectations marginalise people differing from the ideal citizen as unprofitable and burdensome. Through issues of access to various social support services and through social practice within in the welfare system, the need to consider ableism and its consequences in social (work) pedagogy becomes apparent. The aim of this theoretical essay is to emphasise the relevance of ableism in social (work) pedagogy by linking ableism theory to critical debates in social pedagogy/social work. I first describe the concept of ableism and its roots in Disability Studies, but also its relevance exceeding them. Second, I argue for anti-ableism as a critical pedagogy and third, I elaborate its relevance in the context of social work by drawing on examples of structural ableism evident in youth vocational support and homeless services. Finally, I explain how anti-ableism may be anchored in social (work) pedagogy.

Noreus, W. (2024). ***Évolutions socio-économiques et éducatives chez les Afro-descendants dans le nouveau monde : les cas des États-Unis et de la Jamaïque de 1960 à 2016*** (Phdthesis, Université des Antilles). Consulté à l'adresse https://theses.hal.science/tel-05089178
Cette thèse porte sur le fardeau résultant du choc provoqué par la violente rencontre entre les mondes européen, américain et africain à travers les phénomènes de colonisation, d'esclavage, de déshumanisation et la question des races en Amérique à partir de 1492. Ce pan d'histoire de l'humanité a encore un impact négatif non seulement sur les relations interethniques aux États-Unis post-ségrégationnistes et dans la Jamaïque postcoloniale, mais surtout sur la situation actuelle et l'avenir des Afro-Américains et des Afro-Jamaïcains.Encore de nos jours, le passé colonial, esclavagiste et ségrégationniste de ces deux sociétés en question entrave l'émancipation multiple des masses afro-descendantes. Le droit à l'égalité et à l'équité des chances se révèle loin d'être une réalité pour tous. L'égalité réelle leur fait grand défaut en matière d'accès à l'éducation de qualité et aux opportunités sociales et économiques offertes par une société dominante à caractère eurocentré.

Ortega, L., Montero, M., Canals, C., & Mizala, A. (2025). **Gender Segregation in Secondary School Course Choices: Socioeconomic Gradients and the Protective Role of School Gender Culture**. *American Educational Research Journal*, *62*(3), 499-539. https://doi.org/10.3102/00028312241308537
Upper secondary education shapes gender segregation in higher education and the labor market. This study shows gendered elective course enrollment patterns in Chilean upper secondary education across seven subjects, examines their consistency across

socioeconomic contexts, and identifies school-level moderators. Using national administrative data from 2012–2021 and multilevel models, we find that students make gender-stereotypical choices regardless of their prior achievement. Notably, in higher-socioeconomic-status schools, gender differences in enrollment are larger, suggesting that socioeconomic context amplifies gendered choices. Additionally, the gender culture of schools moderates segregation in field-of-study choices, indicating that the school environment plays an important role in shaping students' educational trajectories. These findings highlight the need for targeted policies to address gender and socioeconomic disparities in education.

O'Sullivan, S., Kenny, L., Ó Tuama, S., Browne, N., Barrett, D., & Duke, K. (2025). **Collaborer avec les écoles des communautés défavorisées : le cas des quartiers apprenants à Cork, Irlande** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 103-113. https://doi.org/10.4000/13wij
Cet article présente les initiatives du programme Villes et quartiers apprenants menées avec les écoles des communautés défavorisées à Cork, deuxième ville d'Irlande, pour lutter contre la persistance de la stratification et des inégalités des chances et des résultats en matière d'éducation. À travers une approche de développement communautaire, les villes et quartiers apprenants œuvrent pour susciter des collaborations entre les différents secteurs en charge de l'apprentissage, notamment les écoles primaires et secondaires, les associations communautaires et les établissements d'enseignement professionnel et supérieur. L'article décrit l'approche ascendante et collaborative des quartiers apprenants et montre comment de réels partenariats entre les organisations et les communautés impliquées dans l'apprentissage peuvent être développés, afin de favoriser les opportunités d'apprentissage et les trajectoires vers l'enseignement professionnel et supérieur.

Patrick, J. (2025). **Promoting student empowerment in student partnership-student representation integrations**. *Higher Education*, *89*(4), 865-887. https://doi.org/10.1007/s10734-024-01252-8
In the twenty-first century, the growing decline and collapse of democratic student governments in higher education around the world has been paralleled by the spread of the student partnerships approach to student leadership. While attempting to foster collaboration between students and other education relevant parties, if the student partnerships approach is not implemented in a way that is cognizant of the inherent power disparities between student and non-student relevant parties, it can run the risk of supplanting student democracy with undemocratic structures in which students have no structural power to effect educational change. This article responds to attempts to deterritorialize student partnerships and student voice approaches in Cornelius-Bell, Bell, and Dollinger's (Higher Education, 2023) article in Higher Education by adding a student power lens to demonstrate how student leadership approaches that integrate student partnerships and student voice can be implemented in ways that contribute to student empowerment and mitigate the risk of students being manipulated to serve non-students' micropolitical goals. Political philosophy scholarship is applied to such student leadership contexts to illustrate the power imbalances between students and non-students. Two examples of healthy integrations, a liberal democratic student government and an open participation student partnership, are theorized as ways forward that can equitably and effectively garner both structural student power and mutually beneficial collaborations between relevant parties.

Pelhate, J. (2023). **Faire alliance pour penser l'éducation inclusive ? Rôles professionnels et place des parents dans la construction des trajectoires scolaires en contexte genevois**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 77-98. https://doi.org/10.3917/lsdle.561.0077

Pelhate, J., & Pin, C. (2024). ***Relations école-familles et dynamiques inclusives dans l'éducation : les apports des recherches collaboratives***. Consulté à l'adresse https://www.insei.fr/ressources/relations-ecole-familles-et-dynamiques-inclusives-dans-leducation-les-apports-des
La loi du 8 juillet 2013 a fait de la coéducation un des principaux leviers de la refondation de l'école. À ce titre, les démarches de recherche présentées ici sur les relations école-famille font le pari épistémologique que la dimension collaborative consistant à chercher non plus « sur » mais « avec » les enseignants et/ou les parents, afin de croiser les points de vue, permet de produire des connaissances qui font sens au regard des divers acteurs (chercheurs, parents, acteurs éducatifs scolaires et extra-scolaires) et de participer à une transformation inclusive de l'école.

Perez-Felkner, L., Erichsen, K., Li, Y., Chen, J., Hu, S., Ramirez Surmeier, L., & Shore, C. (2025). **Computing Education Interventions to Increase Gender Equity from 2000 to 2020: A Systematic Literature Review**. *Review of Educational Research*, *95*(3), 536-580. https://doi.org/10.3102/00346543241241536
Although gender parity has been achieved in some STEM fields, gender disparities persist in computing, one of the fastest-growing and highest-earning career fields. In this systematic literature review, we expand upon academic momentum theory to categorize computing interventions intended to make computing environments more inclusive to girls and women and consider how those characteristics vary by the success of the intervention. Particular attention is given to the efficacy of broadening participation and success for women in computer science, information technology, and related fields. After scrutinizing 168 relevant studies, 48 met the inclusion criteria and were included. We introduce a framework for gender equity in computing, expanding on existing research on academic and STEM momentum to encompass new domains representing social and structural momentum. Our analysis reveals the complex roles of intervention domains, strategies, goals, levels, and duration in shaping their efficacy. Implications for theory, research, and practice are discussed.

PME : Partenariat mondial pour l'éducation. (2025). ***Initiative en faveur de l'égalité des genres : rapport d'avancement 2024***. Consulté à l'adresse https://commitments.generationequality.org/fr/accountability-report-2024
Les inégalités de genre sont un enjeu urgent. Les filles risquent davantage de ne jamais aller à l'école. En 2021, 118,5 millions d'entre elles n'étaient pas scolarisées au primaire ou au secondaire. Malgré d'importantes avancées en matière de parité dans l'accès à l'éducation et le taux d'achèvement au primaire dans de nombreux pays, les progrès commencent à s'essouffler. Le rapport rend compte des progrès concernant la mise en œuvre de l'Initiative d'appui technique pour l'égalité des genres (septembre 2024-janvier 2025) visant à renforcer les systèmes éducatifs et le dialogue sectoriel pour intégrer pleinement et efficacement l'égalité des genres dans et par l'éducation. Il informe sur le financement, présente les objectifs et les résultats attendus, les principaux

résultats et activités connexes, les défis, enseignements tirés et bonnes pratiques, l'utilisation des fonds et les interventions à venir.

Qi, S., & Derakhshan, A. (2025). **Technology-based collaborative learning: EFL learners' social regulation and modifications in their academic emotions and academic performance**. *Education and Information Technologies*, *30*(7), 8611-8636. https://doi.org/10.1007/s10639-024-13167-z
This study explores the relationship between technology-based collaborative learning and learners' social regulation, academic emotions, and academic presentation. The researchers invited 695 English as a Foreign Language (EFL) students of different ages and learning backgrounds to participate in the research by questionnaire. The validated questionnaires were employed to collect the data. Structural Equation Modeling (SEM) was utilized to examine relationships among variables, while regression analysis assessed the impact of emotional engagement. Multiple regression was used to explore combined emotional effects, and correlation analysis gauged individual emotions' association with performance. The researchers used SPSS (version 27) and AMOS (version 24) software to analyze the data. A synthesis of the research findings elucidated how collaborative efforts facilitated by technology foster a dynamic process of regulating learning, contributing to both individual and collective academic achievement. Furthermore, the intricate relationship between collaborative learning technologies and individual characteristics such as prior knowledge and intrinsic motivation is discussed, emphasizing the multifaceted nature of educational outcomes. Lastly, after a comparison with other similar studies, this study's results highlight the significance of considering technology-mediated collaborative learning environments in enhancing EFL students' academic emotions, experiences, and outcomes. The study concludes with some pedagogical implications and suggestions for teachers, practitioners, researchers, and learners.

Safi, M. (2025). ***Discriminations : Pourquoi sont-elles un défi majeur des sociétés démocratiques et comment les combattre ?*** Consulté à l'adresse https://www.puf.com/discriminations
Pourquoi les discriminations, ces inégalités de traitement fondées sur des critères tels que l'origine, le genre, l'orientation sexuelle, persistent-elles dans des pays démocratiques pourtant engagés en faveur de l'égalité des chances ? Comment mesurer leur ampleur et peut-on comprendre les mécanismes qui les sous-tendent ? À travers une synthèse rigoureuse et accessible des recherches en sciences sociales, cet ouvrage plonge au coeur de ces questions. Il expose les faits de discrimination en France et à l'international et étudie leurs manifestations dans des domaines variés - emploi, logement, éducation, vie quotidienne. Il discute aussi les moyens d'action en explorant une large palette d'instruments : législation, sensibilisation, transformation des pratiques organisationnelles, politiques de redistribution. Un guide précieux pour décrypter l'un des enjeux les plus complexes et cruciaux des sociétés contemporaines, et pour réfléchir à des solutions concrètes à ce défi majeur des démocraties.

Schürer, S., van Ophuysen, S., & Marticke, S. (2025). **Social participation in secondary school: The relation to teacher-student interaction, student characteristics and class-related variables**. *Social Psychology of Education*, *28*(1), 92. https://doi.org/10.1007/s11218-024-09992-2

Our study explores how various factors at individual and class level influence social participation among German secondary school students. Previous literature suggests that individual variables like academic achievement, migration background, and gender can impact social participation. Moreover, class-specific disparities may arise based on school track or – in the sense of a homophily effect – on differences in the distributions of gender and migration background. Over and above these effects, we hypothesize that the quality of teacher-student interaction plays a role in shaping students' social participation. We used hierarchical linear models with data from a standardized questionnaire administered to 876 pupils organized into 39 classes (5th to 7th grade) in 12 secondary schools. Our analysis shows that high-quality interaction between teachers and students is associated with higher levels of social participation among students - measured both through self-perception and peer acceptance. Additionally, higher social participation scores were observed in higher track schools (Gymnasium) relative to lower school tracks. Finally, a gender homophily effect is observed only for peer acceptance. These insights have significant implications for both researchers and educators. In conclusion, this work underscores the importance of accounting for contextual characteristics when examining determinants of adolescent social participation.

Selponi, Y. (2025). **Pourquoi travaille-t-on à l'école ? : Rapports aux verdicts scolaires et à l'ascension sociale à la sortie du lycée**. *Actes de la recherche en sciences sociales*, *257*(2), 4-23. https://doi.org/10.3917/arss.257.0004

Setren, E. (2025). ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Program*** (Working paper N° 33623). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33623
Over sixty years following Brown vs. Board of Education, racial and socioeconomic segregation and lack of equal access to educational opportunities persist. Across the country, voluntary desegregation busing programs aim to ameliorate these imbalances and disparities. A longstanding Massachusetts program, METCO, buses K-12 students of color from Boston and Springfield, Massachusetts to 37 suburban districts that voluntarily enroll urban students. Supporters of the program argue that it prepares students to be active citizens in our multicultural society. Opponents question the value of the program and worry it may have a negative impact on suburban student outcomes. I estimate the causal effect of exposure to diversity through the METCO program by using two types of variation: difference-in-difference analysis of schools stopping and starting their METCO enrollment and two-stage least squares analysis of space availability for METCO students. Both methods rule out substantial test score, attendance, or suspension effects of having METCO peers. Classroom ability distribution and classroom suspension rates remain similar when METCO programs start and stop. There is no negative impact on college preparation, competitiveness, persistence, or graduation.

Shen, M., Zheng, X., Wang, T., & Ye, X. (2025). **The demand for data analytical skills by gender: Evidence from a field experiment**. *Economics of Education Review*, *107*, 102661. https://doi.org/10.1016/j.econedurev.2025.102661
This paper examines the return to advanced data analysis skills among job applicants from economics undergraduate programs employing a resume audit experiment. We randomly assigned fictitious resumes with three levels of data analysis skills (basic,

medium, and strong) and submitted them to online job postings. Resumes with basic data analysis skills indicated proficiency in Excel. Resumes with medium data analysis skills demonstrated proficiency in Stata and SPSS, while resumes with strong data analysis skills indicated proficiency in Python and SQL, in addition to Stata and SPSS. Compared to resumes with basic skills, those with medium and strong skills received callback rates that were 2.5 and 2.8 percentage points higher, representing increases of 19.2 % and 21.5 %, respectively. For female applicants, resumes with medium and strong skills received callback rates that were 3.4 and 5.1 percentage points higher, corresponding to increases of 29.8 % and 44.7 %, respectively. These differences in callback rates were statistically significantly different from zero for both the overall sample and female applicants. On the other hand, no statistically significant effect was observed for male applicants. Interview evidence suggests that employers demand data analysis skills as tangible skills, rather than merely considering them as signals of ability. This finding is consistent with human capital theory, as opposed to signaling theory. Moreover, we find evidence of gender discrimination among applicants with basic data analysis skills, where women received statistically significantly lower callback rate than men. However, for resumes indicating advanced data analysis skills, no significant gender differences emerged, suggesting statistical discrimination.

Singh, S. (2025). **Parental Expectations and Academic Performance: A Comparative Study of Mothers' and Fathers' Perspectives among School Children**. In *Language, Literature and Education: Research Updates Vol. 2* (p. 89-96). https://doi.org/10.9734/bpi/lleru/v2/4776
Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is one of the most cherished values in all cultures ever since the dawn of the educational system, whether formal or informal. Parental expectations have been found to play a critical role in children's academic success. The objectives of the study were to assess both father and mother expectations regarding academic performance among school children and explore the association between their expectations. An exploratory research design was used, with a sample size of 320 school children from north India. A non-observation checklist was used to collect data on parent expectations. The data was analyzed using descriptive and inferential statistical methods. The result showed that 93.4% of fathers had high expectations, 6.3% had moderate expectations 0.3% had fewer expectations and 90.3% of mothers had high expectations, 9.7% had moderate expectations and none of them had less expectations. There was a significant association between expectations of father and mother with a linear positive correlation of r value 0.714. The study emphasized that nursing administration should anticipate the need for time and prepare young nurses to serve the community and school regarding parental expectations. Moreover, nursing professionals should render services according to the changing needs of the society. There is a need for health professionals to take an active part in providing health education to people regarding a positive attitude towards academic performance.

Siuty, M. B., Beneke, M. R., & Handy, T. (2025). **Conceptualizing White-Ability Saviorism: A Necessary Reckoning With Ableism in Urban Teacher Education**. *Review of Educational Research*, *95*(3), 505-535. https://doi.org/10.3102/00346543241241336
White saviorism is a well-documented phenomenon in the education literature. Particularly, researchers have made connections between white saviorism and teacher

preparation for urban contexts serving Students of Color negatively impacted by legacies of systemic racism. Scholars are increasingly taking an intersectional lens to understand the ways in which racism and ableism intersect, yet much of the literature on white saviorism does not critically examine the role of ableism. In this meta-ethnography, we review extant qualitative research on urban teacher preparation in an effort to extend the analysis to include a robust examination of ableism and deepen our understandings of white supremacy in these spaces. To this end, we conceptualize white-ability saviorism as a more comprehensive and precise way to understand the dynamics at play in urban teacher preparation that contribute to white supremacy and perpetuate educational inequities for urban Communities of Color.

Six leçons globales sur la façon dont l'engagement familial, scolaire et communautaire peut transformer l'éducation. (s. d.). Consulté 2 juin 2025, à l'adresse Brookings website: https://www.brookings.edu/fr/articles/six-lecons-globales-sur-la-facon-dont-lengagement-familial-scolaire-et-communautaire-peut-transformer-leducation/
The Family, School, and Community Engagement initiative launches their Six Global Lessons report, a collaborative effort across 16 countries.

Smeets, K., Rohaan, E., van der Ven, S., & Bakx, A. (2025). **The effects of special educational needs and socioeconomic status on teachers' and parents' judgements of pupils' cognitive abilities**. *British Journal of Educational Psychology*, *95*(2), 321-345. https://doi.org/10.1111/bjep.12719
Background Teachers' and parents' judgements of pupils' cognitive abilities influence pupils' daily learning opportunities and experiences, as these judgements affect the difficulty level of materials and instruction that teachers and parents provide. Over time, these judgements thus significantly shape educational success. However, pupils' characteristics, such as special educational needs (SEN), giftedness and socioeconomic status (SES) can influence and bias judgement accuracy. Aims The present study aimed to investigate the relation between pupils' cognitive abilities and their teachers' and parents' judgements of these abilities, and potential bias in these judgements related to SEN, giftedness, and SES. Sample The sample consisted of 1073 primary school pupils from grades 4–6 from 77 classes in 16 schools, and their teachers and parents. Methods Teachers and parents rated their pupils' cognitive abilities. Pupils completed the COVAT-3, a cognitive ability test. Results Multilevel analyses revealed that parent judgements were significantly higher than teacher judgements, but both informants' judgements were equally strong related to the cognitive ability scores. When controlling for pupils' assessed cognitive abilities, the results revealed small judgement biases: negative for SEN, positive for giftedness, and finally positive for high SES, but only in teachers. Conclusions Overall, the results indicated that teachers and parents can judge their pupils abilities to a moderate degree, but they also hold judgement biases related to SEN, giftedness and SES. As these biases can affect pupils' opportunities, it is important to increase teachers' and parents' awareness.

Stanger, C. (2025). **From Looking to Learning: Working with and for Young Black Women in Systems of Whiteness**. *Pedagogy, Culture & Society*, *33*(3), 887-903. https://doi.org/10.1080/14681366.2023.2289121
In this paper, I explore both the need and possibility for liberatory work with and in service of young Black women within two systems of Whiteness. First, I discuss a process of exclusion experienced by a group of young women in their inner-London 6th form

college: namely being constructed as hypervisible and hypersexual, and subsequently being erased from sight within spaces connected to the college's public image. I discuss this with reference to a neoliberal framework that insidiously sustains norms of Whiteness in increasingly marketised school settings. I also extend critical analysis to the research process itself, uncovering parallel processes of silencing and stereotyping, with reference to understandings of Whiteness as structurally violent yet invisiblised acts of looking. Crucially, however, I also explore the potential for resistance within these systems. Drawing on Black feminist pedagogical frameworks, I discuss the possibility for co-created spaces in which young Black women's cultural practices and forms of knowledge take centre-stage. I ultimately find how forms of 'dancing with' and 'listening to' can serve as important practices of (un)learning for White teachers and/or researchers, specifically within UK schools and education research.

Svoboda, J. (2025). **Supporting Multilingual Science Learners**. *CBE—Life Sciences Education*, *24*(1), fe1. https://doi.org/10.1187/cbe.25-01-0009
The purpose of the Current Insights feature is to highlight recent research and scholarship from outside the LSE community. In this installment, I draw together work by research teams to address inequities facing multilingual learners in science classrooms. The articles in this set represent a movement based in the ideas and pedagogies of translanguaging. Translanguaging describes the diverse and fluid ways in which learners use and develop language and rejects narrow definitions of language that have been used to marginalize multilingual learners. Applied to science education, translanguaging inspires questions about how to help multilingual learners navigate existing science learning environments while also working to transform restrictive language systems that continue to dominate science learning spaces.

Tatham, C. (2025). **A systematic literature review of Third Space theory in research with children (aged 4-12) in multicultural educational settings**. *Pedagogy, Culture & Society*, *33*(3), 867-886. https://doi.org/10.1080/14681366.2023.2283798
This article presents a systematic literature review of Bhabha's Third Space theory in empirical research focussing on children (aged 4–12 years) in multicultural educational institutions. Communities around the world are becoming ever more diverse and, within educational policy, there is a resultant paradox between increasing diversity on the one hand and complexity reduction through curriculum standardisation on the other. Third Space theory has gained significant popularity within educational research as a powerful lens which practitioners can adopt to support children in culturally diverse communities to fuse knowledge from home and school contexts. This paper reviews empirical research that utilised the third space to support children's development of academic skills while simultaneously nurturing their agency and identities. The paper also draws attention to contemporary applications of Third Space theory with some cautions. While modifications to theory over time are inevitable, some adaptations are far removed from its founding principles of transformation and liberation. Hence, the appropriateness of using the term Third Space becomes questionable. The article concludes with recommendations for future practitioners, policy makers and researchers to consider when adopting Third Space theory as a framework for supporting children's learning and identity development in educational institutions.

Taylor, M. A., Rucker, L., Hunt, V. H., & Kerr, B. (2025). **Ethnic/Racial Representation in Leadership Positions in US School Districts, 2002–2014: Are School Districts Achieving Parity?** *Social Science Quarterly*, *106*(3), e70036. https://doi.org/10.1111/ssqu.70036
Objective A representative public education workforce has substantive benefits for underserved groups. While research finds considerable differences in ethnic/racial representation among public bureaucrats, little research examines representation within the public education workforce. Methods We use US Equal Employment Opportunity Commission EEO-5 data to measure the levels of representation in public school district jobs among Blacks, Hispanics, and Whites (non-Hispanic). Results Based on the analysis of 4253 US districts for 2002 through 2014, we find Hispanic and Black underrepresentation among administrators, principals, assistant principals, and classroom teachers. Based on new-hire employees, we observe improvement in Black and Hispanic representation. District size is related to representation for all racial/ethnic groups for all occupations, with larger districts employing higher proportions of Blacks and Hispanics, on average, than small districts. Conclusion Overall, Black and Hispanic employees are underrepresented in the public education workforce. We discuss the implications and persistence of underrepresentation.

Van Houtte, M. (2025). **School's sex-composition, teachers' accuracy and gender stereotypes: explanations for teachers' different teachability perceptions of boys and girls**. *Social Psychology of Education*, *28*(1), 81. https://doi.org/10.1007/s11218-025-10044-6
Starting from the observation that teachers treat boys and girls differently, this study investigated the variety in the magnitude of the difference in teacher-perceived teachability of boys and girls and its determinants. The study responded two research questions: (1) Does the extent of the difference in teacher-perceived teachability of boys and girls vary among teachers? (2) Do the student sex-composition of the school and teachers' gender role attitudes determine the extent of the difference in teacher-perceived teachability of boys and girls? The analysis of 1247 teachers in 59 secondary schools in Flanders revealed that a minority of the teachers do not notice a difference between boys' and girls' teachability, while a small group perceives boys to be more teachable than girls. The majority of the teachers perceive girls as more teachable than boys to a varying extent. A multilevel analysis showed an impact of the sex-composition of the school on the difference in teacher-perceived boys' and girls' teachability and an unanticipated interaction between the sex-composition of the school and teachers' traditional gender role attitudes: the more boys there are in school the larger the difference in teacher-perceived teachability of boys and girls, and this association is weaker for teachers with traditional gender role attitudes. Math/science teachers perceive girls' and boys' teachability less differently than teachers teaching other subjects. The study offers evidence for the importance of gender stereotypes as well as for the accuracy of teachers' perceptions.

Ward, C., Kim, I., & Stuart, J. (2025). **Diversity-receptiveness in higher education: Perceived multicultural norms, well-being and attitudes toward international students**. *Social Psychology of Education*, *28*(1), 83. https://doi.org/10.1007/s11218-024-09979-z
Despite recent developments in diversity climate research, few studies have explicitly examined perceived multicultural norms within educational contexts. This paper describes the construction and validation of the Normative Multiculturalism Scale for Educational Institutions (NMS-EI). Grounded in social, political, and acculturation

psychology, the three-factor structure—Multicultural Ideology (MI), Multicultural Contact (MC), and Multicultural Policies and Practices (MPP)—was tested and confirmed in a sample of 684 culturally diverse university students in New Zealand. Correlations with validation measures, e.g., personal attitudes toward diversity and perceived institutional norms for intercultural contact and pro-diversity practices, supported the convergent and criterion validity of the subscales. In a second study with 347 culturally diverse university students in the U.S.A., structural equation models assessed the direct and indirect effects of the NMS-EI subscales on attitudes toward international students and psychological well-being as mediated by perceived threat and sense of inclusion, respectively. Results indicated that MI had a positive direct effect on intergroup attitudes and a positive indirect effect via diminished threat. Furthermore, MI and MPP had positive indirect effects on psychological well-being through an increased sense of inclusion. MC was unrelated to either outcome. The results are discussed in terms of their application to the development of programs and policies that can enhance diversity-receptive environments in higher education institutions.

Wheatly, M. G., Dewey, J., Willingham-McLain, L., & Mwayaona, J. S. (2025). **Using a STEM Course on Inclusion, Diversity, Equity, and Accessibility to Explore Student Reflections on their Socialization into STEM and their Observations of the Figured World of Higher Education STEM Contexts**. *CBE—Life Sciences Education*, *24*(1), ar12. https://doi.org/10.1187/cbe.24-02-0071
Science remains an exclusionary field to people who do not align with "acceptable" worldviews (e.g., white, Western, masculine). One avenue for making science more welcoming and inclusive is to empower current science students to become change agents in their fields. However, it is useful to understand where students are starting from before we can empower them as change agents. In the context of a new course focused on Inclusion, Diversity, Equity, and Accessibility in science technology engineering and mathematics (STEM), we explore students' reflections on their socialization into science and observations of the figured worlds of science in their higher education learning spaces. We found that students can recognize and reflect critically on various forms of identity and capital that are involved in and impact their socialization into science. We also found that students can describe, connect, and critique many aspects of the figured worlds of science presented in their higher education learning spaces. Not all students in this study made the same degree of reflections and observations, indicating different levels of preparedness for change agency. Asking students to reflect on their pathways into and experiences of science can also encourage more students to identify, recognize, and push back against inequities in science.

Whitburn, B., & Riffo-Salgado, P. (2025). **Negotiating access and belonging in a higher education institution: a postqualitative narrative**. *Higher Education*, *89*(4), 1129-1143. https://doi.org/10.1007/s10734-024-01263-5
The purpose of this paper is to foreground accessibility as a necessary aspect of equality, diversity, and inclusion (EDI). We go about this by highlighting shared experiences of negotiating institutional ableism together, as a disabled scholar employed at a HEI in the UK, and a non-disabled, culturally and linguistically diverse individual employed to bridge inaccessible spaces. Drawing upon Wong's (2023) conceptual framework of spatial belonging in higher education, which traverses the intersecting terrain of physical, digital, relational and structural spaces, we develop a postqualitative narrative demonstrating

the limitations of narrowly defined legal protections that fall short of implementing inclusive ideals. The narrative draws attention to the ways that 'access intimacy', understood as shared commitments to accessibility, develops informally, which excuses HEIs from taking responsibility to institutionalise it. We contemplate accessibility as a relational concern and build an argument for learning from our experiences to inform the development of key accessibility considerations into institutional ways of working and relating to difference. The paper is significant for engaging principles from critical disability studies as conceptual means by which to consider accessibility, and the relational account provided contributes a collaborative perspective frequently experienced but not widely considered in higher education research for strengthening EDI.

Wu, Y., & Wang, J. (2025). **The Tension between Money and Culture: Inequality, Economic Capital, Cultural Capital, and High School Students' Educational Achievements from a Comparative Perspective**. *American Educational Research Journal*, *62*(3), 540-571. https://doi.org/10.3102/00028312241308548
This study investigated how income inequality shapes the role of economic and cultural capital in students' academic performance. By analyzing a multilevel dataset of 72 countries (economies), we found that (1) the associations between economic capital and academic achievements are stronger in unequal societies than in equal ones, whereas the associations between cultural capital and students' achievements are stronger in equal societies than in unequal ones, and (2) in more equal societies, the associations between cultural capital and students' achievements are stronger for students with lower economic capital, whereas the associations between cultural capital and students' achievements are stronger for students with higher stocks of economic capital in unequal societies. The findings contribute to understanding how social context shapes the processes of intergenerational reproduction from a comparative perspective.

Yang, D., & Tu, C. C. (2025). **Gender differences in effects of learning self-efficacy on learning burnout among higher vocational college students in China**. *British Journal of Educational Psychology*, *95*(2), 480-495. https://doi.org/10.1111/bjep.12733
Background In Chinese higher vocational colleges, students often underperform academically and experience burnout from studying. Developing learning self-efficacy may directly and indirectly address these challenges, and differences in learning self-efficacy between male and female students may have varying effects on their burnout. Aims We examined the mediating relationships between learning self-efficacy, learned helplessness and learning burnout among Chinese higher vocational college students, as well as the gender-related differences in these relationships. Sample An online survey collected 1045 valid responses. The sample comprised 513 male students and 532 female students, with an age range of 18–21 years. Methods A measurement model and multiple structural models for learning self-efficacy, learned helplessness and learning burnout were established through structural equation modelling to evaluate measurement validity and identify the mediating effects among these variables. Results The findings revealed that learned helplessness partially mediated the relationship between learning self-efficacy and learning burnout among higher vocational college students. Learning self-efficacy directly influenced learning burnout in male higher vocational college students, whereas learned helplessness partially mediated the relationship between learning self-efficacy and learning burnout in female higher vocational college students. Conclusions The findings indicate that fostering learning self-efficacy can help mitigate

the impact of learned helplessness on learning burnout in female students. However, this protective effect was not observed in male students. Teachers in Chinese higher vocational colleges should implement targeted strategies, such as promoting attainable goal-setting techniques, to prevent learned helplessness from contributing to learning burnout in male students.

Climat de l'école

Beach, D., & and Öhrn, E. (2025). **The community function of schools in rural areas: normalising dominant cultural relations through the curriculum silencing local knowledge**. *Pedagogy, Culture & Society*, *33*(3), 943-960. https://doi.org/10.1080/14681366.2023.2298466
Schools in rural places in European societies generally teach the same content and perform as well as other national schools do on national tests and international comparison assessments such as PISA. However, by doing this they may also marginalise local rural knowledge and expose rural populations to a (for them) culturally insensitive curriculum. Using a meta-ethnographic analysis this article identifies how rural educational ethnographic researchers working in Sweden have depicted this situation and the social and cultural interests in which it operates. It identifies how research articles often describe rural schools as fulfiling a local community function, but it also questions exactly what kind of function this is and whether we can really talk about rural schools operating in local community interests generally or even at all. Instead, it is rather more the case that schools in rural places contribute to some individual educational interests and possibilities along with a general cultural domination and marginalisation of rural consciousness and interests.

Bravo-Sanzana, M., Casas, F., Rodríguez-Rivas, M. E., Oriol, X., Varela, J. J., Miranda, R., & Terán-Mendoza, O. (2025). **Instruments for Measuring Hedonic and Eudaimonic Well-Being of Adolescents in the Latin American School Contexts: a Systematic Review**. *Child Indicators Research*, *18*(3), 955-1000. https://doi.org/10.1007/s12187-025-10231-z
Well-being is crucial for understanding adolescent health and quality of life and is related to positive physical, emotional, and social indicators. This systematic review developed from PRISMA criteria sought to identify and evaluate instruments in Latin America to measure hedonic and eudaimonic well-being in adolescents. A total of 1737 articles were identified in the Web of Science (WOS), Scopus, ScieLO, and PsycINFO databases, with the search limited to scientific articles published after 2010. Of these, 45 met the inclusion criteria and were synthesized in this review. Most of the studies focused on hedonic well-being, especially life satisfaction, while eudaimonic well-being was less explored; in addition, some studies were identified that do not have a clear theoretical approach, and only two studies considered a multidimensional perspective of well-being. By way of conclusion, the diversity of instruments to assess well-being in Latin America is highlighted, and it is proposed that future research should incorporate solid theoretical models and a comprehensive understanding of adolescent well-being in the region; in this way, the present study provides a basis for future research that includes the application, design or validation of instruments with a comprehensive theoretical model of adolescent well-being in the Latin American context.

Cezar, G. A. J., & Reis, F. A. D. (2024). **Recipes for Happiness: Conversations on Happiness and Well-being in the School Environment**. *Advances in Research on Teaching*, *25*(3), 40-49. https://doi.org/10.9734/air/2024/v25i31048
Background: Since ancient times, the debate around happiness has been present in philosophical reflections. In the face of an increasingly complex society, impacted by several crisis, the need and urgency to debate conceptualizations of happiness and well-being is evident, and educational institutions may play a relevant role in this process. Objective: Considering philosophical and current psychological perspectives on well-being, this paper seeks to analyze children's perceptions of happiness through the analysis of an anthology of recipes for happiness created by elementary school children in a public school in Brazil. Methodology: A qualitative analysis was carried out based on the content of 15 recipes for happiness, produced by 6th grade students at a federal public school in Brazil. Content analysis was conducted associating the thematic categories of the article "children's conceptualizations of happiness" with the ingredients of the recipes for happiness. Results: Among the corpus of recipes analyzed in the study, positive feelings were present in 86.7% of the recipes, followed by positive self (66.7%), then friendship (46.7%), and leisure (33.3%). Conclusion: The results demonstrate writing recipes for happiness can be considered an effective intervention to articulate the debate about well-being in the school environment. Furthermore, understanding children's perceptions of happiness can be important data for developing well-being policies in schools.

Condette, S. (2025). **La médiation par les pairs au service de la prévention du harcèlement en milieu scolaire**. *Enfances & Psy*, *103*(2), 99-110. https://doi.org/10.3917/ep.103.0099
Le harcèlement est une réalité complexe qui perturbe les relations sociales et crée de lourds préjudices pour les personnes qui en sont victimes. L'École française propose aujourd'hui un programme global pour faire face aux situations de harcèlement. Cela passe par la formation des adultes et aussi des élèves. Dans cette perspective, nous montrons comment la médiation par les pairs peut apporter son concours pour agir en prévention contre les comportements inappropriés et irrespectueux. Les compétences travaillées sont autant de ressources qui viennent outiller les élèves pour qu'ils apprennent à s'auto-réguler et à envisager autrement les relations sociales et amicales, dans un esprit de tolérance et de respect mutuel.

Conn, C., Thomas ,David Vittle, Knight ,Cathryn, Greenway ,Charlotte, & and Formby, L. (2025). **Learner experiences of low attainment groups in the context of a rights approach to education**. *Pedagogy, Culture & Society*, *33*(3), 983-999. https://doi.org/10.1080/14681366.2024.2311640
Participation is seen as an important right for learners, though there is lack of evidence to understand learners' views on classroom practice. This includes decisions about grouping learners, for example, in terms of their prior attainment or perceived 'ability'. This research took place in Wales where children's rights are strongly promoted as an educational approach, but where there is also evidence of widespread attainment grouping in schools. Focus groups and interviews were carried out with secondary school learners in lower attaining groups (n = 70) and teachers and teaching assistants (n = 10) to understand experiences of learning support. Findings suggest strong learner satisfaction with groups, but also lack of movement between groups that reinforced ability hierarchies in schools and supported the development of negative identities for

some learners. There was a lack of consensus among educators about the purpose of attainment grouping, with some seeing it as a way of addressing systemic issues within the school.

Cristofoli, S. (2025). **En 2023-2024, l'absentéisme touche en moyenne 7 % des élèves du second degré public**. *Note d'Information*, (25.33), 1-4. https://doi.org/10.48464/ni-25-33
Au cours de l'année scolaire 2023-2024, en moyenne chaque mois, 7 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus dans les établissements publics du second degré.

Debarbieux, É. (2025, mai 27). **L'affaire de Bétharram, ce n'est pas du passé : interroger l'idéologie punitive en France**. Consulté 28 mai 2025, à l'adresse The Conversation website: http://theconversation.com/laffaire-de-betharram-ce-nest-pas-du-passe-interroger-lideologie-punitive-en-france-255242
Si le recours aux châtiments corporels est désormais condamné, l'idéologie qui a autorisé ces pratiques est loin d'avoir disparu en France.

Dueñas-Casado, C., Falla, D., Ortega-Ruiz, R., & Romera, E. M. (2025). **Moral disengagement in primary school children involved in cyberbullying, bullying, and cybergossip**. *Social Psychology of Education*, *28*(1), 85. https://doi.org/10.1007/s11218-025-10042-8
Moral disengagement is a cognitive mechanism that seeks to avoid the feeling of guilt in the face of transgressive behaviors and seems to be present in behaviors such as cyberbullying, cybergossip or bullying in adolescence. Few studies have explored this connection in the primary school years, even though gossip, bullying and cyberbullying are also frequent during these early years. The aim of this study was to examine, in primary school children, the relationship of aggression in bullying, cyberbullying, and cybergossip with moral disengagement, over a time interval of 18 months. The longitudinal study was conducted through different questionnaires with a final sample consisting of 507 schoolchildren (48.5% girls; M = 11.86; SD = 0.74). The results showed that there was a direct, significant relationship between involvement as an aggressor in cyberbullying behaviors and moral disengagement, but this relationship was not significant in aggressive behaviors in bullying and cybergossip. These results are discussed in relation to the importance of the formation of moral judgment during these years and its educational implications.

Erol, M., & Köksal, H. (2025). **The Effect of Friendship Education on Primary School Students' Psychological Well-Being and Peer Relationships**. *Child Indicators Research*, *18*(3), 1029-1052. https://doi.org/10.1007/s12187-025-10221-1
This study investigated the effect of friendship ties education (FTE) on primary school students' psychological well-being and peer relationships. We conducted the research using one of the quantitative research designs, the experimental design. The research study group consisted of 94 third-grade students enrolled in primary school who were divided into experimental, placebo, and control groups. This study was conducted with students in Istanbul in the spring semester of the 2021–2022 academic year. In the study, we applied FTE to the experimental group, applied cooperative learning (CL) to the placebo group, and did not apply any educational activity to the control group. We gathered the research data using a scale of psychological well-being and peer relationships. We analyzed the data obtained through the scales with the t-test and

ANOVA included in the SPSS package program. According to the findings, the experimental group's psychological well-being and peer relations scores were significantly higher than those of the control and placebo groups following activities. In addition, the placebo group students scored considerably higher than the control group regarding psychological well-being and peer relationships. The findings demonstrate the significance of FTE and CL for developing psychological well-being and peer relationships.

Gaëtan, R. M. (2025). ***Intersubjectivité, Empathie, Attachement -Sentiment sécure- : relation harmonieuse, loin de l'agressivité, du harcèlement.*** Consulté à l'adresse https://hal.science/hal-05060171
DES RECHERCHES QUI SOUTIENNENT LA PERSONNE, LES RELATIONS, LA SOCIALITÉ HARMONIEUSE : La Théorie de l'Attachement – recherche clinique-, tout comme les travaux d' Antonio Damasio et de son équipe- recherche fondamentale- considèrent la socialité comme consubstantielle à l'être humain, participant au "bien être et à l'équilibre-tremplin orienté vers l'avenir au niveau individuel, relationnel, social ". Leurs travaux ouvrent une incitation à bonifier la qualité relationnelle tout en fructifiant la réalisation personnelle. La Neurobiologie relationnelle nous permet d' en préciser plus encore les supports, et ces trois recherches nous permettent de proposer des situations présentées au niveau familial comme scolaire. L' empathie, l'intersubjectivité, le sentiment sécure , systèmes motivationnels, sont entrelacées et favorisent l'écoute de l'autre, la compréhension des diversités, le respect de l'autre dans la différence, la proposition d'une aide en situation difficile, le rejet du harcèlement et de la violence. L'éthique relationnelle est présente.

Garric, J. (2023). **Des collèges sous tension autour de la prise en charge des exclusions par les assistants d'éducation**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 169-188. https://doi.org/10.3917/lsdle.561.0169
Se fondant sur une enquête ethnographique menée dans trois collèges de l'éducation prioritaire renforcée, cet article décrit et analyse les relations conflictuelles entre les assistants d'éducation et les enseignants, exacerbées par la multiplication des exclusions ponctuelles de cours. Il expose les jugements négatifs adressés par les enseignants à propos des assistants d'éducation et réciproquement. Ces critiques apparaissent au cœur de la division morale et sociale qui structure les relations de travail dans les établissements de l'enseignement secondaire français. Elles révèlent des conflits de normes et de valeurs entre des agents scolaires placés dans des relations de travail hiérarchisées dans des établissements scolaires sous tension.

Grech, J. E. (2025). **A Case Study of Students' Wellbeing in a Post-Secondary School in Malta**. In *Language, Literature and Education: Research Updates Vol. 2* (p. 137-172). https://doi.org/10.9734/bpi/lleru/v2/4826
This study aims to fill a gap in research about the wellbeing of post-secondary students in Malta. It explores what students understand by the term wellbeing. Guided by Bradburn's studies on Subjective Wellbeing (SWB) theory, which emphasises the role of personal experiences in shaping wellbeing, findings can contribute to policy or practice, particularly regarding school improvements. Understanding and implementing the most appropriate strategies can positively affect academic performance, mental health, and student retention. This case study adopts a qualitative research methodology using semi-structured interviews as an ontological stance. Convenience sampling was used. Data

analysis employs the Braun-Clark (2021) method. To draw results and conclusions, an inductive interpretivist epistemological stance analysis approach is utilised. Results show that the interviewed students align with the positive factors outlined in the third domain of the 17 Sustainable Development Goals (SDGs) within the Agenda for Sustainable Development. Positive factors influencing wellbeing included personal, social, and cognitive aspects, with teacher support emerging as the most significant positive influence, while workloads and deadlines were identified as major negative factors. Students proposed several recommendations, including reducing their workload and deadlines, among other suggestions. In the concluding reflection, the researcher points out that perceived negative factors might not necessarily be inherently negative. Supportive teachers, identified as the most positively influential factor in schools, may play a key role in mitigating major perceived negative factors, such as heavy workloads and deadlines. The researcher questions whether decreasing workloads and deadlines effectively prepares students for future endeavours. These conclusions highlight the need for a further study to identify the most appropriate strategies for cultivating a growth mindset, fostering resilience through positive psychology, and equipping students with effective coping strategies.

Hamilton, A., Morgan ,S., Harland ,K., & and Murphy, B. (2025). **Embedding masculinities within a gender conscious relational pedagogy to transform education with boys experiencing compounded educational disadvantage**. *Pedagogy, Culture & Society*, *33*(3), 961-981. https://doi.org/10.1080/14681366.2024.2301726
Responding to a persistent gap in policy and practice, this paper offers a new gender conscious relational pedagogy, directly informed by boys and educators who have participated in Ulster University's longitudinal 'Taking Boys Seriously' research in Northern Ireland. The development of this pedagogy is grounded in the authentic voices of boys from disadvantaged communities whom despite encountering multiple models of masculinity within a contested society, are rarely provided with opportunities to explore and better understand these in relation to themselves and others. Transcending the boundaries of formal and informal education, we have found this gender conscious relational pedagogy to be highly significant in re-engaging boys in education, increasing their participation, confidence, emotional support, behavioural management, critical thinking, and reflexivity. Our work contributes to a gender-transformative research agenda (Keddie and Bartel 2021) committed to an emancipatory praxis that engages intentionally with boys and educators to examine gender socialisation processes with a focus on masculinities, re-shaping power relations within contextual educational communities, and improving educational experiences, opportunities, and outcomes for disenfranchised adolescent boys and ultimately all learners.

Jiang, J., Kwok, S. Y. C. L., & Deng, X. (2025). **Effects of social mistreatment, academic alienation, and developmental challenge on university students' well-being through coping strategies: A longitudinal study**. *British Journal of Educational Psychology*, *95*(2), 464-479. https://doi.org/10.1111/bjep.12730
Background Few studies have concurrently examined how different types of stressors influence university students' well-being through their use of coping strategies. Exploring such effects should enrich our understanding of how individuals develop strategies for coping with specific stressful situations and provide insights into the mechanisms by which different stressors impact students' well-being in higher education contexts. Aims This study investigated the effects of social mistreatment, academic alienation, and

developmental challenge on emotional and psychological well-being via approach and avoidance coping strategies. Sample The participants were 293 university students in Hong Kong (mean age = 21 years). Methods We collected three waves of data through longitudinal student self-reports and analysed them using structural equation modelling. Results Social mistreatment can lead to greater use of avoidance coping. Academic alienation can lead not only to a greater reliance on avoidance coping but also less use of approach coping. Developmental challenge can increase the use of approach coping. The effects of social mistreatment on emotional and psychological well-being were mediated by the use of avoidance coping strategies. Moreover, the effects of academic alienation on emotional and psychological well-being were mediated by the use of approach and avoidance coping strategies. Conclusions The results of this longitudinal study indicate the need to improve teaching practices or learning environments to reduce interpersonal and academic stressors due to their negative impact on coping and well-being. The results also have implications for helping students to adopt better coping strategies and promote their well-being.

Košir, K., Pivec, T., & Kozina, A. (2025). **Peer victimization and anxiety during COVID-19 pandemic: disentangling between and within person effects**. *Social Psychology of Education*, *28*(1), 77. https://doi.org/10.1007/s11218-025-10047-3
Peer victimization and anxiety are consistently positively correlated, though the longitudinal relationship remains inconsistent. Previous research often failed to account for the reciprocal relationship between traditional and cyber victimization, with limited evidence of the influence of broader societal factors. Thus, the present study aimed to longitudinally examine the relationship between victimization, cyber victimization, and anxiety within the specific context of the COVID-19 pandemic during one school year (2021/22), employing both the cross-lagged panel model and the random-intercept cross-lagged panel model. The study included 1766 students (58.5% females; Mage= 15.33; SD = 1.20) from lower- and upper-secondary schools in Slovenia who participated in three time-points with approximately 8 weeks apart, with T1 occurring before school closures, T2 during school closures (which lasted 17–21 weeks), and T3 after school closures. Findings revealed that the relationship between anxiety and victimization changed across the school year. The results of the cross-lagged panel model indicated that traditional victimization in T1 positively predicted anxiety in T2, and anxiety in T2 positively predicted traditional victimization in T3. Cyber victimization at T2 predicted lower anxiety at T3. The results of the random-intercept cross-lagged panel model showed that t the within-person level, students experiencing more cyber victimization than expected reported greater subsequent victimization, especially after school closures. The study provides insights into the dynamics of the relationship between peer victimization and anxiety during a specific period of school closure. The findings do not fully align with any single theoretical model, highlighting the complexity of these interactions in the pandemic context. This study underscores the need to consider broader socio-environmental factors in understanding the relationship between peer relationships and psychosocial outcomes.

L'intervention éducative à l'aune de la diversité et du bien-être. (2025). Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/3268_9782760561823.pdf
Menabò, L., Skrzypiec, G., Slee, P., & Guarini, A. (2025). **What roles matter? An explorative study on bullying and cyberbullying by using the eye-tracker**. *British Journal of Educational Psychology*, *95*(2), 249-269. https://doi.org/10.1111/bjep.12604

Background Bullying and cyberbullying are serious public health concerns that involve more roles beyond the bully and the victim (pro-bullies, defenders, bystanders). However, students often perceive the phenomena as dyadic. Aim The purpose was to examine students' perceptions of different roles when observing bullying and cyberbullying scenes combining implicit (attention by using the eye-tracker) and explicit (verbal reports) measures. Sample We included 50 Italian students (aged 10–11). Methods Students watched 12 drawings of different types of bullying and cyberbullying while their gaze was tracked, and subsequently described each drawing verbally. We ran repeated measure ANOVAs to compare attentional indexes (fixation count, visit count and total fixation duration) in observing roles and Cochran's Q test to evaluate differences in the verbal identification of roles. Results Overall, the victim and bully were the most observed and identified roles in every type of bullying and cyberbullying scenario. Concerning the other roles, a discrepancy was observed between the implicit and explicit measures since although it was greatly identified, the pro-bully received less attention, and while the bystander received great attention, it was mentioned less. Finally, the defender was more observed and identified in physical bullying and cyberbullying. Conclusions Our study points out for the first time the dyadic perception of the phenomena among adolescents using implicit and explicit measures and sheds light on differences among the roles in different forms of bullying. Further research including the eye-tracker would be worthwhile given the possibility of exploring the phenomena from different perspectives.

Oriol, X., Miranda, R., Varela, J., & Garcia, N. (2025). **Bullying Victimization and Subjective Well-Being in 10- and 12-year-Old Children from 24 Countries: The Buffering Effect of Family and Teacher Support**. *Child Indicators Research*, *18*(3), 1073-1100. https://doi.org/10.1007/s12187-025-10226-w
Bullying victimization in children is a recognized public health concern in many countries worldwide. Specifically, studies have consistently demonstrated that bullying victimization is one of the indicators that most significantly and negatively influences the subjective well-being (SWB) of children. Following this assumption, a study was conducted to examine the impact of bullying victimization on subjective well-being among 75,877 students aged 10 and 12 years across 24 countries. Additionally, the moderating role of support from teachers and family members in the relationship between bullying victimization and subjective well-being was investigated using structural equation modeling (SEM) analysis. The results show that, in many countries, there is an interaction effect of both family support and teacher support figures in both age groups (10 and 12 years). However, significant variability in these interaction effects was observed across countries, and in some countries, no moderating effect was detected. Specifically, in the 12-year-old group, a larger number of countries show no interaction effect from any adult support figure in the relationship between bullying victimization and SWB. The findings are discussed with a focus on the buffering effects of both types of support, the variability observed across countries, and the practical implications of these results.

Perez, J.-M. (2025, mai 11). **Les micro-violences éducatives ordinaires : un impensé de l'institution scolaire ?** Consulté 2 juin 2025, à l'adresse The Conversation website: http://theconversation.com/les-micro-violences-educatives-ordinaires-un-impense-de-linstitution-scolaire-253794

Certaines paroles tenues en classe ou certaines attitudes d'enseignants peuvent durablement blesser des élèves sans forcément être perçues comme des violences. La recherche éclaire cet angle mort.

Raveaud, M. (2025). **Omar Zanna, Éduquer par le corps à l'empathie. Favoriser le bien-être et les apprentissages contre la violence et le harcèlement**. *Revue internationale d'éducation de Sèvres*, (98), 49-51. https://doi.org/10.4000/13wiu
Depuis bientôt trente ans, Omar Zanna, sociologue et psychologue de formation, se saisit du corps pour développer la compréhension de soi et la prise en compte d'autrui. Son travail sur l'empathie, visant à renforcer le lien social et à prévenir la violence, a commencé dans les prisons et l'a conduit jusqu'à l'école. En milieu carcéral, Zanna rencontre des mineurs détenus pour crimes violents. Ils assument leurs actes et comprennent leurs conséquences pénitentiaires, sans pour autant être à m...

Simar, C., Cury, P., Monier, M., Jourdan, D., Denois, V. R., Desmoriaux, D., & Pironom, J. (2025, mai 13). ***Health Promoting School in France Alliance project: a moderated mediation model by socio emotional learning***. Présenté à 25th IUHPE world conference on health education « Settings for planetary health & well-being ». Consulté à l'adresse https://uca.hal.science/hal-05068960
Background/Objectives "Setting approach" is fundamental to theory in health promotion (Green, Poland & Rootman, 2000) This approach is effective to improve health in common setting such "sport club" (Geidne et al., 2019) or school (WHO, 2021), and "supersetting approach" is recommended to foster "health literacy" (Jenkins et al., 2023). One of the issue for "setting approach in schools" is to use validated and standardized assessment instruments (Miñana-Signes et al., 2021) in order to analyze its impact especially on children's socio-emotional competencies (Lee, 2020). Since 2019, the Alliance project has supported 101 schools in Auvergne-Rhône-Alpes of France, aiming to improve pupils' health behaviours, life skills, and health literacy through professional training, resources, and support. This study aims to examine how the development of educational practices promoting health and strengthening protective factors, such as life skills, play a mediating role between pupils' health behaviors and pupils' and schools' characteristics? Methods Quantitative data were collected via questionnaires administered to pupils and teachers, before implementation (2019, T0, n=3107 / n=243) and during two follow-ups (2021, T2, n=4480 / n=93 and 2022, T3, n= 4045 / n=76). Pupils' questionnaire measured their wellbeing at school, health habits, psychosocial competencies and families' socio-economic level. Teachers were questioned about their perceptions and practices in health education. Factorial analyses identified 6 dimensions on pupils' health behaviors. Then, multilevel mediation effect of one dimension – socio-emotional competencies - were tested between pupils' health behaviors and (1) pupils' and schools' characteristics and (2) teachers' practices. Results Descriptive and bivariate analysis indicate several improvements between years in their health habits like for example daily physical activities (6% for T0 and 16% for T2) or daily consumption of sweets (17% for T0 and 13% for T2). They confirm negative influence of risk factors as low socio-economic level on health behaviours and positive influence of a high level of psychosocial competencies. Mediation analysis show that socio-emotional competencies, especially social competencies, mediate significatively this influence. Mediating effects range from 5% to 93%. Multivariate multilevel models are in progress. These results highlight the importance of developing life skills within the school setting.

Smarelli, G., & Wong, Y. N. (2025, avril 30). **School Violence Context in Low- and Middle-Income Countries**. Consulté 2 juin 2025, à l'adresse Center For Global Development website: https://www.cgdev.org/media/school-violence-context-low-and-middle-income-countries
Data on school violence has been scattered and difficult to access, especially at the country level. This data hub and interactive map brings together statistics from 92 low- and middle-income countries on bullying, corporal punishment, sexual violence, and more. We hope this tool motivates further data collection efforts and helps drive concrete action to end violence against children in and around schools.

Thémines, J.-F., & Saint Martin (de), C. (2025). **Un état des lieux des recherches sur les espaces d'apprentissage universitaires**. *Recherches en éducation*, (59). https://doi.org/10.4000/140u4
Les espaces d'apprentissage universitaires sont au cœur d'enjeux politiques qui peuvent être analysés à partir de leur production et de leurs usages. Utilisé diversement en lien avec les disciplines de référence des auteurs, le terme d'espace est rarement considéré dans sa définition géographique. Nous proposons ici un état des lieux des recherches sur ces espaces, articulé autour du triplet conceptuel d'Henri Lefebvre : espace perçu - espace conçu - espace vécu. Comment la conception des espaces universitaires pèse-t-elle sur les pratiques qu'en ont les étudiants ? À quelles conditions peut-on parler de leur appropriation comme espaces d'apprentissage par les étudiants ? Quels repères conceptuels et pragmatiques sont proposés pour des espaces qui soutiennent le processus de transformation sociale que l'on peut attendre de l'Université ? Nous examinons ces questions à partir de la dialectique politiques/production des espaces d'apprentissage universitaires, des façons dont ces espaces sont appropriés, des liens entre espaces et apprentissages.

Ward, C., Kim, I., & Stuart, J. (2025). **Diversity-receptiveness in higher education: Perceived multicultural norms, well-being and attitudes toward international students**. *Social Psychology of Education*, *28*(1), 83. https://doi.org/10.1007/s11218-024-09979-z
Despite recent developments in diversity climate research, few studies have explicitly examined perceived multicultural norms within educational contexts. This paper describes the construction and validation of the Normative Multiculturalism Scale for Educational Institutions (NMS-EI). Grounded in social, political, and acculturation psychology, the three-factor structure—Multicultural Ideology (MI), Multicultural Contact (MC), and Multicultural Policies and Practices (MPP)—was tested and confirmed in a sample of 684 culturally diverse university students in New Zealand. Correlations with validation measures, e.g., personal attitudes toward diversity and perceived institutional norms for intercultural contact and pro-diversity practices, supported the convergent and criterion validity of the subscales. In a second study with 347 culturally diverse university students in the U.S.A., structural equation models assessed the direct and indirect effects of the NMS-EI subscales on attitudes toward international students and psychological well-being as mediated by perceived threat and sense of inclusion, respectively. Results indicated that MI had a positive direct effect on intergroup attitudes and a positive indirect effect via diminished threat. Furthermore, MI and MPP had positive indirect effects on psychological well-being through an increased sense of inclusion. MC was unrelated to either outcome. The results are discussed in terms of their application to the development of programs and policies that can enhance diversity-receptive environments in higher education institutions.

Évaluation des dispositifs d'éducation-formation

Fouchet, K., & Millon Faure, K. (2024). **" Tu veux travailler sur quoi, aujourd'hui ? ". Étude d'un dispositif de travail sur les techniques visant à developper la motivation des élèves et à differencier les enseignements**. *Petit* x, (120). Consulté à l'adresse https://hal.science/hal-05067148
Nous étudions un dispositif mis en place par trois enseignants de mathématiques de collège pour faciliter l'apprentissage de certaines techniques par leurs élèves. Ce dispositif, inspiré des plans de travail, vise à mettre en place une progression adaptée aux besoins de chaque élève. À partir de l'analyse d'entretiens d'élèves et d'épisodes de séances de classes, nous tentons de déterminer dans quelle mesure ce dispositif peut entrer dans une démarche de différenciation pédagogique. Nous nous demandons également s'il pourrait favoriser la motivation des élèves notamment en développant leur autonomie. Cette étude nous permettra de mettre en évidence plusieurs des points positifs de ce dispositif en ce qui concerne ses effets sur les possibilités d'apprentissage des élèves, mais également certaines questions qui pourraient servir de points de départ pour d'éventuelles pistes d'amélioration.

Guete, L. A. (2024). ***La réussite et le décrochage à l'université : l'effet d'un programme d'intervention sur l'état d'esprit, la motivation et la ténacité*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-05039032
Une fois qu'a commencé à être relevé le défi de l'accès à l'enseignement supérieur, un autre enjeu est apparu pour les universités : le décrochage des étudiants, spécialement dans les premières années d'étude. Nous avons constaté qu'il s'agissait d'un de défis auquel sont confrontées la plupart des institutions d'enseignement supérieur du monde occidental (Dupont et al. 2015), que ce soit dans un pays développé ou non.Cette étude vise à approfondir la compréhension du décrochage universitaire et à prévenir ce phénomène dans les premiers cycles, en intégrant de nouvelles perspectives théoriques issues de la psychologie sociale cognitive. Pour cela, nous nous sommes appuyés sur la théorie des états d'esprit, qui suggère que les croyances sur la nature de l'intelligence peuvent influencer le rapport à l'effort, à l'échec, ainsi qu'à la motivation, des éléments essentiels pour la réussite académique en première année de licence.Nous avons conduit une étude auprès de 436 participants appartenant à trois universités privées de Barranquilla, en Colombie. Nous voulons tester l'effet d'un programme d'intervention psychosociale basée sur l'état d'esprit de développement, sur les croyances concernant la nature de l'intelligence, sur la motivation et la ténacité. Nous avons également analysé le niveau socioéconomique comme une variable médiatrice et les notes pour déterminer si le programme d'intervention aurait un impact sur celles-ci. Les résultats de cette étude mettent en lumière les effets positifs d'un programme d'intervention sur l'état d'esprit de développement, en particulier lorsqu'il est associé à des éléments de pleine conscience. L'étude confirme que ces interventions peuvent transformer la perception de la nature de l'intelligence chez les étudiants, en les aidant à croire en la malléabilité de leurs capacités intellectuelles. De plus, elle semble particulièrement bénéfique pour les étudiants issus de milieux socioéconomiques défavorisés, contribuant ainsi à réduire les inégalités en matière de réussite scolaire. Nous avons pu confirmer que les étudiants qui ont montré des changements plus significatifs dans leurs croyances sur la nature de l'intelligence étaient ceux qui appartenaient aux strates basses et moyennes, ce qui nous permet de proposer un axe de recherche qui puisse approfondir l'état d'esprit de

développement dans des contextes socioéconomiques comme celui de la Colombie. Les résultats obtenus dans notre étude nous ont donné des pistes pour continuer à approfondir la recherche sur les états d'esprit dans l'enseignement supérieur.

Herrmann, S., & Bach, K. M. (2025). **Ability grouping in German secondary schools: The effect of non-academic track schools on the development of Math competencies**. *British Journal of Educational Psychology*, *95*(2), 578-602. https://doi.org/10.1111/bjep.12741
Background Differences in competence gains between academic and non-academic track schools are often attributed to selection effects based on students' primary school performance and socioeconomic status (SES). However, how the competencies of comparable students (in terms of school performance and social background) at different tracks develop is often neglected. Aims We investigated whether comparable students diverge in their math competencies due to attending different types of secondary schools, contributing to the ongoing debate on whether inaccurate stratification may lead to disadvantages. Methods Using data from the National Education Panel Study (Kindergarten Cohort SC2, N = 4180), we examined students' competence development from the fourth to seventh grade. We employed a quasi-experimental design (propensity score weighting, PSW) comparing similarly capable students at academic and non-academic school tracks to make causal inferences. The outcome variable was students' math competence in seventh grade. PSW used fourth-grade competency measures in math and reading and other variables such as sex, migration background, SES, class composition, special educational needs, school grades and school location. Results Results revealed a significant average treatment effect on the treated, indicating that comparable students attending non-academic track schools show lower math performance than those at academic track schools. Conclusion Non-academic tracks seem to hinder the full development of students' competencies. We conclude that the effects of preconditions like the students' SES, ability and aspirations on competence development are lower than assumed and that school learning environments should be given greater importance. We discuss practical solutions and provide suggestions for future research.

Plé, É. (2025). **La main à la pâte : une rénovation de l'enseignement des sciences à l'échelle internationale**. *Revue internationale d'éducation de Sèvres*, (98), 21-28. https://doi.org/10.4000/13wib
En 1995, Georges Charpak crée, avec deux autres académiciens des sciences, les français Pierre Léna et Yves Quéré, l'opération La main à la pâte (Lamap). Georges Charpak, fils d'immigrés polonais, arrivé à l'âge de 7 ans en France, a toujours considéré qu'il avait une dette envers cette « école de la République », qui a fait ce qu'il est devenu. Auréolé de son prix Nobel de physique (1992), mais aussi consterné d'apprendre que les sciences de la nature sont très peu pratiquées à l'école prima...

Setren, E. (2025). ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Program*** (Working paper N° 33623). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33623
Over sixty years following Brown vs. Board of Education, racial and socioeconomic segregation and lack of equal access to educational opportunities persist. Across the country, voluntary desegregation busing programs aim to ameliorate these imbalances and disparities. A longstanding Massachusetts program, METCO, buses K-12 students of

color from Boston and Springfield, Massachusetts to 37 suburban districts that voluntarily enroll urban students. Supporters of the program argue that it prepares students to be active citizens in our multicultural society. Opponents question the value of the program and worry it may have a negative impact on suburban student outcomes. I estimate the causal effect of exposure to diversity through the METCO program by using two types of variation: difference-in-difference analysis of schools stopping and starting their METCO enrollment and two-stage least squares analysis of space availability for METCO students. Both methods rule out substantial test score, attendance, or suspension effects of having METCO peers. Classroom ability distribution and classroom suspension rates remain similar when METCO programs start and stop. There is no negative impact on college preparation, competitiveness, persistence, or graduation.

Formation continue

Alqahtani, R. N., & Almassaad, A. Z. (2025). **The Effect of a training program based on the (TAWOCK) model for teaching computational thinking skills on teaching self- efficacy among female computer teachers**. *Education and Information Technologies*, *30*(5), 6687-6705. https://doi.org/10.1007/s10639-024-13088-x
The aim of research is to reveal the effect of a training program based on the TAWOCK model for teaching computational thinking skills on teaching self-efficacy among computer teachers. It used the quasi-experimental approach, with a pre-test and post-test design with a control group. An electronic training program based on the TAWOCK model was designed, and prepared (teaching self-efficacy scale). The research sample included (42) female teachers in the experimental group, and (39) female teachers in the control group. The research reached: There was a statistically significant difference at the level ($\alpha \leq 0.05$) between the mean scores of computer teachers in the experimental and control groups in the post application; In favor of the experimental group, the value of the ETA square for the total scale of teaching self-efficacy was (0.613); Which indicates the size of significant impact on the self-teaching effectiveness of female computer teachers. There was also a statistically significant difference at the level ($\alpha \leq 0.05$) between the mean scores of computer teachers in the experimental group in the pre and post applications; In favor of the post application, the value of Cohen's coefficient for the total scale of teaching self-efficacy was (1.26).

Bruguera, C., Pagés ,Carmen, Peters ,Mitchell, & and Fitó, À. (2025). **Micro-credentials and soft skills in online education: the employers' perspective**. *Distance Education*, *46*(1), 56-76. https://doi.org/10.1080/01587919.2024.2435645
This paper explores the potential of online micro-credentials, a novel learning approach that awards credentials after short educational experiences, as a viable solution to bridging the soft skills gap in the workforce. Using a qualitative foresight research design, the study analyzes and synthesizes insights gathered from 85 in-depth interviews with key labor market stakeholders. The results emphasize how employers generally view online micro-credentials as a feasible and flexible way for professionals to engage in training, although employers underscore various challenges associated with online micro-credentials in soft skills that distance education must take into consideration. The article concludes with recommendations for strategic micro-credential course designs which should be developed with a practical orientation for real-world simulation and application using novel pedagogical approaches. Accordingly, micro-credentials

tailored to soft skills development need to be designed and implemented in settings that closely resemble real-life scenarios.

Cloet-Sanchez, A.-M. (2024). **La formation continue des enseignants comme relation de service : une ingénierie didactique professionnelle pour la faire évoluer**. *Travail et Apprentissages*, *27*(1), 81-95. https://doi.org/10.3917/ta.027.0081

Elacqua, G., Nascimento, D., Cruz, T., Princiotti, V., & Callegari, C. (2025). **Training Leaders for School Management in Pernambuco**. *IDB Publications*. https://doi.org/10.18235/0013489
In this Technical Note, we document the unique experience of the state of Pernambuco in restructuring its School Management Training Program (Progepe), adopting the Certificate in Education Finance (CFE) from Georgetown University as its methodological framework. For the first time, the course included educational finance modules, and the study aimed to analyze the profile of the future school managers participating in the program, as well as their perceptions and prior and post-training knowledge regarding education funding at national, local, and school levels. The methodology consisted of administering questionnaires at two different points in the Progepe course: before the program began (Wave I) and at the end of the training (Wave II). The analysis of responses (N5,586) allowed us to identify changes in participants' perceptions regarding various aspects of financial management in education. The key findings from the longitudinal analysis revealed important progress, particularly in the understanding of the concept of efficiency in education funding, as well as improvements in participants' comprehension of the expenditure structure of a Department of Education, with an increase in the recognition of teachers' salaries as the main spending component. The pseudo difference-in-differences analysis did not identify statistically significant patterns of heterogeneous learning among different participant profiles. In conclusion, the Progepe experience demonstrates the relevance and potential of continuing education programs focused on education finance for school managers. However, the study also highlights the need for continuous improvement in such training programs and for more structural changes in the initial training of teachers to strengthen financial management in schools more comprehensively. The lessons learned from Progepe may serve as a reference for other training initiatives in education management, both in Brazil and in other Latin American contexts.

Estournet, M. (2024). ***Formation infirmière, entre enseignements universitaires et formation professionnalisante : Réflexion pour la construction d'un modèle d'apprentissage hybride*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-05083242
Depuis plus de cent ans, les réformes successives du référentiel de formation pour devenir infirmier, ont été sources de nombreux débats, sans pour autant circonscrire le métier de formateur en institut de formation en soins infirmiers. Mais depuis peu, des études tentent de délimiter les missions et la place de ce dernier dans le paysage hospitalo-universitaire. Cependant, les résultats de ces recherches ont, dans la grande majorité, été construits sur la base de questionnaires informels, marquant plus le caractère prescriptif du métier, que la réalité du terrain. Cette étude est donc l'occasion de répondre à cette lacune, dans la mesure où, pour projeter un métier dans l'avenir, il faut en connaitre les contours. En partant de l'histoire d'une profession, somme toute peu documentée, en cherchant à retrouver les origines du métier de formateur, le rôle et les activités qu'il effectue, nous

avons tout d'abord défini ce métier, de manière générale. Puis, à partir d'entretiens initiaux auprès d'un corpus de cadres de santé exerçant en IFSI, nous les avons ensuite catégorisés, en fonction, entre autres, des variables d'ancienneté en formation ou de diplomation. Cette classification étant insuffisante pour comprendre l'activité réelle du formateur et sa capacité à s'adapter en permanence aux contraintes de son environnement, nous avons poursuivi nos travaux par des captations vidéo en salle de cours et des entretiens d'explicitation. Ainsi, l'objectif avoué de ce travail est d'une part, d'affirmer une identité sociale propre au métier de formateur, sans pour autant exfolier sa part soignante. D'autre part, il cherche à mettre en évidence une logique de perméabilité entre les champs disciplinaires et les champs professionnels, logique qui a traversé l'ensemble de ce travail. Enfin, il met en lumière la place de l'analyse des pratiques professionnelles, non pas de soignants, mais de formateurs, comme un facteur d'équilibre dans le dispositif d'apprentissage, pour des acteurs, engagés intellectuellement, dans une communauté de pratiques internationales, tout en certifiant l'évolution de leurs pratiques.

Ferguson, R. (2025). **Micro-credentials and wellbeing**. *Distance Education*, *46*(1), 123-129. https://doi.org/10.1080/01587919.2025.2460008
Although short, accredited courses have existed in various forms for many years, it is only recently that universities have begun to offer micro-credentials. These courses are typically offered as a precursor or an adjunct to a full graduate or postgraduate programme and only rarely fully integrated within those programmes. As a result, micro-credential learners may not have access to the full range of support services available to registered students. This is a potential problem at a time when, in the wake of Covid, concerns about the mental health and wellbeing of students are increasing. This critical commentary identifies some of the barriers and enablers associated with the wellbeing of those studying micro-credential and suggests ways in which universities could provide support at different stages of the learner journey.

Jun, H.-J., Jia, Y., & Kulo, V. (2025). **Investigating factors associated with faculty perspectives on changes in teaching modalities within health professions education programs**. *Education and Information Technologies*, *30*(5), 5635-5654. https://doi.org/10.1007/s10639-024-13034-x
Educators in higher education institutions swiftly transitioned from face-to-face to online and remote classes to mitigate physical contact risks and ensure student and faculty safety during the pandemic. However, this abrupt shift presented both personal and institutional challenges in redefining the expectations and roles of instructors and learners in online teaching and learning activities. Despite the critical importance of understanding faculty perspectives on these teaching modality changes, limited research exists on the factors associated with faculty perspectives on transitioning from face-to-face to online teaching, particularly with a diverse sample. This study aims to address this gap by exploring factors associated with faculty perspectives on teaching modality changes in health professions education programs, utilizing a novel self-reported instrument. An online survey was distributed to assess various aspects, including teaching, social, and cognitive presence, self-efficacy, transition experience, and favorability towards online teaching. Data were collected from 117 faculty members across six U.S. institutions in 2021. Exploratory factor analysis revealed four distinct underlying factors: Community of Inquiry (CoI), self-efficacy, commitment, and favorability of online teaching. Results from multiple linear regression models indicated

that previous online teaching experience was statistically significantly associated with the CoI score. The findings underscore the importance of professional development initiatives and the establishment of best practices in online teaching to support faculty in navigating and succeeding in the post-pandemic online teaching environment.

Kettunen, J., Barnes, S.-A., Bimrose, J., Brown, A., & Vuorinen, R. (2025). **Career experts' conceptions of systems development in lifelong guidance**. *International Journal for Educational and Vocational Guidance*, *25*(1), 231-249. https://doi.org/10.1007/s10775-023-09595-x
This article reports the findings from a phenomenographic study of career experts' conceptions of systems development in lifelong guidance settings. The results show that conceptions of systems development in lifelong guidance varied from minimal, aspirational, strategic to systemic. By exploring the logical relationship between qualitatively different conceptions, it provides policymakers and other stakeholders with a way of holistically viewing the varying levels of lifelong guidance systems development. The matrix presented in this article may serve as a catalyst for reflection on crucial elements, such as legislation, leadership and cooperation, that have the potential to improve systems development in lifelong guidance.

Li, X., Chai, H., Cao, W., Zhao, X., & Pi, Z. (2025). **The importance of aligning instructor age with learning content in designing instructional videos for older adults**. *Education and Information Technologies*, *30*(5), 5701-5726. https://doi.org/10.1007/s10639-024-13057-4
With the increase in life expectancy and the rapid advancement of digital technology, older adults often face challenges where formal learning opportunities are scarce. Consequently, they are compelled to rely on instructional videos for continuous learning. However, many older adults struggle with low self-efficacy and motivation. Although previous studies on instructional videos have investigated how the design of video lectures can promote learners' self-efficacy, these studies predominantly focus on young populations. The present study aims to test the interaction effects of a lecturer's age (young vs. older adults) and the type of learning content (Traditional Chinese Medicine (TCM) health preservation vs. digital technology) in instructional videos. The results indicated that in instructional video lectures on TCM health preservation, older adults demonstrated better learning performance when instructed by an older lecturer compared to a young one. Conversely, in instructional video lectures on digital technology, older adults exhibited better learning performance, higher motivation, and greater activation in FEFs, dlPFC, and SMC, when instructed by a young lecturer compared to an older one. Our findings have significant implications for the design of instructional videos for older adults.

Long, Y., Zhang, X., & Zeng, X. (2025). **Application and effect analysis of virtual reality technology in vocational education practical training**. *Education and Information Technologies*, *30*(7), 9755-9786. https://doi.org/10.1007/s10639-024-13197-7
This paper conducts a comparative analysis and thorough investigation on the theme of the application and effect of virtual reality technology in vocational education practical training. It explores the advantages of virtual reality technology in enhancing the effectiveness of vocational education practical training, as well as student satisfaction and interest in learning. The study finds that virtual reality technology can significantly improve students' mastery of theoretical knowledge and proficiency in practical skills, while also enhancing their satisfaction and interest in learning. However, the research

also reveals some limitations and challenges in its current application, such as high equipment costs and insufficient specialized teaching resources. Based on the research findings, this paper provides practical suggestions for vocational education practical training and offers prospects for future research directions and technological development trends.

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 ?*** (These de doctorat, Université de Lorraine). Consulté à l'adresse https://theses.fr/2024LORR0237

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'Ecole 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.

Moore, R. L., Lee ,Sophia Soomin, Pate ,Amanda Taylor, & and Wilson, A. J. (2025). **Systematic review of digital microcredentials: trends in assessment and delivery**. *Distance Education*, *46*(1), 8-35. https://doi.org/10.1080/01587919.2024.2441263
This systematic review synthesizes 14 peer-reviewed studies from 2015 to 2023, focusing on the assessment methods and delivery of digital microcredentials. Microcredentials provide specialized, focused content and recognize professional learning or competency in specific skills. This paper defines digital microcredentials as those offered in an online environment. Findings from our systematic review reveal that most digital microcredentials are utilized in education, particularly for teacher professional development, and are delivered through learning management systems combined with digital badges. However, a significant gap exists in integrating AI-driven tools for formative and summative assessments. The review also identifies variability in program structure, with some microcredentials offering personalized learning paths and others following standardized content. We conclude with implications for practice that provide insights into broadening the reach and impact of digital microcredentials. These insights emphasize the need for future research to optimize assessment practices, balance structured and flexible learning designs, and further explore the role of value propositions for learners in digital microcredential programs.

Patterson, L., & and Hepburn, G. (2025). **Implementing a competency-based assessment approach to micro-credentials**. *Distance Education*, *46*(1), 95-112. https://doi.org/10.1080/01587919.2024.2441247
Although there is no globally accepted definition to guide micro-credential activity in higher education, many seek to boost the employability prospects of earners. To do this well, micro-credentials need to indicate skills and competencies. Assessment ensures those skills and competencies are verified, enabling trust and communication in the labor market. But, what type of assessment best addresses the career-oriented goals of micro-credential initiatives and learners? This study focuses on a single case in a Canadian university school of continuing education. The purpose of the case is to support practitioners and leaders through a detailed account of one approach to micro-credential program development and the context that surrounds it. The case describes a competency-based approach to micro-credentials with a focus on authentic assessment design with the goal of improving employment outcomes. Operational implications are outlined including policy development, community consultation, backward design processes, team composition, and branding.

Pellas, N. (2025). **Comparing quality and autonomous learning of teacher professional development programs in MOOCs and LMS**. *Education and Information Technologies*, *30*(7), 9005-9039. https://doi.org/10.1007/s10639-024-13154-4
Teacher professional development (TPD) programs face several challenges in fostering active participation and ensuring high-quality learning experiences compared to traditional approaches. While online TPD programs offer flexibility, concerns remain about their effectiveness in promoting high-quality content and autonomous learning. This study aims to address these concerns by comparing the effectiveness of Massive Open Online

Courses (MOOCs) and Learning Management Systems (LMS) in enhancing teacher autonomy and perceptions of TPD program quality. A cross-sectional study was conducted to examine how these platforms influence teachers' perceptions of key TPD quality indicators, including clarity, structure, cognitive stimulation, collaboration, and practical relevance, as well as the development of their autonomous learning. The current study also explored how individual teacher characteristics such as certification level, experience, and gender, might influence these effects. A total of 108 teachers (n = 108) participated in TPD programs delivered through either MOOCs (12 courses) or LMS (14 courses). The results indicate that while both platforms received positive evaluations, MOOCs exhibited slightly higher overall ratings for quality indicators. Additionally, participants enrolled in MOOCs reported significantly greater autonomous learning development compared to those using LMS. Moreover, higher certification and experience levels were associated with more positive perceptions of TPD quality across both platforms. This study contributes to the field by highlighting the potential for both MOOCs and LMS to support high-quality TPD, which can foster teacher autonomy, while also emphasizing the importance of considering individual teacher characteristics in TPD program design.

Peters, M., Beirne ,Elaine, & and Brown, M. (2025). **Micro-credentials and their implications for lifelong learning–global insights and critical perspectives**. *Distance Education*, *46*(1), 1-7. https://doi.org/10.1080/01587919.2025.2463137

Pogent, F. (2025). **Configuration d'enseignement / configuration d'apprentissage (en e-formation) Dynamique des professeurs des écoles en formation continue**. *Adjectif : analyses et recherches sur les TICE, Références 2025 S1*, https://adjectif.net/spip.php?article641 & lang=fr. Consulté à l'adresse https://hal.science/hal-05065788
This study looks at the impact of the widespread use of digital technology on human activity, particularly in the context of training activities. More concretely, our concern here is to question the hybrid training environment initiated in 2013 by the Ministry of National Education (M@gistère) and which has been reaffirmed as one of the main methods of continuing education for the staff of the Ministry of National Education, Youth and Sport. The survey presented here has two main objectives: 1) to produce objective knowledge of the activity deployed or mobilised in the relationships (couplings) between the players and the training environment, based on an analysis of perceptions, concerns, expectations, appropriations, ways of doing things, dynamics and trends, and forms of instrumentation; 2) on these bases, to contribute to the design of digital continuing education environments and to the effectiveness of the support given to school teacher in their professional development. On the first point, this study reveals a diversity of modes of appropriation of training environments and the resulting effects. In particular, it points to a lack of congruence between the postures adopted by school teacher when they move from the role of learner to that of teacher and vice versa.

Pouliou, A. (2025). **Deepening the focus on microcredentials—labour market sector relevance, quality and inclusion: a critical commentary**. *Distance Education*, *46*(1), 113-122. https://doi.org/10.1080/01587919.2025.2453457
The massive increase in microcredentials could potentially increase opportunities to participate in learning and training, but the realities are more complex. The purpose of this commentary is to provide an overview of the relevance of microcredentials in the

landscape today, with reference to the labour market, the extent to which they are trusted (quality assurance processes), and how they relate to current discussions on inclusion. The commentary also makes references to the relevance of these areas to distance learning. Taking into consideration that microcredentials operate at different levels and institutional contexts, the author highlights the need for careful consideration of the labour market sector relevance, while touching on the challenges and need to ensure they meet quality assurance stipulations. Finally, the potential use and accessibility of microcredentials for social inclusion among learners, notably disadvantaged groups or individuals, is discussed.

Smeplass, E. (2025). **Nurturing inclusivity and professional growth among vocational teachers through communities of practice**. *Pedagogy, Culture & Society*, *33*(3), 785-804. https://doi.org/10.1080/14681366.2023.2268108
This article critically examines the intricate balance between instrumentalism and the pursuit of a comprehensive perspective within higher education. Specifically, the study investigates the experiences of vocational teachers enrolled in a master's program at a Norwegian university, as they grapple with the challenge of reconciling academic requisites with their vocational expertise. Drawing on the transformative conduit of 'communities of practice' introduced by Lave and Wenger, the research addresses this multifaceted undertaking. Embracing an educational approach that values adult learners' prior experiences, the article advocates for the cultivation of communities of practice. This approach facilitates the exchange of insights and collaborative learning, empowering vocational teachers to adeptly navigate the academic landscape while integrating their vocational wisdom. The analysis illustrated how the program's curriculum, incorporation of real-world experiences, and development of diverse study techniques can enhance learning outcomes. Through Lave and Wenger's theoretical framework and its practical application, the article contributes to the discourse on fostering inclusivity within higher education. Centring on vocational teachers, who bring invaluable practical experiences, our study emphasises the potential to nurture engagement, bridge the gap between past experiences and the acquisition of new knowledge and skills, and ultimately cultivate a more inclusive and impactful academic environment.

Varadarajan, S., Koh ,Joyce Hwee Ling, & and Daniel, B. K. (2025). **Institutional readiness for the implementation of micro-credentials in higher education**. *Distance Education*, *46*(1), 36-55. https://doi.org/10.1080/01587919.2024.2442017
Micro-credentials (MCs) are gaining traction in higher education, aligning with Open, Flexible, and Distance Learning (OFDL) ideals. Despite the growing interest, their full impact on academia is still being debated. This highlights the need for research into the institutional factors essential for integrating MCs successfully, particularly as they bridge traditional education with OFDL modalities. Our study utilized the Delphi method, engaging 12 experts on MCs in higher education. These professionals shared their experiences and the challenges of implementing these programs. A thematic analysis yielded an Institutional Readiness for MC Implementation (IRMI) framework with 12 dimensions, revealing key internal and external factors that offer both operational and strategic approaches for successful MC implementation. These include human and financial resources, infrastructure, accreditation, governance, curriculum, transferability, competitor, partnership, market demands, industry standards, and government policies. This framework can help institutions evaluate their readiness for integrating MCs and

facilitate deployment within OFDL environments. It holds considerable implications for educational policy and practice, offering a systematic approach to help institutions adapt to emerging educational advancements The findings presented in the article lay the foundation for broader discussions about the strategic adoption of MCs, reinforcing their establishment as a core feature of modern higher education.

Venaruzzo, L., & and Diaz, C. (2025). **A learner experience framework for microcredential design and online learning**. *Distance Education*, *46*(1), 77-94. https://doi.org/10.1080/01587919.2024.2442018
Microcredentials enable a digital transformation of educational offerings that build skills of learners and the capability of organisations; however learners struggle with balancing study on top of work and family commitments unless they are motivated and self-regulated in their learning. Designing microcredentials that intrinsically motivate learners, enhance their ability to study independently, and build the skills they need, particularly in online and distance delivery modes requires intentional learning design approaches. However, limited research exists on innovative learning design approaches to microcredentials. To address this gap, a novel framework was developed, and learners' experience (LX) was examined via interviews and survey data. The findings reveal that learners want their learning experience within a microcredential to facilitate career progression and help them apply their new skills in different contexts. Learners report that activities where they interact with working professionals, create portfolios of learning, and work through industry-relevant case studies motivates them to succeed. Enrol learners without set start dates to enable them to build relationships with each other and discuss how what they are learning can be applied in different professional contexts. Use industry-relevant case studies that increase in challenge and complexity to sustain learners' motivation during the microcredential and facilitate the application of knowledge and skills within their workplace setting. Use learning activities that develop learners' knowledge, enables reflection of their learning, and application of their skills in industry-relevant scenarios. Design the learning experience of the microcredential to support learners' self-regulation, and their online learning skills to enable them to become effective lifelong learners.

Marché du travail

Dain, A. (2024). **S'approprier le métier : le transfert de dispositions légitimes dans des métiers artisanaux**. *Sociétés contemporaines*, (133), 93-124. https://doi.org/10.3917/soco.133.0093
Cet article propose d'analyser le transfert de dispositions qui, constituées dans des régions dominantes de l'espace social, sont importées dans un univers social et professionnel éloigné. À partir d'une enquête par entretiens menés auprès d'ancien·nes cadres reconverti·es dans un métier artisanal, il souligne que des dispositions légitimes, bien que ne correspondant pas aux dispositions des travailleurs et travailleuses de métier, peuvent être actualisées dans l'activité artisanale et permettre aux reconverti·es de s'approprier le métier – au sens à la fois où elles facilitent l'entrée dans celui-ci et leur offrent la possibilité de l'adapter à leurs attentes.

Das, P. (2025). **Unlocking potentials: The impact of human capital investment in youth informal employment in emerging markets and developing economies**. *International*

Journal of Educational Development, *116*, 103302. https://doi.org/10.1016/j.ijedudev.2025.103302
Human capital development has emerged as a crucial factor for economic prosperity, significantly improving the skills of human resources and ensuring more formal employment opportunities in the economy. Using data from the World Bank and the International Labour Organization (ILO) for nineteen years (2006-2023), the paper investigates the impact of human capital investment on informal employment, specifically the youth informal employment rate for 55 emerging markets and developing countries. The study aims to explore the relationship between these factors and their influence on the labor market dynamics, employing the dynamic panel data estimation method (Generalized Method of Moments) to control the dynamic effect of the youth informal employment rate. The findings reveal that the increase in enrolment ratio in tertiary education five years ago negatively impacts the current youth's informal employment, suggesting that higher education contributes to a decline in informal employment among the young. The result also indicates that increased educational expenditure invested eight years ago has effectively reduced the current youth informal employment rate. These insights emphasize the importance of sustained investment in education to cultivate a skilled and knowledgeable workforce. By fostering educational advancements, emerging and developing countries can improve their economic prospects and reduce the prevalence of informal employment among the youth, leading to more stable employment opportunities and a prosperous economic environment.

Fisné. (2025, mai 16). **CDD et interim : un plus grand bien-être psychologique… à court terme**. Consulté 21 mai 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/cdd-interim-un-plus-grand-bien-etre-psychologique-a-court-terme/00114853
Une récente étude de la Dares indique que les personnes en CDD ne sont pas forcément plus malheureuses que celles en CDI car elles échappent à certaines pressions du travail permanent.

Fournier, G., Lachance, L., Lahrizi, I. Z., & Viviers, S. (2025). **Relationship to Work Questionnaire: Validation Among French Canadian Workers**. *International Journal for Educational and Vocational Guidance*, *25*(1), 45-83. https://doi.org/10.1007/s10775-023-09586-y
This study aims to assess the psychometric qualities of the Relationship to Work Questionnaire (RWQ). Confirmatory factor analyses on 845 French–Canadian workers support a six-dimension structure: Absolute centrality of work, Relative centrality of work and work valence, Purposes of work, General expectations regarding working life, Obligations and duties of employers and society to workers, and Obligations and duties of workers to employers and society. Furthermore, configurational, metric, and scalar invariances were observed for age, gender, education, and job qualification. Results also support convergent validity of the examined sub-dimensions. Discussion focuses on the study's limitations and RWQ's usefulness for research and practice.

Le chômage de longue durée demeure à un niveau élevé. (s. d.). Consulté 2 juin 2025, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/evolution-du-chomage-de-longue-duree

Passer par la case chômage est une chose. Y rester longtemps a des conséquences beaucoup plus graves. Combien sont les chômeurs de longue durée ? Extrait du Centre d'observation de la société.

Le sur-chômage des quartiers prioritaires. (s. d.). Consulté 2 juin 2025, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Chomage-QPV
Les quartiers dits « prioritaires » de la politique de la ville concentrent les difficultés sociales, notamment en matière d'emploi. Près de 20 % des actifs y sont au chômage, principalement des jeunes et des personnes peu qualifiées.

Pouliou, A. (2025). **Deepening the focus on microcredentials—labour market sector relevance, quality and inclusion: a critical commentary**. *Distance Education*, *46*(1), 113-122. https://doi.org/10.1080/01587919.2025.2453457
The massive increase in microcredentials could potentially increase opportunities to participate in learning and training, but the realities are more complex. The purpose of this commentary is to provide an overview of the relevance of microcredentials in the landscape today, with reference to the labour market, the extent to which they are trusted (quality assurance processes), and how they relate to current discussions on inclusion. The commentary also makes references to the relevance of these areas to distance learning. Taking into consideration that microcredentials operate at different levels and institutional contexts, the author highlights the need for careful consideration of the labour market sector relevance, while touching on the challenges and need to ensure they meet quality assurance stipulations. Finally, the potential use and accessibility of microcredentials for social inclusion among learners, notably disadvantaged groups or individuals, is discussed.

Vermeillet, S. ***L'emploi des seniors : une clé pour sauver la répartition ?*** , (2025). https://www.senat.fr/rap/r24-616/r24-616.html

Yon, K. (2024). **Les résistances syndicales au community organizing : Entre rejet de la professionnalisation et déni du travail militant reproductif**. *Sociétés contemporaines*, (133), 125-156. https://doi.org/10.3917/soco.133.0125

Métiers de l'éducation

Adeyemo, C. O., Bimray, P., & Bimerew, M. (2024). **The Nurse Managers' Knowledge and Attitudes Toward Transformational Leadership Styles in Ondo State, Nigeria**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/the-nurse-managers-knowledge-and-attitudes-toward-transformational-leadership-styles-in-ondo-state-nigeria/
This study investigates the knowledge and attitudes of nurse managers regarding transformational leadership (TL) style in Ondo State, Nigeria. Specifically, it aims to describe the knowledge of top nurse managers about TL and explore their attitudes towards its four components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Employing an explorative qualitative approach, the […]

Al-Rubaie, R. (2024). **Language, Power, and Pride: Transforming Teacher Education in Kuwait Through Critical Pedagogy**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/language-power-and-pride-transforming-teacher-education-in-kuwait-through-critical-pedagogy/
This study examines how embedding critical pedagogy principles into a 'History of English' course can transform pre-service English teachers' pedagogical philosophies, critical consciousness, and reflective practices. Drawing on qualitative data, the research revealed significant shifts in participants' understanding of linguistic diversity, socio-political dynamics, and equitable educational strategies. Participants developed a deeper awareness of the relationship between […]

Asok, K., Gupta, D. K., & Shrivastava, P. (2025). **Research data policy: a library and information science publishers' perspective**. *Quality & Quantity*, *59*(2), 995-1016. https://doi.org/10.1007/s11135-024-01994-8
The purpose of this study was to analyse the extent to which Library and Information Science (LIS) publishers employ research data policies. Since the research data policy landscape is too complex amidst the varied publishers, authors attempted to analyse LIS publishers retrieved from the ISI Web of Science in compliance with 12 research data policy features identified from the literature for uniformity in the analysis. The study examined the information provided on the websites of LIS publishers to describe the common and distinct features of their research data policies. Apart from the common features identified in the literature, the authors found numerous distinct research data policy features of publishers, such as deposition of data sets, division of research data policy types, and sharing of research code. Furthermore, institutional publishers with research data policies have more rigid features for the execution of research data policy features since their beneficiaries are uniform, in contrast to the varied nature of journals' and publishers' authors. This is an in-depth study of the research data policy features of 12 publishers contributing to LIS. The study will give funders, institutions, publishers, journals, and other functionaries insight into the need for research data policies.

Baharuddin, & and, B. (2025). **Urban and rural teacher perspectives on Indonesian educational reform: challenges and policy implications**. *Cogent Education*, *12*(1), 2497142. https://doi.org/10.1080/2331186X.2025.2497142
Educational reforms rely heavily on teacher engagement and perception, yet limited research has examined how these reforms are received across diverse Indonesian contexts. This study investigates teachers' perceptions of the Merdeka Belajar policy, focusing on differences between urban and rural settings. A quantitative survey was administered to 581 teachers (336 urban, 245 rural) across eight Indonesian regions, selected through stratified random sampling. A validated Likert-scale instrument measured perceptions of policy implementation, including challenges, support systems, and communication practices. Results indicate that rural teachers were generally more positive toward the reforms but struggled with limited resources (mean score: 4.16) and vague policy directives. Urban teachers reported better access to professional development and teaching materials, yet expressed mixed views on the alignment between reforms and classroom realities. Across both groups, participants highlighted weak communication and insufficient inclusiveness in policymaking. Despite systemic challenges, rural teachers showed notable resilience and adaptability. The study recommends reducing urban-rural disparities through equitable resource distribution, targeted training, and improved stakeholder engagement. Future studies should

incorporate qualitative methods and broaden geographic coverage to deepen understanding.

Café pédagogique. (2025a, mai 22). **Georges Fotinos : Perdir : une profession, trois métiers**. Consulté 23 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/22/georges-fotinos-perdir-une-profession-trois-metiers/
Partant du constat d' « une très grande insatisfaction concernant leur évolution professionnelle notamment sur les possibilités de mobilité interne et externe (entre 70% et 80% des catégories de personnels

Café pédagogique. (2025b, mai 23). **A qui profitent les heures supplémentaires ?** Consulté 23 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/23/a-qui-profitent-les-heures-supplementaires/
La part des enseignant.es qui font des HSA baisse entre les rentrées 2023 et 2024 après une hausse régulière observée sur dix ans.

Cloet-Sanchez, A.-M. (2024). **La formation continue des enseignants comme relation de service : une ingénierie didactique professionnelle pour la faire évoluer**. *Travail et Apprentissages*, *27*(1), 81-95. https://doi.org/10.3917/ta.027.0081

Conus, X., Ballif, L., & Ogay, T. (2023). **Regards de cadres d'une administration scolaire suisse sur les collaborations autour de l'école inclusive : tensions interprofessionnelles et risque de parents instrumentalisés**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 99-120. https://doi.org/10.3917/lsdle.561.0099

Desinor, A. (2024). ***Inclusion scolaire des élèves à besoins éducatifs particuliers et formation des enseignants : une étude auprès des enseignants d'Haïti et de la France*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04987024
La scolarisation des élèves avec un besoin particulier interroge la modalité de formation des enseignants dans l'exercice de leur métier. Cette mise en œuvre demande que les enseignants soient préparés à gérer la différence et la diversité des élèves comme l'exige le nouveau paradigme inclusif. Ainsi, l'une des aides à apporter est bien celle fournie par l'enseignant dans sa classe en mettant en œuvre un enseignement adapté permettant de répondre aux besoins particuliers des élèves. Ainsi, s'interroge comment accompagner ces enseignants pour faire face à ces nouveaux défis ? L'objectif de cette thèse est d'étudier les modalités de scolarisation des élèves à besoins éducatifs particuliers et la formation des enseignants en Haïti, en prenant en compte des variables de contexte dans d'autres pays, en particulier la France. Une première étude aborde certains facteurs de l'inclusion scolaire, en portant une attention particulière à la formation et aux pratiques pédagogiques des enseignants, ainsi qu'aux difficultés rencontrées par ces derniers. Cette recherche n'est pas une étude comparative, mais plutôt une étude de cas portant sur les deux pays mentionnés. L'analyse de la première étude s'appuie sur des données déclaratives collectées à l'aide d'une méthode mixte, incluant des questionnaires et des entretiens semi-directifs menés auprès des enseignants du primaire et du secondaire en France et en Haïti. La deuxième étude met en œuvre un dispositif de formation destiné à une quinzaine d'enseignants haïtiens. Les résultats montrent que la plupart des enseignants utilisent une variété de pratiques

pédagogiques, principalement issues des méthodes traditionnelles. Parallèlement, l'effet de la formation sur les pratiques mises en œuvre par les enseignants a été analysé. Les résultats indiquent que la formation influence en partie certaines pratiques des enseignants, comme en témoigne le nombre d'entre eux ayant adopté certaines pratiques après la formation pour mieux accueillir ces élèves.

Elacqua, G., Marotta, L., & Morales, C. (2025). **Temporary teachers in Latin America and the Caribbean**. *IDB Publications*. https://doi.org/10.18235/0013515
This study delves into the growing trend of hiring temporary teachers in Latin America and the Caribbean (LAC), driven by the need for education systems to find more cost-effective and flexible solutions in the face of budget constraints and increasing educational demand. However, it warns that this practice may negatively affect the quality and equity of education, as temporary teachers often have lower qualifications, face precarious working conditions, and experience high turnover rates. The analysis focuses on eight countries in the region: Ecuador, Peru, Colombia, Guyana, Brazil, Chile, Costa Rica, and Argentina. It examines the characteristics, working conditions, distribution, and trends of these professionals, aiming to understand their impact on regional education. The study reveals a significant increase in temporary hiring, with a higher prevalence in rural areas and indigenous schools. Key actions are proposed to mitigate the risks to educational quality and equity, including ensuring transparency in recruitment processes, expanding access to professional development, improving working conditions, and monitoring teacher performance.

Elacqua, G., Nascimento, D., Cruz, T., Princiotti, V., & Callegari, C. (2025). **Training Leaders for School Management in Pernambuco**. *IDB Publications*. https://doi.org/10.18235/0013489
In this Technical Note, we document the unique experience of the state of Pernambuco in restructuring its School Management Training Program (Progepe), adopting the Certificate in Education Finance (CFE) from Georgetown University as its methodological framework. For the first time, the course included educational finance modules, and the study aimed to analyze the profile of the future school managers participating in the program, as well as their perceptions and prior and post-training knowledge regarding education funding at national, local, and school levels. The methodology consisted of administering questionnaires at two different points in the Progepe course: before the program began (Wave I) and at the end of the training (Wave II). The analysis of responses (N5,586) allowed us to identify changes in participants' perceptions regarding various aspects of financial management in education. The key findings from the longitudinal analysis revealed important progress, particularly in the understanding of the concept of efficiency in education funding, as well as improvements in participants' comprehension of the expenditure structure of a Department of Education, with an increase in the recognition of teachers' salaries as the main spending component. The pseudo difference-in-differences analysis did not identify statistically significant patterns of heterogeneous learning among different participant profiles. In conclusion, the Progepe experience demonstrates the relevance and potential of continuing education programs focused on education finance for school managers. However, the study also highlights the need for continuous improvement in such training programs and for more structural changes in the initial training of teachers to strengthen financial management in schools more comprehensively. The lessons learned from Progepe may serve as a

reference for other training initiatives in education management, both in Brazil and in other Latin American contexts.

Epstein, N., & Elhalaby, C. (2025). **Social capital in academia: How does postdocs' relationship with their superior professors shape their career intentions?** *International Journal for Educational and Vocational Guidance*, *25*(1), 131-158. https://doi.org/10.1007/s10775-023-09580-4
In this study, we hypothesize that full professors have an important impact on their postdocs' career intentions. Using multivariate regression analysis, we found a positive association between postdocs' ratings of their professor relationship, their integration into the scientific community and their career intentions. In addition, publications as a co-author were significantly related to the intention to pursue professorship. Our results suggest that social capital but specifically the quality of postdocs' social capital is important for their career intentions: particularly the relationship with their professor, integration into the scientific community and ties to other scientists that translate into publications. Implications for career strategy on the individual level and policy implications are discussed.

Eryilmaz, N., Kennedy, A. I., Strietholt, R., & Johansson, S. (2025). **Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics**. *Studies in Educational Evaluation*, *86*, 101474. https://doi.org/10.1016/j.stueduc.2025.101474
Teacher job satisfaction is considered a crucial factor in retaining successful teachers in the workforce and for the general well-being of teachers. Understanding the relationship between school working conditions with job satisfaction is considered to be essential for enhancing teacher motivation, retention, and ultimately, student outcomes. Following the influential study by Toropova et al. (2021), the current study employs regression analysis of TIMSS 2019 data from 46 countries and benchmarking entities to investigate the relationship between school working conditions – school leadership, student discipline, and teacher workload – and teacher job satisfaction among secondary school teachers. The findings shed light on the specific aspects of school working conditions that are significantly associated with teacher job satisfaction. The findings highlight a notable association between leadership support and student discipline with teacher job satisfaction in various countries. Furthermore, our findings indicate that, on average, female teachers report higher job satisfaction than male teachers across most countries, although country-specific workforce compositions may play a role in shaping this relationship, and professional development was found to be positively correlated with teacher job satisfaction. The effects of years of teaching experience, majoring in mathematics, and majoring in mathematics education yielded inconsistent results. The results contribute to the existing research on teacher job satisfaction and provide practical implications for policymakers, school administrators, and educational stakeholders to create supportive and conducive working environments for teachers and contribute to the professional well-being of teachers worldwide.

Estournet, M. (2024). ***Formation infirmière, entre enseignements universitaires et formation professionnalisante : Réflexion pour la construction d'un modèle d'apprentissage hybride*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-05083242

Depuis plus de cent ans, les réformes successives du référentiel de formation pour devenir infirmier, ont été sources de nombreux débats, sans pour autant circonscrire le métier de formateur en institut de formation en soins infirmiers. Mais depuis peu, des études tentent de délimiter les missions et la place de ce dernier dans le paysage hospitalo-universitaire. Cependant, les résultats de ces recherches ont, dans la grande majorité, été construits sur la base de questionnaires informels, marquant plus le caractère prescriptif du métier, que la réalité du terrain. Cette étude est donc l'occasion de répondre à cette lacune, dans la mesure où, pour projeter un métier dans l'avenir, il faut en connaitre les contours. En partant de l'histoire d'une profession, somme toute peu documentée, en cherchant à retrouver les origines du métier de formateur, le rôle et les activités qu'il effectue, nous avons tout d'abord défini ce métier, de manière générale. Puis, à partir d'entretiens initiaux auprès d'un corpus de cadres de santé exerçant en IFSI, nous les avons ensuite catégorisés, en fonction, entre autres, des variables d'ancienneté en formation ou de diplomation. Cette classification étant insuffisante pour comprendre l'activité réelle du formateur et sa capacité à s'adapter en permanence aux contraintes de son environnement, nous avons poursuivi nos travaux par des captations vidéo en salle de cours et des entretiens d'explicitation. Ainsi, l'objectif avoué de ce travail est d'une part, d'affirmer une identité sociale propre au métier de formateur, sans pour autant exfolier sa part soignante. D'autre part, il cherche à mettre en évidence une logique de perméabilité entre les champs disciplinaires et les champs professionnels, logique qui a traversé l'ensemble de ce travail. Enfin, il met en lumière la place de l'analyse des pratiques professionnelles, non pas de soignants, mais de formateurs, comme un facteur d'équilibre dans le dispositif d'apprentissage, pour des acteurs, engagés intellectuellement, dans une communauté de pratiques internationales, tout en certifiant l'évolution de leurs pratiques.

Fang, J.-W., Chen, J., Guo, X.-G., Fu, Q.-K., Hwang, G.-J., & Tu, Y.-F. (2025). **Emotional supports in robot-based self-regulated learning contexts to promote pre-service teachers' digital learning resource development competences**. *Education and Information Technologies*, *30*(5), 6483-6509. https://doi.org/10.1007/s10639-024-13059-2
Digital competence is an essential skill for pre-service teachers, and self-regulation is an important factor in this competence. However, lack of emotional support often affects development of students' digital competence. Therefore, an emotional support-embedded robot-based self-regulated learning (ES-RSRL) system was developed. This ES-RSRL approach was proposed to promote learners' self-regulation and enhance pre-service teachers' digital learning resource development competencies. To evaluate the effectiveness of this approach, 54 pre-service teachers majoring in the arts were recruited, with 27 (10 males and 17 females) assigned to the experimental group using the ES-RSRL approach, and 27 (12 males and 15 females) assigned to the control group using the traditional Robot-based Self-Regulated Learning (C-RSRL) approach.The results showed that the ES-RSRL approach significantly improved pre-service teachers' digital learning resource development competencies, enhancing their extrinsic motivation and self-regulation. The interviews further revealed that the ES-RSRL approach not only enhanced students' learning efficiency. Therefore, we present an in-depth discussion on future research, and offer suggestions for researchers and teachers interested in using robots in educational environments.

Formation des enseignants : les dilemmes du concours à bac +3. (2025, mai 27). Consulté 28 mai 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/formation-enseignants-dilemmes-concours-a-bac-3/00115071
La réforme de la formation initiale des enseignants devrait entrer en vigueur à la rentrée, avec un concours de recrutement passant de la fin de master à la fin de licence. Ce qui suscite questions et inquiétudes profondes.

Glaymann, D. (2025, mai 24). **Des enseignants-chercheurs à la recherche du temps perdu : regard sur le malaise universitaire**. Consulté 28 mai 2025, à l'adresse The Conversation website: http://theconversation.com/des-enseignants-chercheurs-a-la-recherche-du-temps-perdu-regard-sur-le-malaise-universitaire-256860
Comment les enseignants-chercheurs vivent-ils leur métier aujourd'hui ? Extraits d'une grande enquête sur le malaise universitaire.

Gozlan, C. (2025, mai 18). **Les chercheurs et leur évaluation : une histoire passionnelle**. Consulté 21 mai 2025, à l'adresse The Conversation website: http://theconversation.com/les-chercheurs-et-leur-evaluation-une-histoire-passionnelle-255266
Si l'évaluation est au fondement du métier de chercheur, son institutionnalisation sous la forme d'une instance indépendante a transformé les pratiques de travail et soulevé nombre de critiques.

GPE KIX. (2024). ***Final technical report: Teaching at the Right Level: Learning how to improve mentoring and monitoring support to teachers at scale in African government systems*** (p. 41). Consulté à l'adresse GPE KIX website: https://www.gpekix.org/knowledge-repository/final-technical-report-teaching-right-level-learning-how-improve-mentoring-and

Gross, O., & Ruelle, Y. (2025). **The pedagogical liminality of patient and public involvement in initial healthcare professional education: an umbrella review**. *Research Involvement and Engagement*, *11*(1), 52. https://doi.org/10.1186/s40900-025-00704-4
Objectives Patient and public involvement in undergraduate healthcare professional education (PPI-PE) raises questions about its value and the ways it can be implemented, which has been explored by several literature reviews from various angles. This study aimed to take stock of our current knowledge of the foundations and effects of PPI-PE, the structure of programs of this type, their implementation conditions and identify any gaps in the studies conducted so far. The aim was also to identify the questions that run through the studies, pinpoint their foundations and implicit assumptions, and make sense of any discordant elements. Design Three databases were searched to conduct an umbrella review based on the recommended quality criteria. Results The 27 reviews included were based on 529 independent articles. The analysis carried out has enabled us to consolidate existing knowledge of stakeholders' motivations, patient recruitment process, the implemented educational initiatives and their impact. Numerous studies agree on the benefits of PPI-PE. In contrast, there are few studies on patient profiles, and the lack of grounding in intervention theories does not help to structure curricula. Conclusion The results explain the lack of chrono-pedagogical reflection. At this stage, it would be useful to develop realistic evaluations of whose aim is to link effects to contextual elements and the mechanisms that produce them, to optimize actions. Despite the well-documented benefits of PPI-PE, its limited integration suggests a form of

pedagogical liminality. This may stem from institutional inertia in medical and nursing education, where entrenched traditions, power dynamics, and the dominance of qualitative research create barriers to change.

Guillot, C. (2024). ***La professionnalité des tuteurs de stage en masso-kinésithérapie dans le contexte post-réforme de 2015 : proposition d'une approche tridimensionnelle*** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse https://theses.hal.science/tel-05071224
La réforme de la formation initiale des masseurs-kinésithérapeutes en 2015 s'inscrit dans un processus plus large d'universitarisation de différentes formations paramédicales en France, engagé depuis une quinzaine d'années. Cette recherche examine l'effet de cette réforme sur la professionnalité des tuteurs de stage en masso-kinésithérapie, acteurs essentiels du nouveau paradigme de formation. Chargés d'accompagner les étudiants sur le terrain, ces professionnels soignants font face à de nouvelles prescriptions compliquant leur rôle de tuteur.En s'appuyant sur un cadre théorique intégrant les notions de professionnalisation, professionnalité, identité, accompagnement et tutorat, cette recherche fait appel à une méthodologie mixte combinant un questionnaire exploratoire préalable à la réalisation de douze entretiens semi-directifs auprès de professionnels tuteurs. L'étude s'intéresse ainsi à la manière dont ces professionnels perçoivent et mettent en œuvre leur accompagnement au quotidien. Les résultats oscillent entre récurrences et divergences dans l'adaptation des tuteurs aux nouvelles exigences curriculaires, révélant notamment des tensions entre anciennes pratiques et nouvelles attentes.À l'aide d'une approche tridimensionnelle de la professionnalité, cette recherche met en évidence les défis et les opportunités que représente la réforme pour les tuteurs. Elle offre également des propositions de recommandations pour améliorer l'accompagnement des tuteurs et renforcer leur rôle essentiel dans la formation des futurs professionnels.

Hsieh, C., Khau, A. H., Song, Y., & Li, H.-C. (2025). **Impact of school leadership on teachers' instructional practices: examining mediating roles of collegiality and teacher autonomy using Vietnam TALIS 2018**. *International Journal of Educational Research*, *132*, 102621. https://doi.org/10.1016/j.ijer.2025.102621
As globalization poses new challenges, enhancing teachers' instructional practices has become crucial for improving productivity and educational equity globally. However, research on the impact of leadership on teachers' instructional practices in developing countries, particularly Vietnam, remains limited. This study utilizes data from Vietnam's 2018 TALIS to explore how instructional leadership and distributed leadership influence teachers' instructional practices through teacher autonomy and collegiality. Hierarchical linear modelling reveals that instructional leadership has no significant impact on teacher autonomy, collegiality, or teachers' instructional practices, whereas distributed leadership, while not directly affecting teacher autonomy or teachers' instructional practices, indirectly enhances teachers' instructional practices through collegiality. These findings suggest that in Vietnam's cultural and educational context, distributed leadership may hold greater potential for driving overall school development. Thus, school leaders should focus on fostering teacher collaboration and autonomy to improve teachers' instructional practices. This study provides new insights into leadership's role in educational reform and offers implications for policy optimization in other middle-income countries.

Jacobs, M., & Casciana, L. M. (2023). **L'éducateur social en milieu scolaire, nouvelle figure de l'école inclusive vaudoise : vers une recomposition du travail socio-éducatif ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 55-76. https://doi.org/10.3917/lsdle.561.0055

Jacq, G. (2023). **Aux frontières d'un corps enseignant bivalent en lycée professionnel, les Lettres-histoire**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 33-52. https://doi.org/10.3917/lsdle.563.0033

Jellab, A., & Marsollier, C. (2025). ***Notre école au défi du bien-être de ses personnels : Pour un réenchantement des métiers de l'éducation***. Consulté à l'adresse https://www.berger-levrault.com/app/uploads/sites/2/2025/05/cp-notre-ecole-au-defi-du-bien-etre-de-ses-personnels.pdf

La thématique du bien-être des personnels enseignants et d'éducation est un sujet émergent qui tend progressivement à s'imposer comme un sujet de société dépassant le seul contexte de l'école. Faisant écho, mais de manière plus nuancée et pleinement humaine, aux données tirées de grandes enquêtes sur le mal-être des personnels de l'Éducation nationale, des témoignages et analyses de ses acteurs (enseignants, inspecteurs, chefs d'établissement, etc.) enrichissent le regard sur les professionnels de l'école. L'ouvrage fourmille d'exemples et de propositions de solutions : - il s'agit de souligner que la complexification des métiers de l'enseignement exige tout autant la maîtrise de savoirs et de compétences disciplinaires que de compétences relationnelles et savoir-faire mettant en jeu des postures professionnelles, des émotions et la capacité à mieux les gérer ; - il s'agit de développer la confiance, la sécurité relationnelle, le pouvoir d'agir et le sens critique, etc., des enseignants et des personnels d'éducation ; - il est question d'éviter à tout prix l'infantilisation qui a partie liée avec une gouvernance verticale peu adaptée aux besoins et aux situations éducatives ; - il s'agit également de porter une attention à l'évaluation du bien-être des enseignants et des personnels d'éducation. L'ouvrage montre comment le bien-être est constitutif de la réussite scolaire et de l'engagement professionnel des personnels. Il identifie des pistes concrètes susceptibles d'améliorer leur qualité de vie au travail et de réenchanter le rapport à leur métier.

Jones, D., & Murray, N. (2025). **The impact of the Russia-Ukraine war on English medium instruction teachers' professional identity in a Ukrainian medical university**. *International Journal of Educational Development*, *116*, 103315. https://doi.org/10.1016/j.ijedudev.2025.103315

Until February 2022, Ukrainian universities had seen considerable growth in the provision of its English Medium Instruction (EMI) programmes. Since the Russian invasion, however, this situation has changed dramatically, with students and staff having been significantly impacted. This study reports on how EMI teachers in a Ukrainian medical university have experienced and adapted to this disruption. Findings reveal that teachers are facing a confluence of challenges that impact their professional identity in respect of three areas in particular: the direct work environment, the students, and staff development activities. In attempting to sustain their activities in the face of these challenges, Ukrainian EMI teachers report that they benefit from international collaborations that offer respite, solidarity, and professional development, as well as a sense of purpose and achievement. Such collaborations offer an avenue for post-war initiatives focused on rebuilding.

Letor, C., Progin, L., & Étienne, R. (2025). ***Diriger collectivement un établissement scolaire ? enjeux et perspectives de la participation des équipes éducatives et des partenaires de l'école***. Consulté à l'adresse https://www.deboecksuperieur.com/livre/9782807368354-diriger-collectivement-un-etablissement-scolaire

Levenberg, A., Harari, L., & Pollak, D. (2025). **Developing and validating tools to assess digital content integration in pre-service teachers' practice lessons**. *Education and Information Technologies*, *30*(7), 8591-8609. https://doi.org/10.1007/s10639-024-13140-w
This study reported on developing and validating two assessment tools for pedagogical instructors of pre-service teachers concerning integrating digital content in different levels of active learning into their practice lessons: A self-report questionnaire and an observation tool. Based on 1,657 observations of seventy-two pedagogical instructors, the findings showed that the more guidance the pre-service teachers received, the more they created original digital content. These findings have implications for teacher education and highlight the need for increased support and training for pedagogical instructors to effectively guide pre-service teachers in integrating digital content. Future research could build on these findings by examining the tools' applicability and exploring other factors that may influence the integration of digital content, such as generative AI in educational settings.

Levraud, C., Petiot, O., & Kermarrec, G. (2023). **Les inducteurs de stress des enseignants d'EPS lors d'incidents critiques vécus au cours de la carrière : une approche psychologique située**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 89-109. https://doi.org/10.3917/lsdle.563.0089

Liu, T., & Li, W. (2025). **Enhancing teacher recruitment and retention through decision-making models in education systems**. *Scientific Reports*, *15*(1), 15247. https://doi.org/10.1038/s41598-025-00161-9
Teacher recruitment and retention remain critical challenges for education systems worldwide, with far-reaching implications for educational quality and institutional sustainability. Traditional approaches often fail to address the complexity of these issues, neglecting the interplay of multiple conflicting criteria and the inherent uncertainty in decision-making. This gap necessitates advanced decision-making frameworks that can effectively evaluate and prioritize strategies for improving teacher recruitment and retention. To bridge this gap, this study introduces a novel decision-making framework integrating intuitionistic fuzzy sets (IFSs) to handle uncertainty more effectively. The Entropy method is employed to compute objective weights, while the ranking comparison (RANCOM) method determines subjective weights, ensuring a balanced consideration of qualitative and quantitative factors. The weighted aggregated sum product assessment (WASPAS) method is then applied. The framework is validated through sensitivity analysis to assess its robustness and comparative analysis to establish its superiority over traditional methods. The results identify the Golden Ticket Salary Plan $${S ^{A}_{P }}_{5}$$as the optimal strategy, achieving the highest ranking (0.3654), followed by $${S ^{A}_{P }}_{3}$$(0.3487), $${S ^{A}_{P }}_{5}$$(0.3485), $${S ^{A}_{P }}_{4}$$(0.3400), $${S ^{A}_{P }}_{1}$$(0.2976) and $${S ^{A}_{P }}_{2}$$(0.2707). The ranking order for the strategies is as follows: $${S ^{A}_{P }}_{5} succ {S ^{A}_{P }}_{3} succ {S ^{A}_{P }}_{6} succ {S ^{A}_{P }}_{4} succ {S ^{A}_{P }}_{1} succ {S ^{A}_{P }}_{2}$$. These findings highlight the significance of structured decision-making in optimizing teacher workforce management. This study provides valuable insights for policymakers and administrators, ensuring sustainable advancements in teacher workforce management.

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 ?*** (These de doctorat, Université de Lorraine). Consulté à l'adresse https://theses.fr/2024LORR0237

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'Ecole 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.

Murier, E., Progin, L., & Ria, L. (2025). **Les personnels de direction et le leadership pédagogique : représentation, légitimité et empêchement**. *Administration & éducation*, (185), 41-49. Consulté à l'adresse https://hal.science/hal-05060812

Mutz, R., & Daniel, H.-D. (2025). **How to assess the impact of fellowships on academic careers? Latent transition analyses for funding programmes of the Alexander von Humboldt Foundation**. *Quality & Quantity*, *59*(2), 1153-1175. https://doi.org/10.1007/s11135-024-02008-3

Although fellowship programmes continue to be seen as an effective means of advancing young researchers' academic careers, the impact of fellowship programmes on fellows' career development is still unclear. The central question of this article concerns the evaluation of fellowship programmes: What methodological challenges does the evaluation of fellowship programmes pose with regard to career development, and how these can be addressed in the context of evaluations? Specifically, there are three key methodological challenges facing research evaluation in the context of career development, which can be described by the terms « impact », « validity and fairness », and « tailored programmes ». A career is understood as a transition between positions over time; career stages can be understood as latent categorical variables, i.e. types of career stages (temporary, full-time). Transition is modelled statistically using latent transition analyses within a person-centred approach. Covariates, such as funding programmes, can impact both the initial configurations (i.e. the frequency of fellows in different career stages) and the transition itself. A funding programme is fair if all fellows, regardless of their characteristics (gender, career stage, cohort), have the same chances of success. Different types of fellows with different career trajectories indicate heterogeneous subpopulations that require tailoring of funding programmes. The approach is illustrated with data on the career development of 1418 fellows from three Alexander von Humboldt Foundation programmes. The majority of fellows benefit in their academic careers from the funding, but the null hypothesis of no specific effects (e.g. programmes, age, gender) could not be rejected (endogenous and homogeneous trajectories).

Pellas, N. (2025). **Comparing quality and autonomous learning of teacher professional development programs in MOOCs and LMS**. *Education and Information Technologies*, *30*(7), 9005-9039. https://doi.org/10.1007/s10639-024-13154-4

Teacher professional development (TPD) programs face several challenges in fostering active participation and ensuring high-quality learning experiences compared to traditional approaches. While online TPD programs offer flexibility, concerns remain about their effectiveness in promoting high-quality content and autonomous learning. This study aims to address these concerns by comparing the effectiveness of Massive Open Online Courses (MOOCs) and Learning Management Systems (LMS) in enhancing teacher autonomy and perceptions of TPD program quality. A cross-sectional study was conducted to examine how these platforms influence teachers' perceptions of key TPD quality indicators, including clarity, structure, cognitive stimulation, collaboration, and practical relevance, as well as the development of their autonomous learning. The current study also explored how individual teacher characteristics such as certification level, experience, and gender, might influence these effects. A total of 108 teachers (n = 108) participated in TPD programs delivered through either MOOCs (12 courses) or LMS (14 courses). The results indicate that while both platforms received positive evaluations, MOOCs exhibited slightly higher overall ratings for quality indicators. Additionally, participants enrolled in MOOCs reported significantly greater autonomous

learning development compared to those using LMS. Moreover, higher certification and experience levels were associated with more positive perceptions of TPD quality across both platforms. This study contributes to the field by highlighting the potential for both MOOCs and LMS to support high-quality TPD, which can foster teacher autonomy, while also emphasizing the importance of considering individual teacher characteristics in TPD program design.

Perez-Roux, T., & Françoise, C. (2024). **Débuter dans le métier d'enseignant : entre contextes d'insertion et rapport au travail**. *Travail et Apprentissages*, *27*(1), 115-134. https://doi.org/10.3917/ta.027.0115

Pogent, F. (2025). **Configuration d'enseignement / configuration d'apprentissage (en e-formation) Dynamique des professeurs des écoles en formation continue**. *Adjectif : analyses et recherches sur les TICE, Références 2025 S1*, https://adjectif.net/spip.php?article641 & lang=fr. Consulté à l'adresse https://hal.science/hal-05065788
This study looks at the impact of the widespread use of digital technology on human activity, particularly in the context of training activities. More concretely, our concern here is to question the hybrid training environment initiated in 2013 by the Ministry of National Education (M@gistère) and which has been reaffirmed as one of the main methods of continuing education for the staff of the Ministry of National Education, Youth and Sport. The survey presented here has two main objectives: 1) to produce objective knowledge of the activity deployed or mobilised in the relationships (couplings) between the players and the training environment, based on an analysis of perceptions, concerns, expectations, appropriations, ways of doing things, dynamics and trends, and forms of instrumentation; 2) on these bases, to contribute to the design of digital continuing education environments and to the effectiveness of the support given to school teacher in their professional development. On the first point, this study reveals a diversity of modes of appropriation of training environments and the resulting effects. In particular, it points to a lack of congruence between the postures adopted by school teacher when they move from the role of learner to that of teacher and vice versa.

Püttmann, V., & Thomsen, S. L. (2025). **Academics' susceptibility to disruptions of their research productivity: empirical insights from the COVID-19 pandemic**. *Higher Education*, *89*(4), 1163-1183. https://doi.org/10.1007/s10734-024-01266-2
The circumstances during the COVID-19 pandemic severely disrupted research activities, but did not affect all academics equally. Understanding which academics were susceptible to disruptions is essential for gauging and addressing the pandemic's systemic consequences and can yield insights into influences on research productivity more generally. Based on the survey responses of 1891 university professors in Germany, we estimate multivariate models to investigate the relevance of a comprehensive set of factors that may have shaped the pandemic's impact. We furthermore use sample splits and an econometric decomposition technique to analyze disciplinary and gender differences. Our findings show that some factors, including additional time demands for care responsibilities and negative spillovers from disruptions of teaching activities, are of general relevance, whereas the relevance of other factors varies between groups of academics. In the natural and engineering sciences, the dependence on access to research facilities seems to have led to a more uniform negative impact of the pandemic. This apparently rendered the work environment an important influence on

academics' susceptibility to disruptions. In the humanities and social sciences, where the pandemic's impact was more heterogeneous, individual conditions such as seniority played a notable role. Most of these factors identified as relevant were furthermore more influential among female academics, who seem to experience greater challenges with shielding their research activities from disruptions. Overall, our investigation highlights the complexity of mechanisms worth taking into account for policy and management efforts concerned with academics' research productivity, within and outside of the context of the pandemic.

Redding, C., & Taksier, K. A. (2025). **Breaking Bad/Good? Patterns and Correlates of Public School Teachers' Multiple Jobholding**. *American Educational Research Journal*, *62*(3), 611-650. https://doi.org/10.3102/00028312251316256
Stagnating teacher salaries and the widening gap between public school teachers and similar workers have led to growing concerns that teachers will seek additional employment—possibly leading to teacher burnout and/or attrition in the process. Using data from the Schools and Staffing Survey and the National Teacher and Principal Survey from 1994–2021, we show that teacher multiple jobholding has been remarkably stable over time, although certain types of multiple jobholding have shifted. When examining the predictors of multiple jobholding, we found a high degree of variation across the timing, focus, and setting of teachers' additional work. Using regression analysis, we show that teachers who work an additional job have higher levels of burnout but higher intentions to remain in teaching and lower rates of leaving. Differences in these outcomes are observed for teachers who work more than one additional job and teachers who work outside of school.

Singh, P., Kharwar, S., & Mishra, N. (2025). **Job insecurity and work engagement among teachers: moderated-mediation involving affective well-being and emotion regulation difficulties**. *Social Psychology of Education*, *28*(1), 70. https://doi.org/10.1007/s11218-025-10033-9
Enhancing teachers' work engagement requires systematic exploration of its contributors. Job insecurity has been considered a significant factor; however, other mediators and moderators may affect the relationship between job insecurity and work engagement. The present study tested a model of work engagement involving job insecurity as a predictor, affective well-being as a mediator, and emotion regulation difficulties as moderators of the mediational relationship. In this cross-sectional study, a total of 170 teachers (Mage = 32.22, SDage = 7.83), selected using the purposive sampling technique, were assessed using standardized measures. The data were subjected to mediation and moderated mediation analysis. The analysis revealed that affective well-being mediates the relationship between job insecurity and work engagement, and emotion regulation difficulties moderate the effect of job insecurity on affective well-being. It implies that individuals with the same level of job insecurity but different levels of emotion regulation difficulties showed differences in their well-being and work engagement. Emotion regulation difficulties influence how job insecurity impacts work engagement. Job insecurity may not be a sufficient condition for reduced work engagement. It may be the difficulty in emotion regulation and consequent poor affective well-being due to heightened negative emotions that affect work-engagement. Helping teachers identify their emotion regulation difficulties and equipping them with functional and adaptive ER strategies may improve their work engagement.

Siuty, M. B., Beneke, M. R., & Handy, T. (2025). **Conceptualizing White-Ability Saviorism: A Necessary Reckoning With Ableism in Urban Teacher Education**. *Review of Educational Research*, *95*(3), 505-535. https://doi.org/10.3102/00346543241241336
White saviorism is a well-documented phenomenon in the education literature. Particularly, researchers have made connections between white saviorism and teacher preparation for urban contexts serving Students of Color negatively impacted by legacies of systemic racism. Scholars are increasingly taking an intersectional lens to understand the ways in which racism and ableism intersect, yet much of the literature on white saviorism does not critically examine the role of ableism. In this meta-ethnography, we review extant qualitative research on urban teacher preparation in an effort to extend the analysis to include a robust examination of ableism and deepen our understandings of white supremacy in these spaces. To this end, we conceptualize white-ability saviorism as a more comprehensive and precise way to understand the dynamics at play in urban teacher preparation that contribute to white supremacy and perpetuate educational inequities for urban Communities of Color.

Tardif, M., Lakhal, 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 Centre de Recherche interuniversitaire sur la formation et la profession enseignante website: https://doi.org/10.71781/bxd4-e777

Tchuindibi, L. (2024). ***Construction des pratiques d'accompagnement des éducatrices et éducateurs spécialisés en contexte d'inclusion scolaire au Québec***. Consulté à l'adresse http://hdl.handle.net/1866/40549
Le paysage scolaire québécois a été l'objet de nombreuses transformations au cours des dernières décennies. Une diversification de la population étudiante ainsi que des politiques favorisant de plus en plus l'accueil d'élèves ayant un handicap, des difficultés d'adaptation ou d'apprentissage (EHDAA) en milieu ordinaire ont conduit à une réorganisation des services. Des personnels de soutien technique et paratechnique (PSTP), dont font notamment partie les éducatrices et éducateurs spécialisés (ES) (LeVasseur et Tardif, 2005), ont alors été introduits pour accompagner ces élèves. Malgré le recours croissant à ces personnels dans les écoles, on remarque qu'à ce jour, on en sait encore très peu sur leur travail. L'objectif de la présente recherche est donc de comprendre comment les ES construisent leurs pratiques d'accompagnement en soutien à la réussite éducative des EHDAA, en contexte d'inclusion scolaire au Québec. Pour atteindre cet objectif, nous mobilisons un cadre conceptuel interactionniste symbolique, qui s'inscrit dans un paradigme interprétatif. Nous considérons les ES comme des actrices et acteurs sociaux compétents (Giddens, 1987) qui sont aussi des praticiennes et praticiens réflexifs (Schön, 1994). Nous nous intéressons à la façon dont ils développent leurs pratiques de façon individuelle et collective en interaction avec leurs collègues et leur environnement de travail (Becker, 2004). Pour ce faire, nous avons réalisé une recherche collaborative (Desgagné, 1997) avec six ES (du primaire et secondaire) et une conseillère pédagogique (CP), avec qui nous avons mené des entretiens individuels (n=6), permettant aux ES d'expliciter leur pratique individuelle; ainsi que des entretiens de groupe (n=5), afin de co-construire une analyse de leurs pratiques, du sens de celles-ci et des enjeux qu'ils rencontrent (Duchesne et Haegel, 2004). L'analyse s'est déroulée en deux phases : une première phase d'analyse thématique

(Paillé et Mucchielli, 2021b) visait à produire une description fine des actions posées par les ES face aux situations qu'ils rencontrent; une deuxième phase d'analyse par catégories conceptualisantes (Paillé et Mucchielli, 2021a) visait quant à elle à dégager plusieurs dimensions sous-jacentes à la pratique des ES. Les résultats donnent à voir la diversité des actions que les ES posent pour soutenir l'intégration scolaire et sociale des EHDAA, leurs apprentissages, leur développement personnel et la gestion de leurs comportements. De surcroit, ils mettent en lumière le rôle que jouent les ES auprès du personnel enseignant et du service de garde, en leur apportant des conseils et des outils, tout en favorisant leur bien-être et leur disponibilité auprès des élèves. L'analyse fait également émerger plusieurs dimensions de la pratique des ES, notamment, les pratiques qu'ils jugent comme étant limitées; celles qu'ils développent de façon alternative, en jonglant avec les contraintes du milieu et les ressources dont ils disposent; celles qu'ils rejettent, car étant selon eux hors de leur champ d'expertise, ou entravant d'autres facettes de leur rôle; et finalement celles qu'ils rêvent de pouvoir mettre en place, afin d'apporter un meilleur soutien à la réussite des EHDAA. Cette recherche permet ainsi d'identifier plusieurs leviers pour favoriser le développement de la pratique des ES.

Teacher incentive reforms in Portuguese public education. (s. d.). Consulté 2 juin 2025, à l'adresse Portuguese Economy Research Report website: https://research.pej.pt/2025/03/teacher-incentive-reforms-in-portuguese-public-education/

Trépanier, A., & Deschenaux, F. (2024). **Le processus de désengagement professionnel au cours de la carrière des enseignants d'expérience du secondaire**. *Formation et profession*, *32*(3), n.p. Consulté à l'adresse https://formation-profession.org/files/numeros/42/v32_n03_855.pdf
Le désengagement professionnel chez les enseignants constitue un phénomène préoccupant et celui-ci reste, à ce jour, peu documenté. Ainsi, cette recherche vise à décrire et à comprendre le processus de désengagement professionnel chez les enseignants d'expérience au secondaire. Les résultats obtenus à l'aide de l'analyse thématique de huit entretiens semi-dirigés révèlent que les nombreuses difficultés affectant le travail des enseignants peuvent constituer une source de désengagement en venant affecter ses trois dimensions : affective, normative et relationnelle. En outre, celui-ci peut s'observer à travers de multiples manifestations. Ces résultats permettent de constater le caractère graduel du désengagement professionnel qui s'exprime selon divers profils.

Zaugg, J. (2025, mai 23). **Au Royaume-Uni, « les universitaires sont en permanence surveillés et évalués »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/05/23/au-royaume-uni-les-universitaires-sont-en-permanence-surveilles-et-evalues_6607894_4401467.html
Attaquées de toutes parts par la censure, les privatisations et le populisme, les universités ont cessé d'être des lieux dévolus à la pensée critique, déplore la sociologue Jo-Anne Dillabough. Dans un entretien au « Monde », elle analyse le cas du Royaume-Uni.

Numérique et éducation

Al-Emran, M., Abu-Hijleh, B., & Alsewari, A. A. (2025). **Examining the impact of Generative AI on social sustainability by integrating the information system success model and technology-environmental, economic, and social sustainability theory**. *Education and Information Technologies*, *30*(7), 9405-9426. https://doi.org/10.1007/s10639-024-13201-0
Generative Artificial Intelligence (AI) refers to advanced systems capable of creating new content by learning from vast datasets, including text, images, and code. These AI tools are increasingly being integrated into various sectors, including education, where they have the potential to enhance learning experiences. While the existing literature has primarily focused on the immediate educational benefits of these tools, such as enhanced learning and efficiency, less attention has been given to how these tools influence broader social sustainability goals, including equitable access and inclusive learning environments. Therefore, this study aims to fill this gap by developing a theoretical research model that combines the information system (IS) success model, technology-environmental, economic, and social sustainability theory (T-EESST), and privacy concerns. To evaluate the developed model, data were collected from 773 university students who were active users of Generative AI and analyzed using the PLS-SEM technique. The findings showed that service quality, system quality, and information quality have a significant positive effect on user satisfaction. Using Generative AI tools is found to be positively affected by user satisfaction. Interestingly, the findings supported the positive role of Generative AI in promoting social sustainability. However, no significant negative correlation was found between privacy concerns and Generative AI use. The findings provide several theoretical contributions and offer insights for various stakeholders in developing, implementing, and managing Generative AI tools in educational settings.

Alqahtani, R. N., & Almassaad, A. Z. (2025). **The Effect of a training program based on the (TAWOCK) model for teaching computational thinking skills on teaching self- efficacy among female computer teachers**. *Education and Information Technologies*, *30*(5), 6687-6705. https://doi.org/10.1007/s10639-024-13088-x
The aim of research is to reveal the effect of a training program based on the TAWOCK model for teaching computational thinking skills on teaching self-efficacy among computer teachers. It used the quasi-experimental approach, with a pre-test and post-test design with a control group. An electronic training program based on the TAWOCK model was designed, and prepared (teaching self-efficacy scale). The research sample included (42) female teachers in the experimental group, and (39) female teachers in the control group. The research reached: There was a statistically significant difference at the level ($a \leq 0.05$) between the mean scores of computer teachers in the experimental and control groups in the post application; In favor of the experimental group, the value of the ETA square for the total scale of teaching self-efficacy was (0.613); Which indicates the size of significant impact on the self-teaching effectiveness of female computer teachers. There was also a statistically significant difference at the level ($a \leq 0.05$) between the mean scores of computer teachers in the experimental group in the pre and post applications; In favor of the post application, the value of Cohen's coefficient for the total scale of teaching self-efficacy was (1.26).

Alsayer, A. A., & Lowenthal, P. R. (2025). **Measuring social presence in online learning: A validation study**. *Education and Information Technologies*, *30*(5), 5655-5676. https://doi.org/10.1007/s10639-024-12972-w

Despite continued research into the Community of Inquiry (CoI) framework, the best way to measure each presence of the framework, and in particular social presence, has not been effectively settled in prior research. The purpose of this study was to evaluate the validity of the social presence items in the CoI framework and its subscales, as well as to determine the strongest contributors to the social presence construct. An online survey of 413 students in online courses in the U.S. was administered to assess the validity and structural framework of the social presence construct. The findings from the current survey suggest that social presence is most strongly predicted by affective expression, and that all three subscales explain approximately 72% of the variance in social presence. The implications of this variance and future research items suggest that emotional expression is one of the more important factors for instructors to focus on in online courses to promote social presence.

Alsayer, A. A., Templin, J., Niileksela, C., & Frey, B. B. (2025). **Examining the structure of the revised community of inquiry framework: a multi-level approach**. *Education and Information Technologies*, *30*(5), 6785-6807. https://doi.org/10.1007/s10639-024-13090-3
Prior research on the Community of Inquiry (CoI) framework has a limited amount of work which uses structural techniques to confirm the factorial structure of the CoI. The current study investigates the structural relationships among the three elements of the CoI framework (cognitive presence, teaching presence, and social presence), but extends the prior literature by testing the inclusion of a learning presence factor as well as a unifying higher-order online educational presence factor. Using a hierarchical confirmatory factor analysis (CFA) with data collected from an online survey of 709 students enrolled in online courses across the U.S, we investigated (a) the relationships between online educational experience as a higher-order factor and the three original CoI elements as lower-order factors and (b) conducted a hierarchical model to investigate the relationships and model fit indices with the additional learning presence CoI element. The results of the models suggested adequate fit for a model with a higher-order construct, supporting a model which provides a more comprehensive picture of the CoI constructs. Furthermore, while the higher order online learner's educational experience most strongly influenced the teaching presence subfactor, it also displayed significant impacts on the other factors. Finally, the addition of a learning presence construct did not decrease model fit and added theoretical depth to the CoI model. The data support the use of a multi-level revised CoI model in future research to better understand online educational success, and suggests that practitioners should develop approaches to enhancing learning presence in online educational settings.

Amaefule, C. O., Britzwein, J., Yip, J. C., & Brod, G. (2025). **Children's perspectives on self-regulated learning: A co-design study on children's expectations towards educational technology**. *Education and Information Technologies*, *30*(5), 6117-6140. https://doi.org/10.1007/s10639-024-13031-0
Self-regulated learning (SRL) involves processes by which learners purposefully direct their cognitions, emotions, and behaviors towards the achievement of personal learning goals. Research has shown that young learners often struggle with SRL. Educational technology could be useful to support their SRL. However, it remains unclear how support mechanisms can be best adapted to the needs of children. Adopting a participatory design (PD) approach involving an intergenerational design team of six children (ages 10–12) and three adult facilitators, we explored children's perspectives on factors that facilitate or hinder their SRL, and what kinds of support they desire. The study consisted of

three in-person co-design sessions (one per week) lasting about 90 min each over three weeks. The sessions centered on brainstorming needs, evaluating existing technology, ideating and designing paper prototypes of study-planner apps. Our findings indicate that children primarily voice the need for support to better organize their study and to keep focused on the learning task at hand. They also make it clear that SRL support systems must be designed to be attractive and fun. Children's subsequent evaluation of app features and the prototypes which they designed were consistent with these needs. Taken together, our study indicates that children can voice clear and consistent preferences for SRL support with educational technology. By including children in the design process, we can ensure that educational technologies effectively meet their needs, enhance their learning experiences, and promote self-regulation and academic success.

Anwar, K., Musa, J., & Salleh, S. M. (2025). **From learning to practice: The role of preparation, acceptance, skills, and innovativeness in affecting preservice teacher technology integration**. *Education and Information Technologies*, *30*(7), 9041-9067. https://doi.org/10.1007/s10639-024-13181-1
This study examines the factors influencing preservice teachers' (PSTs) technology integration during teaching practice in teacher preparation programs. Utilizing a multidimensional framework, the study integrates models such as TPACK, UTAUT, and the Triple-E evaluation rubric, among others. The research involved a Qualtrics survey of 1,217 PSTs across various educational programs at Indonesian universities. We used advanced statistical methods for data analysis, including measurement and structural analyses, as well as Importance-Performance Matrix Analysis (IPMA) procedures through Partial Least Square Structural Equation Modeling (PLS-SEM). The findings show that PSTs' technology skills (TTS) are a determinant factor of technology integration during teaching practice among PSTs (TITP), followed by PSTs' acceptance and intention to use technology (AIT), the level of PSTs' innovativeness (LOI), and PSTs' preparation program (TTP). The findings also addressed that TITP positively supports and improves the quality of PSTs' technology integration. These findings could help PSTs prepare themselves for a technologically evolving educational landscape, assist policymakers in supporting technology integration in teacher preparation programs, and enable higher education institutions to provide the necessary technological tools and resources.

Asiedu, G., Yaayin, B., & Hanson, R. (2025). **Effect of Computer Animations on Senior High School Students' Learning Outcomes in Chemistry: A Focus on Rate of Reactions**. In *Language, Literature and Education: Research Updates Vol. 2* (p. 49-62). https://doi.org/10.9734/bpi/lleru/v2/4463
Understanding many concepts in chemistry is difficult for most students because of its abstract nature. Chemistry teachers, notwithstanding the difficulties encountered by students, are making frantic efforts to make the rate of reactions less difficult and interesting to learn. Applications of teaching strategies such as the use of ICT in computer-assisted modes of teaching, cartoons and other innovative and interactive approaches need to be applied by teachers in their lesson executions to increase the effectiveness of chemistry learning for students. The significance of computer animations in a senior high chemistry classroom is investigated in this chemistry education research study. This study investigated the effect of computer animations on the academic achievements of senior high school students in terms of the rate of reactions. The study was conducted in two public Senior High Schools in Ablekuma West Municipal in the

Greater Accra Region of Ghana. This study was anchored on the positivist paradigm and adopted the quantitative approach as well as a quasi-experimental design to achieve its objectives. The study used purposive sampling to select 85 students for the study. Two intact classes were engaged in the study with 45 students in the experimental group and 40 students in the control group. The instrument used for the collection of data was the 'Rate of Reaction Achievement Test' (RoRAT), in the form of a pre-test and a post-test. The pre-test was used to check if the two groups were at the same level of achievement in the rate of reactions or not before the treatment. A post-test was administered after the treatment to find out whether the treatment activities assisted in enhancing students' academic achievement in the rate of reactions or not. The t-test analysis of the pre-test scores showed that the p-value was 0.960 which was greater than the 0.005 alpha value ($p > 0.05$). This means there was no significant difference between the means of the pre-test scores of the experimental group and the control group before the treatment, indicating that the two groups were the same in terms of their understanding and achievements in the rate of reaction concepts. However, from the t-test analysis of the post-test scores, the p-value was found to be 0.000 which was less than the 0.05 alpha value ($p < 0.05$). This shows that there was a statistically significant difference between the means of the post-test scores of the experimental group and the control group after the treatment. The effect size in the post-test scores between the two groups was large which was seen in the calculated Cohen's D value of 2.176. The study concluded that computer animations assisted senior high school students to better understand the rate of reactions resulting in enhanced academic achievement. This research contributes to chemistry education by providing teachers and curriculum developers with an alternative instructional strategy which is the use of computer animation for teaching rate of reactions.

Ayuso-Del-Puerto, D., Gutierrez-Esteban, P., & Albuquerque-Costa, F. (2025). **Evaluation of open educational resources: a narrative literature review**. *International review of education = Revue internationale de l'éducation*, *71*(1), 159-182. Consulté à l'adresse https://link.springer.com/content/pdf/10.1007/s11159-024-10099-1.pdf
Cette étude examine les outils d'évaluation des ressources éducatives libres (REL) utilisés entre 2012 et 2022, dans un contexte international marqué par la multiplication des initiatives en faveur de l'accès et de la réutilisation des REL. Les auteurs analysent les instruments employés, les dimensions couvertes, ainsi que la prise en compte de l'équité d'accès, de l'usage et de l'appropriation des contenus. Ils constatent une faible diversité des outils et un écart entre les discours sur les REL et leur mise en œuvre effective. L'étude souligne la nécessité de repenser les politiques et référentiels afin d'y intégrer des critères favorisant l'inclusion éducative et la littératie numérique pour tous les apprenants.

Bayzan, Ş. (2025). **Are Digital teachers anxious? An investigation of the relationship between teachers' Digital Citizenship behaviors and online privacy concerns**. *Education and Information Technologies*, *30*(5), 6809-6837. https://doi.org/10.1007/s10639-024-13133-9
This study aims to investigate the effect of teachers' digital citizenship behaviour on their online privacy anxiety levels. The sample of the study consists of 7,465 volunteer teachers randomly selected from among teachers in different branches working in public and private schools in eighty-one provinces affiliated to the Ministry of National Education of the Republic of Turkey. The data were collected using the sociodemographic characteristics information form, the digital citizenship behaviour scale (DCBS) and the

online privacy anxiety level scale (OPCAS). Teachers were selected by the quota sampling method and descriptive analysis, t test, ANOVA, Pearson correlation analysis as well as multiple regression analysis methods which were used for the data analysis. There was a low level positive relationship between the teachers' digital citizenship and their online privacy anxiety levels. The teachers' online privacy anxiety and their digital citizenship levels are at a medium level. The online privacy anxiety levels of the preschool teachers are lower than those of the high school teachers. The digital citizenship levels of the preschool teachers are higher than those of the high school teachers. As the age of teachers increases, their online privacy anxiety levels increase. Digital citizenship levels of the female teachers are higher than those of the male teachers. The digital citizenship levels of the teachers who spent a long time on the Internet are higher than other teachers. As the age of the teachers increases, the average digital citizenship score decreases. This study reveals that there is a positive relationship between the teachers' level of digital citizenship and their online privacy concerns. Increased online anxiety encourages the teachers to develop their digital citizenship skills. In this context, increasing the teachers' awareness of digital citizenship and online privacy will contribute to the development of digital citizenship skills by supporting the idea that they should be concerned about their online privacy.

Behbahani, H. K., & Karimpour, S. (2025). **Exploring the role of mobile-mediated dynamic assessment in L2 learners' reading comprehension and reading fluency**. *Education and Information Technologies*, *30*(5), 6237-6260. https://doi.org/10.1007/s10639-024-12994-4
This study examined the effect of mobile-mediated dynamic assessment on reading comprehension and reading fluency skills of Iranian L2 learners. With 50 Iranian L2 learners, randomly assigned to the experimental and control groups, a pretest–posttest control group design was used. Whereas the control group received traditional instructor translation of reading materials, the experimental group received mobile-mediated dynamic assessment including interactive reading tasks mediated by the teacher via a mobile application. Pre- and post-assessment of L2 reading comprehension and reading fluency was achieved by means of researcher-made tests for data collecting. Conducting independent samples t-tests, the results of the study showed that, in both reading comprehension and reading fluency, no difference existed between the two groups on the pretest. However, on the posttest, the experimental group outperformed the control group on both measures of reading comprehension and reading fluency demonstrating the effectiveness of mobile-mediated dynamic assessment in improving L2 reading skills. The design and execution of the study benefited from theoretical foundations derived from mobile-mediated language learning and dynamic assessment. The results of the study add to the body of knowledge by showing the possibility of mobile-mediated dynamic assessment as a creative approach to raise reading competency of L2 learners. The implications for language teachers, policy makers, syllabus design, and materials development are discussed and recommendations for future studies to investigate the efficacy of mobile-mediated dynamic assessment in several instructional environments are offered.

Blažič, A. J., & Blažič, B. J. (2025). **Teaching and learning cybersecurity for European youth by applying interactive technology and smart education**. *Education and Information Technologies*, *30*(7), 9093-9120. https://doi.org/10.1007/s10639-024-13155-3
This paper presents a new developed methodology for teaching and learning subjects that although are very important in the modern digital society are neglected in high

school education programs: cybersecurity and cyber safety. A Study among the EU high schools in 2021–2022 revealed that computer science teachers are not regularly upgrading their knowledge and do not have cybersecurity topics included in the educational program for computer science and informatics. The development and the implementation of an interactive education program of cybersecurity topics for high school students enabled a flexible approach for teaching cybersecurity to be be implemented in several EU based high schools The new curriculum offer many tools for active learning like interactive videos, quizzes, games, and live cases of cyber threats and in the same time apply the teaching of the aligned protective methods. During the implementation of the cybersecurity education was found that the applied methodology enhances the interactions between the teachers and the students by presenting and discussing examples encountered when using digital services on the internet and by applying several innovative approaches presented in the 24 fiches. The effectiveness of the approach was evaluated through surveys and interviews but final assessment of the acquired student skills was done at the international Capture tThe Flag game contest. In the discussion section the paper provide an assessment of the applied model and recommendations.

Bonnard, C. (2023). **La continuité pédagogique des apprentis CAP pendant la crise sanitaire : Étude au sein d'une école des métiers**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 11-32. https://doi.org/10.3917/lsdle.563.0011
Cet article s'intéresse à la continuité pédagogique des apprentis CAP lors de la crise sanitaire à partir d'une enquête originale menée au sein d'une école des métiers. Nous soulignons que la continuité pédagogique des apprentis a été relativement restreinte. Une approche quantitative nous permet de montrer le poids du genre, de la configuration familiale mais également du sens donné à l'orientation par l'élève dans le suivi des enseignements à distance. À partir d'entretiens auprès d'apprentis, nous identifions ensuite un ensemble d'obstacles à la continuité pédagogique et notamment les inégalités face au numérique, leur rapport aux savoirs scolaires ou encore la mobilisation de certains jeunes en entreprise lors du confinement.

Briet, G., & Charbonnier, É. (2025). **Usages du numérique en contexte scolaire et universitaire**. *La Revue de Santé Scolaire et Universitaire*, *16*(93), 7. https://doi.org/10.1016/j.revssu.2025.03.004

Cabı, E. (2025). **The relationship between academic performance and the interaction patterns of online students in learning management system**. *Education and Information Technologies*, *30*(7), 8473-8493. https://doi.org/10.1007/s10639-024-13168-y
Learning Management System (LMS) can track student interactions with digital learning resources during an online learning activity. Learners with different goals, motivations and preferences may exhibit different behaviours when accessing these materials. These different behaviours may further affect their learning performance. The purpose of this study is to examine the relationship between students' interaction behaviours in online learning activities and their academic performance. In this study, including 214 students, the LMS was used for sharing course content, communicating with students, and conducting evaluations. At the end of the 14-week teaching period, the tracking data, which were obtained from the learning activities of the students, were analysed. A two-step clustering analysis was carried out to categorise students' interactions with learning activities. Thus, it was determined that they had low, moderate, and high interactions,

respectively. The normal distribution and homogeneity of variances of the variables were checked. ANOVA was used when assumptions were met, and the Kruskal-Wallis test was used when assumptions were met. A significant difference was found between the different behaviour clusters and students' academic performance. This study showed that students with high levels of interaction according to behaviour patterns also performed well academically. In addition, students' expectations and motivations for the course were collected and examined using a questionnaire.

Cafarella, L., & Vasconcelos, L. (2025). **Computational thinking with game design: An action research study with middle school students**. *Education and Information Technologies*, *30*(5), 5589-5633. https://doi.org/10.1007/s10639-024-13010-5
Middle school students often enter Computer Science (CS) classes without previous CS or Computational Thinking (CT) instruction. This study evaluated how Code.org's block-based programming curriculum affects middle school students' CT skills and attitudes toward CT and CS. Sixteen students participated in the study. This was a mixed methods action research study that used pre- and post-tests, surveys, artifacts, and interviews as data sources. Descriptive statistics, paired samples t-tests, and inductive thematic analysis were administered. Findings showed a statistically significant increase in participants' algorithmic thinking, debugging, and pattern recognition skills but not in abstraction skills. Attitudes toward CT and CS improved but the difference was not statistically significant. Qualitative themes revealed benefits of game-based learning to promote CT skills, collaboration to promote successful error debugging, and enjoyment of programming resulting from a balance between structured guidance and creative freedom. Findings emphasize the importance of low-threshold and engaging strategies to introduce novice learners to CT and CS.

Cai, C., Zhu, G., & Ma, M. (2025). **A systemic review of AI for interdisciplinary learning: Application contexts, roles, and influences**. *Education and Information Technologies*, *30*(7), 9641-9687. https://doi.org/10.1007/s10639-024-13193-x
Interdisciplinary learning requires students to integrate knowledge and methods from different disciplines, prompting advanced skills development and knowledge construction by connecting diverse subjects. Artificial Intelligence (AI), with its rich information base and abilities to track learning and provide personalized support, has the potential to support interdisciplinary teaching and learning. Previous literature reviews either focus on AI in education in general or Science, Technology, Engineering, and Mathematics (STEM) education, leaving the research trends, challenges, and opportunities of AI for interdisciplinary learning insufficiently examined. To address this gap, this systematic review synthesizes research on AI for interdisciplinary learning published from 2010 to 2023. Following the PRISMA guidelines, we conducted a meticulous analysis of 71 publications. We found that AI for interdisciplinary learning was primarily manifested in four forms: models, robots, systems, and conceptual frameworks, with varied frequencies. We summarized the diverse roles of AI in interdisciplinary learning: it not only enhances interactive, immersive, and personalized learning experiences, but also supports institutional and administrative services. AI has holistic influences on students and plays a significant role in supporting teachers' assessment and professional development. Moreover, the review uncovered the imbalance and limitations of current studies and suggested future research trends. This review provides a thorough understanding of AI for interdisciplinary learning, offering valuable insights for future research, teaching, and technological designs.

Çakiroğlu, Ü., & Selçuk, V. (2025). **Machine learning meets secondary school classrooms: using hands-on activities to advance computational thinking**. *Education and Information Technologies*, *30*(7), 9547-9571. https://doi.org/10.1007/s10639-024-13196-8
In recent years, when computational thinking (CT) has become increasingly important, utilizing machine learning (ML) techniques provides a revolutionary method for comprehending and improving cognitive skills for young students. However, few studies deepen the process of learning ML and CT. This exploratory study aims to investigate the impact of ML activities on the CT skills of secondary school students. The participants consisted of 20 students enrolled in the 5th grade at a public secondary school. Data from interviews and screen recordings were analyzed and scored using a rubric developed by the researchers. The results indicated that the activities positively contributed to the development of abstraction, decomposition, algorithm design, and pattern recognition dimensions of CT. The study's findings are noteworthy because they show how ML differs from traditional approaches to teaching CT in terms of concepts, learning paths, and problem-solving techniques. Both the practical application of ML and the educational goal of advancing CT to make it appealing and informative for educators who are interested in integrating ML in computer science education for young students are also included. We hope that the findings of this study will assist in designing and implementing ML activities for young students.

Cao, S., Xu, Y., Zhou, T., & Zhou, S. (2025). **Is ChatGPT like a nine-year-old child in theory of mind? Evidence from Chinese writing**. *Education and Information Technologies*, *30*(5), 5787-5811. https://doi.org/10.1007/s10639-024-13046-7
ChatGPT has been demonstrated to possess significant capabilities in generating intricate human-like text, and recent studies have established that its performance in theory of mind (ToM) tasks is strikingly comparable to a nine-year-old child's. However, it remains unknown whether ChatGPT outperforms children of this age group in Chinese writing, a task credibly related to ToM. To justify the claim, this study compared ChatGPT with nine-year-old children in making Chinese compositions (i.e., science-themed and nature-themed narratives), aiming to unveil the relative advantages and disadvantages by human writers and ChatGPT in Chinese writing. Based on the evaluative framework comprising of four indices (i.e., fluency, accuracy, complexity, and cohesion) to test writing quality, this study added an often-overlooked index "emotion" to extend the framework. Afterward, we collected 120 writing samples produced by ChatGPT and children and used the confirmatory factor analysis (CFA) and structural equation modelling (SEM) for data analysis and comparison. The results revealed that this age group of children surpassed ChatGPT in fluency and cohesion while ChatGPT transcended the children in accuracy. With respect to complexity, the children exhibited better skills in science-themed writing, but ChatGPT better in nature-themed writing. Most importantly, this study unlocked the pioneering discovery that children display more potent emotional expressions than ChatGPT in Chinese writing, providing an instance of evidence that ChatGPT is really even poorer than a nine-year-old child in ToM to some extent.

Cecchi, G. (2025). **The importance of being present. a two-part model approach to assess the impact of synchronous online learning on the academic success of university students**. *Quality & Quantity*, *59*(1), 439-461. https://doi.org/10.1007/s11135-024-01986-8

Maximizing the academic success of university students is one of the most important challenges for teachers and universities. In the context of online universities, to achieve this goal, teachers must be able to offer students quality learning experiences in both asynchronous and synchronous modes. Synchronous online learning (SOL) enables teachers to engage with their students in real-time despite being physically separated by geographical distance. This study involves first year students of the bachelor's degree programs of the academic year 2022/2023 of an Italian online university. The aim is to measure the effect of the number of synchronous activities performed by students, together with other variables related to students' demographic attributes and academic background, on students' educational success. In this case, educational success is measured by the number of credits gained by students after one year, a variable with an irregular distribution that has a mode in the value zero. This research employs a two-part model: logistic for the zeroes and quantile for positive counts. The results show that synchronous activities enhance the predictive power to forecast students' performances in terms of university credits, which can be useful for the delivery of personalized learning activities and prevent early drop-out.

Cen, M. (2025). **Applying computational methods to analyze trends and themes in Library and Information Science Education**. *Education and Information Technologies*, *30*(7), 8765-8803. https://doi.org/10.1007/s10639-024-13175-z
The rapid advancement of Library and Information Science requires thoroughly examining emerging trends and evolving research priorities. This study seeks to uncover key themes within the field by applying Clustering Analysis and Keyword Frequency techniques. The objective is to analyze interdisciplinary connections and shifts in focus areas such as digital libraries, metadata, and information retrieval. Data were collected from 450 librarians through a structured questionnaire and analyzed using SPSS. The findings reveal distinct clusters centered around digital information management, metadata, and open access, while the rising prominence of concepts like data science indicates changing research interests. These insights highlight potential biases in the Library and Information Science literature and suggest opportunities for future research, particularly in areas such as ethical considerations, user-centered design, and scholarly communication. The study's contributions lie in offering a data-driven approach to trend analysis within Library and Information Science, providing practical implications for guiding future research directions and interdisciplinary collaboration. Its novelty stems from integrating computational methods to explore the complex, evolving landscape of Library and Information Science and offer a roadmap for future scholarly exploration.

Chang, C.-F., Annisa, N., & Chen, K.-Z. (2025). **Pre-service teacher professional education program (PPG) and Indonesian science teachers' TPACK development: A career-path comparative study**. *Education and Information Technologies*, *30*(7), 8689-8711. https://doi.org/10.1007/s10639-024-13160-6
This study examined the impact of the Indonesian pre-service teacher professional education program (PPG) on pre-service science teachers' technological pedagogical content knowledge (TPACK) competencies. As a government-directed initiative, the PPG program's curriculum is aligned with TPACK principles. We conducted a comparative analysis involving 311 teachers divided into four groups: pre-service PPG science teachers, pre-service science teachers not enrolled in PPG, in-service science teachers with less than two years of experience, and those with more than two years of experience. ANOVA results revealed a significant positive effect of the PPG program on

TPACK scores, except when comparing non-PPG pre-service teachers to in-service teachers with less than two years of experience. Pre-service PPG teachers demonstrated greater confidence in technology-related TPACK components. In contrast, in-service teachers with over two years of experience exhibited higher overall TPACK scores, particularly in pedagogical knowledge, content knowledge, and pedagogical content knowledge. These findings highlight the effectiveness of government-sponsored teacher training in enhancing TPACK while recognizing the valuable expertise that experienced teachers bring to their practice. The study suggests a need for resource allocation and training strategies that incorporate the strengths of both pre-service and experienced educators to foster a more comprehensive approach to teacher development.

Chen, Z., Zuo, H., Hua, Z., Feng, Y., & Gao, R. (2025). **Profiles of teachers' emotional labour during COVID-19 and the consequences on mental health: A comparison between online and offline teaching**. *British Journal of Educational Psychology*, *95*(2), 346-362. https://doi.org/10.1111/bjep.12720
Background Despite increasing attention on emotional labor in teacher well-being research, person-centered studies are relatively scarce, particularly concerning the emotional labor of online teaching during COVID-19 and its effects on teachers' non-work-related mental health. Objective This study aims to address these gaps by examining emotional labor profiles and their consequences on job satisfaction, depression, and anxiety among Chinese teachers involved in either online or offline teaching during October–December 2022. Methods Two samples of teachers were analyzed altogether: one engaged in online teaching (N=605) and the other in offline teaching (N=394). Latent profile analysis was used to identify emotional labor profiles based on three strategies: surface acting, deep acting, and expression of naturally felt emotions. Results A total of four subgroups of emotional workers were identified: natural expressors, actors, flexible regulators, and authentic regulators. Significant differences were found between online and offline teaching, with a higher proportion of actors and fewer flexible regulators in the online condition, suggesting that the screen acts as a barrier to authentic emotional display. Among the four classes, actors scored lowest on job satisfaction and highest on depression and anxiety, whereas authentic regulators were the most adaptive, especially in online settings. Conclusions The findings highlight the impact of online teaching on teachers' emotional labor profiles and mental health, with practical implications for optimizing online teaching environments and supporting teacher well-being.

Chiron, T. (2024). **Apprendre à travailler avec le vivant : analyse du potentiel d'apprentissage d'un prototype de simulateur de forêt Silva Numerica**. *Travail et Apprentissages*, *27*(1), 48-66. https://doi.org/10.3917/ta.027.0048
Cet article porte sur l'étude du potentiel d'apprentissage d'un prototype de simulateur d'une activité du diagnostic sylvicole et des choix d'actions qui en découlent. Grâce à l'analyse des composantes du schème décrit par Vergnaud (1996), nous analysons l'activité de 14 apprenants de la filière forêt-bois pour comprendre la nature des opérations cognitives sous-jacente à la conduite de l'activité sur le simulateur. Les résultats montrent des possibilités d'apprendre à travailler avec le vivant, ici, poser des diagnostics grâce aux premières variables implémentées, d'apprendre à organiser des actions d'éclaircies et pour certains apprenants, de raisonner sur les processus de concurrence entre les arbres. Nous montrons aussi des actions différentes en fonction du

niveau de formation des apprenants et nous proposons des pistes d'améliorations des scénarios pour la formation.

Chiu, T. K. F., Ahmad, Z., & Çoban, M. (2025). **Development and validation of teacher artificial intelligence (AI) competence self-efficacy (TAICS) scale**. *Education and Information Technologies*, *30*(5), 6667-6685. https://doi.org/10.1007/s10639-024-13094-z
Evaluating teacher AI competence levels and building effective, safe, and healthy learning environment are crucial steps in transitioning to AI-based education. Current established digital competence frameworks may indirectly address AI competence but often overlook the impact of AI on society, ethics, and assessment. Research on teacher AI competence is at its first stage, primarily focusing on theoretical and professional discussions, along with qualitative investigations. This study aims to propose and confirm the reliability and validity of a scale measuring teacher AI competence self-efficacy (TAICS) in K-12 education. The scale was developed using a Delphi method, and includes six dimensions: AI knowledge, AI pedagogy, AI assessments, AI ethics, human-centered education, and professional engagement. Each dimension contains four items. The scale was evaluated on a sample of 434 K-12 teachers through confirmatory factor analysis and model comparisons. The analyses showed that the scale is consistent across male and female teachers, as well as scientific and non-science teachers. The completed TAICS scale consists of 24 items and encompasses six dimensions of AI competence. It can be used to examine interventions and correlational research, as well as to inform the creation of new strategies and policies for AI in relation to teacher AI competence development.

Chu, L. (2025). **Enhancing learner satisfaction through human-like digital instructors: an empirical study on the role of visual and verbal human likeness in e-learning**. *Education and Information Technologies*, *30*(7), 8713-8731. https://doi.org/10.1007/s10639-024-13163-3
The rapid advancement of artificial intelligence (AI) technology has enabled the creation of digital human instructors with human-like visual and verbal characteristics. This study investigates the impact of human likeness on learner satisfaction within e-learning environments, drawing on the "Uncanny Valley" theory and the Experience Economy model. The research utilizes educational videos featuring AI-generated digital human instructors, examining how both visual and verbal human likeness influence learner experiences across four key dimensions: education, entertainment, aesthetics, and escapism. Data were collected from 204 participants through an online survey, and the results reveal that higher levels of human likeness in digital instructors significantly enhance learner satisfaction through improved educational experiences. Additionally, the study discusses the theoretical and practical implications of these findings, emphasizing the importance of optimizing human likeness in the design of digital instructors to achieve superior e-learning outcomes. The study also identifies areas for future research, including the integration of non-verbal communication elements and the exploration of gender effects in digital human technology.

Collie, R. J., & Martin, A. J. (2025). **Teachers' early uptake of genAI in teaching and learning: important questions and answers**. *Social Psychology of Education*, *28*(1), 93. https://doi.org/10.1007/s11218-025-10052-6
Educational bodies are weighing up the extent to which generative artificial intelligence (genAI) is embedded within educational settings. Although researchers have examined

how (generative) AI can be used for effective teaching and learning, less is known about how genAI was being integrated within teachers' practice shortly after the wide-scale release of the technology. In this short report, we consider genAI integration among teachers. Our aim is to provide understanding about teachers' early patterns-of-use. We pose four research questions helpful for taking stock of early uptake: (1) What was the prevalence of teachers integrating genAI into their work? (2) Which genAI tools were being used by teachers in their work? (3) How were teachers using genAI in their work? and (4) Why were some teachers not using genAI in their work? Using a descriptive mixed methods approach and with data collected in mid-2023 from 339 Australian teachers, we present summations and descriptors that answer the four questions. Findings revealed that almost half of teachers were using genAI in their teaching-related tasks, but far fewer were using it for student learning activities. Most teachers were using ChatGPT. Teaching-related tasks centered on content creation and generation, whereas student learning activities focused on learning activities in class and content generation. Finally, the most common reason for not using genAI was a lack of knowledge about the technology. Our article concludes by raising implications for research, policy, and practice (e.g., guideline development).

Committee, H. of C. E., & House of Commons Education Committee. (2024). ***Screen time: impacts on education and wellbeing. Fourth report of session 2023–24***. Consulté à l'adresse https://committees.parliament.uk/publications/45128/documents/223543/default/
Ce rapport analyse les effets de l'utilisation des écrans et des outils numériques sur les jeunes, en partant du constat d'une augmentation significative du temps passé devant les écrans chez les enfants et les adolescents, parfois dès le plus jeune âge. Bien que le rapport reconnaisse certains avantages, il met l'accent sur la nécessité de protéger les enfants et sur les risques associés à une utilisation excessive, tels que l'exposition à des contenus inappropriés, le harcèlement en ligne, les troubles du sommeil et les effets délétères sur la santé mentale et physique. Le rapport formule un ensemble de recommandations concernant l'interdiction des téléphones portables à l'école, l'accompagnement des parents dans la gestion des temps d'écran, l'amélioration des enseignements en matière de littératie numérique, l'application de la loi sur la sécurité en ligne et la régulation de l'utilisation de l'IA et du numérique éducatif dans les écoles. (d'après résumé MUSE)

Coste, J., & Brunel, M. (2024). **L'enseignement de la littératie numérique pour la formation à une citoyenneté numérique : une étude exploratoire**. *ALSIC - Apprentissage des Langues et Systèmes d'Information et de Communication*, *27*(3). https://doi.org/10.4000/12p0x
Digital technology and the place it occupies in our societies bring about changes and challenges that cannot be limited to a particular field, as they abound in different spheres, including education, which will be the subject of our reflections. The presence of digital technology in social exchanges and interactions highlights the need for specific skills to better master its various aspects. These skills are found in the concept of digital literacy. Based on the analysis of the first data from a qualitative study, we question the teaching of these digital literacy skills in the first degree in relation with digital citizenship training. In particular, we highlight the specific learning manifestations of this new object to be taught as well as specific teaching gestures.

Dahri, N. A., Yahaya, N., & Al-Rahmi, W. M. (2025). **Exploring the influence of ChatGPT on student academic success and career readiness**. *Education and Information Technologies*, *30*(7), 8877-8921. https://doi.org/10.1007/s10639-024-13148-2
Enhancing student academic success and career readiness is important in the rapidly evolving educational field. This study investigates the influence of ChatGPT, an AI tool, on these outcomes using the Stimulus-Organism-Response (SOR) theory and constructs from the Technology Acceptance Model (TAM). The aim is to explore how ChatGPT impacts cognitive skill development, career-relevant knowledge and skills, academic success, and career readiness. Employing a quantitative research approach, survey data from 290 students at University Teknologi Malaysia were analyzed using Structural Equation Modeling (SEM). Findings indicate that frequent ChatGPT usage positively affects cognitive skills and career-relevant knowledge. Specifically, high-quality ChatGPT outputs significantly enhance cognitive skills ($\beta = 0.40$, $p < 0.001$) and career-relevant knowledge ($\beta = 0.36$, $p < 0.001$). Personalized learning experiences through ChatGPT further support cognitive development ($\beta = 0.23$, $p < 0.001$) and career-relevant knowledge acquisition ($\beta = 0.17$, $p < 0.001$). The study also demonstrates that improved cognitive skills contribute to higher academic success ($\beta = 0.35$, $p < 0.001$) and greater career readiness ($\beta = 0.28$, $p < 0.001$). However, trust in ChatGPT and access to information alone did not significantly impact cognitive skills or career-relevant knowledge. Additionally, career-relevant knowledge alone did not predict substantially career readiness, highlighting the importance of practical experience and soft skills. While ChatGPT enhances academic performance and career preparation, potential challenges include over-reliance on AI and misinformation risks. The findings highlighted the need for balanced AI integration in education, complementing traditional methods with critical evaluation skills. Future research should examine how ChatGPT can be combined with other educational strategies to improve career readiness further and address AI's limitations in educational settings.

Dai, Y. (2025). **Integrating unplugged and plugged activities for holistic AI education: An embodied constructionist pedagogical approach**. *Education and Information Technologies*, *30*(5), 6741-6764. https://doi.org/10.1007/s10639-024-13043-w
There is a growing consensus that AI literacy requires a holistic lens, including not only technical knowledge and skills but also social and ethical considerations. Yet, providing holistic AI education for upper-primary students remains challenging due to the abstract and complex nature of AI and a lack of pedagogical experiences in schools. Against this backdrop, this study employs a design-based research (DBR) methodology to develop pedagogical solutions and theoretical knowledge. Drawing upon theories about AI literacy and learning sciences, this study proposes a novel pedagogical approach, namely, the embodied constructionist approach. This approach, by integrating embodied analogies and constructionist making, forges a cyclical understand–make–reflect process. Through this process, students gradually comprehend the conceptual, technical, and ethical dimensions of AI, towards holistic development in AI literacy. This approach was implemented and fine-tuned in authentic classrooms with 107 sixth graders over two years. During the implementation, a variety of qualitative data were collected from classroom observation, video-recording, student interviews and artifacts, and debriefings with the teacher. Using a case studies method, this study uncovered the overall learning progress demonstrated by the class in AI knowledge, skills, and ethical and critical reflections, as well as the reflections and struggles experienced by individual students. This study offers an age-appropriate pedagogy to promote inclusive, holistic AI

education in the crucial, yet under-examined upper primary context. It highlights the potential of integrating AI literacy and computational thinking (CT) in K-12 education, while contributing to theoretical knowledge about embodied cognition and constructionism in the context of AI education.

Darling-Aduana, J., Rogers, L. K., & Woo, D. S. (2025). **The Potential, Reality, and Contextual Pressures Shaping Instructional Practices in a Virtual School**. *American Journal of Education*, *131*(3), 425-461. https://doi.org/10.1086/735008
Purpose: Despite the expansion of virtual learning during COVID-19, many questions remain unexplored on how to provide quality online instruction outside of a crisis-schooling model. Research Methods: The study takes place within a virtual school affiliated with the largest online curriculum provider in the United States. Using observations of synchronous virtual instruction and interviews with administrators and teachers in a virtual school system, we examine the extent to which virtual classroom practices provide high-quality, authentic learning experiences for students. We also describe contextual and organizational pressures that shape those practices. Findings: Our analysis identified pressures that encouraged alignment with state standards through an emphasis on standardization and minimum competency that, more often than not, constrained the implementation of instructional best practices. Implications: By mapping instructional practices onto the contextual pressures, logics, and beliefs present in the virtual school, we highlight how underlying classroom, institutional, and policy-level factors shape the quality and authenticity of learning experiences for virtual school students.

Denham, J., Spokes ,Matthew, Coward-Gibbs ,Matt, & and Veal, C. (2025). **Personal, pedagogic play: a dialogic model for video game learning**. *Pedagogy, Culture & Society*, *33*(3), 805-822. https://doi.org/10.1080/14681366.2023.2272164
Utilising data from semi-structured interviews (n = 20), this paper explores the educational function of internationally popular, blockbuster videogames, including the ways in which players identify and operationalise these learning experiences. It proposes a framework through which different learning experiences in mainstream, culturally significant games can be categorised, utilising dialogic learning approaches – drawn from application of – to position players in constant dialogue with the games that they play: a co-constructive pedagogy of videogames. We find that, in the context of popular videogames, implicit learning is relevant, present, and valuable alongside than explicit alternatives. Our contribution is to offer a reimagined dialogic typology which can help players, educators, caregivers and games scholars identify, utilise and research digital play-learning.

Desgagné, N. (2024). ***L'influence des tâches de réalité virtuelle sur la volonté de communiquer et la performance orale d'apprenants de FLS*** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse https://constellation.uqac.ca/id/eprint/10014/
Notre recherche se situe dans le domaine de l'apprentissage des langues par la technologie et en particulier l'utilisation de la réalité virtuelle. Certaines recherches ont étudié l'impact de l'utilisation de différentes technologies immersives sur l'apprentissage des langues secondes sur la performance orale, la motivation, la volonté de communiquer ou l'anxiété langagière. Toutefois, peu de recherches ont à la fois analysé la volonté de communiquer et la performance orale lors de l'utilisation de technologies

immersives. Dans la présente recherche, nous avons mesuré l'influence des tâches de communication orale en réalité virtuelle sur la volonté de communiquer et la performance orale d'apprenants de francisation au Saguenay. Un total de 17 participants ont pris part à la recherche, soit 11 dans le groupe expérimental et 6 dans le groupe témoin. Les participants ont pris part à quatre tâches de production orale avec l'application vtime XR utilisée sur les casques de réalité virtuelle Meta Quest 2. Avec un prétest, un post-test, un questionnaire initial, un questionnaire final et des entrevues individuelles, nous avons étudié l'évolution de leur volonté de communiquer et de leur performance orale. Selon les résultats obtenus, les tâches de communication orale en réalité virtuelle ont contribué à diminuer l'anxiété langagière des participants et à augmenter la confiance en eux, ce qui se traduit par une volonté de communiquer accrue. Nous nous sommes intéressée à l'opinion des participants en ce qui concerne l'utilisation de la réalité virtuelle en apprentissage du français langue seconde. Après avoir participé aux tâches de réalité virtuelle, les participants ont mentionné leur désir de reproduire une situation semblable dans leur quotidien. Les apprenants ont apprécié les activités en réalité virtuelle et ont dit que ces activités les avaient aidées à améliorer leurs compétences en français.

Dianda, P., Ouedraogo ,Hamidou, & and Mano, H. (2025). **Information and communication technologies (ICT) and education in the WAEMU countries: a comparative gender analysis of higher education**. *Cogent Education*, *12*(1), 2504213. https://doi.org/10.1080/2331186X.2025.2504213
This study analyzes the effect of information and communication technologies (ICTs) on higher education enrollment in seven WAEMU countries over the period 2000-2023, with a particular focus on gender disparities. To address potential endogeneity bias, the two-stage least squares method with instrumental variables (IV-2SLS) is used for the estimations. The results reveal that mobile telephony and the internet exert a positive and statistically significant effect on increased enrollment in higher education, with a more pronounced impact among men. On the other hand, fixed-line telephony, whose penetration remains low throughout the region, has no significant effect. Persistent inequalities in access to ICT limit the benefits for women and hinder their inclusion in digital higher education. These findings underscore the need for targeted policies: massively investing in mobile coverage and broadband internet, especially in rural areas; setting up subsidy or credit mechanisms to facilitate the acquisition of digital equipment by female students; integrating digital skills into higher education curricula to enhance their pedagogical use; and adopting a harmonized regional strategy among member states to strengthen the integration of digital skills in higher education. Such measures would reinforce the impact of ICT on higher education access while helping reduce gender inequalities.

Diaz, P., Hrastinski, S., & Norström, P. (2025). **How teacher students used digital response systems during student teaching**. *Education and Information Technologies*, *30*(7), 8953-8978. https://doi.org/10.1007/s10639-024-13165-1
During teacher education programs, teacher students are expected to develop the digital competence necessary for their future roles as teachers. A vital aspect of this competence involves integrating digital tools into educational activities. Some digital tools, such as response systems, are designed and used to encourage student participation during educational activities. This study explores how teacher students use different functions in various response systems during their student teaching, practically

applying what they learned in an ICT course during the teacher education program. Semi-structured interviews were thematically analyzed, with activity theory as a framework to discuss the themes. The findings reveal that while most teacher students used response systems during their student teaching, the extent and manner of use varied significantly. Frequent users reported positive experiences, integrating response systems as part of their teaching strategy, while occasional and non-users faced barriers related to theoretical grounding, relevance to the subject of English, community support, and the division of labor. These results highlight the importance of aligning digital tools with educational objectives and providing teacher students with theoretical and practical support during their training. The study contributes to the ongoing discourse on integrating digital tools in teacher education and provides insights into digital competence development within teacher education programs.

Duthoit, E. (2025). **Intégrer l'IA dans les pratiques d'évaluation : évolution des consignes, réflexivité et grille d'évaluation**. *Évaluations en contexte IA, Journée d'étude de l'Université Sorbonne Nouvelle*. Présenté à Paris, France. Consulté à l'adresse https://hal.science/hal-05060509

Falebita, O. S., & Kok, P. J. (2025). **Undergraduate Intentions of Generative Artificial Intelligence for Enhanced Learning: Influence of Attitude and Perceived Behavioral Control**. *International Journal of Technology, Knowledge and Society*, *21*(1), 169-188. https://doi.org/10.18848/1832-3669/CGP/v21i01/169-188
Many revelations have been made about the revolution that artificial intelligence (AI) has brought to the education sector, including the opening of opportunities for personalised instruction, boosting the quality of content developed by teachers while preparing for lessons, and improving the quality of classroom evaluations. Despite the many benefits of AI adoption, there have been concerns and apprehensions about its use in the educational sector. A survey was conducted to investigate the relationship between AI anxiety and the adoption of artificial intelligence tools among mathematics preservice teachers who are university undergraduates studying mathematics education in Ekiti State, Nigeria. The study sample consisted of 129 mathematics preservice teachers selected through purposive sampling. The AI anxiety scale and AI adoption scale were used for data collection after being tested for reliability. The data collected through the scales were analysed using descriptive and inferential statistics. The findings of the study revealed that the mathematics preservice teachers had a high level of AI anxiety and adopted AI at a moderate level. The study further showed that there is a significant weak relationship between mathematics preservice teachers' AI-Anxiety and AI adoption. Also, there is no significant gender difference in mathematics preservice teachers' AI anxiety and AI adoption. Based on the findings of the study, it was recommended that teacher education programs include AI and digital literacy in the curriculum to prepare students for the seamless integration of AI. Additionally, targeted interventions should be implemented to reduce the anxiety exhibited by preservice teachers.

Fang, J.-W., Chen, J., Guo, X.-G., Fu, Q.-K., Hwang, G.-J., & Tu, Y.-F. (2025). **Emotional supports in robot-based self-regulated learning contexts to promote pre-service teachers' digital learning resource development competences**. *Education and Information Technologies*, *30*(5), 6483-6509. https://doi.org/10.1007/s10639-024-13059-2
Digital competence is an essential skill for pre-service teachers, and self-regulation is an important factor in this competence. However, lack of emotional support often affects

development of students' digital competence. Therefore, an emotional support-embedded robot-based self-regulated learning (ES-RSRL) system was developed. This ES-RSRL approach was proposed to promote learners' self-regulation and enhance pre-service teachers' digital learning resource development competencies. To evaluate the effectiveness of this approach, 54 pre-service teachers majoring in the arts were recruited, with 27 (10 males and 17 females) assigned to the experimental group using the ES-RSRL approach, and 27 (12 males and 15 females) assigned to the control group using the traditional Robot-based Self-Regulated Learning (C-RSRL) approach.The results showed that the ES-RSRL approach significantly improved pre-service teachers' digital learning resource development competencies, enhancing their extrinsic motivation and self-regulation. The interviews further revealed that the ES-RSRL approach not only enhanced students' learning efficiency. Therefore, we present an in-depth discussion on future research, and offer suggestions for researchers and teachers interested in using robots in educational environments.

Florou, C., Stamoulis, G., Xenakis, A., & Plageras, A. (2025). **The role of educators in facilitating students' self-assessment in learning computer programming concepts: addressing students' challenges and enhancing learning**. *Education and Information Technologies*, *30*(7), 8567-8590. https://doi.org/10.1007/s10639-024-13172-2
This study focuses on students' self-assessment during their learning process related to computer programming concepts, taking into account challenges and obstacles both teachers and students face, with the aim to contribute to the development of guiding principles and practices and enhance the teaching process of computer programming in primary education. This is a research area that, to the best of our knowledge, has not been fully investigated, especially in Greek schools, and its originality lies in the application of an integrated approach, which combines the analysis, correlation and triangulation of data from both bibliographic and pilot studies sources. By including data from interviews, questionnaires, researchers' diaries and field notes from two three-week pilot studies with third-grade students, this study addresses the deficiencies of prior research. Past studies rely on limited data sources, such as single-method approaches and small sample sizes, leaving out broader contexts or specific educational settings, such as Greek schools. This study's comprehensive approach offers a more detailed and nuanced understanding of the research problem. The focal point of the research questions in this study, is to identify elements that provide important findings concerning: (a) the enhancement of students' skills alongside the identification of obstacles they may face during their self-assessment process, (b) teachers' challenges during incorporation of modern educational tools in the learning process and (c) the attitude of teachers as well as the role they play in the students' self-evaluation process. Findings of this work serve as an essential tool for students, teachers and researchers, facilitating continual improvements in the educational process and students' programming experience through sharing their experiences, exchanging ideas and proposing possible solutions to the challenges that arise. The research findings generate recommendations for educational authorities, including the Greek Ministry of Education and the Institute of Educational Policy, aiming to enhance the Primary school curriculum.

Folny, V. (2025). **L'évaluation automatisée de l'expression écrite en langue française : mythes et réalité**. *Revue internationale d'éducation de Sèvres*, (98), 36-40. https://doi.org/10.4000/13wid

Le test de connaissance du français (TCF) est un test de français développé et administré par France Éducation International (FEI) depuis le début des années 2000. Depuis 2014, plus de 300 000 candidats ont passé l'épreuve d'expression écrite sur ordinateur. Chaque candidat a vu ses productions écrites bénéficier de doubles corrections. FEI procède régulièrement à des analyses psychométriques de la fidélité de ces corrections. La volumétrie et la qualité du corpus de productions écrites du TC...

Fort, M., Loviglio, A., & Tinti, S. (2025). ***The Consequences of Promoting Data Literacy Among Graduate Students*** (Working paper N° 17803). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17803
We study the impact of a program designed to enhance data literacy on graduate students' skills and academic outcomes in a large Italian university. The program (i.e. a minor) targets students who are expected to have weak quantitative competences and offers 120-hours training focused on improving the ability to interpret and process data, in addition to the regular courses of the master program in which students are enrolled (i.e. their major). The admission process to the minor is characterized by rationing, resolved by random assignment of available slots to applicants. Exploiting the resulting exogenous variation for identification, we find that the program largely improved digital literacy of participants with low pre-treatment levels of numeracy. Despite the additional effort required by the program, we can rule out any slowdown in the progress of the academic career in the major master program of participating students.

Galindo-Domínguez, H., Bezanilla, M. J., & Campo, L. (2025). **Relationship between social media use and critical thinking in university students**. *Education and Information Technologies*, *30*(5), 6641-6665. https://doi.org/10.1007/s10639-024-12953-z
Although part of their use is intended for leisure, social networks could be a useful tool for developing students' critical thinking. Nevertheless, this relationship could also be influenced by our competence in learning to learn, that is to say, our knowledge, skills, and attitudes associated with self-regulation, metacognition, use of learning strategies, and problem-solving. To test this hypothesis, 301 university students participated ($M = 19.83$; $SD = 3.17$). The results showed which functions of social media related to information, content creation, and problem-solving were associated with a higher level of Learning to Learn competence and of Critical Thinking. However, the different functions of social media use were poor predictors of Critical Thinking, with the best predictor of critical thinking being the competence of learning to learn. Finally, in students with a low competence in learning to learn, a greater interaction with their immediate environment (e.g. friends, family…) or with their teachers or peers through social media was associated with a higher development of critical thinking. Moreover, in students with a high competence in learning to learn, a greater use of social media to solve academic problems was associated with a higher development of critical thinking. These results shed some light on the potential benefits that the use of social media could bring in both formal and informal settings, as well as the need to work among university students on some of the main aspects of the learning to learn competence, like metacognition, self-regulation or problem-solving, to develop critical thinking.

Gambo, I., Abegunde, F.-J., Gambo, O., Ogundokun, R. O., Babatunde, A. N., & Lee, C.-C. (2025). **GRAD-AI: An automated grading tool for code assessment and feedback in programming course**. *Education and Information Technologies*, *30*(7), 9859-9899. https://doi.org/10.1007/s10639-024-13218-5

The current educational system relies heavily on manual grading, posing challenges such as delayed feedback and grading inaccuracies. Automated grading tools (AGTs) offer solutions but come with limitations. To address this, « GRAD-AI » is introduced, an advanced AGT that combines automation with teacher involvement for precise grading, timely feedback, and personalized support, enhancing the education process. This paper aims to develop « GRAD-AI, » an automated grading tool for computer programming assignments. The objective is to overcome the limitations of manual grading by harnessing AI's capabilities to deliver accurate and timely assessments, thus creating a more interactive and supportive learning environment. The results show that GRAD-AI provides unbiased grading and timely and accurate feedback delivery for programming assignments by using the Halstead Complexity Measure, Term Frequency – Inverse Document Frequency Measure, Abstract Syntax Tree Process, and K-means Clustering. GRAD-AI marks a substantial stride in improving grading and feedback delivery within the education sector. Its real-time feedback provision and gap identification contribute to enhanced learning outcomes. As AI's role expands, integrating automated grading tools like GRAD-AI becomes crucial for fostering personalized learning and adaptability. The paper underscores AI's potential to revolutionize assessment and grading processes, supporting global students' growth and development.

Gao, Y., Gan, L., & Wang, K. (2025). **The impact of collaborative versus individual electronic note-taking on academic writing skills among graduate students: A call-based study**. *Education and Information Technologies*, *30*(5), 6367-6398. https://doi.org/10.1007/s10639-024-13064-5

This investigation sought to discern the impacts of different electronic note-taking strategies—collaborative, individual, and a hybrid of both—on the academic writing skills of Chinese EFL graduate students. The study engaged 185 participants, systematically assigned to one of four groups: those practicing collaborative electronic note-taking, those employing individual strategies, a group combining both approaches, and a control group receiving no specific electronic note-taking intervention. The evaluation of academic writing skills was conducted through pre- and post-test assessments. In addition, participants' perceptions regarding the efficacy of electronic note-taking were collected through questionnaires and interviews. Analysis of the academic writing post-test scores unveiled a statistically significant influence of the note-taking strategy on the enhancement of academic writing skills, with the metrics revealing ($F(3, 81) = 15.055$, $p < 0.001$, $\eta^2 = 0.358$). This indicates a pronounced improvement in the writing capabilities of students engaged in electronic note-taking activities compared to those in the control group. Noteworthy is the performance of the individual note-taking group, which outstripped the control group's outcomes. However, comparisons within the electronic note-taking strategies—between collaborative and individual approaches or against the combined strategy—did not yield significant disparities. Feedback from the questionnaire and interviews painted a positive picture of electronic note-taking's role in academic writing skill development. Participants acknowledged several advantages, including but not limited to, the facilitation of idea diversity, the promotion of interactive learning environments, and the enhancement of writing strategies. Such qualitative insights corroborate the quantitative findings, underscoring the efficacy of electronic note-taking, in its various forms, as a potent tool for advancing the academic writing skills of Chinese EFL graduate students. This body of evidence advocates for the integration of electronic note-taking methodologies into educational curricula aimed at improving

note-taking and academic writing proficiencies. It also signals the necessity for further explorations into the longitudinal impacts of these strategies on academic achievements and their adaptability across diverse educational settings. The collective data from this study enrich our understanding of electronic note-taking's potential to transform learning outcomes in higher education.

Garcia, M. B. (2025). **Profiling the skill mastery of introductory programming students: A cognitive diagnostic modeling approach**. *Education and Information Technologies*, *30*(5), 6455-6481. https://doi.org/10.1007/s10639-024-13039-6
The global shortage of skilled programmers remains a persistent challenge. High dropout rates in introductory programming courses pose a significant obstacle to graduation. Previous studies highlighted learning difficulties in programming students, but their specific weaknesses remained unclear. This gap exists due to the predominant focus on the overall academic performance evaluation. To address this gap, this study employed cognitive diagnostic modeling (CDM) to profile the skill mastery of programming students. An empirical analysis was conducted to select the most appropriate model for the data, and the linear logistic model (LLM) was determined to be the best fit. Final examination results from 308 information technology (IT) and 279 computer science (CS) students were analyzed using the LLM. Unfortunately, findings revealed that programming students exhibited proficiency primarily in code tracing and language proficiency but displayed deficits in theoretical understanding, logical reasoning, and algorithmic thinking. From a practical standpoint, this deficiency in fundamental skills sheds light on the factors contributing to academic failures and potentially eventual dropout in programming education. When comparing the student population by academic program, CS students demonstrated superior mastery compared to their IT counterparts, although both groups exhibited a lack of mastery in code tracing. These deviations underscore the pressing need for tailored educational strategies that address the unique strengths and weaknesses of each student group. Overall, this study offers valuable insights into programming education literature and contributes to the expanding application of CDM in educational research.

Godhe, A.-L., Ideland ,Jens, & and Ollinen, K. (2025). **Dilemmatic spaces pertaining to digitalisation, equity and increased goal attainment in Swedish schools and preschools**. *Pedagogy, Culture & Society*, *33*(3), 923-941. https://doi.org/10.1080/14681366.2023.2298446
The digitalisation of school systems and teaching often comes with expectations to enhance both equity and student outcomes, particularly as stated in policy documents. When curricular goals relating to student's proficiency in using digital tools in their daily lives are introduced, teachers bear the responsibility of ensuring that these goals can be achieved by all students. This article analyses teachers' perspectives on the interplay between digitalisation, digital competence, equity, and students' increased attainment of curricular goals. The interviewed teachers worked from preschool to upper-secondary school levels in the same municipality in Sweden, and their responses were subjected to a thematic analysis. The analysis shed light on three dilemmatic spaces, namely flexibility in teaching and learning, equity and students' increased goal attainment, and becoming a citizen. Within these dilemmatic spaces, teachers faced the challenge of making decisions regarding their actions and their alignment with various expectations, including the well-being of their students, institutional rules and regulations, and policy guidelines.

Gong, X., Li, Z., & Qiao, A. (2025). **Impact of generative AI dialogic feedback on different stages of programming problem solving**. *Education and Information Technologies*, *30*(7), 9689-9709. https://doi.org/10.1007/s10639-024-13173-1
Feedback is crucial during programming problem solving, but context often lacks critical and difference. Generative artificial intelligence dialogic feedback (GenAIDF) has the potential to enhance learners' experience through dialogue, but its effectiveness remains sufficiently underexplored in empirical research. This study employed a rigorous quasi-experimental design and collected multidimensional data through mixed methods to investigate the impact of GenAIDF at different stages of programming problem-solving on high school students' programming skills and critical thinking. One hundred seventy-two high school students from four distinct classes participated in this study. We established three experimental groups, introducing GenAIDF during the code writing (CAG, NCAG = 43), verification debugging (DAG, NDAG = 43), and both code writing and verification debugging (CDAG, NCDAG = 43) stages, and one control group, without GenAIDF introduced at any stage (NAG, NNAG = 43). The results indicated that, first, in terms of programming skills, the three experimental groups exhibited no significant difference in their programming knowledge, yet they significantly outperformed the control group. CAG excelled in programming project performance, while DAG excelled in structure. CDAG excelled in functions but had poor plagiarism scores. Second, regarding critical thinking skills, DAG performed best, followed by CAG, CDAG, and NAG, with significant differences observed among the four groups. Finally, student interviews revealed increased learning engagement, satisfaction, and critical thinking consciousness. Based on these findings, the study provides empirical recommendations for teachers on effectively utilizing GenAIDF in the future.

Gu, P., Xu, F., Chen, L., Ma, Z., Zhang, M., & Zhang, Y. (2025). **Technological affordances and applications of chatbots for conversational skill interventions in autism: A scoping review**. *Education and Information Technologies*, *30*(7), 9311-9340. https://doi.org/10.1007/s10639-024-13191-z
Conversational skills, which are essential for effective social interactions and typically pose difficulties for individuals with autism spectrum disorder (ASD), include abilities such as initiating topics, engaging in back-and-forth dialog, and responding to conversational cues. Chatbots have been used in mental health fields, and the development of emerging technologies such as generative artificial intelligence (AI) has led to innovations in chatbot construction. This scoping review explores the technological affordances and applications of chatbots for conversational skill interventions in individuals with ASD. The study synthesizes findings from peer-reviewed research over the past two decades. Despite the potential of chatbots to provide dynamic and intelligent responses, the current literature has revealed significant limitations in chatbot construction and effectiveness. Most chatbots rely on rule-based response generation, which often leads to user frustration and a lack of motivation. Furthermore, the review identifies a gap in the application of advanced technologies such as large language models (LLMs) in chatbot development for conversation interventions. The study emphasizes the need for more personalized and adaptive chatbot designs that leverage generative AI technologies to cater to the diverse needs of individuals with ASD. Additionally, expanded data collection and the inclusion of larger sample sizes are needed to improve the accuracy and validity of chatbot models. Moreover, further evidence-based experimental research is needed to evaluate the intervention

effectiveness of chatbots. This review provides comprehensive insights and recommendations for future research and development in the field, aiming to increase the effectiveness of chatbots in supporting conversational skill development in individuals with ASD.

Handy, T., Kozleski, E. B., & Bene, E. (2025). **Families and technologists intertwined: Students with learning differences and online learning**. *Education and Information Technologies*, *30*(7), 8445-8471. https://doi.org/10.1007/s10639-024-13082-3
During COVID, many students in the United States struggled to learn and develop through school-based online learning. Students with learning differences were particularly vulnerable (Kozleski, 2020). Intersectional differences compounded learner challenges through food, language and housing insecurities, as well as loss of household income. While the COVID pandemic raged, 75 Latino/a families (primarily mothers) families and eight technology companies engaged in a series of dialogs led by a research team concerned with the conditions under which online learning was occurring. Because school districts broker the purchase and use of learning platforms, technologists rarely get to hear from families and students who use their products daily. While families and children shared the same spaces during COVID for both work and education, there were more opportunities for families to observe the daily learning opportunities and difficulties their children experienced. We hoped that dialogues with students and families would help technologists to consider how educational technology functions in real life contexts to advance learning. We anticipated that the investment in listening to users over time would expand approaches to the design and development of learning platforms, indicating ways to disrupt current online learning inequities. Using ethnographic methods, we explored the terrain between technologists and end users by addressing three questions: a) how do complex and situated life contexts shape collaboration between families and technologists; b) how families and technologists approach differing assumptions about learners and how they learn; and c) to what degree do their interactions form new learning opportunities for designers, families, and student as well as systemic calls to action. Results of a complex exchange between families and technologists revealed six key points. First, the need for technologists to know more about who and what shapes human learning. Second, the need for active, engaged interaction between technologists and end users, we call this "working the knots." Three, understand that power asymmetries affect the ability of technologists to learn from families who may lack technical knowledge but know a great deal about the learning contexts and needs of their children. Four, prioritize opportunities to learn from the user's perspective. Five, respect the end user's design needs. Finally, six, understand the intersectional needs of users.

Huang, J., & Mizumoto, A. (2025). **The effects of generative AI usage in EFL classrooms on the l2 motivational self system**. *Education and Information Technologies*, *30*(5), 6435-6454. https://doi.org/10.1007/s10639-024-13071-6
This study aimed to examine the effect of incorporating the generative pre-trained AI chatbot, ChatGPT, into an instructor-led writing class on the motivation of Japanese university students. This study examines changes in students' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience using Dörnyei's L2 Motivational Self System (L2MSS) framework. These changes were analyzed before and after students engaged with ChatGPT. A mixed-methods approach, including questionnaires and open-ended

questions, was employed. Eighty students were divided into two groups: control and treatment. The treatment group participated in writing workshops, collaborated, and received feedback from ChatGPT. Students who utilized ChatGPT reported higher levels in all three motivational factors, although only Ideal L2 Self and L2 Learning Experience showed statistical significance. These findings highlight the potential of AI chatbots such as ChatGPT in enhancing motivation and writing skills. This research aims to inform instructional practices and pave the way for future advancements in AI-assisted language learning. By exploring the nuanced effects of AI tools on language learning motivation, this study contributes to the understanding of effective AI integration in language classrooms and offers valuable insights for educators and researchers.

Husøy, S. J., & Mignon, D. (2025). **Well-being and technology: The effect of individual laptops in high school**. *Economics of Education Review*, *106*, 102653. https://doi.org/10.1016/j.econedurev.2025.102653
Proficiency in the use of Information and Communication Technology (ICT) has become a basic skill, along with reading, writing and mathematics, and education systems aim at ensuring satisfactory skill level in this aspect. Since 2004, high schools in Norway have increasingly provided personal laptops to students. In line with a growing concern regarding the negative effects of ICTs on well-being, particularly among young people, we evaluate the effect of this distribution on different aspects of students' well-being (bullying, happiness at school) by leveraging the staggered implementation of the program across schools. We collected data on the year of adoption and matched it with data from a national student survey that occurred every year from 2006 to 2011. The overall results point towards no effect of the program implementation on our well-being outcomes. We find a diminution in the propensity to declare oneself bullied at school, which can be interpreted as a substitution to cyberbullying or crowd-out to other activities. The results suggest the effect is driven by schools where students' satisfaction with their teachers is above the median.

Iaaly, A., Daou, P., Nakad, M., & Abboud, R. J. (2025). **E-assessment and e-proctoring implementation during coronavirus pandemic: A participatory study using socio-technical systems theory**. *Education and Information Technologies*, *30*(5), 6583-6616. https://doi.org/10.1007/s10639-024-13078-z
This paper reports on a participatory case study investigating the total shift to an electronic assessment and electronic proctoring modality in a traditional higher education academic institution in Lebanon due to the COVID-19 pandemic. It describes the novel real-time electronic assessment and proctoring system developed by the University of Balamand. The system uses advanced technology to monitor the students' environment, their computer screens and identify their geographical location. The University understudy is unique as it never practised e-assessment nor e-proctoring before and is economically disadvantaged due to the severe economic crisis in Lebanon. The study used the socio-technical system theory to explore the implementation of e-assessment and e-proctoring, seeing the university as a complex dynamic of interrelated technical and social elements. The Socio-technical System theory made it possible to have a holistic view of the abrupt changes caused by the implementation of e-assessment and how it affected the task, structure, actor, and technology. The study found that the implementation of the e-assessment and the e-proctoring system changed the working practices of faculty members, the behaviour of students, and the working culture at the university. Top management support and commitment, resource

allocation, technological infrastructure, technical support, champions as change agents, continuous hands-on training, faculty member proper proctoring, and the exam design typology were critical factors for the successful implementation of e-assessment and e-proctoring in times of abrupt change. This study has made significant theoretical contributions to the e-assessment research stream as it demonstrated the appropriateness of utilizing the socio-technical theory for studying the e-assessment implementation.

Ibrahim, H. M., Ahmad, K., & Sallehudin, H. (2025). **Understanding the technology and humans as determinants of cloud computing adoption for digital preservation of research outputs in university libraries**. *Education and Information Technologies*, *30*(5), 6163-6211. https://doi.org/10.1007/s10639-024-13027-w
As the need for digital content increases almost daily, preserving this content for university libraries, especially in the least developed and developing nations, becomes a challenge, resulting in the loss of this data. Even though most of these libraries are automated and adopt one digital preservation strategy or the other, library users need more assurance of continued access to these digital objects. Thus, there is a need for university libraries to adopt emerging technologies such as cloud computing for proper digital preservation. Owing to the insufficiency of knowledge on the relationship between technology and humans, taking account of human capabilities and how they work in harmony with technology like cloud computing called for a study of this nature. This study investigates the determinants of cloud computing adoption in university libraries, focusing on technological and human factors. A quantitative survey design technique was adopted, and purpose sampling was used. Data were gathered and analyzed from 398 staff from Information and Communication (ICT) directorates, e-library, and institutional digital repositories units of universities as decision-makers for IT adoption. Results show that all the variables under technological and human factors except for complexity have a positive relationship with the intention to adopt cloud computing. This study gives decision-makers like information scientists, librarians, and information technologists' insights into how the two factors contribute to the successful adoption of cloud computing. It also contributes to the knowledge of technology adoption literature, adding more knowledge to the theory-building, especially in the context of university libraries.

Ioannou, A., Miliou, O., Adamou, M., Kitsis, A., Timotheou, S., & Mavri, A. (2025). **Understanding practicing and assessment of 21st-century skills for learners in makerspaces and FabLabs**. *Education and Information Technologies*, *30*(7), 8829-8846. https://doi.org/10.1007/s10639-024-13178-w
Despite the opportunities that makerspaces and FabLabs offer for the development of 21st-century skills, understanding how these skills are being practiced and assessed in these spaces has been proven challenging. In this work, we address this gap through an interview study investigating 13 maker-educators' practices across different makerspaces and FabLabs. The findings reveal that, in general, maker-educators' practice is not guided by any formal 21st century skills framework. Instead, they draw ideas from their national school curricula, literature, and primarily their own experiences and perceived best practices in their contexts. They report evidence of practicing 21st-century skills, most frequently referring to five skills: collaboration, creativity, communication, life/social skills, and problem-solving. Yet, they do not explicitly assess the development of these skills, for reasons that have to do with (i) the practical nature

of making, which emphasizes the development of a tangible result and not skills development as such, (ii) the demanding nature of the making activities, which requires a lot of hands-on time, leaving no room for assessment, (iii) the making ethos, which presents maker-educators with choices around what to pursue and how to go about it, and cannot restrict making activities within the boundaries of formal assessment practices. The study helped to document some making practices linked to the practicing of 21st-century skills, as reported by the participating maker-educators. Future work could focus on the design of assessment practices and tools that can help to capture and advance the development of 21st-century skills in maker contexts, while respecting the openness in the making ethos.

Ion, T.-C., & Popescu, E. (2025). **An innovative distance learning platform for mathematics education in secondary schools: Design, development and preliminary studies**. *Education and Information Technologies*, *30*(5), 5529-5560. https://doi.org/10.1007/s10639-024-13040-z
This study addresses the emerging challenges in mathematics education, emphasizing the integration of innovative teaching strategies and tools amidst the evolving educational landscape. The study begins with an analysis of prevalent e-learning and communication systems in distance education, pinpointing their limitations and identifying the gaps in effective remote mathematics instruction. In response, we introduce a novel educational platform designed to facilitate real-time mathematics teaching over the Internet, aiming to replicate the interactive essence of traditional classroom settings within a digital domain. The system features a suite of tools including a mathematical editor, a virtual whiteboard, audio-video communication capabilities, a virtual library, and an evaluation support module, all accessible via a standard web browser. The platform's effectiveness was assessed through its application in regular mathematics classes at two secondary schools in Romania, as well as in a private tutoring scenario. The paper presents the findings of these preliminary studies, offering insights into the usefulness and usability of the platform and its potential to seamlessly integrate into existing educational frameworks without compromising the quality of instruction.

Jensen, L. X., Buhl, A., Sharma, A., & Bearman, M. (2025). **Generative AI and higher education: a review of claims from the first months of ChatGPT**. *Higher Education*, *89*(4), 1145-1161. https://doi.org/10.1007/s10734-024-01265-3
The release of the Artificial Intelligence (AI) chatbot ChatGPT renewed discussions about how AI would upend higher education. This paper presents a critical analysis of "grey literature" claims made in the first months after ChatGPT was made public, exploring what these discussions might mobilise in practice. We identified articles for inclusion through a systematic search of five prominent higher education sector outlets. The included articles were thematically coded for claims about generative AI and higher education. We identified ten claims: Three about the nature of ChatGPT, four about changing practices of institutions and teachers, and three about new independent practices of students. Overall, the claims present a positive perspective on AI in higher education. While being perceived as a disruption of the status quo, the authors generally frame AI as a catalyst for existing agendas, e.g. assessment reform, personalisation, or inclusion. This suggests a focus on embracing the affordances offered by AI and primarily addressing risks by including AI in curricula. Furthermore, the claims mainly portray students as either plagiarists or victims of a failing educational system. The paper

proposes that a more critical interrogation of generative AI, and the involvement of students in the conversation, may be beneficial.

Ji, S., Mokmin, N. A. M., & Wang, J. (2025). **Evaluating the impact of augmented reality on visual communication design education: Enhancing student motivation, achievement, interest, and engagement**. *Education and Information Technologies*, *30*(5), 6617-6639. https://doi.org/10.1007/s10639-024-13050-x
The traditional educational approaches in art classrooms have increasingly fallen short of addressing the needs of learners in an era marked by rapid technological advancements. Augmented reality (AR), as a leading representative of these emerging technologies, has recently been integrated into traditional educational methods, repeatedly demonstrating its effectiveness. Over recent years, AR-enhanced teaching methodologies have shown significant benefits, particularly in higher education. However, there is a notable lack of research exploring the impact of AR on art and design education, especially within the visual communication design discipline. This study seeks to address this gap by evaluating the effectiveness of AR in student learning, focusing on a cohort of 64 visual communication design students at a university in Hefei, China. Utilizing an AR-based design learning system, which incorporates a LiDAR scanner and Unity 3D, the study assesses students' learning motivation, engagement, and interest through the use of questionnaires and scales. The findings reveal that, compared to conventional multimedia teaching, the interactivity and unique advantages of AR can create engaging teaching content, significantly enhancing students' learning outcomes, motivation, and engagement.

Jun, H.-J., Jia, Y., & Kulo, V. (2025). **Investigating factors associated with faculty perspectives on changes in teaching modalities within health professions education programs**. *Education and Information Technologies*, *30*(5), 5635-5654. https://doi.org/10.1007/s10639-024-13034-x
Educators in higher education institutions swiftly transitioned from face-to-face to online and remote classes to mitigate physical contact risks and ensure student and faculty safety during the pandemic. However, this abrupt shift presented both personal and institutional challenges in redefining the expectations and roles of instructors and learners in online teaching and learning activities. Despite the critical importance of understanding faculty perspectives on these teaching modality changes, limited research exists on the factors associated with faculty perspectives on transitioning from face-to-face to online teaching, particularly with a diverse sample. This study aims to address this gap by exploring factors associated with faculty perspectives on teaching modality changes in health professions education programs, utilizing a novel self-reported instrument. An online survey was distributed to assess various aspects, including teaching, social, and cognitive presence, self-efficacy, transition experience, and favorability towards online teaching. Data were collected from 117 faculty members across six U.S. institutions in 2021. Exploratory factor analysis revealed four distinct underlying factors: Community of Inquiry (CoI), self-efficacy, commitment, and favorability of online teaching. Results from multiple linear regression models indicated that previous online teaching experience was statistically significantly associated with the CoI score. The findings underscore the importance of professional development initiatives and the establishment of best practices in online teaching to support faculty in navigating and succeeding in the post-pandemic online teaching environment.

Kapoor, G., Vostanis, A., Mejía-Buenaño, S., & Langdon, P. E. (2025). **Using Precision Teaching to Improve Typically Developing Student's Mathematical Skills Via Teleconferencing**. *Journal of Behavioral Education*, *34*(1), 109-138. https://doi.org/10.1007/s10864-023-09520-w
This study evaluated the effects of Precision Teaching in improving typically developing students' mathematical skills when delivered via teleconferencing in India. Four students received Precision Teaching, while nine acted as control participants. Precision teaching involved instruction in three mathematical skills; two prerequisite skills and the primary skill of mixed addition and subtraction facts. Instruction included untimed practice, timed practice, goal-setting, graphing, and a token economy. Participants who received Precision Teaching received ten practice sessions for the prerequisite skills and 55 sessions for the primary skill. The results demonstrated improvements in the prerequisite skills of varied magnitude and considerable improvements in the primary skill, which were maintained above baseline performance levels. In addition, those who received Precision Teaching were below the 15th percentile rank at the initial assessment and above the 65th percentile at the post-intervention assessment in the math fluency subtest of the Kaufman Test of Educational Achievement—Third Edition. Control participants did not demonstrate similar improvements. Results suggest that Precision Teaching could produce accelerated outcomes even when delivered via teleconferencing. Therefore, it could be a valuable system for helping students ameliorate potential learning losses resulting from the COVID-19 pandemic.

Karataş, F., & Ataç, B. A. (2025). **When TPACK meets artificial intelligence: Analyzing TPACK and AI-TPACK components through structural equation modelling**. *Education and Information Technologies*, *30*(7), 8979-9004. https://doi.org/10.1007/s10639-024-13164-2
The integration of AI into TPACK frameworks is crucial for enhancing teacher readiness in an increasingly technology-driven educational environment. However, a significant gap exists in literature regarding assessing preservice teachers' knowledge on the integration of AI into their pedagogical practices based on the TPACK framework. This study investigates TPACK and AI-TPACK skills among English preservice teachers, addressing a significant gap in understanding their readiness to utilize AI tools in education. Employing a quantitative cross-sectional survey approach with structural equation modeling, the research examined 304 ELT preservice teachers. Findings reveal varying proficiency levels across TPACK and AI-TPACK components. In TPACK, participants demonstrated high competence in independent components like Technology Knowledge (TK) and Technological Pedagogical Knowledge (TPK), but lower abilities in integrated Technological Pedagogical Content Knowledge (TPACK). For AI-TPACK, preservice teachers exhibited above-average competence across all areas, with highest proficiency in Intelligent Technology Knowledge (AI-TK) and lowest in ethics. Gender and prior AI experience significantly influenced AI-TPACK skills. Strong positive correlations between traditional TPACK and AI-TPACK components were observed, suggesting simultaneous skill development is feasible. This study highlights the need for customized teacher training curricula that enhance integrated knowledge and ethical considerations of AI in teaching.

Khodeir, N., & Elghannam, F. (2025). **Efficient topic identification for urgent MOOC Forum posts using BERTopic and traditional topic modeling techniques**. *Education and Information Technologies*, *30*(5), 5501-5527. https://doi.org/10.1007/s10639-024-13003-4

MOOC platforms provide a means of communication through forums, allowing learners to express their difficulties and challenges while studying various courses. Within these forums, some posts require urgent attention from instructors. Failing to respond promptly to these posts can contribute to higher dropout rates and lower course completion rates. While existing research primarily focuses on identifying urgent posts through various classification techniques, it has not adequately addressed the underlying reasons behind them. This research aims to delve into these reasons and assess the extent to which they vary. By understanding the root causes of urgency, instructors can effectively address these issues and provide appropriate support and solutions. BERTopic utilizes the advanced language capabilities of transformer models and represents an advanced approach in topic modeling. In this study, a comparison was conducted to evaluate the performance of BERTopic in topic modeling on MOOCs discussion forums, alongside traditional topic models such as LDA, LSI, and NMF. The experimental results revealed that the NMF and BERTopic models outperformed the other models. Specifically, the NMF model demonstrated superior performance when a lower number of topics was required, whereas the BERTopic model excelled in generating topics with higher coherence when a larger number of topics was needed.The results considering all urgent posts from the dataset were as follows: Optimal number of topics is 6 for NMF and 50 for BERTopic; coherence scores is 0.66 for NMF and 0.616 for BERTopic; and IRBO scores is 1 for both models. This highlights the BERTopic model capability to distinguish and extract diverse topics comprehensively and coherently, aiding in the identification of various reasons behind MOOC Forum posts.

Kim, S. K., Lee, M., Lee, Y., Go, Y., & Park, M. H. (2025). **Expanding virtual reality simulation with reflective learning to improve mental health nursing skills of undergraduate nursing students**. *Education and Information Technologies*, *30*(7), 8541-8565. https://doi.org/10.1007/s10639-024-13102-2

The development of best strategies for improving learning engagement in the field of mental health nursing education, is a challenge for teachers. Using self-reflection, students are facilitated to actively participate in their own learning process, improving their efforts to understand and perform best practice for patients. This study aimed to examine the usability and feasibility of a virtual reality simulation for undergraduate nursing students, incorporating reflective methods to improve communication. Design: This study used a mixed method design. Methods: A pre-post control group design was used for effectiveness evaluation and user feedback was collected using essay questionnaires. A total of 59 participants were recruited from two nursing colleges in Korea. The experimental group was trained for 4-hours using a 'Virtual Patient Immersive Communication Training (VPICT)' environment, in which they faced virtual patients to practice communication strategies. Students were required to exercise reflection, using a virtual 3D hospital environment recording system. Using SPSS version 27, data were analyzed by conducting paired and independent t-tests with statistical significance determined at $p < 0.05$. Results: The VPICT group showed higher mental health nursing performance when self-evaluated ($p = 0.015$). After simulation, communication competency scores were increased in both groups. Overall scores for learning immersion and satisfaction were higher in the VPICT group than in the control group, showing a marginally significant difference between the two groups ($p = 0.05$). The VPICT achieved good usability scores with the highest score in likability (4.67 ± 0.41). Conclusion: The VPICT simulation group demonstrated superior learning immersion and mental health nursing

performance. The potential exists therefore, to reinforce mental health nursing simulations and extend VR simulations to be more interactive.

Korseberg, L., & Elken, M. (2025). **Waiting for the revolution: how higher education institutions initially responded to ChatGPT**. *Higher Education*, *89*(4), 953-968. https://doi.org/10.1007/s10734-024-01256-4
Although debates regarding the integration of digital technologies in higher education are far from new, the launch of ChatGPT in November 2022 was considered by many as something different from the developments that had come before. This article explores how higher education institutions make sense of the potentiality inherent in artificial intelligence and the early responses to the proliferation of ChatGPT. Through a qualitative interview-based study carried out at three HEIs in Norway, and applying Scott's (2005) three pillars of institutions as an analytical framework, the article examines the type of change pressure ChatGPT was perceived to represent in the period following its launch and the type of organizational response this perception warranted. The findings show that while it was expected that ChatGPT and related technologies not only could threaten — and potentially challenge — key norms and values in the long run, in the short term it was primarily perceived as a regulatory issue that needed to be controlled by higher education institutions. The article points to an epistemic and temporal imbalance in both the expectations and response to ChatGPT, coupled with a lack of technological competence to fully consider the kind of transformation that artificial intelligence technology potentially represents. Coupled with the sense of artificial intelligence being a "moving target", this led higher education institutions to an initial state of organizational paralysis, in turn adopting a "wait and see" strategy.

Kostaki, S.-M., & Linardakis, M. (2025). **Revealing primary teachers' preferences for general characteristics of ICT-based teaching through discrete choice models**. *Education and Information Technologies*, *30*(7), 9289-9310. https://doi.org/10.1007/s10639-024-13182-0
The current study explores the preferences of primary school teachers on the characteristics of Information and Communication Technologies (ICT)-based teaching via Discrete Choice Models (DCM). These models analyze the preferences of teachers towards alternatives that are formed by different characteristics. In this study we examined the characteristics: subject area, grade, and interactivity of digital resources. The sample consists of 418 teachers. According to the study, teachers' preferences are positively influenced by the interactivity of digital resources. Male teachers have a significantly higher probability of utilizing Digital Learning Objects (DLOs) on grades from 3rd to 6th, compared to 1st and 2nd grades. The inclination to use DLOs for teaching Mathematics diminishes as the level of ICT training rises, whereas the preference for using DLOs in teaching Natural Sciences grows with higher levels of ICT training. Moreover, soft skills training increases the probability of using DLOs in teaching Literature and Natural Sciences compared to teachers with no soft skills training. The results provide insights into the specific preferences and needs of teachers concerning the use of technology in their teaching, which can be utilized to develop more effective strategies towards the digitization of the educational process.

Krumsvik, R. J. (2025). **Chatbots and academic writing for doctoral students**. *Education and Information Technologies*, *30*(7), 9427-9461. https://doi.org/10.1007/s10639-024-13177-x

This exploratory case study examines how AI technologies, specifically a GPT-4-based synopsis chatbot, can serve as a sparring partner for doctoral students in Norway. Despite favourable conditions, only two-thirds of Norwegian PhD candidates complete their doctorates, partly due to challenges with article-based dissertations that require a comprehensive synopsis (60–90 pages). Ambiguities and unintended double standards exist across disciplines regarding this format, despite national guidelines. To address this, we developed a synopsis chatbot by training GPT-4 on Norwegian doctoral rubrics and literature about article-based dissertations, making it more domain-specific, context-specific, and multilingual. The goal was to determine if and how the chatbot could support PhD candidates in writing their synopses. Preliminary results indicate varying levels of AI acceptance among PhD supervisors, with 60% expressing scepticism about using AI for academic writing. However, the chatbot performed well in providing formative assessment and handling multimodal illustrations, proving to be a valuable sparring partner for doctoral students. This suggests the need to update conventional theories of formative assessment to include AI and chatbots as complementary « digital supervisors » in doctoral education. While the chatbot shows promise in mitigating issues related to unwritten rules and vague genre requirements, this early-phase exploratory study acknowledges several limitations and emphasizes the need to address ethical considerations regarding AI in academia.

Laumann, D., Krause, M., Kremer, F. E., Leibrock, B., Ubben, M. S., Forthmann, B., … Heusler, S. (2025). **Mobile learning in the classroom – Should students bring mobile devices for learning, or should these be provided by schools?** *Education and Information Technologies*, *30*(7), 9463-9496. https://doi.org/10.1007/s10639-024-13213-w
In recent years, the importance of mobile devices has increased for education in general and more specifically for science and mathematics education. In the classroom, approaches for teaching with mobile devices include using student-owned devices ("bring your own device"; BYOD approach) or using school-owned devices from central pools (POOL approach). While many studies point out features of mobile learning and BYOD that are conducive to learning, a research gap can be identified in the analysis of effects of mobile device access concepts on teaching–learning processes. Thus, this study aimed to empirically compare BYOD and POOL approaches in terms of learning performance and cognitive performance (subject knowledge development, cognitive load, concentration performance). Furthermore, the analyses included specific characteristics and preconditions (gender, socioeconomic status, fear of missing out, problematic smartphone use). A quasi-experimental study (two groups) was conducted in year 8 and 9 physics classes (N = 339 students) in which smartphones are used for different purposes. The present data show no group differences between the BYOD and the POOL approach in the group of learners with respect to subject knowledge development, cognitive load, and concentration performance. However, individual findings in subsamples indicate that the POOL approach may be beneficial for certain learners (e.g., learners with low fear of missing out or learners tending toward problematic smartphone use). For school practice, these results indicate that organizational, economic, and ecological aspects appear to be the main factors in deciding about the mobile device access concept.

Levenberg, A., Harari, L., & Pollak, D. (2025). **Developing and validating tools to assess digital content integration in pre-service teachers' practice lessons**. *Education and Information Technologies*, *30*(7), 8591-8609. https://doi.org/10.1007/s10639-024-13140-w

This study reported on developing and validating two assessment tools for pedagogical instructors of pre-service teachers concerning integrating digital content in different levels of active learning into their practice lessons: A self-report questionnaire and an observation tool. Based on 1,657 observations of seventy-two pedagogical instructors, the findings showed that the more guidance the pre-service teachers received, the more they created original digital content. These findings have implications for teacher education and highlight the need for increased support and training for pedagogical instructors to effectively guide pre-service teachers in integrating digital content. Future research could build on these findings by examining the tools' applicability and exploring other factors that may influence the integration of digital content, such as generative AI in educational settings.

Li, S., Peng, K., Zhu, B., & Liu, F. (2025). **Research on the impact mechanism of knowledge co-creation virtual teachers on learner creativity: From the perspective of social facilitation**. *Education and Information Technologies*, *30*(7), 9605-9639. https://doi.org/10.1007/s10639-024-13215-8

In the digital age, online learning platforms utilizing advanced technologies such as artificial intelligence can provide more diverse and abundant educational resources compared to offline learning environments. However, online learners still face emotional expression and inertia trap problems. Knowledge co-creation virtual teachers (KCVTs) can solve the aforementioned difficulties, because they can increase the emotional interaction between learners and teachers and encourage learners to reduce inertia. But whether the above characteristics of KCVTs can affect learner creativity remains to be studied. Therefore, this study innovatively analyzes the impact of the technical characteristics of KCVTs, including the expertise of resource recommendation (ERR), familiarity with learners' learning processes (FLLP) and heuristic interaction (HI), on learner creativity from a social facilitation perspective. Meanwhile, the mediating role of internal drive, namely perceived personalization (PP) and intrinsic motivation (IM), as well as the moderating effects of emotional support (ES) and incentive (IN), are considered. Ultimately, the proposed model is empirically tested using a sample of 296 users from existing learning communities. We find: (1) As the Social Facilitation theory suggests, the group factors of KCVTs influence creativity through different mechanisms: the ERR and HI of KCVTs stimulate learners' creativity (R^2 = 0.46) through their PP (R^2 = 0.59) and IM (R^2 = 0.43), while the FLLP provided by KCVTs fosters learner creativity (R^2 = 0.46) through their PP (R^2 = 0.59) in online learning communities. (2) The interactive atmosphere and learning evaluation methods in online communities' impact creativity. The ES (R^2 =0.333) provided by KCVTs and the IN (R^2 =0.348) from online learning communities enhance learners' spontaneity in generating intrinsic motivation to overcome barriers, thereby fostering creativity. This study extends the social facilitation theory to the context of online learning, enriches the theoretical framework of individual creativity influence mechanisms and offers practical implications for the design and optimization of KCVTs in online learning platforms.

Li, Xiying, Chai, H., Cao, W., Zhao, X., & Pi, Z. (2025). **The importance of aligning instructor age with learning content in designing instructional videos for older adults**. *Education and Information Technologies*, *30*(5), 5701-5726. https://doi.org/10.1007/s10639-024-13057-4

With the increase in life expectancy and the rapid advancement of digital technology, older adults often face challenges where formal learning opportunities are scarce.

Consequently, they are compelled to rely on instructional videos for continuous learning. However, many older adults struggle with low self-efficacy and motivation. Although previous studies on instructional videos have investigated how the design of video lectures can promote learners' self-efficacy, these studies predominantly focus on young populations. The present study aims to test the interaction effects of a lecturer's age (young vs. older adults) and the type of learning content (Traditional Chinese Medicine (TCM) health preservation vs. digital technology) in instructional videos. The results indicated that in instructional video lectures on TCM health preservation, older adults demonstrated better learning performance when instructed by an older lecturer compared to a young one. Conversely, in instructional video lectures on digital technology, older adults exhibited better learning performance, higher motivation, and greater activation in FEFs, dlPFC, and SMC, when instructed by a young lecturer compared to an older one. Our findings have significant implications for the design of instructional videos for older adults.

Li, Xu, Tan, W. H., Bin, Y., Yang, P., Yang, Q., & Xu, T. (2025). **Analysing factors influencing undergraduates' adoption of intelligent physical education systems using an expanded TAM**. *Education and Information Technologies*, *30*(5), 5755-5785. https://doi.org/10.1007/s10639-024-13058-3
Globally, physical education curricula are progressively integrating intelligent physical education systems, a breakthrough in physical technology. These systems utilise advanced data analytic and sensing technologies, significantly enhancing the interactivity and personalisation of physical activity, thus improving students' athletic performance and health management. However, existing literature primarily focuses on the technological implementation of intelligent physical education systems and lacks sufficient discussion on the behavioural motivations behind students' adoption of these systems. To address this study gap, this study designs a survey questionnaire based on the Technology Acceptance Model (TAM) and its six extended external variables: self-efficacy (SE), subjective norms (SN), technological complexity (TC), facilitating conditions (FC), knowledge acquisition (KA), and knowledge sharing (KS). This study aims to investigate the key factors that influence undergraduates' use of intelligent physical education systems, particularly in the context of rapid advancements in physical technology. The results indicate that ATU, PU, SE, and KS have direct effects on university students' BI to use intelligent physical education systems. Additionally, PEU, SN, KA, TC, and FC exert indirect effects on students' BI to engage with these systems. This study not only provides deep insights into the adoption factors of intelligent physical education systems for the academic community but also offers robust theoretical and practical support for the implementation of intelligent physical education systems in higher education institutions. Furthermore, the results will serve as a crucial reference for policymakers and educational technology developers, aiding them in better understanding and promoting the application and widespread adoption of intelligent physical education systems in higher education.

Li, Y. (2025). **The factors influencing the continuance intention of MOOCs: The perspective of socio-technical approach**. *Education and Information Technologies*, *30*(5), 5813-5842. https://doi.org/10.1007/s10639-024-13042-x
The enduring challenges faced by MOOCs have consistently revolved around the low completion and high dropout rates. To explore the factors that affect the continuance intention of MOOCs, this study constructed a new theoretical model to analyze how the

social and technical factors influenced the intention to continue using MOOCs through attachment (emotional attachment and functional attachment) and learning stickiness. To test the hypotheses, 334 valid samples were collected through a questionnaire from individuals in China who claimed that they had the experience using MOOCs and analyzed using PLS-SEM method. With the help of Smart PLS 3.0, the proposed model explained 64.10% variance of the continuous intention of MOOCs. The results found that the continuance intention of MOOCs was influenced by learning stickiness, which affected by students' emotional and functional attachments to MOOCs. And the social factors (identification and social presence) and technical factors (interactivity and personalization) positively and significantly influence emotional attachment and functional attachment, respectively. The paper contributes to explain the factors affecting the intention to continue using MOOCs from the socio-technical perspective, which enriches the theoretical basis for the evaluation of the continuous use of MOOCs, and provides practical references for practitioners to better design MOOCs to enhance the student's intention to continue using them.

Li, Z., & Zhang, W. (2025). **Technology in education: Addressing legal and governance challenges in the digital era**. *Education and Information Technologies*, *30*(7), 8413-8443. https://doi.org/10.1007/s10639-024-13036-9
In the swiftly changing realm of education, technology serves as a key instrument in transforming the methods of teaching, learning experiences, and educational outcomes. Legal and governance issues, integral to maintaining order and justice in societies, are equally pertinent in the realm of education. The digital age introduces concerns like cybersecurity, data protection, and the need for adaptive cybercrime legislation, all of which intersect with the integration of technology in education. As technology advances, legal frameworks must adapt to regulate emerging technologies within educational settings. A collaborative effort is essential to address these issues, requiring continuous review and adaptation of legal frameworks to meet evolving challenges. This research explores the complex aspects of the legal and governance challenges emerging from the integration of Artificial Intelligence (AI), Big Data (BD), and Blockchain (BC) technologies and their influence on education. Employing a quantitative research approach, data were gathered from a diverse pool of 347 professionals, including legal experts, cybersecurity specialists, and AI researchers in China. The research methodology integrated SPSS and Smart PLS3 for robust statistical analysis. The findings illuminate legal challenges, regulatory gaps, ethical concerns, and emphasize the pivotal roles of cross-border collaboration and adaptive regulatory approaches in navigating the complexities of converging technologies. The novelty of this study is rooted in its thorough investigation of the complex legal and governance aspects related to the merging of AI, BD, and BC. This research contributes to both advancing academic understanding and offering practical applications for policymakers, industry professionals, and researchers engaged in shaping the regulatory landscape of these transformative technologies.

Lin, C.-J., Lee, H.-Y., Wang, W.-S., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing reflective thinking in STEM education through experiential learning: The role of generative AI as a learning aid**. *Education and Information Technologies*, *30*(5), 6315-6337. https://doi.org/10.1007/s10639-024-13072-5
With the promotion of STEM education and active practice, experiential learning has become a crucial instructional design strategy. Experiential learning emphasizes a

student-centered learning model, encouraging students to explore unknown fields through individual and team collaborative efforts. Through practical activities, it promotes active exploration and deep understanding, thereby stimulating students' creativity and independent thinking abilities. However, there are still some challenges confronting the learners. However, due to the limitations of short-term memory and the ability to organize key information, students often struggle to recall all past dialogues during reflection and observation processes. This hinders effective discussions and communication, impacting the application of collaborative strategies. To address this challenge in STEM collaborative discussions, this study explores the application of generative AI technology in STEM education. By integrating experiential learning with collaborative strategies, the goal is to enhance students' learning outcomes and reflective thinking. This research introduces a GPT-based large language model tool, the GPT-Assisted Summarization Aid (GASA), which is applied in collaborative learning activities within the framework of experiential learning. GASA supports learners in their reflective observation and conceptualization processes by providing feedback and assistance tailored to different phases of the experiential learning curriculum. The experimental results indicate significant differences in learning outcomes and reflective thinking between the experimental group using GASA and the control group. Furthermore, students in the experimental group were more effective in sharing information, establishing a common understanding, and solving problems during the collaborative learning process. This study provides empirical evidence for teaching strategies in STEM education and reveals the potential of generative AI technology in educational technology. Future research should explore larger sample sizes and long-term learning impacts to further validate the broad applicability of GASA in different educational contexts.

Liu, R., Pang, W., Chen, J., Balakrishnan, V. A. P., & Chin, H. L. (2025). **The application of scaffolding instruction and AI-driven diffusion models in children's aesthetic education: A case study on teaching traditional chinese painting of the twenty-four solar terms in chinese culture**. *Education and Information Technologies*, *30*(7), 9129-9160. https://doi.org/10.1007/s10639-024-13135-7

In the context of globalization, adapting to modern educational needs and adopting innovative teaching methods have become increasingly crucial, particularly in the field of children's aesthetic education. This study explores the integration of scaffolding instruction and AI-driven diffusion models in children's aesthetic education, with a special focus on teaching the traditional Chinese cultural concept of the Twenty-Four Solar Terms. The study develops a specialized dataset for traditional Chinese paintings of the Twenty-Four Solar Terms and introduces a novel compound loss function to optimize the AI models' training process, thus enhancing the quality of instructional image resources. A scaffolding teaching framework, supported by an AI-driven diffusion model, is established to provide systematic and structured guidance tailored to children's learning needs. The experimental results indicate that the proposed approach significantly enhances students' engagement and comprehension of traditional cultural concepts. Specifically, students demonstrated a deeper understanding of the symbolic and artistic meanings embedded in the Twenty-Four Solar Terms, which leads to enhanced cultural appreciation and critical thinking. Moreover, the approach fostered active participation in learning activities, with students exhibiting increased interaction with the educational content. These improvements were particularly evident in the way students creatively interpreted cultural symbols and applied these concepts in their own artistic expressions.

This study confirms the potential of AI-driven diffusion models to support more effective teaching practices in aesthetic education, offering valuable insights for integrating modern technology with traditional cultural education and providing key theoretical and practical references for future reforms in children's aesthetic education. These findings possess significant practical implications, particularly within the education domain. The proposed AI-driven scaffolding teaching method can be broadly applied to classroom instruction in traditional Chinese painting, and it can also be extended to other domains, namely cultural and art education. By generating high-quality instructional image resources, the approach empowers educators to implement personalized teaching strategies in classrooms with diverse cultural backgrounds, while simultaneously enhancing students' cultural understanding and creativity. Furthermore, for distance and online education, the method possesses a potentially broad application scope, equipping educators with an effective tool for facilitating educational reform and innovation.

Liu, Y., Li, R., Diao, Y., Hou, M., Yuan, H., & Zhang, X. (2025). **An analysis of factors influencing undergraduate students' learning preference in nursing laboratory courses with virtual reality technology: A scoping review**. *Education and Information Technologies*, *30*(7), 8495-8540. https://doi.org/10.1007/s10639-024-13149-1
Virtual reality (VR) technology has been widely used in nursing laboratory courses to effectively making up for the shortcomings of traditional teaching. However, challenges such as cell phone addiction, negative emotions, and reduced communication between teachers and students still exist during the application process, which makes it difficult to achieve the goal of cultivating high-quality nursing talents. Students, as the main body of VR technology application in nursing laboratory teaching, directly affect the teaching effect of VR courses. This study aims to identify the factors influencing undergraduate students' learning preferences in nursing laboratory courses with VR technology through a scoping review. Following the PRISMA guidelines, 231 articles were retrieved from 6 databases, with 20 documents meeting the inclusion and exclusion criteria. The results show that prior experience, debriefing format, and instructor involvement are the most common influencing factors in the operational, debriefing, and undifferentiated phase of the virtual course, respectively. During the virtual operation phase, it is important to consider the integration between the disciplines and the VR technology. A group learning approach is used, and the length of the course and the frequency of learning can be adjusted according to previous experience. In the debriefing phase, synchronous debriefing can be chosen and the time is set between 15 and 30 min. Meanwhile, timely feedback from teachers is necessary for effective learning outcomes.

Long, Y., Zhang, X., & Zeng, X. (2025). **Application and effect analysis of virtual reality technology in vocational education practical training**. *Education and Information Technologies*, *30*(7), 9755-9786. https://doi.org/10.1007/s10639-024-13197-7
This paper conducts a comparative analysis and thorough investigation on the theme of the application and effect of virtual reality technology in vocational education practical training. It explores the advantages of virtual reality technology in enhancing the effectiveness of vocational education practical training, as well as student satisfaction and interest in learning. The study finds that virtual reality technology can significantly improve students' mastery of theoretical knowledge and proficiency in practical skills, while also enhancing their satisfaction and interest in learning. However, the research

also reveals some limitations and challenges in its current application, such as high equipment costs and insufficient specialized teaching resources. Based on the research findings, this paper provides practical suggestions for vocational education practical training and offers prospects for future research directions and technological development trends.

Lu, J., Wang, X., Chen, X., Wang, X., Ma, X., & Wang, H. (2025). **Constructing a socially regulated learning scale for university students in online collaborative contexts**. *Education and Information Technologies*, *30*(7), 9241-9267. https://doi.org/10.1007/s10639-024-13186-w
Socially regulated learning (SoRL) is a critical mechanism for enhancing the effectiveness of collaborative learning outcomes. Measurement of university students' engagement in SoRL is essential for refining the strategies aimed at improving its efficacy. Nonetheless, the measurement of university students' levels of engagement in SoRL remains underdeveloped. This study employed item analysis, exploratory factor analysis (Sample 1, n = 531), and confirmatory factor analysis (Sample 2, n = 484) to develop an SoRL scale and used this scale to measure the level of SoRL among Chinese university students (Sample 3, n = 1009). These findings revealed that this scale had a Cronbach's alpha of 0.984. The scale exhibited a six-factor structure, which included task understanding, goal planning, process monitoring, effort control, social help, and evaluation and reflection. The overall level of SoRL among Chinese university students was above average. The scale demonstrated ideal item discriminability, content validity, and structural validity, making it an effective tool for measuring the level of SoRL among university students in online collaborative contexts.

Lyu, Y., Adnan, A. B. M., & Zhang, L. (2025). **Influencing factors on NLP technology integration in teaching: A case study in Shanghai**. *Education and Information Technologies*, *30*(5), 6707-6740. https://doi.org/10.1007/s10639-024-13063-6
This study presents a comprehensive examination of the applications, challenges, and strategies associated with the integration of natural language processing (NLP) technologies in university teaching. By employing qualitative analyses, including interviews, classroom observations, and document review, the study explores the diverse applications of NLP and its perceived effectiveness by teachers of different disciplines. The study revealed that 80% of the five teachers interviewed had employed NLP technology in their classrooms, with 60% of them deeming it effective in fostering student engagement. Nevertheless, considerable obstacles to the implementation of NLP were identified, including policy constraints, technological limitations, and resistance from educators. The study proposes that these obstacles can be surmounted through the provision of enhanced institutional support, the implementation of professional development initiatives, and the fostering of interdisciplinary collaboration. By elucidating the function of NLP in pedagogical innovation, this study contributes to the broader discourse on educational technology and pedagogy, offering insights that will inform future educational policy and practice.

Maričić, M., Anđić, B., Soeharto, S., Mumcu, F., Cvjetićanin, S., & Lavicza, Z. (2025). **The exploration of continuous teaching intention in emerging-technology environments through perceived cognitive load, usability, and teacher's attitudes**. *Education and Information Technologies*, *30*(7), 9341-9370. https://doi.org/10.1007/s10639-024-13141-9

According to the theoretical frameworks and teaching practice, the constructs of the Technology acceptance model - TAM and the Cognitive load theory - CLT are in a close cause-and-effect relationship, and gaining insights into this issue is essential for educators. Our study aimed to examine continuous teaching intention (CTI) with emerging technologies (ET) through perceived usability (PUS), attitudes towards teaching (ATT) and perceived cognitive load (PCL) from the aspect of teachers' perceptions. A survey research design using a cross-sectional survey technique was applied. The research involved 801 primary and lower secondary school teachers. Results showed that the TAM-CLT scale model is aligned and fits the overall sample well. In addition, teachers' PUS can be a crucial factor in shaping ATT and CTI of ET because this construct positively influences these variables underlining the importance of designing user-friendly ET. However, our study reveals the lack of a significant negative relationship between teachers' PCL and PUS, and the absence of mediation between PCL and CTI through PUS. These unexpected findings highlight the complexity of users' experiences with ET and the need for a more nuanced understanding of the interplay between these constructs. One of the implications of our study refers to further investigation of the underlying mechanisms between PCL, PUS, and CTI. Other recommendations are stated in the discussion.

Meirmanova, N. (2025). **Analyse comparative entre la génération automatique de questionnaires à choix multiples par ChatGPT et le corps enseignant pour l'évaluation de l'apprentissage**. *Array*, *22*(1). https://doi.org/10.18162/ritpu-2025-v22n1-03

Mills, K. A., Cope, J., Scholes, L., & Rowe, L. (2025). **Coding and Computational Thinking Across the Curriculum: A Review of Educational Outcomes**. *Review of Educational Research*, *95*(3), 581-618. https://doi.org/10.3102/00346543241241327
Teaching coding and computational thinking is an emerging educational imperative, now embedded in compulsory curriculum in the United States, Finland, the UK, Germany, Belgium, the Netherlands, New Zealand, and Australia. This meta-synthesis of 49 studies critically reviews recent international research (2009–2022) of coding and computational thinking as core and integrated across the curriculum. It addresses four essential problems: (a) What are the key features of learning environments that successfully develop students' coding and computational thinking? (b) What is the impact of student engagement in coding and computational thinking on learning outcomes across curriculum areas? (c) What pedagogical constraints are evident for coding and computational thinking, including across curriculum areas? and (d) Which conceptual frameworks support coding and computational thinking, and what has been marginalized or excluded? The review advances knowledge of coding and computational thinking—vital to guide and develop future AI-based solutions to real-world problems that challenge disciplinary boundaries.

MOLINA, E., & MEDINA, E. (2025). ***AI revolution in higher education: what you need to know***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/099757104152527995/pdf/IDU-b1e5ef00-75ff-4ba4-a4b6-84899c3ea968.pdf
L'intelligence artificielle (IA) révolutionne l'enseignement supérieur (ES), transformant la façon dont les étudiants apprennent, les enseignants enseignent et les établissements fonctionnent. En Amérique latine et dans les Caraïbes, les outils d'IA sont intégrés aux salles de classe, à la recherche et aux processus administratifs, offrant des solutions

évolutives et personnalisées pour améliorer l'accès à l'éducation, l'efficacité et l'équité. Cependant, malgré son vaste potentiel, l'adoption de l'IA dans la région reste fragmentée, freinée par la qualité des infrastructures, une innovation limitée et des difficultés de perfectionnement et de rétention des talents. Ce rapport examine le potentiel de transformation de l'IA dans l'ES, en se concentrant sur les applications clés, les défis et les recommandations stratégiques pour une intégration éthique. Les outils d'IA ont déjà un impact significatif sur le soutien aux étudiants, la recherche des enseignants et la gestion des établissements. Des études récentes sur des systèmes d'IA générative bien conçus montrent des résultats prometteurs.

Moshayedi, A. J., Roy, A. S., Khan, Z. H., Lan, H., Lotfi, H., & Zhang, X. (2025). **EMTIHAN: Design of a novel approach to secure online examination challenge in remote learning**. *Education and Information Technologies*, *30*(7), 9573-9604. https://doi.org/10.1007/s10639-024-13170-4
In this paper, a secure exam proctoring assistant 'EMTIHAN' (which means exam in Arabic/Persian/Urdu/Turkish languages) is developed to address concerns related to online exams for handwritten topics by allowing students to submit their answers online securely via their mobile devices. This system is designed with an aim to lessen the student's burden of exam submission by offering portable hardware and easy-to-use cloud infrastructure. The main contribution of this research is to design an innovative system for online examination (in remote or distance learning scenarios), and using mixed methods i.e. both quantitative and qualitative data collection and analysis to verify its performance. The comparative results regarding submission time and security features have proven the efficacy of EMTIHAN against manual submission with participants across 5 countries using purposive sampling and currently available solutions e.g. Chaoxing MOOC and Google Classroom with 94.5% student satisfaction rate. Furthermore, app scan quality is measured using structural similarity index measure comparing with popular CamScanner app showing better quality despite image compression.

Nsabayezu, E., Habimana, O., Nzabalirwa, W., & Niyonzima, F. N. (2025). **Investigating the contemporary teaching approaches and technological integration in organic chemistry instruction in selected Rwandan secondary schools**. *Education and Information Technologies*, *30*(5), 6399-6433. https://doi.org/10.1007/s10639-024-13075-2
Effective organic chemistry instruction necessitates an adaptable approach that accommodates varied learning styles and improves students' comprehension of concepts. To attain this goal, teachers may employ visualization, molecular modeling, and interactive software to explain three-dimensional structures and spatial interactions. Thus, the objective of this research is to investigate present pedagogical methods and evaluate the use of technology in teaching organic chemistry in selected Rwandan secondary schools. This study adopted a convergent parallel research design, where both quantitative and qualitative data were collected simultaneously and analyzed separately. A sample of 60 chemistry teachers from two districts, one rural and one urban, and only five students were involved in the study. Quantitative data were gathered through the utilization of questionnaires, augmented by the comprehensive classroom observation protocol, recognized as the Teaching Dimensions Observation Protocol (TDOP). Qualitative insights, on the other hand, were acquired through structured interviews. The analysis of the data encompassed both descriptive and inferential statistics. The results showed that lecture while writing (LW) was the most widely used instructional method, accounting for 10.8% of cases, followed by Small group

work/discussion SGW, with 10% of cases. In terms of technology integration in organic chemistry instruction, the use of instructional technology such as YouTube videos (M), simulations (SI) and websites (WEB) were found to be minimal, with 1, 2, and 1%, respectively. However, the inferential statistics revealed no significant difference in the use of technology in teaching organic chemistry between teachers depending on their location (rural vs. urban) ($df = 1$, $p > .05$) and gender ($df = 1$, $p > .05$). On the other hand, the study identified challenges including limited access to technology, underlining the importance of adequate technological resources and incorporating technology in organic chemistry instruction. It also advised employing novel teaching approach, like multimedia-supported flipped classroom approach, that can help to boost students' understanding of organic chemistry concepts.

Ochoa, M. (2025, mai 26). **L'écriture numérique : un défi pour l'enseignement ?** Consulté 28 mai 2025, à l'adresse The Conversation website: http://theconversation.com/lecriture-numerique-un-defi-pour-lenseignement-254758
Écrire sur écran répond à d'autres logiques qu'écrire sur du papier, ce qui suppose de repenser les apprentissages.

Olubiyo, P. O., & Olubiyo, J. T. (2024). **Availability and Use of Mobile Phone Technology Facilities for Learning by Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/availability-and-use-of-mobile-phone-technology-facilities-for-learning-by-undergraduates-in-adeyemi-federal-university-of-education-ondo-nigeria/
The study is on Availability and Use of Mobile Phone Technology Facilities for Learning by Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria. The population comprises all the undergraduate students in Adeyemi Federal University of Education, Ondo. Simple Random sampling technique was used for the study. The sample size of the study was one […]

Omeh, C. B., Olelewe, C. J., & Hu, X. (2025). **Application of artificial intelligence (AI) technology in tvet education: Ethical issues and policy implementation**. *Education and Information Technologies*, *30*(5), 5989-6018. https://doi.org/10.1007/s10639-024-13018-x
The adoption of generative AI in educational process carries both potential advantages and risks hence there is a need for ethical principles to guide its adoption in education. A population of 443 TVET educators, including 325 male and 118 female, was selected for this study using a mixed research design from the seven TVET public institutions in south-eastern Nigeria. The study was guided by three research questions and three null hypotheses. The instruments used for data collection were a structured questionnaire and a guided interview developed by the researchers in line with the research questions. The Cronbach Alpha reliability test, which produced a reliability index of 0.9, was used to determine the internal consistency. Mean, standard deviation, factor loading and t-test were used to evaluate the data, and an independent t-test with a significance level of 0.05 was used to test the null hypotheses. The findings of the study indicated that TVET educators agreed that AI technology is an effective educational technology, there is a need for ethical principles to ensure data privacy, data integrity, data reliability, data transparency and data accuracy are not compromised. Also, TVET educators agreed that the adoption of AI technology in the educational process improves academic performance, increases learning engagement, and supports classroom inclusion and

personalized learning. It was recommended that tertiary institutions broaden their current AI policies in light of the findings of this study to support the successful integration of AI technology into the educational process.

https://publications.iadb.org/en/ai-and-education-building-future-through-digital-transformation
Depuis des décennies, les technologies sont présentés comme une solution aux défis éducatifs en Amérique latine et dans les Caraïbes. Cependant, leur mise en œuvre concrète a donné des résultats mitigés, le manque d'intégration pédagogique et d'infrastructures freinant leur impact. Alors que l'intelligence artificielle (IA) s'impose comme la prochaine frontière de l'éducation, la transformation numérique de l'éducation présente à la fois des opportunités et des risques. L'IA peut-elle devenir la force transformatrice qu'elle promet d'être, ou sera-t-elle confrontée aux mêmes défis qui ont freiné les innovations technologiques précédentes ? En synthétisant les enseignements tirés des expériences précédentes et en abordant les incertitudes émergentes entourant le rôle de l'IA dans l'éducation, cette étude propose aux décideurs politiques des recommandations pratiques fondées sur des données probantes. Il présente un cadre pour guider l'intégration efficace des technologies dans l'éducation, en proposant une approche structurée pour définir des objectifs, articuler une théorie du changement et identifier les éléments clés nécessaires à la réussite de la mise en œuvre du programme.

Ozmen Yagiz, B., & Alemdag, E. (2025). **Understanding resilience in programming: A scale adaptation and analysis of individual differences**. *Education and Information Technologies*, *30*(5), 6547-6581. https://doi.org/10.1007/s10639-024-13086-z
Resilience is a critical personality trait that allows one to deal with difficulties, learn from failures, and maintain a positive attitude during task performance. However, it has not been understudied in a complex and challenging educational domain. The current research intends to address this gap by analyzing the specific characteristics of resilient university students in programming education with two studies. The first study aimed to adapt the programming resilience (PR) scale into the Turkish context to measure this construct in a different setting. The internal structure of the scale with four dimensions (persistence, perceived value, difficulty cognition, incremental belief), was validated using a sample of 311 undergraduate students. The Cronbach's alpha of this scale (0.937) indicated high internal consistency. The second study sought to determine the effect of several learner characteristics on PR based on a larger sample (n = 657). The results revealed that PR did not differ significantly by gender. However, it was higher when the students were majoring in computer science, had more than three years of programming experience, and engaged with programming activities every day. Upon controlling the effect of demographics and programming experience and frequency, the multiple regression analysis showed that less avoidant problem-solving style, higher problem-solving confidence, and deep learning approach resulted in higher PR. Overall, this study enriches our understanding of PR by highlighting the impact of individual differences on PR. This study further offers valuable suggestions for researchers and practitioners to build more resilient classes in programming courses.

Peachey, N. (2025). ***Transforming teacher education with AI: Lessons from a global community of practice***. Consulté à l'adresse

https://www.teachingenglish.org.uk/sites/teacheng/files/2025-04/Peachey_2025_Transforming_teacher_education_with_AI.pdf
Depuis 2019, le British Council soutient des communautés de pratique pour les formateurs d'enseignants. En 2023, une table ronde sur l'IA a réuni 18 pays pour explorer le potentiel de l'IA dans la formation des enseignants. L'ouvrage issu de ce travail présente des ressources et des stratégies pratiques : sécurité liée à l'IA, outils pédagogiques, planification de cours ou encore retours d'information automatisés. Il aborde également les enjeux éthiques et la protection des données, en insistant sur l'importance de maintenir l'interaction humaine. Témoignages et exemples concrets enrichissent le document qui vise à encourager une adoption réfléchie de l'IA, en promouvant un environnement d'apprentissage collaboratif et innovant.

PEDRO, F., & MENDIGUTXIA, A. (2025). ***The role of higher education in national artificial intelligence strategies: a comparative policy review***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000392047_eng?posInSet=4&queryId=N-EXPLORE-67aae876-6740-4f82-9fdd-b6872ec0a3c8
Ce rapport propose une analyse exploratoire du rôle joué par les universités et les systèmes d'enseignement supérieur dans le cadre des stratégies nationales d'intelligence artificielle (IA). La première section explore le paysage mondial des stratégies nationales et des initiatives liées à l'IA dans différentes régions. Elle évalue leur durée, leur adaptabilité et leurs premiers résultats, et examine la croissance exponentielle des initiatives d'IA dans les différentes régions. L'analyse souligne l'importance des partenariats internationaux comme élément fédérateur du développement de l'IA. La deuxième section se penche sur l'utilisation stratégique de l'enseignement supérieur dans les stratégies nationales d'IA. Elle examine comment les établissements d'enseignement supérieur contribuent au développement de talents spécialisés, à l'avancement de la recherche en IA et à l'élaboration de cadres éthiques et réglementaires. Le rapport se conclut par un ensemble complet de remarques identifiant diverses approches politiques dans les domaines clés explorés tout au long de l'étude.

Perez-Felkner, L., Erichsen, K., Li, Y., Chen, J., Hu, S., Ramirez Surmeier, L., & Shore, C. (2025). **Computing Education Interventions to Increase Gender Equity from 2000 to 2020: A Systematic Literature Review**. *Review of Educational Research*, *95*(3), 536-580. https://doi.org/10.3102/00346543241241536
Although gender parity has been achieved in some STEM fields, gender disparities persist in computing, one of the fastest-growing and highest-earning career fields. In this systematic literature review, we expand upon academic momentum theory to categorize computing interventions intended to make computing environments more inclusive to girls and women and consider how those characteristics vary by the success of the intervention. Particular attention is given to the efficacy of broadening participation and success for women in computer science, information technology, and related fields. After scrutinizing 168 relevant studies, 48 met the inclusion criteria and were included. We introduce a framework for gender equity in computing, expanding on existing research on academic and STEM momentum to encompass new domains representing social and structural momentum. Our analysis reveals the complex roles of intervention domains, strategies, goals, levels, and duration in shaping their efficacy. Implications for theory, research, and practice are discussed.

Pierrès, O., Darvishy, A., & Christen, M. (2025). **Exploring the role of generative AI in higher education: Semi-structured interviews with students with disabilities**. *Education and Information Technologies*, *30*(7), 8923-8952. https://doi.org/10.1007/s10639-024-13134-8
The release of a free generative artificial intelligence (GAI), ChatGPT, in November 2022 has opened up numerous opportunities for students with disabilities in higher education. While the transformative impact of GAI on teaching and learning in general is being debated intensively, little attention has been given to its potential for fostering or hindering inclusion. In news and blog articles, disability advocates have provided insights into the benefits and uses of GAI. However, a comprehensive understanding from a broader sample remains lacking. In order to address this gap, this study raises the question: "How do students with disabilities use and perceive ChatGPT as a tool in higher education?". Semi-structured interviews were conducted with students with disabilities to gain insights into their current utilization of GAI, identify limitations and challenges, and explore their expectations. A total of 33 participants took part, including neurodiverse students as well as students with visual impairments, chronic diseases, hearing impairments, and mental health conditions. Results suggest that ChatGPT brings significant opportunities as an assistant in teaching, writing, reading and research, or self-organization. Based on this study, higher education institutions are recommended to consider the opportunities the tool represents for students with disabilities in their AI policies. They also have a responsibility to train and inform students to harness the potential of GAI. Developers are encouraged to address accessibility issues and to include the opinions of individuals with disabilities in their research. More practically, the results of this study can be used to design future applications that bear in mind the expectations and concerns of students with disabilities.

Ponnusamy, S., & Trinh, T.-A. (2025). **The impact of mobile internet on student cognitive performance during COVID: Evidence from Pakistan**. *Economics of Education Review*, *106*, 102651. https://doi.org/10.1016/j.econedurev.2025.102651
The rapid shift toward remote learning during the COVID-19 pandemic has highlighted the important role of internet access in educational delivery. While this transition has facilitated educational continuity globally, it has also led to unintended consequences, especially in regions with variable digital readiness. This paper examines the causal relationship between mobile internet prevalence and cognitive performance among children aged 5–16 in Pakistan during the pandemic. Our findings show that in areas with higher internet accessibility, there is a significant reduction in study time. By employing an instrumental variable approach with lightning strikes as the instrument, we find that a higher prevalence of 3G and 4G internet has a detrimental effect on students' test scores in math, English, and reading, while there is little evidence of effects on the likelihood of dropout. The estimated effects remain consistent across sub-samples classified based on age, gender, and parental education. Our findings emphasize the need for strategies that maximize digital access benefits while minimizing disruptions to education.

Prabhu, P., Sujathamalini, J., & Halder, T. (2025). **Adaptive technology utilizing skills of students with visual impairment**. *Education and Information Technologies*, *30*(7), 9121-9128. https://doi.org/10.1007/s10639-024-13203-y
Adaptive technology has a transformed education, particularly for students with visual impairments. These students confront particular problems that frequently impede their ability to learn and fully participate in the classroom. However, by utilizing adaptive technology, these children will have access to a variety of tools and resources that will

enhance their learning experience and allow them to attain their full potential. The primary aim of the research is to assess the proficiency of students with visual impairment in utilizing adaptive technology skills. The study adopted a survey method, involving 68 students with visual impairment. The result showed that the students with visual impairment are not adequately trained to use the Adaptive technology. Hence it is the need of an hour to impart training programme to the students with visual impairment to use adaptive technology in their learning process. As is an Adaptive Technology is a critical educational tool in enhancing the learning experience of students with visual impairment both in service and pre service teachers need to be trained to use in their instructional process. Students with visual impairments will benefit from improved learning experiences and academic success as a result of the use of adaptive technology. The research suggested that the educators must therefore develop their expertise in handling adaptive technology in order to teach and manage among students with visual impairments in the classroom.

Qi, S., & Derakhshan, A. (2025). **Technology-based collaborative learning: EFL learners' social regulation and modifications in their academic emotions and academic performance**. *Education and Information Technologies*, *30*(7), 8611-8636. https://doi.org/10.1007/s10639-024-13167-z
This study explores the relationship between technology-based collaborative learning and learners' social regulation, academic emotions, and academic presentation. The researchers invited 695 English as a Foreign Language (EFL) students of different ages and learning backgrounds to participate in the research by questionnaire. The validated questionnaires were employed to collect the data. Structural Equation Modeling (SEM) was utilized to examine relationships among variables, while regression analysis assessed the impact of emotional engagement. Multiple regression was used to explore combined emotional effects, and correlation analysis gauged individual emotions' association with performance. The researchers used SPSS (version 27) and AMOS (version 24) software to analyze the data. A synthesis of the research findings elucidated how collaborative efforts facilitated by technology foster a dynamic process of regulating learning, contributing to both individual and collective academic achievement. Furthermore, the intricate relationship between collaborative learning technologies and individual characteristics such as prior knowledge and intrinsic motivation is discussed, emphasizing the multifaceted nature of educational outcomes. Lastly, after a comparison with other similar studies, this study's results highlight the significance of considering technology-mediated collaborative learning environments in enhancing EFL students' academic emotions, experiences, and outcomes. The study concludes with some pedagogical implications and suggestions for teachers, practitioners, researchers, and learners.

Qoussous, F., & Skaff, S. (2025). ***Navigating the future of AI in education and education in AI. How governments can forge more effective and equitable learning systems and develop workforces with future-ready skills*** (p. 41). Consulté à l'adresse EY website: https://www.ey.com/en_eg/insights/education/how-to-navigate-the-future-of-ai-in-education-and-education-in-ai
Explore how AI can revolutionize education, enhance learning experiences and equip students for success in an AI-driven world.

Roh, D., Yoo, J., & Ok, H. (2025). **Mapping digital literacy in language education: A comparative analysis of national curriculum standards using text as data approach**. *Education and Information Technologies*, *30*(5), 6287-6313. https://doi.org/10.1007/s10639-024-13056-5

The need to integrate digital literacy into curricula as a fundamental skill set for navigating the complexities of the digital age has increased. This study aims to explore how knowledge and skills of digital literacy present in language arts standards and what elements of digital literacy are emphasized. To achieve this, we used text mining analysis and European Union's digital literacy framework to analyze on the recent revisions of curriculum standards in Ontario, Canada, Australia, and South Korea. The research findings are as follows: Firstly, keyword network analysis revealed that in all three countries, the centrality of keywords related to digital literacy was not high, and there was a weak connection among these keywords. Secondly, when contrasting the results of topic modeling with the EU Framework, it was observed that Ontario, Canada, and South Korea prominently emphasized the « Information and data literacy » and « Communication and collaboration » elements, while Australia emphasized the « Digital content creation » element. Lastly, comparing the results of topic modeling on pre and post-revised curricula of Australia and South Korea, it was evident that societal awareness and discourse regarding digital literacy were well-reflected and revised in the standards. Based on these findings, this study suggests the need to integrate digital literacy-related elements more closely with traditional literacy skills within the curriculum, ensure a balanced approach across both cognitive and socio-emotional domains of digital literacy, and consider incorporating integrating digital literacy-in-use into students' learning experiences.

Saihi, A., Ben-Daya, M., & Hariga, M. (2025). **The moderating role of technology proficiency and academic discipline in AI-chatbot adoption within higher education: Insights from a PLS-SEM analysis**. *Education and Information Technologies*, *30*(5), 5843-5881. https://doi.org/10.1007/s10639-024-13023-0

The integration of AI-chatbots into higher education offers the potential to enhance learning practices. This research aims to explore the factors influencing AI-chatbots adoption within higher education, with a focus on the moderating roles of technological proficiency and academic discipline. Utilizing a survey-based approach and advanced structural equation modeling (SEM) techniques, the study establishes and validates a theoretical model informed by the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT). The findings reveal that the predictors of AI-chatbot adoption include perceived ease of use, perceived usefulness, perceived efficiency, social influence, facilitating conditions, user satisfaction, and perceived learning performance. Importantly, technological proficiency emerges as a key moderator, influencing the strength of several relationships within the model. Contrary to expectations, the field of study does not significantly moderate these relationships, suggesting commonalities in perceptions across the investigated academic disciplines. This unexpected finding could be due to the core functionalities of AI-chatbots resonating across disciplines. The novelty of AI-chatbots in educational settings may also create a shared initial reaction that outweighs discipline-specific differences. These findings offer educators and institutions valuable insights for tailoring AI-chatbot implementation strategies to address users' diverse needs and technological capabilities, ultimately leading to the optimization of these transformative tools.

Saiz-González, P., Sierra-Díaz, J., Iglesias, D., & Fernandez-Rio, J. (2025). **Exploring physical education teachers' willingness and barriers to integrating digital technology in their lessons**. *Education and Information Technologies*, *30*(5), 5965-5987. https://doi.org/10.1007/s10639-024-13060-9
The use of digital technologies to support learning in physical education (PE) has grown in recent years. However, little is known about what teachers think when PE meets technology in the digital era. The purpose of this descriptive study was to use a carefully constructed, face-validated, and pilot-tested web survey to identify PE teachers' willingness and barriers to integrating digital technology in their lessons. A total of 265 PE teachers returned completed surveys. The results showed a widespread interest in the use of digital technology in the school context, as well as in promoting the transfer of learning to the out-of-school context. Also, PE teachers expressed some reasons for interest in its use related to (a) learning and assessment, (b) physical activity, (c) teaching support, (d) communication with families and (e) teamwork among students inside and outside the class. In contrast to these interests and attitudes, teachers identified five major barriers that might be limiting the introduction of digital technology in PE: (a) not having sufficient access to technological resources, (b) not having received the necessary training to use it effectively, (c) lack of institutional support, (d) lack of time to effectively introduce it and (f) students' data privacy. The findings of this study suggest the implementation of measures that can address the identified barriers to facilitate the incorporation of digital technology in PE. Understanding teachers' perceptions regarding the delivery of digital technology in schools may help guide future research and policy to support digital technology in PE lessons.

Seveno, R., & Tanguy, E. (2025, mai 20). ***Mise en oeuvre de la comodalité dans un enseignement de 1 ère année à l'Université***. Présenté à QPES Questions de Pédagogie dans l'Enseignement supérieur. Consulté à l'adresse https://nantes-universite.hal.science/hal-05083925
Cet article explore la mise en place de la comodalité dans un cours universitaire de première année. La comodalité permet aux étudiants de choisir entre présentiel et distanciel, offrant ainsi plus de flexibilité. Les résultats montrent un fort taux de satisfaction et des taux de réussite comparables à ceux des modalités traditionnelles.

Shadiev, R., Wang, X., & Shen, S. (2025). **Effects of immersion and interactive strategies on students' intercultural competence in virtual learning environments**. *Education and Information Technologies*, *30*(5), 5883-5919. https://doi.org/10.1007/s10639-024-13030-1
In an increasingly globalized world, developing intercultural competence in higher education is highly valued. While there has been a shift towards remote intercultural learning methods, these approaches often lack authentic and immersive experiences. To address this gap, the present study uses spherical video-based virtual reality (SVVR) to create immersive virtual learning environments enhanced with interactive strategies. Designed to ensure active learner engagement, these strategies facilitate deeper exploration, critical thinking, and effective navigation. This quasi-experimental study examines the impact of SVVR on intercultural competence by engaging eighty university students from China and Indonesia in a 10-week program. Utilizing a blend of quantitative and qualitative approaches, the study assessed the influence of four conditions: (1) VR with interactive strategies, (2) VR without interactive strategies, (3) PC with interactive strategies, and (4) PC without interactive strategies. The findings indicate an improvement in intercultural competence—specifically in knowledge, skills, attitudes,

and awareness—achieved through the combination of immersion and interactive strategies. The research highlights the synergistic effect of these elements, showing that integrating high immersion and interactive components bolsters intercultural learning outcomes. The paper concludes with insights for optimizing such virtual learning experiences, emphasizing the role of interactive strategies and device selection.

Simonian, S. (2024). ***Study of IA methods in data analytics (machine learning / deep learning) to improve the content of computer science MOOCs and contribution to the design of the FUN (France Université Numérique) data processing chain*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://theses.hal.science/tel-05077401
Massive open online courses (MOOCs), introduced in 2008 and popularized on platforms such as Coursera, EdX, and FUN, offer flexible and accessible learning opportunities to millions of learners worldwide. Despite their potential to democratize education, MOOCs continue to struggle with low completion rates, typically between 5 and 10%, which hinders their overall impact. In this work, we study deep learning and machine learning techniques to improve MOOC content and student completion rates. We collaborated with FUN (France Université Numérique) to develop a data processing chain that transforms raw learning data into a standard format (xAPI) suitable for analysis and sharing. Our research includes a comprehensive survey of data mining, machine learning, and deep learning applications in the widely used OULAD learning analytics dataset. It evaluates their performance in extracting meaningful information from student data. We also extended the MultiCons consensus clustering algorithm by developing SupMultiCons for ensemble classification, which has been used to predict learning success in MOOCs. We have also developed a learning item recommendation system that employs consensus clustering (MultiCons) and collaborative filtering to optimize the learning paths of MOOC participants.These personalized recommendations aim to help learners navigate course content more effectively, ultimately increasing engagement and completion rates. This work contributes to the field of learning analytics by showing how data-driven approaches, including predictive modeling and personalized recommendations, can address the challenges of MOOCs and help improve retention and completion rates.

Solmaz, O. (2025). **Impacts of digital applications on emergent multilinguals' language learning experiences: the case of Duolingo**. *Education and Information Technologies*, *30*(7), 9185-9214. https://doi.org/10.1007/s10639-024-13185-x
Digital mobile applications have impacted foreign language learning by offering accessible and engaging educational tools. This study examines the effect of digital mobile applications on emergent multilinguals' foreign language learning experiences at the tertiary level. Twenty-nine English language teacher candidates engaged with Duolingo—a popular, free mobile application—over a month, studying various foreign languages. Data collected from pre- and post-study reflective journals, discussion board posts, and focus group interviews provided insights into the participants' experiences with the app's features, their perceived language development, and their views on the pedagogical integration of mobile apps in language education. The findings highlighted active student engagement and noted vocabulary improvements, while other language areas showed mixed results. Participants appreciated the app's technical features but criticized its cultural and speech limitations. Despite recognizing digital mobile applications' potential, teacher candidates expressed uncertainty about their classroom integration but intended future pedagogical use. The study concluded with the

implications of these interactions for the integration of mobile apps into foreign language education, particularly in multilingual contexts.

Son, T. (2025). **Noticing classes of preservice teachers: relations to teaching moves through AI chatbot simulation**. *Education and Information Technologies*, *30*(7), 9161-9184. https://doi.org/10.1007/s10639-024-13188-8
Responsive teaching is an effective teaching approach in which teachers engage and respond to students' mathematical ideas to support their mathematics learning. In this study, the relationship between preservice teachers' (PSTs) noticing expertise and their teaching moves was investigated in a simulated AI chatbot environment. The AI chatbot included a virtual student with misconceptions about fraction operations and was used as an instructional tool to provide opportunities for PSTs to practice responsive teaching skills. Using latent class analysis, PSTs' noticing components (attending, interpreting, and responding) and teaching move patterns were investigated in a sample of 138 PSTs from two universities in Korea. The result indicated that significant correlations between PSTs' noticing expertise and the quality of their teaching moves. In addition, three distinct classes were identified based on PSTs' noticing skills, and differential use of teaching moves was found across these classes. The results underscore the differences in PSTs' noticing expertise in the AI chatbot environment and a typical classroom setting and suggest implications for leveraging AI chatbot simulations in teacher education.

Song, J., & Lee, J. (2025). **Presence and motivation: Comparing synchronous and asynchronous learning environments for foreign language learners using path analysis**. *Education and Information Technologies*, *30*(5), 6061-6090. https://doi.org/10.1007/s10639-024-13047-6
This study addresses the necessity of comprehending the remote learning environment for improving online course design and delivery. The primary objective is to investigate the impact of teaching, cognitive, and social presence, along with learner motivation from the Community of Inquiry framework, on students' learning satisfaction in both asynchronous and synchronous learning contexts. Conducted as an international project, data collection involved three distinct courses across U.S. and Korean universities for one semester, with participants from asynchronous (n = 74) and synchronous (n = 63) remote language classes. Using a mixed-methods approach, the study explored variables of interest and learning satisfaction. Path analysis results indicated consistent patterns in both modes, with students' learning satisfaction significantly predicted by presences and motivation. While the majority of pathways in synchronous and asynchronous remote learning modes exhibited similarities, distinctions were noted between the two modes. In the synchronous mode, social presence emerged as the strongest predictor for cognitive presence and students' learning satisfaction, suggesting the importance of open communication and collaboration in the synchronous mode. In contrast, motivation emerged as the strongest predictor in the asynchronous mode, highlighting the need for self-regulation and autonomy. Qualitative data complemented quantitative findings, reinforcing the importance of tailoring learning activity designs for different contexts. The results of the study contribute to the ongoing debate on improving learning and teaching in different online learning settings, especially in synchronous and asynchronous remote learning.

Steinert, S., Krupp, L., Avila, K. E., Janssen, A. S., Ruf, V., Dzsotjan, D., … Küchemann, S. (2025). **Lessons learned from designing an open-source automated feedback system for**

STEM education. *Education and Information Technologies*, *30*(5), 6019-6060. https://doi.org/10.1007/s10639-024-13025-y
As distance learning becomes increasingly important and artificial intelligence tools continue to advance, automated systems for individual learning have attracted significant attention. However, the scarcity of open-source online tools that are capable of providing personalized feedback has restricted the widespread implementation of research-based feedback systems. In this work, we present RATsApp, an open-source automated feedback system (AFS) that incorporates research-based features such as formative feedback. The system focuses on core STEM competencies such as mathematical competence, representational competence, and data literacy. It also allows lecturers to monitor students' progress. RATsApp can be used at different levels of STEM education or research, as it allows the creation and customization of the educational content. We present a specific case of its implementation in higher education, where we report the results of a usability survey (N=64), using the technology acceptance model 2 (TAM2), to evaluate the user experience of undergraduate students. Our findings confirm the applicability of the TAM2 framework, revealing that factors such as the relevance to the course of study, output quality, and ease of use significantly influence the perceived usefulness. We also found a linear relation between the perceived usefulness and the intention to use, which in turn is a significant predictor of the frequency of use. Moreover, the formative feedback feature of RATsApp received positive feedback, indicating its potential as an educational tool. Furthermore, as an open-source platform, RATsApp encourages public contributions to its ongoing development, fostering a collaborative approach to improve educational tools.

Sverdlik, N., Slobodin, O., & Katz, I. (2025). **Exploring the interplay of students' values and lecturers' teaching orientation during the shift to distance learning: a person-environment perspective on students' need satisfaction**. *Social Psychology of Education*, *28*(1), 75. https://doi.org/10.1007/s11218-024-09963-7
Applying a person-environment fit perspective, our study posited that the interplay between students' personal values and lecturers' teaching orientation predicted students' psychological need satisfaction amidst the transition to distance learning in the initial weeks of the Covid19 pandemic. Our contention was that the more students valued openness-to-change and the less they valued conservation, the more they would experience need satisfaction. Furthermore, we proposed that these relationships would be more pronounced when lecturers demonstrated greater motivation to teach, as reflected in their attitudes toward their teaching role (i.e., their teaching orientation). Data were gathered from a cohort of 899 students and their 264 corresponding lecturers. The findings substantiate our model and underscore the significance of considering fundamental personality dispositions and their interaction with environmental factors in comprehending the optimal strategies for promoting an enhanced experience of need satisfaction. This research sheds light on the nuanced dynamics that influence psychological need satisfaction.

Toker Gokce, A., Deveci Topal, A., Kolburan Geçer, A., & Dilek Eren, C. (2025). **Investigating the level of artificial intelligence literacy of university students using decision trees**. *Education and Information Technologies*, *30*(5), 6765-6784. https://doi.org/10.1007/s10639-024-13081-4
Artificial intelligence (AI) literacy is critical to shaping students' academic experiences and future opportunities inhigher education. This study examines AI literacy among

university students, examining variables such as gender, frequency of use of AI applications, completion of AI-related courses, and field of study. The research involved 664 students from a public university, using a survey model and data collected via the Artificial Intelligence Literacy Scale. Descriptive and decision tree analyses, specifically the CHAID algorithm, were used to determine the factors influencing AI literacy levels. The results showed that the students' overall AI literacy, critical aprasial and practical application were average and technical understanding was low. While the frequency of individuals' use of AI technology has a determining effect on the overall AI literacy scale and critical appraisal(CA) and practical applications(PA) dimensions, gender came to the fore in the technical understanding(TU) dimension. The overall scale, PA and CA, while the status of having taken a course in AI is effective for students who frequently use artificial intelligence tools, the type of faculty of study is effective for those who use it less frequently. In TU, the faculty of study for females and the frequency of using artificial intelligence tools for males are determinative. While the TU scores of male students are higher than those of female students, the AI literacy of students studying in the faculties of science and literature, engineering, technology and medicine are higher than those of students studying in the faculties of education, sports sciences and postgraduate students.

Uygun, T., Şendur, A., Top, B., & Coşgun-Başeğmez, K. (2025). **Facilitating the development of preservice teachers' geometric thinking through artificial intelligence (AI) assisted augmented reality (AR) activities: The case of platonic solids**. *Education and Information Technologies*, *30*(7), 8373-8411. https://doi.org/10.1007/s10639-024-13084-1
Although augmented reality has become one of the most commonly used materials that support learning, especially in learning geometric concepts, it is avoided to be used in the lessons due to its complex structure. At that point, artificial intelligence working as a personal assistant in many fields can help us learn to produce our own model with augmented reality by coping with its complexity. In this study, it is aimed to examine both the effectiveness of Artificial Intelligence (AI) assisted Augmented Reality (AR) activities on the development of the preservice teachers' (PSTs) geometric reasoning and their practicality in use. To this end, an interactive learning environment with AI assisted AR activities including Chat Generative Pre-Trained Transformer (ChatGPT), Blender and MyWebAR, and lasting five weeks have been designed. The participants in this case study were 15 preservice mathematics teachers selected by maximum variation and criterion sampling techniques. The data were collected through AI assisted AR activities, two semi-structured interview forms, focus group interviews, anecdotes, activity forms and test. The analysis results have been reported under three groups about the PSTs' test results, experiences on AI assisted AR activities and thoughts about the activities. To conclude, it has been observed that the PSTs' conceptualization and geometric thinking levels have been improved. Moreover, their thoughts have been illustrated with the themes of "cognitive dimension", "affective dimension", "technological dimension" and "employability dimension".

Uzun, A. M., Ünal, E., & Erdem, C. (2025). **Behavioral, normative, and control determinants of in-class off-task multitasking and its association with perceived learning**. *Education and Information Technologies*, *30*(7), 8659-8687. https://doi.org/10.1007/s10639-024-13157-1
The widespread adoption of mobile technologies has exacerbated their utilization in educational environments. Multitasking in the classroom is a common practice and

deserves further investigation to understand its antecedents. Yet, rare studies have addressed this issue based on the theory of planned behavior framework. To this end, the current research focused on the antecedents of in-class off-task multitasking from the lens of the theory of planned behavior and its relation to perceived learning. An integrative, comprehensive model was utilized for this aim. Employing a cross-sectional survey design, the data were collected from 246 university students. The model was assessed using SmartPLS 3.2.7 in partial least square structural equation modeling (PLS-SEM). The research revealed that the theory of planned behavior was a valuable framework for understanding behavioral, normative, and control determinants of in-class off-task multitasking and its relation to perceived learning. Specifically, attitude towards multitasking, prescriptive and descriptive norms, and perceived behavioral control significantly contributed to the prediction of multitasking behavior and perceived learning. Moreover, fear of missing out, attitudes toward using digital devices during lectures, multitasking self-efficacy, and working memory capacity exhibited significant and indirect predictive effects on multitasking. While gender did not impact multitasking in the classroom, the study demonstrated a negative association between age and multitasking. The results are discussed, and implications are provided for educators to address in-class off-task multitasking behavior. The study indicated that university students must acknowledge that multitasking is unachievable without declining performance despite their belief in their ability to multitask successfully. Based on the results, we suggest that students should be informed about the limitations of human cognitive architecture. Some interventions to alter attitudes are also recommended.

Venaruzzo, L., & and Diaz, C. (2025). **A learner experience framework for microcredential design and online learning**. *Distance Education*, *46*(1), 77-94. https://doi.org/10.1080/01587919.2024.2442018

Microcredentials enable a digital transformation of educational offerings that build skills of learners and the capability of organisations; however learners struggle with balancing study on top of work and family commitments unless they are motivated and self-regulated in their learning. Designing microcredentials that intrinsically motivate learners, enhance their ability to study independently, and build the skills they need, particularly in online and distance delivery modes requires intentional learning design approaches. However, limited research exists on innovative learning design approaches to microcredentials. To address this gap, a novel framework was developed, and learners' experience (LX) was examined via interviews and survey data. The findings reveal that learners want their learning experience within a microcredential to facilitate career progression and help them apply their new skills in different contexts. Learners report that activities where they interact with working professionals, create portfolios of learning, and work through industry-relevant case studies motivates them to succeed. Enrol learners without set start dates to enable them to build relationships with each other and discuss how what they are learning can be applied in different professional contexts. Use industry-relevant case studies that increase in challenge and complexity to sustain learners' motivation during the microcredential and facilitate the application of knowledge and skills within their workplace setting. Use learning activities that develop learners' knowledge, enables reflection of their learning, and application of their skills in industry-relevant scenarios. Design the learning experience of the microcredential to support learners' self-regulation, and their online learning skills to enable them to become effective lifelong learners.

Wang, C.-H. (2025). **Education in the metaverse: Developing virtual reality teaching materials for K–12 natural science**. *Education and Information Technologies*, *30*(7), 8637-8658. https://doi.org/10.1007/s10639-024-13156-2
In the post-COVID-19 era, information education with highly interactive teaching methods has become increasingly common. In particular, the metaverse and virtual reality (VR) technology can be used in novel learning methods to leverage the intuitiveness, immersivity, and interactivity of VR. For example, students could use VR to simulate scientific experiments in chemistry, biology, or physics that would require handling dangerous chemicals or biological samples, mitigating real-world experimental risks. This study investigated the effective use of emerging technologies in K–12 education through the development of a VR teaching material "Escape from the Material Room" for junior high school students with the goals of cultivating students' core competencies in self-directed learning and enhance the learning experience. The development process involved two stages: first, 45 university students participated in a preliminary usability assessment, providing feedback that led to minor interface adjustments. Subsequently, 25 junior high school students engaged with the optimized VR material as a supplementary course. Through detailed analysis of system usability, user satisfaction, and learning behavior, the study found that the key factors enhancing the effectiveness of VR teaching materials include interaction design, the intuitiveness of the user interfaces, and the integration of teaching content with learning objectives. The findings highlight the potential of VR to promote educational innovation and enhance the learning experience. By incorporating VR's unique features, such as immersion and interactivity, into teaching and learning, educators can create more engaging and effective learning environments

Wang, D., Shan, D., Ju, R., Kao, B., Zhang, C., & Chen, G. (2025). **Investigating dialogic interaction in K12 online one-on-one mathematics tutoring using AI and sequence mining techniques**. *Education and Information Technologies*, *30*(7), 9215-9240. https://doi.org/10.1007/s10639-024-13195-9
Online one-on-one tutoring serves as a supplementary approach to traditional classroom instruction. It has been shown to enhance personalized learning and academic performance. However, the dynamics of dialogic interactions within this educational setting are not fully understood. Thus, we present a computational analysis of dialogic interactions in online one-on-one mathematics tutoring. Specifically, we devised a coding scheme tailored to online tutoring sessions and leveraged advanced artificial intelligence techniques to construct an automated model for annotating dialog acts. We then investigated the basic characteristics and interaction patterns in a dataset encompassing online one-on-one tutoring dialogs within K-12 mathematics education and obtained insightful findings. First, tutors were found to often apply both didactic and other effective teaching strategies. Second, off-task chatting accounted for a significant proportion of tutoring sessions. Third, high school students exhibited greater engagement and cognitive abilities than primary and middle school students through their more active participation and superior reasoning skills. Primary school students, despite their less active participation, responded positively when engaged by tutors. The findings highlight the importance of optimizing strategies applied by tutors and students to create a more dynamic and effective learning environment and provide valuable insights into the nature of online one-on-one tutoring.

Wang, J. C., Hsieh, C.-Y., & Yang, T.-H. (2025). **Factors influencing information literacy integration in teaching among elementary school teachers in Taiwan after COVID-19: Hierarchical linear modeling analysis**. *Education and Information Technologies*, *30*(7), 9497-9545. https://doi.org/10.1007/s10639-024-13138-4
This study investigates the factors influencing the integration of information literacy into teaching practices among elementary school teachers in Taiwan, particularly following the COVID-19 pandemic and the introduction of new national curriculum guidelines. Utilizing Hierarchical Linear Modeling (HLM), this research examines the effects of both teacher-level and school-level factors on the integration process. A sample of 1,766 teachers from 117 elementary schools was analyzed through a multistage cluster sampling design. In addition, qualitative interviews provided deeper insights into teachers' perspectives. The results reveal that administrative support, workload arrangements, professional development opportunities, and government policies at the school level significantly impact the integration of information literacy. At the teacher level, factors such as gender, experience, educational background, and attitude play crucial roles. The study's findings offer valuable recommendations for policymakers and school administrators to enhance information literacy integration in educational settings.

Wang, P., Lin, Y., & Zhao, T. (2025). **Smart proctoring with automated anomaly detection**. *Education and Information Technologies*, *30*(7), 9269-9288. https://doi.org/10.1007/s10639-024-13189-7
With the emergence of Artificial Intelligence (AI), smart education has become an attractive topic. In a smart education system, automated classrooms and examination rooms could help reduce the economic cost of teaching, and thus improve teaching efficiency. However, existing AI algorithms suffer from low surveillance accuracies and high computational costs, which affect their practicability in real-word scenarios. To address this issue, we propose an AI-driven anomaly detection framework for smart proctoring. The proposed method, namely, Smart Exam (SmartEx), consists of two artificial neural networks: an object recognition network to locate invigilators and examinees, and a behavior analytics network to detect anomalies of examinees during the exam. To validate the performance of our method, we construct a dataset by annotating 6,429 invigilator instances, 34,074 examinee instances and 8 types of behaviors with 267,888 instances. Comprehensive experiments on the dataset show the superiority of our SmartEx method, with a superior proctoring performance and a relatively low computational cost. Besides, we also examine the pre-trained SmartEx in an examination room in our university, which shows high robustness to identify diversified anomalies in real-world scenarios.

Wang, Y., Yu, R., Wu, X., Chen, Z., & Huang, Y. (2025). **The impact of personality type on online learning performance among high school students**. *Education and Information Technologies*, *30*(7), 8733-8764. https://doi.org/10.1007/s10639-024-13161-5
The relationship between individual personality types and academic performance during online learning remains poorly understood. This study analysed extensive sampling data from 4,340 first-year high school students during semesters of face-to-face and online learning, respectively, to investigate the influence of students' Myers–Briggs Type Indicator (MBTI) types on their academic performance in Chinese, mathematics, English, and overall score during online learning. We observed that the online learning environment conferred disadvantages to extroverts, intuitives, thinkers, and perceivers. Specifically, the dimensions of extroversion-introversion and thinking-feeling significantly

affected mathematics, while sensing-intuition and judging-perception significantly affected Chinese and English, respectively. Several significant interaction effects between different MBTI dimensions on online learning performance were also found. Girls outperformed boys in online learning performance. However, no sex difference in the effect of personality type on online learning performance was found. Student personality type identification could proactively identify students who may require additional support in the online learning environment and aid in designing effective tools for online education platforms to improve their learning performance. In particular, AI teaching assistants can be integrated into online classrooms as they could help these students address challenges posed by traditional online learning by offering personalised support. These supports include interactive dialogue for extroverts to foster engagement, creative discussion for intuitives to encourage exploration, performance feedback for thinkers to help them adjust their learning strategies, and time-management assistance for perceivers to ensure they stay organised.

Weng, C., & Wirda, M. A. (2025). **The effect of student's online learning readiness to student's engagement, satisfaction and achievement in higher education, Indonesia**. *Education and Information Technologies*, *30*(7), 9711-9736. https://doi.org/10.1007/s10639-024-13204-x
This study explores the relationship between student readiness for online learning and its impacts on engagement, satisfaction, and academic achievement in Indonesian higher education. Using a mixed-methods design, the quantitative phase employed Structural Equation Modeling (SEM) to reveal that online learning readiness significantly affects student engagement and satisfaction, though its direct effect on academic achievement is weaker. Engagement emerged as a key intermediary that enhances academic outcomes when students are well-prepared for online learning. Qualitative insights further highlighted the importance of technological competence and self-directed learning. The study emphasizes that fostering both technological and pedagogical readiness is crucial for enhancing engagement and satisfaction, thereby indirectly improving academic performance. These insights provide practical guidance for educators and policymakers to optimize online learning frameworks in similar contexts.

Wohlfart, O., & Wagner, I. (2025). **Longitudinal perspectives on technology acceptance: Teachers' integration of digital tools through the COVID-19 transition**. *Education and Information Technologies*, *30*(5), 6091-6115. https://doi.org/10.1007/s10639-024-12954-y
The rapid and continuing acceleration of digital transformation in education, propelled by the COVID-19 pandemic, has underscored the urgent need to examine how teachers adapt to and integrate digital tools in their teaching practices. Anchored in the Technology Acceptance Model (TAM) as its theoretical framework, this study uniquely uses a longitudinal design to trace the evolving patterns of technology acceptance and integration among teachers. Through qualitative methodology, involving three series of interviews with 13 secondary school teachers over two years, we identify their evolving interactions with digital tools. Our analysis reveals a cyclical pattern of technology acceptance and use across time, characterized by initial rapid adaptation to digital tools, subsequent periods of reflection and skill acquisition, and varied levels of sustained integration or reassessment. Based on our findings we propose an adapted, cyclical TAM framework and highlight the critical role of ongoing support, professional development, and infrastructure improvements, arguing for comprehensive support systems and adequate time for educators to progress through different stages of digital tool

integration. We conclude that a deep understanding and support of these cycles are essential for empowering teachers to lead the digital transformation in education effectively.

Wu, L., & Wang, S. (2025). **Development of a virtual reality creative enhancement system utilizing haptic vibration feedback via electroencephalography**. *Education and Information Technologies*, *30*(5), 5727-5753. https://doi.org/10.1007/s10639-024-13051-w
Contemporary technological advancements offer new possibilities for enhancing user creativity. We aimed to explore how technology can boost student creativity to meet the twenty-first century's demand for innovative talent. Based on the 4P model of creativity (person, process, product, and press) and constructivist theory, a virtual reality (VR) creative enhancement system was designed, developed, and evaluated. The study recruited 47 participants, randomly assigned to either the experimental group (23 participants) using a VR system with haptic vibration feedback via electroencephalography (EEG) or the control group (24 participants) using a standard VR system. Participants' creative performance, attention level, motivation, and cognitive load were assessed. The data were analysed using analysis of variance (ANOVA) as the statistical approach. The findings revealed that participants in the experimental group exhibited superior outcomes compared with those in the control group in terms of creative performance, attention level, and cognitive load. However, no significant difference was observed in motivation, with the control group scoring slightly higher. Our findings suggest that changing the learning environment, improving attention, reducing cognitive load, and setting up activities involving invention can effectively enhance students' creative performance. This study provides a new technologically supported approach to creativity education, with potential applications for cultivating innovative talent in higher education.

Wu, S.-H., Jong, M. S.-Y., & Tsai, C.-C. (2025). **Effects of teacher-developed spherical video-based virtual reality types on student learning engagement: A hierarchical linear modeling approach**. *Education and Information Technologies*, *30*(7), 8847-8876. https://doi.org/10.1007/s10639-024-13142-8
Spherical video-based virtual reality (SVVR) offers teachers an accessible means to use virtual reality. However, research into the effects of learning materials in teacher-developed SVVR activities on student learning remains limited. This study recruited 33 elementary school teachers and the 841 students in their classes. This study classified teacher-developed SVVR into « enhanced type » (N = 18) and « fundamental type » (N = 15), based on the number of enhanced exposition contents and thematic integration assessments embedded in the SVVR activities. This study also examined its effect on the students' perceived effects of active learning (AL), repetition (REP), and feedback (FB), and learning engagement (i.e., cognitive, emotional, behavioral, and social engagement). Nested relationships between teachers and students were observed using hierarchical linear modeling analysis. This study revealed that (1) enhanced-type SVVR activities are positively associated with learning engagement; (2) AL and FB are positively associated with student engagement; (3) REP is the only factor that is positively associated with emotional engagement; and (4) AL and SVVR exert a cross-level interaction effect on emotional engagement, wherein enhanced-type SVVR activities yield greater emotional engagement among lower AL students. While prior research highlighted SVVR's impact on student learning, the present work has unfolded the importance of how SVVR delivers information and facilitates students' knowledge

organization in the course of learning, consequently impacting students' learning outcomes. The results of this research are of theoretical and practical significance for both researchers and practitioners working on designing, implementing and evaluating SVVR for educational purposes.

Wu, X., & Xu, C. (2025). **Construction of a model of factors influencing student learning experiences in a blended collaborative learning model: A quantitative evaluation**. *Education and Information Technologies*, *30*(5), 6213-6235. https://doi.org/10.1007/s10639-024-13062-7
This study, anchored in the empirical domain of student learning experiences, employs the Chaoxing Fanya network teaching platform to delineate a comprehensive model of factors that influence student learning experiences within the framework of blended collaborative learning. Through a rigorous synthesis of extant literature and qualitative interviews, the research identifies seven pivotal determinants of the blended collaborative learning experience: teaching ability, learning motivation, learning activity design, characteristics of resources, learning tasks, teacher-student interaction, and peer interaction and collaboration. The primary objective of this investigation was to develop a model that encapsulates the interplay of factors influencing students' learning experiences in blended collaborative learning. This was achieved through a quantitative analysis that sought to elucidate the relationships among key factors such as teaching ability, learning motivation, and learning activities. To this end, a questionnaire, underpinned by a rigorously validated set of questions, was administered to a cohort of 180 college students engaged in a blended learning course. The data gathered from this instrument were subjected to a meticulous analysis, which involved the construction and validation of a structural equation model using the AMOS software. The findings of this study underscore the pivotal role of the teacher's pedagogical acumen as the foundational element influencing student learning experiences in the blended collaborative learning paradigm. This factor was found to exert a positive influence on learning motivation, learning activity design, and resource characteristics. Furthermore, learning motivation and learning activity design were identified as significant predictors of teacher-student interactivity and the efficacy of learning tasks. The study also revealed that learning tasks have a positive impact on fostering peer interaction and collaboration. In conclusion, the study offers a series of recommendations aimed at enhancing the efficacy of blended collaborative learning environments. These recommendations are predicated on the empirical evidence garnered from the study, providing a roadmap for educational practitioners seeking to optimize the blended collaborative learning experience for their students.

Xing, D., & Zeng, Y. (2025). **Exploring the effects of secondary school student's information and communication technology literacy on computational thinking skills in the smart classroom environment**. *Education and Information Technologies*, *30*(7), 9069-9092. https://doi.org/10.1007/s10639-024-13179-9
Computational thinking skills as core skills for emerging citizens are receiving great attention from scholars and educators. Various measures have been taken to improve students' computational thinking skills. Among these measures, the smart classroom, as a technology-enhanced learning environment, plays an important role in cultivating students' computational thinking skills. This study aims to explore the relationship between Information and Communications Technology (ICT literacy) and secondary school students' computational thinking skills in smart classroom environments. This study adopts

clustered sampling approach to select 351 students from 8 secondary schools in H Province of China as a valid sample. This study uses questionnaire survey to collect data, which mainly includes two scales, ICT literacy and computational thinking skills. Factor analysis and Structural Equation Modeling (SEM) were adopted to analyze this survey data. The results showed that ICT literacy has a significant positive impact on secondary school students' computational thinking skills. From the calculation results of the model, the three sub-components of ICT literacy have different impacts on secondary school students' computational thinking with internet literacy being the most important component, followed by computer literacy and information literacy. Given this interweaving of ICT literacy and computational thinking skills, it is conceivable to state that developing students' ICT literacy could play a significant role in ensuring that appropriate measures are taken to improve computational thinking skills. The most effective strategy to cultivate students' computational thinking skills is to improve students' ICT literacy and encourage teachers to support the integrating of ICT into curricula.

Xing, W., Li, H., Kim, T., Zhu, W., & Song, Y. (2025). **Investigating the behaviors of core and periphery students in an asynchronous online discussion community using network analysis and topic modeling**. *Education and Information Technologies*, *30*(5), 5561-5588. https://doi.org/10.1007/s10639-024-13038-7
Although researchers recognize the importance of discussing support for math learning within online learning communities, there is a lack of relevant network classifying methods and analyses at the group level to understand the behavioral differences between groups with varying levels of activity, including their mathematical literacies. In this research, we investigated different groups within a large asynchronous online discussion community for middle school students, focusing on their interaction patterns and the quality of their mathematical engagement. First, we employed an extended Surprise detection algorithm that evaluates interaction quality to classify users into core, periphery, and extra-periphery groups. Following this classification, we performed social network analysis to understand the interaction patterns among these groups. For discourse analysis, we used topic modeling methods to analyze the socio-semantic network structure of the discussions. To assess differences in math literacy and discussion success rates among the groups, we applied the Mann-Whitney U test. Findings indicate that each group is more responsive to its members, with the core group demonstrating a balanced response pattern. X-periphery students primarily engage in casual chats and open queries, indicating a more focused participation aimed at immediate learning needs. Notably, the X-periphery group exhibits the highest math literacy and discussion success rates, suggesting that lower activity levels do not hinder communication efficiency. These findings highlight the importance of considering group dynamics and roles in designing online math learning activities to foster effective communication and support, offering practical insights for sustaining online learning communities through tailored discussion activities.

Xu, H., Deng, T., Xu, X., Gu, X., Huang, L., Xie, H., & Wang, M. (2025). **Integrating 4C/ID model into computer- supported formative assessment system to improve the effectiveness of complex skills training for vocational education**. *Education and Information Technologies*, *30*(5), 5921-5964. https://doi.org/10.1007/s10639-024-13037-8
In the 21st century, the urgent educational demand for cultivating complex skills in vocational training and learning is met with the effectiveness of the four-component

instructional design model. Despite its success, research has identified a notable gap in the address of formative assessment, particularly within computer-supported frameworks. This deficiency impedes student self-awareness of skill mastery and limits effective monitoring of skill learning in the classroom by teachers. To address this gap, the study introduces an enhanced four-component instructional design model that seamlessly integrates formative assessment. Based on this model, an automated system for assessing complex skills was developed, with the aim of formative assessment and improving skill learning. A control experiment involving 54 industrial robot professional participants in vocational colleges has preliminarily verified the feasibility and effectiveness of computer-supported formative assessment. The findings reveal that this approach significantly enhances students' schema construction, knowledge, skill mastery, and transfer ability, thereby improving the overall effectiveness of complex skill learning. In addition, participants who underwent computer-supported formative assessment reported high levels of system satisfaction and usefulness, with no adverse impact on their learning attitudes, motivation, or cognitive load. This study contributes a robust theoretical framework and practical case study for computer-supported formative assessment in complex skill learning, providing empirical support for the advancement of computer-supported teaching. The integration of formative assessment within the four-component instructional design model offers a novel perspective, addressing a critical gap in the existing literature and laying the foundation for future developments in this educational domain.

Yan, Y., Zheng, Y., & Ye, X. (2025). **The impact of IVR-ADDIE-based digital storytelling teaching mode on students' self-regulation ability and self-efficacy**. *Education and Information Technologies*, *30*(5), 6141-6162. https://doi.org/10.1007/s10639-024-13070-7
As an effective teaching method, digital storytelling has gained significant prominence in the field of education in recent years. In contemporary digital storytelling instruction, stories are often presented through interactive whiteboards, computers, smartphones, or tablets. The introduction of immersive virtual reality (IVR) technology makes teaching more interactive and immersive. Integrating IVR technology into digital storytelling instruction can help students better plan their learning schedules, monitor their learning status, identify issues promptly, and adjust their learning strategies accordingly. Therefore, based on the ADDIE mode and incorporating IVR technology, this study used a quasi-experimental design to evaluate the impact of this mode on students' learning achievement, self-regulation ability, and self-efficacy. The study subjects were 68 elementary school students aged 10–12, with the experimental group (35 students) learning through the IVR-ADDIE digital storytelling teaching mode, while the control group (33 students) learned through the ADDIE digital storytelling teaching mode. The research results indicated that the IVR-ADDIE digital storytelling teaching mode positively impacted students' learning achievement, self-regulation ability, and self-efficacy. This study provides a deeper development for the advancement of digital storytelling instruction and the integration of IVR into classroom teaching.

Yang, G., Kuang, Q., Jiang, R., & Jiang, R. (2025). **The effects of blended teaching approach on university students' English learning outcomes: A three-level meta-analytic review**. *Education and Information Technologies*, *30*(5), 5677-5699. https://doi.org/10.1007/s10639-024-13041-y
Recognized as an important teaching approach, blended teaching has been widely applied in English language instruction within university settings. Nonetheless,

discrepancies exist in the reported results regarding the efficacy of blended teaching approach on university students' English learning outcomes. This study employs a comprehensive three-level meta-analysis method, analyzing 373 distinct effect sizes from 207 empirical studies. The three levels correspond to the sampling variance, the variance among effect sizes within individual studies, and the variance between different studies, allowing for a nuanced understanding of the factors influencing learning outcomes. Our findings reveal a significant overall positive impact of blended teaching on English learning outcomes. Specifically, we identify that the relationship between blended teaching and language achievement is nuanced, moderated by variables such as duration of implementation and interaction type, while remaining unaffected by teaching method, form of learning and blended mode. Additionally, we observe that the relationship between blended teaching and learners' personal characteristics is moderated by duration of implementation, teaching method and blended mode, yet remains independent of form of learning and interaction type. These findings are poised to inform and enhance English language pedagogy within the framework of blended teaching method.

Yang, Y., & Lay, Y. F. (2025). **Academic buoyancy and learner interactions as mediators of deep learning in blended learning contexts: The role of teaching, social, and cognitive presence**. *Education and Information Technologies*, *30*(5), 6261-6286. https://doi.org/10.1007/s10639-024-13066-3

The global impact of COVID in 2020 is forcing higher education institutions in many countries to adopt a hybrid model of education. The shift to blended education has been trending globally. However, the change in pedagogy has reduced the quality of students' learning experience and prevented them from deep learning. Therefore, the current study constructs a theoretical model using academic buoyancy and learner interactions as mediators, teaching presence, social presence, and cognitive presence as independent variables, and deep learning as the dependent variable, and proposes innovative strategies to promote deep learning in blended learning environments. The theoretical framework was empirically substantiated utilizing SPSS 26.0 and SmartPLS 4.0. The validation process employed the partial least squares (PLS) method within structural equation modeling (SEM) to scrutinize both the measurement and structural models. The findings demonstrated that (a) academic buoyancy functioned as a significant mediator influencing the relationship between teaching presence, social presence, cognitive presence, and the realization of deep learning; (b) learner interactions further emerged as an intermediary mechanism in the connection between teaching presence, social presence, cognitive presence, and the enhancement of deep learning; and (c) academic buoyancy was found to operate as a sequential mediator, impacting the relationship between teaching presence, social presence, cognitive presence, and deep learning via learner interactions. This investigation thus addresses a gap in the field by presenting a validated theoretical model for deep learning within blended learning contexts. It offers a fact-supported groundwork for optimizing blended teaching techniques, gauging the quality of learning, and developing actionable enhancement approaches.

Yang, Z., Hu, J., Zhong, S., Yang, L., & Min, G. (2025). **Graph-based effective knowledge tracing via subject knowledge mapping**. *Education and Information Technologies*, *30*(7), 9813-9840. https://doi.org/10.1007/s10639-024-13069-0

Intelligent technology plays a pivotal role in revolutionizing learning assessments, overcoming the constraints of traditional assessment methods and driving educational innovation. Knowledge tracing (KT) emerges as a critical component for assessing students' learning states and forecasting their future performance. However, existing graph-based KT models often ignore certain real-world factors (e.g., sequence dependencies, question information, and hierarchical relationships between knowledge concepts). These factors hinder the model's overall performance in predicting students' learning progress and identifying their knowledge deficiencies, thus limiting the model's applicability in personalized learning. To address these challenges, we propose a novel graph-based effective knowledge tracing model via subject knowledge mapping (SGKT). We begin by extracting essential features from historical learning interactions, which include the relationships between questions, the difficulty of questions, and the relationships between knowledge concepts. These knowledge concepts are seamlessly integrated with a purpose-designed subject knowledge mapping, establishing intricate hierarchical relations. Subsequently, we employ graph convolutional networks to aggregate the embeddings of questions and knowledge concepts, thereby optimizing the update process for predicting students' knowledge states. Experimental validation on the dataset demonstrates the superior performance of our model, surpassing the original KT model and other relevant approaches by up to 5% in terms of the area under the curve and accuracy. These results not only demonstrate the efficacy of our proposed model but also provide valuable insights for advancing learning assessments.

Yifu, L., Yan, M., Libing, H., Chunling, X., & Tao, D. (2025). **The effects of human-computer interaction-based interventions for autism spectrum disorder: a meta-analysis**. *Education and Information Technologies*, *30*(7), 8353-8372. https://doi.org/10.1007/s10639-024-13096-x
Interventions utilizing human-computer interaction (HCI) in autism rehabilitation have gained popularity, yet their efficacy has not been fully elucidated. This meta-analysis assessed 30 international studies from the past decade that employed HCIs for autism intervention. The findings revealed a moderate positive effect (g = 0.484) on improving social skills, reducing repetitive behaviors, and mitigating emotional disturbances in individuals with autism. Common HCI technologies, such as applications, robots, and virtual reality, exhibit moderate effects. Adult participants benefitted the most, followed by adolescents, children, and infants. This discrepancy may be related to the stability and engagement of adults in terms of cognition and behavior. Individual-format interventions surpass group formats, and interventions lasting less than one month tend to be more focused and goal-oriented, demonstrating the most significant effects on ASD. Furthermore, research findings indicate no publication bias; however, due to the variability among individuals with ASD and the diversity of intervention measures, further analysis is needed to identify the underlying factors influencing the effectiveness of these interventions.

Yorganci, S., & Subasi, M. (2025). **Interactive GeoGebra applets to improving students' learning performance in e-book-based learning environment**. *Education and Information Technologies*, *30*(5), 5477-5500. https://doi.org/10.1007/s10639-024-13021-2
While GeoGebra applets have been extensively investigated in learning environments, few studies have addressed the interactive GeoGebra applets in an e-book-based learning environment. This study aims to compare the effects of the e-book created with interactive GeoGebra applets on students' learning achievement and motivation. The

sample of the study consisted of 67 sophomore students attending the same class in the mathematics undergraduate program of a state university. All participants were randomly assigned to an experimental group and a control group. The students in the experimental group used the interactive GeoGebra applets embedded in the e-book, while those in the control group used the static PDF e-book. The results revealed that the e-book with GeoGebra applets could exert a significantly better impact on the students' learning and motivation than the static PDF e-book use. Moreover, MANCOVA and post hoc comparisons indicated that the students who used e-book with GeoGebra applets showed a significantly higher level of motivation in the dimensions of attention-relevance and confidence-satisfaction than those who used static PDF e-book. According to the results, interactive GeoGebra applets can be easily adapted to the e-book environment. Therefore, this study may suggest that we should make effective use of existing technologies rather than reform innovations when designing e-books. The implications of the educational practice are discussed, and the direction of future studies in this field is also addressed.

Zeng, B., Geng, Z., Zhu, D., & Guo, L. (2025). **The future has arrived: An exploration of computational thinking readiness among Chinese early childhood education teachers**. *Education and Information Technologies*, *30*(7), 9371-9404. https://doi.org/10.1007/s10639-024-13192-y
Although computational thinking (CT) has emerged as an essential competence across all educational levels, limited research has focused on teachers' readiness for CT education, particularly within the context of early childhood education (ECE). This study involved 1,387 Chinese ECE teachers to identify their CT readiness profiles based on preconceptions, self-efficacy, and teaching efficacy related to CT, and to explore individual- and kindergarten-level predictors of profile membership. Results indicated an overall low level of CT readiness, with latent profile analysis identifying four heterogeneous profiles characterized by an inherent imbalance between CT knowledge and efficacy. Teachers' profile memberships were associated with various demographic characteristics. These findings emphasize the need for personalized, targeted professional development programs in CT. The study contributes to the global discourse on CT in ECE by highlighting the critical role and responsibility of teachers. Implications for future investigations into teachers' CT readiness and strategies for strengthening their preparedness for CT education are discussed.

Zeng, C. (2025). **The effects of students' backgrounds, attitudes, and ICT familiarity on mathematical literacy: latent profile analysis and lasso regression**. *Education and Information Technologies*, *30*(5), 5451-5475. https://doi.org/10.1007/s10639-024-13028-9
Mathematical literacy is becoming increasingly important and needs to be developed. However, various factors can affect students with different mathematical literacy patterns. This study aims to investigate the effects of students' backgrounds, attitudes toward mathematics, and information and communication technology (ICT) familiarity on the mathematical literacy of different patterns of students. The data of 15,478 secondary school students from Hong Kong, Macau, and Taiwan in China, who participated in the Programme for International Student Assessment (PISA) 2022 was analyzed. It was found that students' mathematical literacy can be classified into four clusters: low, medium, moderately high, and high mathematical literacy. In addition, students' personal backgrounds, attitudes toward mathematics learning, and ICT familiarity can jointly predict mathematical literacy in different clusters. Students'

economic, social, and cultural status (ESCS), self-efficacy toward formal and applied mathematics, and use of ICT outside the classroom for school activities are positive predictors common to all four clusters. Meanwhile, the other variables have mixed predictive effects on different clusters.

Zhang, F., Li, S., Zhao, Q., & Huo, Z. (2025). **Assessing and prioritizing interactive teaching modes based on student satisfaction in higher education: A case study of a freshmen class**. *Education and Information Technologies*, *30*(5), 6511-6545. https://doi.org/10.1007/s10639-024-13073-4
Prioritizing student satisfaction in higher education is crucial for delivering an educational experience that caters to students' needs, ultimately leading to improved learning outcomes and fostering gradual progress. In this paper, to identify the interactive teaching approach that best aligns with student expectations for a class of freshmen majoring in project management, a multi-criteria evaluation framework based on the best–worst method (BWM) and TODIM (an acronym in Portuguese for interactive and multi-attribute decision making) algorithm is applied. Initially, the BWM is applied to ascertain the weight distribution among the identified criteria through a process of pairwise comparison. Subsequently, the TODIM method is leveraged, considering the instructors' aversion towards the risks of teaching quality decline, to identify the blended teaching mode (A2) as the most suitable choice for the class. Upon a more in-depth individual analysis, it is observed that the blended teaching mode (A2), the online collaboration mode (A3), and the flipped classroom mode (A4) are all favored equally by the students as their top preferences. With its reliability confirmed through comparative and sensitivity analyses, this framework emerges as a strategic alternative to arbitrary selection, empowering instructors to select a personalized, hybrid, or class-wide preferred teaching mode, thus enhancing curriculum design and ensuring ongoing alignment with student needs.

Zhang, H., Costley, J., Courtney, M., Shulgina, G., & Fanguy, M. (2025). **The impact of different peer feedback types on student academic writing performance from dyadic and individual analyses**. *Education and Information Technologies*, *30*(5), 6339-6366. https://doi.org/10.1007/s10639-024-13032-z
Depending on the nature of comments made during peer review of academic writing, students may be able to evaluate and revise their performance. Therefore, it is essential to explore how the content of comments affects student writing. Since peer review is a process of interaction, it is critical to understand how comments affect student academic writing performance at both group and individual levels. This study examined online peer review of 68 master's and doctoral students in the scientific writing course who divided themselves into dyads. The study evaluated the effect of different feedback categories on the writing scores of five different sections of a scientific research manuscript. Comments can be broadly categorised as elaboration, verification, and general. Their focus can be further divided into abstract general, criteria general, criteria specific, and language. The results revealed that different types of feedback affected dyadic and individual writing performance in similar ways. Verification feedback had a more pronounced effect on student writing performance than elaboration and general types of feedback. The findings also suggested that verification feedback had different effects on writing in different manuscript sections.For example, an increase in the frequency of verification feedback was associated with improved scores on the abstract, but decreased scores on the results section.

Zhang, Y., Lai, X., Yi, S., & Lu, Y. (2025). **Does ChatGPT-based reading platform impact foreign language paper reading? Evidence from a quasi-experimental study on Chinese undergraduate students**. *Education and Information Technologies*, *30*(7), 9737-9754. https://doi.org/10.1007/s10639-024-13190-0
A new kind of reading platform supported by ChatGPT has quickly become a popular research assistant among students due to its instant natural language interaction and question-answering capabilities. This study explored the effects of ChatGPT-based reading platform on student's foreign language paper reading. A total of 64 undergraduate students were recruited to participate in this quasi-experimental study. Questionnaires and reading test were used to evaluate participants' performance on dependent variables such as foreign language reading anxiety, cognitive load, critical thinking and academic reading achievement. Significant differences were discovered between two groups after intervention. Due to characteristics of ChatGPT-based reading platform, the experimental group students experienced less foreign language reading anxiety and cognitive load than the control group. Furthermore, they outperformed the control group in terms of critical thinking and academic reading achievement.

Zheng, Y., Shang, C., Xu, W., Zhang, P., Zhao, Y., & Liu, Y. (2025). **Investigating the role of socially shared regulation of learning in fostering student teachers' online collaborative reflection abilities**. *Education and Information Technologies*, *30*(7), 8805-8827. https://doi.org/10.1007/s10639-024-13174-0
Student teachers are invaluable educational assets, especially in digital transformation. The online collaborative reflection ability (OCRA) is crucial for their teaching careers and has always been challenging. There is a pressing need for new collaborative learning strategies to enhance student teachers' OCRA and improve the quality of future teaching professionals. This study introduces socially shared regulation of learning (SSRL) scaffold to enhance OCRA and utilizes a mixed-methods (quali-quantitative) approach in a quasi-experimental design involving 48 student teachers over a semester. Both the questionnaire survey and epistemic network analysis (ENA) results indicated that the SSRL scaffold significantly enhanced student teachers' OCRA levels. Under the influence of SSRL, the reflection levels of student teachers advanced to higher tiers, with reflection content focusing on critical and contextual reflection. Furthermore, the analysis elucidated how SSRL affected student teachers' OCRA in different stages of online learning activities. Suggestions about task design and intervention plans for each stage of SSRL are provided to teachers and learning designers to uncover better and cultivate OCRA.

Zhu, M., Huang, T., Ma, H., Liu, P., & Zhang, R. (2025). **The impact of time poverty on teachers' subjective well-being in the context of digital teaching: the mediating role of emotional exhaustion and the moderating role of social support**. *Education and Information Technologies*, *30*(7), 9787-9811. https://doi.org/10.1007/s10639-024-13207-8
Teachers' subjective well-being is closely linked to the advancement and effectiveness of digital teaching. Time is a fundamental resource for teachers adapting to the development of digital teaching and is also a potential factor influencing their subjective well-being in a digital context. Although time poverty is widespread among teachers, there is currently a lack of research on the relationship between time poverty and teachers' subjective well-being. This study, using a cross-sectional survey and based on theoretical models such as Job Demands-Resources (JD-R) model, explores the

relationship between time poverty and teachers' subjective well-being, and examines the mediating role of emotional exhaustion and the moderating role of social support. A total of 525 Chinese primary and secondary school teachers participated in the study. The results indicate that: (1) Time poverty does not have a significant direct effect on teachers' subjective well-being; (2) Emotional exhaustion fully mediates the relationship between time poverty and teachers' subjective well-being; (3) Social support negatively moderates the relationship between time poverty and emotional exhaustion. The findings underscore the central role of emotional exhaustion in the process by which time poverty affects teachers' subjective well-being, as well as the protective role of social support. This study fills a gap in the research on teachers' subjective well-being and provides empirical evidence from the perspective of time poverty, contributing to the promotion of teacher well-being and the optimization of the digital teaching environment.

Orientation scolaire et professionnelle

Abraham, J. K., & Price, R. M. (2025). **Annotations of LSE Research: Students Identify How to Support their Transfer from Community College**. *CBE—Life Sciences Education*, *24*(1), fe2. https://doi.org/10.1187/cbe.24-07-0185

Arthur, N., McMahon, M., Abkhezr, P., & Woodend, J. (2025). **Beyond job placement: careers for refugees**. *International Journal for Educational and Vocational Guidance*, *25*(1), 251-269. https://doi.org/10.1007/s10775-023-09579-x
In this article, we highlight the Australian country context to advocate for career support that extends beyond initial job placement in a segmented labor market to strengthen refugees' skills and knowledge and future career development. We address systemic barriers while advocating for access to skilled career development practitioners, whose important expertise as members of multidisciplinary teams could enhance resettlement assistance. Strengthening the preparation of career development practitioners is essential for providing career support to refugees and for building capacity in the provision of resettlement services. We encourage debate within and between country contexts about ways to enhance refugees' career development.

Aymami, M. (2024). ***Réorientation des étudiants Passerelle en médecine : quel accompagnement ?*** (Phdthesis, Université Rennes 2). Consulté à l'adresse https://theses.hal.science/tel-05071097
Il existe peu de données sur les étudiants qui entrent en médecine par admission directe (dispositif « Passerelle »). Ce choix drastique de réorientation laisse pourtant présager de potentielles difficultés pour ces étudiants matures qui choisissent de s'engager dans des études longues et difficiles après avoir déjà validé un parcours académique et/ou professionnel antérieur. En ce sens, un programme d'accompagnement de ces étudiants (« Passerelle+ ») a été mis en place en 2018 à la faculté de médecine de Rennes. Il consiste à proposer à chaque étudiant Passerelle un accompagnement par un médecin hospitalier volontaire pour cette initiative et représente la toile de fond de ce projet de recherche. Dans un premier temps, des questions d'ingénierie de la formation ont été explorées afin de construire un programme de mentorat : connaissance du public-cible, identification des besoins des apprenants et des objectifs du programme, cadre institutionnel et modalités de suivi. Dans ce but, 10 étudiants et 9 mentors des deux premières promotions ont été interrogés. Un programme de mentorat

est proposé dans sa forme actuelle et des pistes d'amélioration discutées en vue d'une généralisabilité. Le second objectif de ce travail explore la posture mentorale spontanément adoptée par le médecin volontaire « improvisé mentor ». Deux rencontres entre mentor et étudiant ont été filmées puis des extraits sélectionnés afin de faire l'objet d'allo-confrontations individuelles auprès de 10 autres mentors et 5 autres étudiants. Ces confrontations ont permis de caractériser la posture des mentors interprétée au travers de concepts de la littérature contemporaine.

Bazine, N., Lagabrielle, C., Revranche, M., & Battistelli, A. (2025). **The mediating role of self-regulation planning and motivation to learn in the relationship between protean career orientation and career behaviors**. *International Journal for Educational and Vocational Guidance*, *25*(1), 187-205. https://doi.org/10.1007/s10775-023-09592-0
Drawing on self-regulatory perspective, this study investigates how protean individuals self-regulate their thoughts, cognition by the set-up of self-regulation tactics in order to develop their careers. Based on a sample of 423 French engineers, we tested a structural equation modeling. Our results highlighted that protean career orientation had a significant relationship with career behaviors via self-regulation tactics (planification and motivation to learn). These findings support the idea that protean individuals are more able to self-regulate in order to develop their career. The implications for theory and practice are discussed.

Belando-Montoro, M. R., Fernández-Salinero, C., Virgós-Sánchez, M., & Naranjo-Crespo, M. (2025). **The decision-making of students in post-compulsory education: influence of personal, academic, family, and socioeconomic dimensions on the choice of Vocational Education and Training**. *Quality & Quantity*, *59*(2), 1739-1766. https://doi.org/10.1007/s11135-024-02026-1
This article is a response to the absence of multidimensional research into the decision-making of students in their choice of post-compulsory education. The aim is to analyse the personal, academic, family, and socioeconomic dimensions which influence the choices of students in the final (4th) year of Compulsory Secondary Education in Spain, specifically of Vocational Education and Training (VET). A multidimensional, 360-degree study was conducted, using a mixed, concurrent methodology (QUALITATIVE + quantitative) which permitted the triangulation and complementing of the resulting data. A total of 14 discussion groups were formed, 8 with students and 6 with the families of students in the 4th year of Compulsory Secondary Education from public schools in four Autonomous Communities in Spain. A questionnaire was also conducted with a sample of 731 educators (tutors and guidance councillors) teaching 4th year students in Compulsory Secondary Education in these Communities. These four dimensions are closely interlinked, as revealed by an analysis of the discourses of families and students, the results of the teacher surveys, and consideration of documentation from national and European institutions specialised in this area. The conclusions of the study highlight the implications of educational policies and practices and the need for action plans which meet the requirements of students and their families for information, regarding both academic and professional opportunities, responding to their socioeconomic circumstances as well as the changing perception of VET as "remedial" compared to the more "development oriented" Baccalaureate.

Bélanger, P. (2015). ***Parcours éducatifs : construction de soi et transformation sociale***. Consulté à l'adresse https://pum.umontreal.ca/catalogue/parcours-educatifs

Chen, C. P., & Hawke, S. (2025). **Career counselling women survivors of childhood abuse**. *International Journal for Educational and Vocational Guidance*, *25*(1), 271-285. https://doi.org/10.1007/s10775-023-09598-8
Childhood abuse is a global phenomenon that affects millions of children, and one in five women report a history of childhood sexual abuse. Women who have a history of childhood abuse demonstrate an array of trauma-related symptoms and comorbidities. The aim of this article is to address the long-term trauma-related symptoms women with histories of childhood abuse face that pertain to impaired interpersonal and vocational functioning. This article will examine key career issues faced by women survivors of childhood abuse, explore how career construction theory can be integrated into a trauma-informed career counselling approach, and present career-helping strategies.

Chen, M. H., & Jin, G. Z. (2025). ***Voluntary Report of Standardized Test Scores: An Experimental Study*** (Working paper N° 33660). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33660
The past few years have seen a shift in many universities' admission policies from test-required to either test-optional or test-blind. This paper uses laboratory experiments to examine students' reporting behavior given their application package and the school's interpretation of non-reported standardized test scores. We find that voluntary disclosure is incomplete and selective, supporting the incentives of both partial unraveling and reverse unraveling. Subjects exhibit some ability to learn about the hidden school interpretation, though their learning is imperfect. Using a structural model of student reporting behavior, we simulate the potential tradeoff between academic preparedness and diversity in a school's admission cohort. We find that, if students have perfect information about the school's interpretation of non-reporting, test-blind is the worst and test-required is the best in both dimensions, while test-optional lies between the two extremes. When students do not have perfect information, some test-optional policies can generate more diversity than test-required, because some students with better observable attributes may underestimate the penalty on their non-reporting. This allows the school to admit more students that have worse observable attributes but report. We test the results' robustness to a variety of extensions.

Geuring, E. (2024). ***Le processus de construction des aspirations de poursuite d'études vers et dans l'enseignement supérieur : l'expérience sociale de la procédure Parcoursup*** (Phdthesis, Université Rennes 2). Consulté à l'adresse https://theses.hal.science/tel-04991805
Si l'accès à l'enseignement supérieur a depuis une vingtaine d'années constitué un objectif de l'action publique, il est décliné dans sa version la plus récente, en France, à travers la loi Orientation et réussite des étudiants par laquelle la procédure Parcoursup a été instaurée. Transformant les modalités d'accès à l'enseignement supérieur, cette réforme renforce l'engagement des différents acteurs impliqués dans le processus d'orientation des élèves. Parcoursup s'inscrit alors dans une conception institutionnelle de l'orientation selon laquelle la mise à disposition de l'information et l'accompagnement permettraient aux élèves de formuler des « choix libres, informés et éclairés ». Or, cette conception linéaire de l'orientation peut être nuancée par des inégalités sociales et scolaires qui traversent le processus de construction des aspirations. Dans ce contexte, cette thèse propose d'appréhender le processus de construction des

aspirations de poursuite d'études vers et dans l'enseignement supérieur en mobilisant la sociologie de l'expérience. À travers une approche compréhensive, il s'agit de saisir ce processus, tout en précisant la notion d'aspiration en l'inscrivant dans le rapport qu'entretiennent les néo-bacheliers au temps, à soi et au monde. À partir d'une double enquête par questionnaire et du suivi longitudinal par entretiens menée auprès de néo-bacheliers inscrits en première année de licence d'une université de province, deux grands résultats ressortent. A contrario de l'injonction au projet qu'implique le continuum « bac –3 / bac +3 », cette thèse montre d'une part une certaine volatilité des aspirations de poursuite d'études au gré de l'expérience de Parcoursup et de l'expérience étudiante. Dans la continuité, cette volatilité plus ou moins importante conforte d'autre part l'idée d'une université comme espace de démocratisation des aspirations, pour des jeunes venus construire leur avenir autant que se construire soi.

Geuring, E., & Masy, J. (2025, février 17). **Parcoursup, le mirage d'une égalité face à l'orientation ?** Consulté 2 juin 2025, à l'adresse The Conversation website: http://theconversation.com/parcoursup-le-mirage-dune-egalite-face-a-lorientation-245172
Selon les établissements dont ils sont issus et selon leur origine sociale, les lycéens ne disposent pas des mêmes informations sur l'enseignement supérieur et sur les métiers. Parcoursup amplifie-t-il ces inégalités ?

Kim, S., Hood, M., Creed, P. A., & Bath, D. (2025). **The underlying career values of young adults' protean and traditional career orientations**. *International Journal for Educational and Vocational Guidance*, *25*(1), 207-229. https://doi.org/10.1007/s10775-023-09593-z
Although young people espouse a range of career values, the extent to which traditional career values inter-mix with protean values is unclear. We interviewed a group of young university students in Australia (N = 24, MAge 19.4 years; 50% young men) and examined the full range of traditional and protean values held. Employing applied thematic analysis, we found that freedom/autonomy and fit to self were dominant in protean career themes, while they strongly expressed a desire for job security in a traditional career. The results inform theory development in the career development area and can assist university career counselors.

Lai, M., & Jung, J. (2025). **Pathways to master's education: insights from students in transnational higher education in China**. *Higher Education*, *89*(4), 937-952. https://doi.org/10.1007/s10734-024-01255-5
Previous studies have identified the tendency among transnational higher education (TNHE) graduates to pursue master's programmes, especially overseas degrees. Nonetheless, there is a lack of exploratory research on this 'transnational' group to understand the logic of practice behind this phenomenon. This article draws on interviews with 23 students at a Sino-US university to understand their perceptions of master's study and explore the effect of TNHE experience on their decision-making about further study. Using Bourdieu's theory of practice, we find students perceive pursuing master's study as a natural progression and a remedy for failures in their educational backgrounds. This paper also argues that the 'fit' or 'split' between TNHE students' habitus and the embedded field generates two distinct groups regarding choices of post-graduate study, international aspirants and returnees. While the acquisition of new habitus and capital through TNHE experiences steers most students towards international master's study, the durability of old habitus and personal reflexivity lead a few to pursue

domestic education. Our findings provide implications for TNHE administrators in supporting students' post-graduate educational aspirations and further development of TNHE institutions in China.

Larsson Taghizadeh, J., & Österman, M. (2025). **Choosing the right path: The effects of pursuing general versus vocational secondary education on dropout risk and youth inactivity**. *Economics of Education Review*, *106*, 102655. https://doi.org/10.1016/j.econedurev.2025.102655
This article presents evidence on how students' risk of dropping out or becoming inactive (NEET) are affected by pursuing a general (academic) versus vocational upper secondary education. We use a regression discontinuity design exploiting the grade-based admission process in Sweden. The results suggest that, among those students who apply to both types of education, starting a general program is associated with a higher likelihood of not graduating on time and spending more time without employment and outside studies during early adulthood. Furthermore, students on general programs perform worse in tests for courses mandatory for graduation, compared to students on vocational programs. We also find an increased dropout risk among students starting general programs when running family fixed effects models on the population of upper secondary students.

Liu, P., Burton, S., & Fan, Q. Q. (2025). **Preschool education undergraduates' choice of major and career in China**. *International Journal for Educational and Vocational Guidance*, *25*(1), 1-22. https://doi.org/10.1007/s10775-023-09585-z
The authors conducted semi-structured interviews and used random sampling in selecting Preschool Education majors from a university in Southern China. A total of 20 participants between the ages of 19 and 22 years were asked what influenced them to pursue preschool education and their future career plans. Thereafter, the scholarship of teaching and learning method was employed to inquire on the differences in experiences between men and women and how these experiences have affected their major and overall career choices.

OECD. (2025). ***The State of Global Teenage Career Preparation***. https://doi.org/10.1787/d5f8e3f2-en

Ortega, L., Montero, M., Canals, C., & Mizala, A. (2025). **Gender Segregation in Secondary School Course Choices: Socioeconomic Gradients and the Protective Role of School Gender Culture**. *American Educational Research Journal*, *62*(3), 499-539. https://doi.org/10.3102/00028312241308537
Upper secondary education shapes gender segregation in higher education and the labor market. This study shows gendered elective course enrollment patterns in Chilean upper secondary education across seven subjects, examines their consistency across socioeconomic contexts, and identifies school-level moderators. Using national administrative data from 2012–2021 and multilevel models, we find that students make gender-stereotypical choices regardless of their prior achievement. Notably, in higher-socioeconomic-status schools, gender differences in enrollment are larger, suggesting that socioeconomic context amplifies gendered choices. Additionally, the gender culture of schools moderates segregation in field-of-study choices, indicating that the school environment plays an important role in shaping students' educational trajectories.

These findings highlight the need for targeted policies to address gender and socioeconomic disparities in education.

Pineau, E. (2025, mai 27). **Mon master : « J'ai fini lessivée, avec une estime de moi en chute libre », les étudiants plongés dans le stress de la sélection**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/05/27/mon-master-j-ai-fini-lessivee-avec-une-estime-de-moi-en-chute-libre-les-etudiants-plonges-dans-le-stress-de-la-selection_6608769_4401467.html
Alors que les résultats des admissions sur la plateforme sont prévus le 2 juin, de nombreux candidats décrivent une procédure épuisante, entre la lourdeur des dossiers de candidature et une compétition plus marquée. Certaines formations très prisées procèdent même à une « sursélection » en instaurant des épreuves écrites ou orales.

Sowa, S., Xia, J., Smith, J., & Manches, A. (2025). **Supporting children's career aspirations under changing career conditions: a systematic review of intervention approaches**. *International Journal for Educational and Vocational Guidance*, *25*(1), 23-43. https://doi.org/10.1007/s10775-023-09596-w
Various trends, including increasing career transitions and job automation, are creating complexities for interventions that support children's and adolescents' career aspirations. To gain insights and identify gaps in how children's and adolescents' career aspirations are supported under changing career conditions, we conducted a systemic review of approaches used in career aspiration intervention studies. Of the 45 studies meeting the inclusion criteria, most focused on select demographic groups, sector-specific objectives and learning content (predominantly STEM related), with limited content addressing changes within occupations and job markets. Possible approaches to enhance interventions and promote a meta-understanding of job change are discussed.

Wang, Z., Fan, C., & Niu, J. (2025). **Predicting effects of career adaptability and educational identity on the career decision-making of Chinese higher vocational students**. *International Journal for Educational and Vocational Guidance*, *25*(1), 111-130. https://doi.org/10.1007/s10775-023-09591-1
The present study aimed to explore factors affecting Chinese higher vocational students' career decision-making. A sample (N = 983) was surveyed with a questionnaire. The results showed that somewhat more than half of the students (57.4%) decided to apply for a bachelor's degree whereas the rest decided to work (22.4%) or undecided (20.2%). Academic performance, grade, gender, study major, and career adaptability were shown to predict decision-making. By contrast, educational identity did not predict participants' career decision-making. These findings imply that career education should be based on students' choices for future development.

Politique de l'éducation et système éducatif

agency, E. C. E. education and culture executive, & European Commission. European education and culture executive agency. (2025). ***Erasmus projects. Green transformation for Sub-Saharan Africa***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/c10703c9-31fb-11f0-8a44-01aa75ed71a1
Cette publication présente une série d'exemples de projets Erasmus+ illustrant comment les établissements d'enseignement supérieur et de formation professionnelle utilisent le

programme en Afrique subsaharienne comme un outil pour développer les connaissances, les compétences et les attitudes nécessaires à l'une des principales priorités transversales d'Erasmus+ : « Environnement et lutte contre le changement climatique ». Elle offre également un aperçu plus large du potentiel d'Erasmus+ et des opportunités qu'il offre à l'échelle mondiale. Le programme finance des partenariats entre l'Europe et l'Afrique subsaharienne pour, entre autres, développer des liens au service du secteur de l'éducation et des secteurs économiques et sociaux.

Alruwaili, A. R., & Templin, M. (2024). **Investigating Classroom-Level Barriers to Cooperative Learning Implementation in Saudi Middle Schools**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/investigating-classroom-level-barriers-to-cooperative-learning-implementation-in-saudi-middle-schools/
The change process is not easy; effort is required to implement a change in any system. Saudi Arabia's Ministry of Education is working to bring a change to their education system by implementing cooperative learning. This approach is different from traditional learning, so there are different barriers faced by teachers, students, and administrators. This study […]

Asadullah, M. N., Jilani, A. H., Negara, S. D., & Suryadarma, D. (2025). **Improving the quality of basic education in ASEAN–Emerging challenges and reforms**. *International Journal of Educational Development*, *116*, 103292. https://doi.org/10.1016/j.ijedudev.2025.103292
Southeast Asia has made remarkable progress in expanding access to education, surpassing many other developing regions in bringing children to school. However, ensuring foundational literacy and numeracy—core indicators of the quality of basic education—remains a pressing challenge across the region. Various education reforms, programs, and initiatives supported by governmental, non-governmental, and non-profit organizations have been implemented with mixed success. This essay introduces the eight papers featured in the Special Issue jointly proposed by the Asian Development Bank Institute (ADBI), the Asian Development Bank (ADB), and the ISEAS-Yusof Ishak Institute on the emerging challenges and necessary reforms to improve the quality of basic education in ASEAN. Contributions from ADB and ADBI staff, academic researchers, and practitioners within the region reflect on the state of education following the COVID-19 pandemic, presenting new evidence on barriers to learning outcomes and offering actionable policy recommendations for advancing education quality. The papers provide cross-country analyses and country-specific studies, focusing on Thailand, Vietnam, Indonesia, the Philippines, and Malaysia. They address an array of interconnected topics, including the impact evaluation of government and non-government education programs, the effects of pandemic-induced school closures on learning outcomes, and stakeholder perceptions of education quality and learning achievement. Together, these studies present diverse methodological approaches and findings, offering a comprehensive lens through which to understand and tackle persistent educational challenges in ASEAN.

Attar, I., & Cohen-Zada, D. (2025). ***Why Does Starting School Older Harm Schooling? The Role of Youth Employment Laws*** (Working paper N° 17790). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17790

Using Israeli data, we establish that the interaction between school entrance age (SEA) policy and youth employment laws increases high school dropout rates among students who start school older—particularly males. This is because these students become eligible for employment at an earlier grade, increasing their likelihood and duration of work, which amplifies dropout rates. Intriguingly, this effect is primarily driven by students who achieved above-average test scores in elementary school. Among males, a higher SEA also reduces participation in and scores on a college entry exam, as well as college enrollment. Unlike most previous estimates, our estimates of the effect of SEA on college entry-exam scores are free from age-at-test effects. In the longer run, a higher SEA reduces educational attainment for both males and females and has a sizable negative, though statistically nonsignificant, effect on their earnings. Our findings suggest that replacing the minimum working age in youth employment laws with a minimum-grade-completion requirement could mitigate the unintended consequence of higher dropout rates among older school entrants.

Baharuddin, & and, B. (2025). **Urban and rural teacher perspectives on Indonesian educational reform: challenges and policy implications**. *Cogent Education*, *12*(1), 2497142. https://doi.org/10.1080/2331186X.2025.2497142
Educational reforms rely heavily on teacher engagement and perception, yet limited research has examined how these reforms are received across diverse Indonesian contexts. This study investigates teachers' perceptions of the Merdeka Belajar policy, focusing on differences between urban and rural settings. A quantitative survey was administered to 581 teachers (336 urban, 245 rural) across eight Indonesian regions, selected through stratified random sampling. A validated Likert-scale instrument measured perceptions of policy implementation, including challenges, support systems, and communication practices. Results indicate that rural teachers were generally more positive toward the reforms but struggled with limited resources (mean score: 4.16) and vague policy directives. Urban teachers reported better access to professional development and teaching materials, yet expressed mixed views on the alignment between reforms and classroom realities. Across both groups, participants highlighted weak communication and insufficient inclusiveness in policymaking. Despite systemic challenges, rural teachers showed notable resilience and adaptability. The study recommends reducing urban-rural disparities through equitable resource distribution, targeted training, and improved stakeholder engagement. Future studies should incorporate qualitative methods and broaden geographic coverage to deepen understanding.

Baron, G.-L. (2023). **Recherche en éducation et pouvoir politique, quelques réflexions sur une tension ancienne**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 73-87. https://doi.org/10.3917/lsdle.563.0073

Biscardi, G., Grilli, L., Rampichini, C., Antonucci, L., & Crocetta, C. (2025). **Growth models for the progress test in Italian dentistry degree programs**. *Quality & Quantity*, *59*(2), 1445-1459. https://doi.org/10.1007/s11135-024-02029-y
In 2017, for the first time in Italy, the students enrolled in Dental Schools performed a Progress test. The results allow us to analyse the evolution of students' abilities during the course years. Furthermore, we can evaluate the coherence of the learning pattern with the core curriculum. We analyse the results of the Progress Test with a mixed-effects growth-curve binomial model for the number of correct answers, using fixed effects for

the topics and random effects for the universities. The learning trajectories for each topic are modelled via polynomials of time. Using the Empirical Bayes predictions of random effects, we obtain the trajectories for the Italian universities, which show substantial heterogeneity in the starting levels and growth rates. The results give insights into inequalities in the educational process across Italian universities to be exploited for planning interventions.

Bonnard, C. (2023). **La continuité pédagogique des apprentis CAP pendant la crise sanitaire : Étude au sein d'une école des métiers**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 11-32. https://doi.org/10.3917/lsdle.563.0011
Cet article s'intéresse à la continuité pédagogique des apprentis CAP lors de la crise sanitaire à partir d'une enquête originale menée au sein d'une école des métiers. Nous soulignons que la continuité pédagogique des apprentis a été relativement restreinte. Une approche quantitative nous permet de montrer le poids du genre, de la configuration familiale mais également du sens donné à l'orientation par l'élève dans le suivi des enseignements à distance. À partir d'entretiens auprès d'apprentis, nous identifions ensuite un ensemble d'obstacles à la continuité pédagogique et notamment les inégalités face au numérique, leur rapport aux savoirs scolaires ou encore la mobilisation de certains jeunes en entreprise lors du confinement.

Bydanova, E., & Adamu, A. Y. (2025). **L'enseignement supérieur en Éthiopie**. *Revue internationale d'éducation de Sèvres*, (98), 29-35. https://doi.org/10.4000/13wic
Contexte général : dynamiques économiques et démographiques récentes La République démocratique fédérale d'Éthiopie est un pays de la Corne de l'Afrique avec une population de 126,5 millions d'habitants et une superficie de 1,1 million de km2. Le pays a des frontières communes avec le Kenya au sud, la Somalie à l'est-sud-est, la République de Djibouti au nord-est, l'Érythrée (ancienne province) au nord, le Soudan au nord-ouest et le Soudan du Sud à l'ouest-sud-ouest. Deuxième plus grand pays ...

Café pédagogique. (2025a, mai 21). **Bacs professionnels : quels changements depuis leur création !** Consulté 21 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/21/bacs-professionnels-quels-changements-depuis-leur-creation/
Le bac professionnel a 40 ans ! « trois voies d'égalie dignité » était le projet. Avec un « baccalauréat » d'une égalité de dignité, mais non d'une égalité de parcours » avec

Café pédagogique. (2025b, mai 21). **Ce que dit la cour des comptes dans sa critique comptable de l'école primaire**. Consulté 21 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/21/ce-que-dit-la-cour-des-comptes-dans-sa-critique-comptable-de-lecole-primaire/
Dans son rapport thématique consacré au premier degré publié mardi 20 mai 2025, la Cour des comptes livre une analyse sévère de l'état de l'école primaire en France et qualifie

Café pédagogique. (2025c, mai 28). **Éducation prioritaire : quand le Sénat s'en mêle, la Cour des comptes s'emmêle**. Consulté 28 mai 2025, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2025/05/28/education-prioritaire-quand-le-senat-sen-mele-la-cour-des-comptes-semmele/

« Fidèles à notre habitude de travail, nous voulons ici présenter une critique de ce rapport, de ses analyses, de ses non-dits et ambiguïtés ainsi que de ses propositions, à partir

CEDEFOP : European centre for the development of vocational training. (2025). ***The influence of learning outcomes-based curricula on teaching practices***. Consulté à l'adresse https://www.cedefop.europa.eu/en/publications/5611
Cette publication examine l'influence des acquis d'apprentissage sur les pratiques pédagogiques dans l'enseignement et la formation professionnels (EFP) en s'appuyant sur des données issues d'études de cas menées dans dix pays : Bulgarie, Irlande, France, Lituanie, Malte, Pays-Bas, Pologne, Portugal, Slovénie et Finlande. L'étude révèle que, si les politiques nationales des différents pays promeuvent les acquis d'apprentissage comme un élément clé de l'EFP, leur influence sur les pratiques pédagogiques en classe varie. Elle souligne que, dans la plupart des pays, les enseignants font preuve d'une grande autonomie dans le choix de méthodes pédagogiques alignées sur les acquis d'apprentissage, mais qu'ils sont confrontés à des difficultés liées à des définitions floues ou restrictives des acquis d'apprentissage. Par ailleurs, la sensibilisation des élèves aux acquis d'apprentissage est plus forte dans les pays où ces approches sont profondément intégrées aux cadres nationaux et aux pratiques pédagogiques.

Cen, M. (2025). **Applying computational methods to analyze trends and themes in Library and Information Science Education**. *Education and Information Technologies*, *30*(7), 8765-8803. https://doi.org/10.1007/s10639-024-13175-z
The rapid advancement of Library and Information Science requires thoroughly examining emerging trends and evolving research priorities. This study seeks to uncover key themes within the field by applying Clustering Analysis and Keyword Frequency techniques. The objective is to analyze interdisciplinary connections and shifts in focus areas such as digital libraries, metadata, and information retrieval. Data were collected from 450 librarians through a structured questionnaire and analyzed using SPSS. The findings reveal distinct clusters centered around digital information management, metadata, and open access, while the rising prominence of concepts like data science indicates changing research interests. These insights highlight potential biases in the Library and Information Science literature and suggest opportunities for future research, particularly in areas such as ethical considerations, user-centered design, and scholarly communication. The study's contributions lie in offering a data-driven approach to trend analysis within Library and Information Science, providing practical implications for guiding future research directions and interdisciplinary collaboration. Its novelty stems from integrating computational methods to explore the complex, evolving landscape of Library and Information Science and offer a roadmap for future scholarly exploration.

Chen, M. H., & Jin, G. Z. (2025). ***Voluntary Report of Standardized Test Scores: An Experimental Study*** (Working paper N° 33660). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33660
The past few years have seen a shift in many universities' admission policies from test-required to either test-optional or test-blind. This paper uses laboratory experiments to examine students' reporting behavior given their application package and the school's interpretation of non-reported standardized test scores. We find that voluntary disclosure is incomplete and selective, supporting the incentives of both partial unraveling and

reverse unraveling. Subjects exhibit some ability to learn about the hidden school interpretation, though their learning is imperfect. Using a structural model of student reporting behavior, we simulate the potential tradeoff between academic preparedness and diversity in a school's admission cohort. We find that, if students have perfect information about the school's interpretation of non-reporting, test-blind is the worst and test-required is the best in both dimensions, while test-optional lies between the two extremes. When students do not have perfect information, some test-optional policies can generate more diversity than test-required, because some students with better observable attributes may underestimate the penalty on their non-reporting. This allows the school to admit more students that have worse observable attributes but report. We test the results' robustness to a variety of extensions.

Chen, Z., & Chignier-Riboulon, F. (2025). **Un village du Hubei au miroir des disparités spatiales de l'offre scolaire chinoise**. *Revue internationale d'éducation de Sèvres*, (98), 93-101. https://doi.org/10.4000/13wih
Comme nombre de pays, la Chine présente un système scolaire inégalitaire, bien que tous les enfants soient scolarisés. Cette inégalité des chances est officielle au travers de l'existence des « écoles clés », nommées très récemment « écoles de qualité ». Elle est renforcée par des contrastes régionaux et une opposition rurale/urbaine. Face à cette réalité, les parents mettent fréquemment en place des stratégies de contournement, dont la migration ou les cours privés. Le village de G. présente une situation de terrain, dans laquelle sont exprimés des témoignages de parents ou d'élèves.

Cheng, I.-H. (2025). **Envisioning professional capabilities of Taiwanese non-governmental organisations managing for sustainable development in international development collaborations**. *International Journal of Educational Development*, *116*, 103296. https://doi.org/10.1016/j.ijedudev.2025.103296
This research explores the professional capabilities that Taiwanese non-governmental organisation (NGO) workers require if they are to manage sustainable development in international development collaborations. With strong political emphasis on Sustainable Development Goals and managing for sustainable development results, NGOs are increasingly focusing on enhancing their workers' capabilities to realise sustainable development at the grassroots level. This empirical case study applies the realist–capability approach and discovers that sustainable development managers are capable of leveraging a layered, dynamic, and open system to support local leadership and target groups. 12 professional capabilities that leverage the system are accordingly developed.

Class, B., Depoterre, S., Deville, Y., Fromentin, J., Guével, A., Magdelaine, A., & Meier, M. (2025, mai 19). ***Potentialiser une éducation ouverte et libre en enseignement supérieur francophone***. Présenté à QPES Questions de Pédagogies dans l'Enseignement Supérieur. Consulté à l'adresse https://nantes-universite.hal.science/hal-05087324
Dans un contexte marqué par des transformations sociétales majeures -nvironnementales, sociales et numériques -l'enseignement supérieur francophone a l'opportunité de réinventer ses orientations stratégiques, l'ancrage territorial de son offre pluriel de services (formation, recherche, innovation) et ses pratiques pour répondre à ces défis complexes. L'édition 2025 du colloque QPES, centrée sur les Écosystèmes de formation : pour quelles transformations ?, invite ainsi à re-penser le rôle systémique et socio-éducatif des universités sur les territoires. Dans ce contexte, les autrices et auteurs

de ce symposium partagent une vision commune : l'éducation ouverte et libre (EOL) crée des conditions favorables à la fabrication de communs (Dardot & Laval, 2015), des ressources partagées et co-gérés au sein d'une communauté, à la construction de démarche pédagogique et scientifique contributive qui tendent à assurer à tous et à toutes une éducation équitable, inclusive et de qualité, des possibilités d'apprentissage tout 1 La traduction en français du concept d'Open Education n'est pas arrêtée : l'UNESCO dans sa recommandation sur les ressources éducatives libres de 2019 traduit le concept une fois par éducation libre et une autre fois par éducation ouverte. Pour laisser le temps aux chercheurs et chercheuses de s'emparer de cette question épistémologique, nous proposons pour l'instant de parler d'éducation ouverte et libre au niveau du titre du symposium. au long de la vie 2 . L'EOL se déploie désormais à l'échelle internationale via de multiples initiatives au sein des établissements d'enseignement supérieurs francophones, notamment au niveau politique, organisationnel, des relations interindividuelles voire des usages par les professions académiques. Ce symposium regroupe trois contributions (Suisse, France et Belgique) composées de 2 débats et d'un retour d'expériences. Il a pour but de susciter des discussions controversées et engagées sur les enjeux actuels de l'enseignement supérieur francophones autour de trois perspectives communes.

Conus, X., Ballif, L., & Ogay, T. (2023). **Regards de cadres d'une administration scolaire suisse sur les collaborations autour de l'école inclusive : tensions interprofessionnelles et risque de parents instrumentalisés**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 99-120. https://doi.org/10.3917/lsdle.561.0099

Cortes, D. M. (2025). **The politics of indigeneity: decolonizing historical memory and education in Colombia**. *Pedagogy, Culture & Society*, *33*(3), 1051-1070. https://doi.org/10.1080/14681366.2024.2322737
This article explores how the Misak (Guambianos) from the Colombian southwest are revitalising their collective memory and militant politics in a nation that has historically prioritised its Spanish heritage. Through the analysis of twenty-month collaborative research conducted by three Misak University (MU) students and the article's author (a non-Indigenous Colombian affiliated with a university from the Global North), the article claims that political engagement results from this community's autonomous educational institutions and pedagogical practices. The MU is one of these Misak autonomous efforts engaging with non-traditional pedagogies, such as caminar el territorio, to promote a 'militant indigenous identity' committed to their cultural differentiation. These educational practices evolved from other methods for memory reproduction embraced by the Misak since colonial times. As the tearing down of the statues of Spanish conquistadores in 2020 shows, the Misak's educational efforts have cultivated a new indigenous generation that seeks to make a political and cultural impact beyond their territory.

de Araújo, J. M., Alves, P. J. H., Melo, A. K. A., de Aguiar, M. N., & Eufrosino, R. (2025). **Evaluating the impacts of the Brazilian model for military public schools**. *International Journal of Educational Development*, *116*, 103300. https://doi.org/10.1016/j.ijedudev.2025.103300
This article evaluates the impact of the militarization of public schools in the state of Goiás, Brazil, on student performance in standardized tests and age-grade distortion. Using data from the School Census and Prova Brasil between 2007 and 2020 and

adopting a difference-in-differences approach with multiple periods (event study), the results indicate that militarization led to a reduction in age-grade distortion and an increase in math, Portuguese, and the Basic Education Development Index (IDEB) scores. The research also examines the impact of militarization on variables related to school violence, revealing a significant decrease in threats to professionals, robberies, and the presence of alcohol, drugs, and weapons among students. This analysis of transmission channels offers insights into how militarization contributes to improving the school environment and academic performance. Robustness analyses, including propensity score matching and the « Honest DiD » method, confirm the significance of the results, even in scenarios where the parallel trends assumption is violated. The results contribute to the debate on educational policies and the expansion of the civic-military school model in the country, providing a valuable benchmark for similar programs across Brazil. However, further research is needed to assess long-term impacts and other relevant dimensions, such as the development of socio-emotional skills and civic education.

Devi, T., Sengupta, R., Rooj, D., & Gopathi, M. (2025). **Investing in education: The impact of scholarships on school attendance in India**. *International Journal of Educational Development*, *116*, 103309. https://doi.org/10.1016/j.ijedudev.2025.103309
In this study, we examine the impact of school-level scholarship provision on student absenteeism in India, focusing on children aged 6–16 currently enrolled in public schools. Using nationally representative data from the Indian Human Development Surveys (IHDS) rounds I (2004–05) and II (2011–12), we employ a quasi-experimental approach to assess the effect of scholarships on school absenteeism. Our findings reveal that full scholarship provisions in public schools lead to a nearly 35 % reduction in absenteeism. Heterogeneity analysis further shows that scholarships are particularly effective in reducing absenteeism among girls, students from minority communities, and those from low-income families. We also find that scholarships decrease the time spent on private tuition, suggesting that financial support may improve overall educational outcomes by reducing dependence on external tutoring. These findings highlight the potential of scholarships to alleviate financial burdens and encourage regular school attendance. Policymakers should consider implementing similar financial incentives, particularly targeting students from disadvantaged backgrounds with high absenteeism rates, to improve school attendance and educational completion.

Dreux, G., Candar, G., & Laval, C. (2025). ***Socialismes et éducation au XXe siècle***. Consulté à l'adresse https://www.editionsbdl.com/produit/socialismes-et-education-au-xxe-siecle/
ElAsad, S. (2025). **Education in emergencies (EiE) in Sudan: Relief on whose terms?** *International Review of Education*. https://doi.org/10.1007/s11159-025-10158-1
This study explores the evolving field of Education in Emergencies (EiE) in Sudan, examining its historical foundations, ideological tensions, and the roles of state and non-state actors in programme delivery. Through a thematic analysis of published literature, international reports and insights from a regional EiE workshop, the author investigates whether EiE initiatives function as humanitarian aid or contribute to long-term development. Her findings reveal that while the Sudanese government acknowledges education as a human right, its implementation, particularly during times of crises, is inconsistent, often relying on international partnerships. The study highlights the dependence of EiE on Western-driven frameworks and funding, creating tensions in its execution. The article concludes by emphasising the need for more participatory and

equitable approaches that empower both local and international stakeholders in shaping EiE responses.

Espinosa, B., & Goetschel, A. M. (2025). **L'école en Équateur, entre ancrage communautaire et politiques de qualité** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 83-91. https://doi.org/10.4000/13wii
En Équateur, le taux de scolarisation pour l'école primaire est passé de 42 % en 1949 à 88,9 % en 1990, puis 96,8 % en 2023. Suivant des tendances communes à toute l'Amérique latine, l'Équateur avait conduit, depuis le début du xxe siècle et jusqu'en 1990, des politiques éducatives orientées vers l'accès de toutes et tous à l'école, liées tout d'abord à la consolidation de l'État, puis au développement de l'industrialisation interne. À partir de 1990, les politiques éducatives se sont centrées sur la qualité et ont créé un processus contre-intuitif d'individualisation et de prise de distance vis-à-vis des communautés locales. Cet article passe en revue et analyse ces hauts et bas dans les relations entre l'école et son environnement en Équateur.

Estournet, M. (2024). ***Formation infirmière, entre enseignements universitaires et formation professionnalisante : Réflexion pour la construction d'un modèle d'apprentissage hybride*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-05083242
Depuis plus de cent ans, les réformes successives du référentiel de formation pour devenir infirmier, ont été sources de nombreux débats, sans pour autant circonscrire le métier de formateur en institut de formation en soins infirmiers. Mais depuis peu, des études tentent de délimiter les missions et la place de ce dernier dans le paysage hospitalo-universitaire. Cependant, les résultats de ces recherches ont, dans la grande majorité, été construits sur la base de questionnaires informels, marquant plus le caractère prescriptif du métier, que la réalité du terrain. Cette étude est donc l'occasion de répondre à cette lacune, dans la mesure où, pour projeter un métier dans l'avenir, il faut en connaitre les contours. En partant de l'histoire d'une profession, somme toute peu documentée, en cherchant à retrouver les origines du métier de formateur, le rôle et les activités qu'il effectue, nous avons tout d'abord défini ce métier, de manière générale. Puis, à partir d'entretiens initiaux auprès d'un corpus de cadres de santé exerçant en IFSI, nous les avons ensuite catégorisés, en fonction, entre autres, des variables d'ancienneté en formation ou de diplomation. Cette classification étant insuffisante pour comprendre l'activité réelle du formateur et sa capacité à s'adapter en permanence aux contraintes de son environnement, nous avons poursuivi nos travaux par des captations vidéo en salle de cours et des entretiens d'explicitation. Ainsi, l'objectif avoué de ce travail est d'une part, d'affirmer une identité sociale propre au métier de formateur, sans pour autant exfolier sa part soignante. D'autre part, il cherche à mettre en évidence une logique de perméabilité entre les champs disciplinaires et les champs professionnels, logique qui a traversé l'ensemble de ce travail. Enfin, il met en lumière la place de l'analyse des pratiques professionnelles, non pas de soignants, mais de formateurs, comme un facteur d'équilibre dans le dispositif d'apprentissage, pour des acteurs, engagés intellectuellement, dans une communauté de pratiques internationales, tout en certifiant l'évolution de leurs pratiques.

Ethier, M.-A., Lefrancois, D., Villeneuve, A., Martineau, S., Lemieux, O., Bernatchez, J., … et al. (2024). **Projet de loi 23 : ce qu'en dit la recherche : dossier**. *Formation et profession*, *32*(3), n.p. Consulté à l'adresse https://formation-profession.org/fr/numeros/view/42

Le projet de loi 23, adopté le 7 décembre 2023, modifie substantiellement la Loi sur l'instruction publique (LIP) en édictant, entre autres, la Loi sur l'Institut national d'excellence en éducation (INEÉ), un dispositif prônant « les pratiques et les méthodes pédagogiques révélées efficaces par la recherche scientifique » (chapitre 2, art. 5.4). À l'instar des réformes successives des deux dernières décennies, ce projet vise à rendre le système éducatif du Québec plus efficace, et en particulier le fonctionnement de l'école, et ce, au regard d'indicateurs nationaux, d'objectifs et des orientations ministérielles. Ce dossier explore à partir de diverses perspectives divers thèmes, dont la conception de l'efficacité dans l'éducation, les influences idéologiques et politiques de la Loi 23 et les dynamiques de mobilisation des différents acteurs concernés.

EUA (European University Association). (2025). ***Use and impact of the Erasmus programme (2021-27) at higher education institutions: survey report and recommendations***. Consulté à l'adresse https://www.eua.eu/publications/reports/use-and-impact-of-the-erasmus-programme-2021-27-at-higher-education-institutions.html
Selon l'Association européenne des universités, Erasmus+ doit être l'une des principales priorités de l'Union européenne pour le prochain budget pluriannuel. S'appuyant sur les réponses de 500 établissements d'enseignement supérieur (EES) dans 49 pays participant au programme, ce rapport présente les résultats de l'enquête illustrant la manière dont Erasmus+ est perçu par les établissements d'enseignement supérieur, ce qu'ils trouvent utile, ce qui fonctionne bien et ce qu'il faut faire pour l'améliorer. Le programme, principale source de financement de la mobilité internationale et de la coopération en matière d'éducation est essentiel pour les EES. Le rapport fournit également des informations sur la manière dont Erasmus+ pourrait davantage créer des synergies entre les projets de coopération, et mieux évaluer et démontrer l'impact des projets financés.

Farrugia, A. (2025). **'Something serious': biopedagogies of young people, sex and drugs in Australian drug education**. *Pedagogy, Culture & Society*, *33*(3), 905-921. https://doi.org/10.1080/14681366.2023.2295285
Despite being ostensibly focussed on alcohol and other drugs, drug education often directly addresses sex – a focus subject to scant analysis. This article examines how the relationship between young people, sex and alcohol and other drugs is addressed in a dataset of 23 'evidence-based' drug education texts currently recommended for use in Australian secondary schools. Approaching drug education as a 'biopedagogy', I argue that drug education operates as a form of governance that seeks to constitute young subjects with specific orientations not only to alcohol and other drugs but sex and health more broadly. First, I argue that drug education constitutes appropriate sex as sober, planned and with a regular romantic partner. Second, I argue that in lessons about sexual violence, drug education works with an account of consent that constitutes the targets of violence as responsible for addressing it. My analysis suggests that drug education operates as a biopolitical strategy that constitutes sex in the context of alcohol and other drug consumption as not only dangerous but wrong. Overall, this approach struggles to offer understandings and skills that may contribute to ethical sexual conduct where alcohol and other drugs are involved.

Fernández Mier, M., Sánchez-Broch, P., Flórez Santasusana, M., Seoane-Veiga, Y., & Blanco-Rotea, R. (2025). **Valoriser les ressources patrimoniales dans les apprentissages locaux en Espagne et au Portugal** (L. Rieutort & P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 127-137. https://doi.org/10.4000/13wil

Cet article présente les expériences conduites dans les montagnes du nord de l'Espagne et du Portugal dans le cadre d'un projet européen, Cultur-Monts, qui vise à favoriser la revitalisation de ces zones rurales à travers l'éducation formelle et informelle. Parmi les initiatives présentées, se distinguent les « écoles de territoire », conçues comme un outil pour promouvoir des interactions entre les communautés, le territoire et le patrimoine, en travaillant sur l'héritage culturel et en particulier l'archéologie. Les différentes propositions éducatives sont adaptées aux caractéristiques et aux problèmes du contexte local dans lequel elles se développent. Les premiers résultats montrent qu'elles favorisent non seulement la valorisation du patrimoine culturel, mais renforcent également le sentiment d'appartenance des habitants, en se concentrant notamment sur les enfants et les jeunes.

foundation, E. : E. training, & ETF : European training foundation. (2024). ***Torino process system monitoring report : Algeria (2024 update)***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2025-02/TRP_L1_Monitoring_report_DZA_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) algérien 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.

foundation, E. : E. training, WALLS, E., & ETF : European training foundation. (2025). ***Impact of USAID withdrawal on global education and skills development: official development assistance analysis in education and skills development***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2025-04/USAID%20doc%20%284%29.pdf
Avec plus d'un milliard de dollars d'allocations annuelles pour l'éducation, l'USAID (United States Agency for International Development) était le premier donateur bilatéral mondial dans le secteur de l'éducation. Son retrait brutal début 2025, a entraîné l'annulation de 396 programmes d'éducation dans 58 pays. Le rapport analyse les implications mondiales du retrait de l'Agence des États-Unis pour le développement international de l'éducation et du développement des compétences à l'échelle internationale. Il documente les graves conséquences sur l'accès, la qualité et l'équité de l'éducation dans le monde, en particulier pour les filles, les réfugiés et les communautés marginalisées. L'étude souligne l'ampleur et la portée sans précédent des perturbations de l'aide publique au développement (APD) et appelle à une action urgente et coordonnée de la part des acteurs internationaux.

Fundji Ngungu, E. (2025). ***Crise de l'enseignement en République démocratique du Congo: politiques et stratégies de sa résolution***. Consulté à l'adresse https://newsletters.harmattan.fr/t.htm?u=/e/3/59405/5293/961577/r16bzgjogsesbmgugzviiegspisayoabeze/r.aspx

Les politiques publiques en matière de l enseignement en RDC ont été mises en place avant et après l indépendance. Elles ont amené le pays de passer de réforme en réforme sans trouver des solutions sur des questions de fond et de s inscrire sur une perspective de développement durable. L auteur a consacré le clair de son temps à l examen et aux solutions à la crise de l enseignement en RDC. Le présent ouvrage traduit la précieuse contribution de l auteur à la résolution des retombées et conséquences de la crise de l enseignement sur les apprenants et sur les formateurs; il propose à juste titre la mise en place d une politique responsable et des stratégies pour résoudre cette crise de l enseignement. Une telle politique permettra à l État congolais de mener à bon port, et d une manière efficace et durable, le système éducatif de la RDC. Elle pourra, aussi, permettre de lutter contre la régression des valeurs et le fonctionnement déplorable de ce système caractérisé par des dérives incommensurables.Dans la même perspective, l auteur lance un appel pour que les résultats du système éducatif de la RDC s enracinent dans ses milieux socio-culturels et socio-économiques

Gatonye, P., & Martini, L. (2025). ***Practical approaches to increase inclusion of migrants and refugees in TVET in the Arab States: discussion paper***. Consulté à l'adresse https://unevoc.unesco.org/pub/Discussion%20Paper%20on%20TVET%20in%20Arab%20States.pdf
Face à l'augmentation des migrations dans les États arabes, cette étude analyse les obstacles à l'accès à l'enseignement et à la formation techniques et professionnels (EFTP) pour les réfugiés et migrants, ainsi que les pratiques favorisant leur inclusion. S'appuyant sur une revue de la littérature et des entretiens, elle montre que, grâce à un soutien ciblé, tel que les projets pilotes de renforcement des capacités de l'UNESCO/UNEVOC, les institutions de l'EFTP peuvent relever les défis liés à l'inclusion. Toutefois, les auteurs insistent sur la nécessité d'efforts étatiques et internationaux pour lever les obstacles juridiques et financiers freinant la mise en œuvre de pratiques inclusives et limitant la participation des apprenants.

Giband, D., & Rieutort, L. (2025). **L'école et ses territoires : entre compétition, coopération et mobilisations apprenantes**. *Revue internationale d'éducation de Sèvres*, (98), 53-64. https://doi.org/10.4000/13wie
Dans de nombreux pays, les relations entre école et communautés locales évoluent au rythme des changements dans les territoires (urbanisation et métropolisation, creusement des inégalités sociales et géographiques, migrations, conflits géopolitiques), mais aussi des nouvelles demandes éducatives, de la mise en concurrence des établissements, de la privatisation de pans entiers de l'école. Ces processus interrogent tout d'abord la nature contemporaine des liens entre les écoles et leurs territoires (connexion, déconnexion, reconnexion). Ils posent ensuite la question de la place du local dans la fabrique de partenariats et d'alliances éducatives territorialisées, nécessaires pour faire face aux changements. Enfin, ils donnent à voir la mobilisation inégale et inégalitaire des ressources qu'offre le local, jusqu'à faire émerger des « territoires apprenants ». Le dossier présente dix études de cas, dans des contextes variés sur quatre continents.

Global education monitoring report team. (2025). ***Global education monitoring report 2025 : Gender report : Women lead for learning***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393642?posInSet=116&queryId=N-65003360-0f3b-439a-b5d6-f8f98e8fc40f

Bien que la majorité des enseignants dans le monde soient des femmes, l'édition 2025 du Rapport GEM sur le genre apporte les preuves qu'un « plafond de verre » les empêche toujours d'accéder aux postes de direction en éducation. Le rapport montre également comment les femmes leaders ont souvent un impact positif sur l'inclusion, en s'attaquant aux défis qui affectent de manière disproportionnée les filles, et ont tendance à soutenir le développement professionnel des enseignants et à favoriser une culture collaborative. La disparité de genre dans le leadership éducatif est un problème mondial. Les femmes directrices favorisent une culture collaborative. Le rapport appelle à trois interventions clés pour combler l'écart de leadership : 1. suivre la progression des femmes vers les postes de direction dans l'éducation et évaluer les obstacles auxquels elles sont confrontées ; 2. corriger les défauts systémiques en offrant des formations pour changer les mentalités et atténuer les biais de genre dans le recrutement. ; 3. guider l'ascension des femmes vers les postes de direction par la formation, le coaching et le mentorat.

Global Education Monitoring Report Team. (s. d.). ***Global education monitoring report 2025: gender report: women lead for learning***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393767

Global Education Monitoring Report Team & Organization of Ibero-American States for Education, Science and Culture. (2025). ***Global education monitoring report 2025, regional edition on leadership in education, Latin America: lead for democracy*** (p. 54). Consulté à l'adresse UNESCO website: https://doi.org/10.54676/TRFC8016

Gonzalez, A. B., Bussi, M., Dumay, X., Dupriez, V., & März, V. (2023). **L'école inclusive au prisme des théories de la justice et des politiques sociales**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 15-34. https://doi.org/10.3917/lsdle.561.0015

Goodley, D. (2025). **Depathologising the university**. *Pedagogy, Culture & Society*, *33*(3), 1001-1018. https://doi.org/10.1080/14681366.2024.2316007
This paper develops a conversation with decolonisation to pitch a novel mode of engagement; depathologising the university. While higher education institutions are in the midst of an Equality, Diversity and Inclusion revolution, I posit that all is not well. Too often disability staff and students have been sidelined in Equality, Diversity and Inclusion discourse and practice and this paper addresses this omission. First, I pose a question 'what is the university for?' and consider two recent campaigns by Black and Minority Ethnic and disabled students in the UK that offer partial responses to this question. I argue that these campaigns not only implicate the colonial and ableist heritage of universities but also illuminate two critical modes of engagement: decolonisation and depathologisation. Second, to focus the discussion, I introduce Disability Matters; a new six year programme of research which seeks to promote more inclusive university environments through positioning disability as the driving subject of inquiry. Third, I offer some provisional and anticipatory thoughts by sitting with decolonisation in order to expand upon a project of depathologisation. I conclude with an appeal; desiring disability's disruptive qualities to rethink the university.

Goussios, D. (2025). **Nouveaux habitants et nouvelles écoles dans les campagnes grecques**. *Revue internationale d'éducation de Sèvres*, (98), 139-147. https://doi.org/10.4000/13wim

L'exemple des communautés rurales grecques, dans leurs efforts pour attirer de nouveau habitants, se développe entre l'économie sociale et des initiatives informelles ascendantes, en dehors ou en marge des politiques publiques. L'intégration d'une nouvelle population contribue à la croissance démographique, à la survie de l'école locale et, surtout, à la gestion et à la promotion des ressources. Des plans d'action d'accueil émergent, qui précèdent souvent les politiques publiques par leurs formes propres de coopération et de coordination. L'activation d'une intelligence locale et des savoirs produits par la recherche scientifique transforme les communautés en laboratoires d'apprentissage vivants. Ce constat pose la question de la définition de l'école territoriale, qui doit regrouper élèves, membres de la communauté et nouveaux arrivants. Une nouvelle communauté semble se construire, combinant l'attractivité du cadre de vie avec la valeur des ressources, en surmontant les désavantages physiques et fonctionnels grâce aux réseaux.

GPE KIX. (2024). ***Final technical report: Teaching at the Right Level: Learning how to improve mentoring and monitoring support to teachers at scale in African government systems*** (p. 41). Consulté à l'adresse GPE KIX website: https://www.gpekix.org/knowledge-repository/final-technical-report-teaching-right-level-learning-how-improve-mentoring-and

GPE KIX. (2025). ***Educational Information and Management Systems (EMIS) in Latin America and the Caribbean: Global Models, Challenges and Practical Applications*** (p. 44). Consulté à l'adresse GPE Transforming Education website: https://www.gpekix.org/news/new-document-kix-lac-educational-information-and-management-systems-emis-latin-america-and

Guével, M.-R., Didier, J., & Pommier, J. (2025). ***How to develop a regional supportive environment for school health promotion: Evidence from a multiple case realist evaluation***. Consulté à l'adresse https://sciencespo.hal.science/hal-05074856
This working paper presents the evaluation of a school health promotion intervention using the realist evaluation framework. It looks at an intervention developed and tailored to the French context and implemented from 2008 to 2011 in 6 sites across France. This intervention aimed to develop a supportive environment for school health promotion through the implementation of local support services; the provision of training and support for schools; the improvement of the health promotion knowledge of local stakeholders; and the development of local partnerships. A realist evaluation approach was chosen for its potential to deal with the complexity of such intervention and for acknowledging the importance of context. A multiple methods approach was used. Data was collected through literature reviews and from interviews, focus groups as well as written documents. A multiple case-study design was used considering each site as a case. Carried out about fifteen years ago, our findings are still relevant in the current context of the implementation of a Health Promoting School approach at the national level (since 2018). They highlight the configurations allowing the development of health promotion supportive environments for schools at intermediate level and should inform public health and education policy makers and practitioners. It also discusses the idea that generalising an intervention requires being cautious about the interaction between the intervention and the context in which it is developed to trigger the mechanisms that would ensure success. Moreover, this study also provides methodological insights to use a realistic evaluation framework to assess the implementation of complex social

interventions such as school health promotion ones. Indeed, using a realist evaluation approach is a complex, lengthy and time-consuming process that can be complicated for non-specialists to understand. Three main challenges are then discussed: the definition of the core components of the realist framework, the construction of the Context-Mechanism-Effect configurations and the issue of making the realist evaluation framework and its results accessible to all stakeholders.

GUTOVIC, V., & XIA, T. (2025). ***Mapping micro-credentials in Latin America and the Caribbean: towards a common framework***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393794?posInSet=2&queryId=N-EXPLORE-67aae876-6740-4f82-9fdd-b6872ec0a3c8
En Amérique latine et dans les Caraïbes, une région confrontée à d'importants défis éducatifs tels que des taux d'abandon scolaire élevés, une inadéquation marquée des compétences et de profonds écarts d'équité, l'intégration stratégique des micro-certifications dans les politiques éducatives nationales est devenue une urgence. Cette étude dresse un état des lieux des micro-certifications en Amérique latine et dans les Caraïbes, en examinant les définitions, les prestataires, les parties prenantes, les initiatives de renforcement des capacités et les mécanismes d'assurance qualité. Elle fournit aux décideurs politiques, aux institutions et aux parties prenantes une base essentielle pour une prise de décision éclairée et une mise en œuvre efficace. Plus important encore, elle trace la voie vers un cadre régional commun capable d'harmoniser les approches tout en respectant la diversité des systèmes éducatifs.

Hambacher, E., Desrosiers, D., Broderick, M., & Slater, K. (2025). **"We're All Going to Walk into the Fray Together": Teaching Critically in the Wake of Divisive Concepts Legislation**. *American Journal of Education*, *131*(3), 331-363. https://doi.org/10.1086/734911
Purpose: Through the lenses of deprofessionalization, demoralization, and remoralization, this study investigates the experiences of five educators with commitments to social justice education as they navigate teaching in an affluent, rural, and overwhelmingly white community in New Hampshire—a state that at the time of data collection had recently enacted a law prohibiting the teaching of "divisive concepts." We respond to the following research questions: How do social justice educators in one predominantly white school district describe their work in the context of the recent passage of divisive concepts legislation? How does legislation prohibiting the teaching of divisive concepts shape educators' commitments to social justice education? Research Methods: We drew on ethnographic methods including semistructured interviews, observations, and documents referenced by participants in one predominately white school district. Analysis followed constructivist grounded theory guidelines to examine data inductively and used several strategies to bolster trustworthiness. Findings: Data indicate that divisive concepts legislation threatened educators' personal lives and professional integrity and inhibited their voice and pedagogy. Despite this, the educators found agentic pathways through professional learning, collegial and leadership support, and persistence in critical teaching. Implications: Buffering against attacks on social justice education requires leaning on and marshaling backup from local actors who can help push back on censorship attempts to eliminate teacher agency. Future studies may want to explore this phenomenon at a larger scale and draw on observations of how teaching practices may have changed because of divisive concepts legislation.

Hazoor, W. (2025). **Disaggregating Pakistan's low-fee private schooling system**. *International Journal of Educational Development*, *116*, 103313. https://doi.org/10.1016/j.ijedudev.2025.103313
The LFPS sector is highly contested in the academic and policy spheres. Yet, debates are constrained by a rather simplistic grouping of LFPS in one category distinct only from elite private schools and public schools. Through a multiple, holistic case study approach that employed a multi-tiered sampling strategy, the LFPS sector in urban low-income and mixed-income neighborhoods in Rawalpindi, Pakistan was examined. This effort elicited six distinct types of LFPS: Cheap, Medium-range, and Costly Independent LFPS and Cheap, Medium-range, and Costly Chain LFPS. These LFPS vary in terms of structure—whether part of nationwide chains or independent entities that have a legacy rooted in the country's colonial history—and fee range. This typology bears important implications for existing debates as it exemplifies the limitations of generalizing findings from one type of LFPS to other types. It further confirms the rise of LFPS Chains in Pakistan. Finally, it documents the presence of LFPS with philanthropic orientations by locating family and formal philanthropies in the sector.

Hecquet, E., Bouchetal, T., & Pinsault, N. (2024). **L'universitarisation de la formation infirmière en France : un défi ou une opportunité pour ses acteurs ?** *NURSING EDUCATION FOR A SUSTAINABLE FUTURE: FINE 2024 - Challenges and Opportunities*. Présenté à Barcelona, Spain. Consulté à l'adresse https://hal.science/hal-05083723
En France, les réformes des formations sanitaires (Thilly, Duceux 2022) ne sont pas sans répercussions sur l'activité de formateur. L'objectif de cette étude est de mieux comprendre les logiques de professionnalisation (Wittorski, 2016) portées par les structures de formation et les logiques de développement professionnel (Barbier, Chaix & Demailly, 1994) portées par les formateurs pour mener à bien ces réformes. Afin d'appréhender cet objet, nous allons nous intéresser plus précisément à l'universitarisation (Bourdoncle, 2007) de la formation infirmière initiée en France dans les années 2000. Cette étude qualitative a nécessité deux démarches d'investigation. Dans un premier temps, une enquête sous forme d'un questionnaire informatisé destinée à l'ensemble des directeurs des instituts de formation en soins infirmiers français a été réalisée afin de recueillir des informations relatives à cette intégration universitaire. Les résultats de cette étude observationnelle nous ont permis de sélectionner deux instituts ayant des caractéristiques communes (statut, taille, distance avec l'université) mais avec une intégration universitaire contrastée. Dans un second temps, des entretiens biographiques auprès des formateurs et de l'équipe de direction ont été réalisés dans les deux établissements. La stratégie d'enquête auprès de l'équipe de direction portait sur l'analyse de la logique de professionnalisation institutionnelle. Celle concernant le développement professionnel portée par les individus nous a permis d'appréhender leur vécu pour mettre en lumière ce qui les a amenés à devenir formateur, à comprendre ce qui leur a permis de se développer professionnellement et connaitre leur vision de l'universitarisation. En France, une réforme majeure de la formation infirmière est annoncée pour la rentrée 2024. Nous pensons que les résultats de cette recherche (actuellement en cours) par l'identification des freins et des leviers au développement professionnel des formateurs en soins infirmiers en contexte d'universitarisation permettra d'amener un éclairage pour répondre à l'un des enjeux de la dimension sociale du développement durable (Dubois, Mahieu & Poussard, 2001) au sein des instituts de formation en soins infirmiers sous l'angle des pratiques managériales dans un souci d'accompagnement, de performance et de pérennisation des équipes de formateurs.

Herrera-Prada, L. O. (2025). **Ending the musical chairs game in higher education: How a data-driven tool improved educational outcomes in Colombia**. *International Journal of Educational Development*, *116*, 103299. https://doi.org/10.1016/j.ijedudev.2025.103299
In 2004, the Colombian Ministry of Education (MEN) launched the System for the Prevention and Analysis of School Dropouts in Higher Education Institutions (SPADIES) to assist higher education institutions (HEIs) in reducing dropout rates. Initially an app, SPADIES evolved into a pivotal system in a nationwide program that contributed to higher education enrollment rates rising from 20 % in 2002 to 40 % in 2010 and 53.9 % in 2022. The system enabled comprehensive student data collection, analysis, and visualization, helping HEIs to prevent dropouts and re-engage students who had dropped out. Using a differences-in-differences approach based on Callaway and Sant'Anna (2021), this study finds that SPADIES lowered dropout probabilities by 0.7 percentage points while increasing the likelihood of on-time graduation by 0.6 percentage points and overall graduation by 0.4 percentage points. Although these figures may appear modest, a 0.7 percentage point reduction equates to approximately 14,000 students, almost doubling the average HEIs in Colombia. From 2005–2017, SPADIES cost USD 4.9 million (valued at 2025 prices), translating to a cost per student who avoided dropout of USD 350 or about USD 410 per graduated student. These results demonstrate the cost-effectiveness and transformative potential of data-driven approaches like SPADIES for human capital development. SPADIES also contributed to increased future incomes by enabling degree completion, alleviating pressures on HEIs, and improving enrollment efficiency, offering important lessons for emerging economies facing similar retention challenges.

Hirao, T., & Iida, S. (2025). ***Effects of Class Size on Test Scores: Evidence from Japanese Municipal Data*** (Working paper N° 7jvhn_v1). https://doi.org/10.31219/osf.io/7jvhn_v1
Using newly available data on academic performance garnered for a survey conducted by a local government in Japan, this study analyzes the effects of class size on test scores (specifically on the subjects of English, Japanese, and mathematics). Empirical results show that class size has a negative correlation on test scores in mathematics and English. In short, smaller class size was associated with higher test scores in mathematics and English. However, this was low-impact variable compared to other variables such as scholastic year and gender. Additionally, estimation results that investigate the relationship between class size and test scores in Japanese studies lack consistency. Moreover, the relationship between class size and test scores in mathematics has a quadratic function which is convex downward. The extreme value of this quadratic function is 36.2; math test scores decrease as class size increases up to this point, and increase beyond it.

Hissard, D. (2025). ***La mobilité étudiante dans le monde : chiffres clés 2025***. Consulté à l'adresse https://ressources.campusfrance.org/publications/chiffres_cles/fr/chiffres_cles_2025_fr.pdf
Aujourd'hui, 6,9 millions d'étudiants sont en mobilité dans le monde. Si les États-Unis et l'Australie perdent en attractivité, le Royaume-Uni, le Canada et l'Allemagne progressent nettement grâce à des politiques d'ouverture ciblées. La France, 7ème au classement mondial, voit sa part d'étudiants étrangers augmenter de 21 % en 5 ans, mais reste en deçà de la moyenne mondiale. L'ouvrage analyse les nouvelles dynamiques des mobilités étudiantes, marquées par une concurrence accrue. Les pays adaptent

leurs politiques : pour certains, l'attractivité alimente la stratégie de recherche et d'innovation ou le financement des universités ; pour d'autres, elle répond aux besoins en main-d'œuvre qualifiée ou vise à équilibrer l'offre de formation et les tensions sur le marché du logement, ou encore à promouvoir les langues nationales.

Howard-Jones, P. (2025). ***Children's development and learning for sustainability and global citizenship: insights for pedagogical practice***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393620?posInSet=1&queryId=N-EXPLORE-641537ae-a022-42de-90b5-1ad3c9314a9e
L'éducation au développement durable (EDD) et l'éducation à la citoyenneté mondiale (ECM) sont deux objectifs importants du Cadre d'action Éducation 2030. Les efforts visant à offrir aux apprenants l'éducation décrite par les objectifs de l'EDD et de l'ECM peuvent potentiellement bénéficier d'une compréhension scientifique du développement des enfants. Ce document de travail explore comment les changements développementaux dans divers processus perceptifs, cognitifs et sociocognitifs impliqués dans l'acquisition des compétences de l'EDD et de l'ECM peuvent apporter un éclairage sur l'efficacité des différentes approches éducatives.

Iannelli, C., McMullin, P., & Smyth, E. (2025). **Higher education retention in Ireland and Scotland: the role of admissions policies**. *Higher Education*, *89*(4), 1021-1039. https://doi.org/10.1007/s10734-024-01259-1
This article provides new insights into the role played by higher education (HE) selection policies in influencing student retention by exploring drop-out patterns in Ireland and Scotland. The Irish and Scottish HE systems differ in relation to the emphasis placed on grades and subjects studied at school and to the degree of autonomy enjoyed by HE institutions in the student admissions process. We investigate whether these system differences matter for student retention using administrative data from national student records and logistic regression modelling. The findings show that in Ireland, HE students have higher chances of dropping out than in Scotland and there are inequalities in these chances among students from different social backgrounds. Moreover, the association between subject matching (but also school grades) and the chances of dropping-out is stronger in Ireland than in Scotland. We conclude that the tighter student selection criteria in Scotland improve retention and reduce social inequalities in drop-out rates. Moreover, admission criteria are found to be important not only to explain between-country differences in drop-out rates but also within-country differences among different HE institutions.

James, A., Proches, C. G., Kanyangale, M., Rouvrais, S., Waldeck, R., Audunsson, H., … Chelin, N. (2025, avril 22). ***Catalyzing Curriculum Transformation to Advance Industry 5.0 Engineering Education***. Présenté à EDUCON 2025: IEEE Global Engineering Eduation Conference « Sustaining Educational Excellence in Engineering: Generative AI in Enhancing Critical Thinking and Active Learning. » Consulté à l'adresse https://imt-atlantique.hal.science/hal-05064499
Graduates who can solve problems and make an impact on society, in a volatile and uncertain world, are required. In this changing world, there are constant drivers and challenges, which lead to new requirements for Higher Educational Institutions (HEIs) curricula and pedagogies. HEIs are changing at a rapid pace, with strong disturbance, and operate in volatility, uncertainty, complexity and ambiguity (VUCA). The main aim of the study was to explore how to guide HEI academics and programme leaders to

catalyze curriculum transformation to advance engineering education. Using a qualitative research approach, participants from partner universities (in France, Germany, Iceland, Indonesia, Lithuania and South Africa) were selected using purposive sampling. Data were collected from an interactive virtual workshop conducted in May 2024 to explore diverse understandings of curriculum transformation, and disruptions experienced in the HEIs with respect to curriculum transformation. Thematic analysis was used to generate five themes. The results highlight that the process of curriculum transformation can be enhanced by encouraging flexibility at HEIs, facilitating cooperation and teamwork, improving the collective capacity to change the curriculum, and ensuring the involvement of diverse stakeholders. The findings provide valuable insights for programme designers tasked with leading curriculum transformation and sustenance of engineering education.

Jones, D., & Murray, N. (2025). **The impact of the Russia-Ukraine war on English medium instruction teachers' professional identity in a Ukrainian medical university**. *International Journal of Educational Development*, *116*, 103315. https://doi.org/10.1016/j.ijedudev.2025.103315
Until February 2022, Ukrainian universities had seen considerable growth in the provision of its English Medium Instruction (EMI) programmes. Since the Russian invasion, however, this situation has changed dramatically, with students and staff having been significantly impacted. This study reports on how EMI teachers in a Ukrainian medical university have experienced and adapted to this disruption. Findings reveal that teachers are facing a confluence of challenges that impact their professional identity in respect of three areas in particular: the direct work environment, the students, and staff development activities. In attempting to sustain their activities in the face of these challenges, Ukrainian EMI teachers report that they benefit from international collaborations that offer respite, solidarity, and professional development, as well as a sense of purpose and achievement. Such collaborations offer an avenue for post-war initiatives focused on rebuilding.

Joselin, L., Ancet, P., & Rachedi-Nasri, Z. (2024). **Les relations avec les pairs : un soutien aux dynamiques inclusives ? Présentation du dossier**. *La Nouvelle revue – Éducation et société inclusives*, (98-99), 7. https://doi.org/10.3917/nresi.098.0007
Le présent dossier contribue à mieux comprendre les leviers et les obstacles au développement des relations entre pairs, lorsque l'un d'entre eux au moins est en situation de handicap, et ce aux différents âges de la vie. Cette question se révèle essentielle, car il existe un consensus dans la communauté scientifique pour souligner que les enfants présentant des spécificités, quels que soient leurs troubles, rencontrent des difficultés majeures à participer à des interactions et/ou à les initier avec les enfants typiques et réciproquement.

Keating, J., Knight, C., Sandu, A., & French, R. (2025). **What individual, family, and school factors influence the identification of special educational needs in Wales?** *British Journal of Educational Psychology*, *95*(2), 530-550. https://doi.org/10.1111/bjep.12760
Background Previous national and international research has investigated potential patterns of SEN identification, in which there may be overrepresentation of males, individuals from lower socio-economic backgrounds, and pupils attending schools in economically disadvantaged areas. Aims The aim of the current study is to link administrative education data for the academic year 2011/12 to data from the UK 2011

Census to explore which individual, family and school characteristics are associated with SEN identification. Sample(s) The analysis sample consists of 284,010 pupils attending schools in Wales in 2011/12 linked to household data from the UK 2011 Census. Methods Multilevel models were used to estimate the association between individual, family and school characteristics with SEN identification. Further models examined how these factors influence four areas of SEN needs: cognition and learning; communication and interaction; physical and/or sensory; and behavioural, emotional and social development. Results Results suggest that aspects of a child's individual and family environment are associated with SEN identification. In particular, males, pupils reported as White ethnicity, pupils who were persistently absent, pupils from households with lower parental education, parental economic inactivity, and lower household social grades have an increased likelihood of SEN identification. Conclusions This study emphasizes the importance of considering the environmental context (family and school) of the child in addition to child characteristics for a more accurate and holistic understanding of a child's needs. This research can inform the development of more inclusive and effective support strategies under the new Additional Learning Needs framework in Wales.

Keyes, T., McLane, L., & Stanger, N. R. G. (2025). **Can students engage in meaningful reconcili-action from within a settler-colonial university system?** *Higher Education*, *89*(4), 1081-1102. https://doi.org/10.1007/s10734-024-01262-6
Increasingly, universities have been seen as sites for practicing decolonization work. Examples include the introduction of Land-based curricula, tribal relationship building, and the offering of critical Indigenous studies courses. However, universities remain spaces with deep colonial foundations. This paper offers a description of the challenges and insights gained through attempted decolonial reconcili-action work within this imperfect environment. We critically examine the conception, implementation and lasting impact of a course offered at Western Washington University (WWU), located in Washington State on the ancestral territory of the Lummi and Nooksack peoples. The "Socio-ecology and Reconcili-action in the Northern Salish Sea" course wove together Land-based learning and relationship-building to engage students in reconciliation. We worked specifically with the ɬaʔəmen (Tla'amin) Nation, located in British Columbia, and included classroom and virtual work in Bellingham and a field trip to the Nation's traditional territory near qathet Regional District (so called Powell River). Two settler students and a settler instructor reflect on the course through a series of reflexive vignettes culminating in a list of learning commitments: to learn from a diversity of peoples, especially Indigenous community members; to learn with gratitude, respect, and reciprocity, and without fear of making mistakes; and to actively apply our knowledge to further reconciliation and decolonization. These commitments are offered as a starting point for other members of the higher education community who recognize their responsibility to advance reconciliation and decolonization.

Labinal, G. (2025). ***Habiter les espaces d'apprentissages. Une (micro)géographie des spatialités à l'école et à l'université. Mémoire pour l'habilitation à diriger des recherches : volume 1 (inédit)*** (Thesis, Université de Caen Normandie). Consulté à l'adresse https://hal.science/tel-05073575
Le volume scientifique « inédit » de cette habilitation à diriger des recherches propose une analyse géographique de la manière dont les espaces d'apprentissages sont habités. La première partie contextualise et justifie les choix d'une étude portant sur le vécu de ces espaces, car celle-ci est incontournable pour rendre compte de leurs

propriétés, de l'appropriation de leurs formes et de la manière dont est produite la spatialité. La seconde partie détermine les fondements conceptuels et méthodologiques d'une analyse (micro)géographique articulant leurs dimensions matérielles, relationnelles et pédagogiques, en proposant l'étude couplée d'un espace vécu (pratiqué, ressenti) et conçu (réfléchi, représenté) sans s'enfermer dans cette dualité. S'il convient d'étudier les discours portant sur ces espaces en examinant les significations et les valeurs qui les désignent ou les qualifient pour comprendre les processus de hiérarchisation auxquels ils sont soumis, il importe aussi d'analyser les pratiques dont ils font l'objet en les observant et en documentant la relation entretenue, avec eux, par les usagers-habitants. Les deux dimensions de l'étude sont intégrées dans l'expérience spatiale des acteurs, siège d'une réalité mi-objective, mi-subjective que le programme de recherche propose d'appréhender en combinant des analyses représentationnelles, observationnelles et expérientielles.

l'éducation, Q. C. supérieur de, & Québec. Conseil supérieur de l'éducation. (2025). ***La complexité du système éducatif sous le regard du Conseil supérieur de l'éducation : rapport sur l'état et les besoins de l'éducation 2023-2025***. Consulté à l'adresse https://www.cse.gouv.qc.ca/wp-content/uploads/2025/02/50-0811-RF-complexite-systeme-educatif.pdf

Dans un contexte où les systèmes éducatifs nationaux se sont complexifiés, le gouvernement du Québec a besoin plus que jamais d'organismes indépendants qualifiés pour le conseiller en prenant en considération le contexte d'une société contemporaine plurielle. Le Conseil supérieur de l'éducation a joué ce rôle durant 60 ans, grâce à son regard transversal sur l'ensemble du système éducatif québécois. Par ce rapport, il souligne la complexité croissante de ce dernier à travers le temps et pose un regard unique sur cette complexité. Ce rapport formule quatre grandes orientations destinées à guider la réflexion sur l'éducation dans les prochaines années et à encourager la collaboration entre le Conseil de l'enseignement supérieur et l'Institut national d'excellence en éducation, lors de leur entrée en fonction, afin de conserver la richesse d'un regard transversal sur l'ensemble du système éducatif.

Li, X. yi. (2025). ***L'internationalisation de l'enseignement supérieur chinois: données, cadres politiques et vécus des étudiants internationaux***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-internationalisation-de-l-enseignement-superieur-chinois/78554?utm_campaign=2025/04/09%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveaut%C3%A9s%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic

Devant l arrivée annuelle de milliers d étudiants venant du monde entier, les universités chinoises engagent des réformes majeures pour se moderniser.À travers une analyse des politiques éducatives, des cadres institutionnels et des expériences vécues par des étudiants, cet ouvrage offre une perspective détaillée sur les défis auxquels sont confrontés les jeunes dans un système éducatif vaste et complexe. Il illustre également les implications des divers contextes géographiques et institutionnels qui façonnent l expérience étudiante en Chine.En s appuyant sur des recherches menées en Chine, l auteure pose un regard nouveau sur l organisation des établissements chinois et met en lumière les dynamiques en jeu dans l adaptation des étudiants à la vie universitaire

chinoise. Cette réflexion apporte des clés pour comprendre la situation des étudiants internationaux au sein du système universitaire chinois

Li, Z., & Zhang, W. (2025). **Technology in education: Addressing legal and governance challenges in the digital era**. *Education and Information Technologies*, *30*(7), 8413-8443. https://doi.org/10.1007/s10639-024-13036-9
In the swiftly changing realm of education, technology serves as a key instrument in transforming the methods of teaching, learning experiences, and educational outcomes. Legal and governance issues, integral to maintaining order and justice in societies, are equally pertinent in the realm of education. The digital age introduces concerns like cybersecurity, data protection, and the need for adaptive cybercrime legislation, all of which intersect with the integration of technology in education. As technology advances, legal frameworks must adapt to regulate emerging technologies within educational settings. A collaborative effort is essential to address these issues, requiring continuous review and adaptation of legal frameworks to meet evolving challenges. This research explores the complex aspects of the legal and governance challenges emerging from the integration of Artificial Intelligence (AI), Big Data (BD), and Blockchain (BC) technologies and their influence on education. Employing a quantitative research approach, data were gathered from a diverse pool of 347 professionals, including legal experts, cybersecurity specialists, and AI researchers in China. The research methodology integrated SPSS and Smart PLS3 for robust statistical analysis. The findings illuminate legal challenges, regulatory gaps, ethical concerns, and emphasize the pivotal roles of cross-border collaboration and adaptive regulatory approaches in navigating the complexities of converging technologies. The novelty of this study is rooted in its thorough investigation of the complex legal and governance aspects related to the merging of AI, BD, and BC. This research contributes to both advancing academic understanding and offering practical applications for policymakers, industry professionals, and researchers engaged in shaping the regulatory landscape of these transformative technologies.

Mahmud, M., Sawada, Y., Seki, M., & Takakura, K. (2025). **Self-learning at the right level, COVID-19, school closure, and non-cognitive abilities**. *Economics of Education Review*, *107*, 102657. https://doi.org/10.1016/j.econedurev.2025.102657
The COVID-19 pandemic and associated school closures exacerbated the global learning crisis, especially for children in developing countries. Teaching at the right level is gaining greater importance in the policy arena as a means to recover learning loss. This study forms part of an emerging body of work to examine the long-term effects of experimental educational interventions. In particular, we investigate the long-term effects of Kumon's "self-learning at the right level" program, which was previously found to be effective in the short run in improving both the cognitive and non-cognitive abilities of disadvantaged students in Bangladesh. We revisit these students almost six years after the intervention followed by COVID-19 school closures. The program's impact on non-cognitive abilities seems to remain perceptible, whereas its effect on cognitive abilities might have been attenuated. This suggests that such individualized self-learning interventions can effectively sustain students' non-cognitive abilities amid academic disruptions.

Martell, C. C., Harris, L. M., Carmichael, J., Lee, J., & Chalmers, J. P. (2025). **A Multistate Critical Policy Analysis of Social Studies Standards Committee Processes**. *American Journal of Education*, *131*(3), 397-423. https://doi.org/10.1086/734976
Purpose: This study examined the policy processes that occurred during the creation of social studies state standards across 18 states and the District of Columbia. Research Methods/Approach: Using a critical education policy studies approach, researchers analyzed policy documents, media reports, and interviews with state standards panel participants about state social studies standards development processes. Findings: (1) States had varying levels of internal and external transparency. Many involved partisan control over the standards' development, with state education agency (SEA) specialists having a clearer understanding of the process than educators. (2) Although all states had standards development committees composed of stakeholders, usually including educators, they varied in the processes used to develop standards. Language across states about timelines and committee compositions varied and was often vague or imprecise. (3) Educators generally had far less power and influence on the final standards compared with SEA specialists and politicians in the process. (4) Although the inclusion of politicians and special interest groups in the standards development process does have an important democratic role, they could also be disruptive to the work of educators on committees and sometimes had a direct effect on what content was eventually included or excluded. Implications: If state educational standards are to have a positive influence on classrooms, teachers should have trust that they are high quality and that fellow educators had a major role in their creation. Yet the actual role of educators in these processes is questioned, especially if they have their work undone by politicians or special interest groups.

Mary, K., & Goudiaby, J. A. (2025). **Universités privées à Dakar : des pôles éducatifs arrimés aux ressources de la ville-centre**. *Revue internationale d'éducation de Sèvres*, (98), 73-82. https://doi.org/10.4000/13wig
À Dakar, les universités privées se développent en s'appuyant sur les ressources de la ville-centre, en particulier autour de l'Université Cheikh Anta Diop. Elles dépendent largement des enseignants du secteur public et bénéficient des infrastructures urbaines. Le quartier du Point E est devenu un véritable pôle éducatif grâce à cette concentration d'établissements, profitant de son accessibilité, de son attractivité résidentielle et participant à la transformation urbaine du quartier. Cette implantation stratégique permet d'attirer des étudiants issus des classes moyennes et supérieures, tout en renforçant l'image des établissements. Parallèlement, un projet planifié de pôle éducatif en périphérie de Dakar, à Diamniadio, peine à s'imposer, faute d'infrastructures suffisantes et d'un ancrage dans un tissu universitaire et urbain dense. Ces établissements privés sont non seulement des acteurs éducatifs, mais aussi des acteurs de la recomposition urbaine.

Matthiasdottir, A., Audunsson, H., Dagiene, V., Rouvrais, S., Barus, A., & Proches, C. G. (2024, septembre 2). ***Examining best practices in curriculum design: insights for engineering education***. 727. Consulté à l'adresse https://imt-atlantique.hal.science/hal-05066624
Higher education must be prepared for the ever-changing needs of the world to ensure that future engineers receive extensive training and are equipped to provide significant contributions to both the workforce and society. It is important for higher education leaders to be aware of the need for regularly reviewing curriculum and take part in

development to ensure quality improvement. Engineering education needs to be up to date and driven by the need to prepare graduates for the challenges posed by rapidly changing technology, industry, and society. This paper specifically aims to identify best practices for curriculum design in engineering education. Data was collected through the exchange of engineering and business curricula among members participating in the DECART project (DECART 2022). The shared curricula underwent critical examination based on key features related to curriculum components. The analysis included reflection and feedback from project partners. The findings hold significance for engineering educators in various contexts, offering insights into curriculum transformation, agility, and resilience amidst increasingly Volatile, Uncertain, Complex, and Ambiguous (VUCA) environments, which continue to influence engineering education and higher education.

Miller, C. E., & Phillips, M. (2025). **Long-Term Consequences of Early Access to Educational Opportunity**. *American Educational Research Journal*, *62*(3), 651-686. https://doi.org/10.3102/00028312251331023
This paper examines the long-term consequences of tracking in middle school. Using longitudinal administrative data from a large, urban school district and regression and quasi-experimental matching methods, we find that students who had the opportunity to take advanced math earned higher math test scores, completed more rigorous high school coursework, and were more likely to attend a four-year college. These effects largely hold across student subgroups and are relatively robust to omitted confounders. We explore some mechanisms underlying the short-term effects of taking advanced math and conclude that differences in classroom composition, rather than differences in teachers, help explain these effects. We conclude by discussing the implications of these results for efforts to improve educational equity.

Mills, K. A., Cope, J., Scholes, L., & Rowe, L. (2025). **Coding and Computational Thinking Across the Curriculum: A Review of Educational Outcomes**. *Review of Educational Research*, *95*(3), 581-618. https://doi.org/10.3102/00346543241241327
Teaching coding and computational thinking is an emerging educational imperative, now embedded in compulsory curriculum in the United States, Finland, the UK, Germany, Belgium, the Netherlands, New Zealand, and Australia. This meta-synthesis of 49 studies critically reviews recent international research (2009–2022) of coding and computational thinking as core and integrated across the curriculum. It addresses four essential problems: (a) What are the key features of learning environments that successfully develop students' coding and computational thinking? (b) What is the impact of student engagement in coding and computational thinking on learning outcomes across curriculum areas? (c) What pedagogical constraints are evident for coding and computational thinking, including across curriculum areas? and (d) Which conceptual frameworks support coding and computational thinking, and what has been marginalized or excluded? The review advances knowledge of coding and computational thinking—vital to guide and develop future AI-based solutions to real-world problems that challenge disciplinary boundaries.

Mirhosseini, S.-A., & and De Costa, P. I. (2025). **Critical English medium instruction: problematising neocolonial language dominance**. *Pedagogy, Culture & Society*, *33*(3), 1111-1127. https://doi.org/10.1080/14681366.2024.2382260

English medium instruction (EMI) and critical language education are both relatively established areas of education and scholarship. While the booming trends of EMI have generally foregrounded the technical aspects of instruction and the related linguistic challenges, the ongoing development of EMI theory, research, policy, and practice can be further integrated with critical views. Although a stream of EMI research based on critical perspectives does already exist, there is still a considerable place for more serious critical engagements in this area. Therefore, in this paper we argue for the development of 'Critical EMI' praxis that embraces criticality in an explicit, inclusive, and coherent manner. Considering that EMI is a still emerging phenomenon in many contexts, we argue that this is the right time for endeavouring to help it grow as a sociopolitically sensitive area in essence while it is developing roots. We highlight issues of ideology, policy, identity, social justice, and the politics of English as five essential aspects of criticality in Critical EMI and further discuss some of the insights that it can offer in encountering the neocolonial spread and dominance of English.

Nafaa, N., & Maaoui, M. (2025). **Les écoles, de nouvelles aménités urbaines aux États-Unis ?** *Revue internationale d'éducation de Sèvres*, (98), 65-72. https://doi.org/10.4000/13wif
Marquées par des décennies de ségrégation, puis de déségrégation, les écoles font, depuis une cinquantaine d'années, l'objet d'un regain d'intérêt aux États-Unis, car elles sont perçues comme une aménité urbaine visant à retenir et à attirer de nouvelles populations en ville, au travers de la diversification de l'offre. Désormais, l'éducation au sens large – de la petite enfance à l'université – participe des politiques municipales d'attractivité territoriale, mettant en lumière une nouvelle fabrique des territoires urbains à l'échelle locale. Ces politiques, si elles s'inscrivent largement dans les réformes d'inspiration néolibérale visant à déréguler les liens entre les écoles et les territoires, témoignent aussi, dans certains cas, du raffermissement de ces liens dans les quartiers les plus en déshérence.

Noreus, W. (2024). ***Évolutions socio-économiques et éducatives chez les Afro-descendants dans le nouveau monde : les cas des États-Unis et de la Jamaïque de 1960 à 2016*** (Phdthesis, Université des Antilles). Consulté à l'adresse https://theses.hal.science/tel-05089178
Cette thèse porte sur le fardeau résultant du choc provoqué par la violente rencontre entre les mondes européen, américain et africain à travers les phénomènes de colonisation, d'esclavage, de déshumanisation et la question des races en Amérique à partir de 1492. Ce pan d'histoire de l'humanité a encore un impact négatif non seulement sur les relations interethniques aux États-Unis post-ségrégationnistes et dans la Jamaïque postcoloniale, mais surtout sur la situation actuelle et l'avenir des Afro-Américains et des Afro-Jamaïcains.Encore de nos jours, le passé colonial, esclavagiste et ségrégationniste de ces deux sociétés en question entrave l'émancipation multiple des masses afro-descendantes. Le droit à l'égalité et à l'équité des chances se révèle loin d'être une réalité pour tous. L'égalité réelle leur fait grand défaut en matière d'accès à l'éducation de qualité et aux opportunités sociales et économiques offertes par une société dominante à caractère eurocentré.

O'Grady, K., Tao, Y., & Elez, V. (2025). ***Measuring Up: Canadian Results of the OECD PISA 2022 Study. The Performance of Canadian 15-Year-Olds in Financial Literacy*** (p. 113). Consulté à l'adresse CMEC website:

https://cmec.ca/Publications/Lists/Publications/Attachments/445/PISA_2022_Financial_Literacy_Report_EN.pdf

Omeh, C. B., Olelewe, C. J., & Hu, X. (2025). **Application of artificial intelligence (AI) technology in tvet education: Ethical issues and policy implementation**. *Education and Information Technologies*, *30*(5), 5989-6018. https://doi.org/10.1007/s10639-024-13018-x
The adoption of generative AI in educational process carries both potential advantages and risks hence there is a need for ethical principles to guide its adoption in education. A population of 443 TVET educators, including 325 male and 118 female, was selected for this study using a mixed research design from the seven TVET public institutions in south-eastern Nigeria. The study was guided by three research questions and three null hypotheses. The instruments used for data collection were a structured questionnaire and a guided interview developed by the researchers in line with the research questions. The Cronbach Alpha reliability test, which produced a reliability index of 0.9, was used to determine the internal consistency. Mean, standard deviation, factor loading and t-test were used to evaluate the data, and an independent t-test with a significance level of 0.05 was used to test the null hypotheses. The findings of the study indicated that TVET educators agreed that AI technology is an effective educational technology, there is a need for ethical principles to ensure data privacy, data integrity, data reliability, data transparency and data accuracy are not compromised. Also, TVET educators agreed that the adoption of AI technology in the educational process improves academic performance, increases learning engagement, and supports classroom inclusion and personalized learning. It was recommended that tertiary institutions broaden their current AI policies in light of the findings of this study to support the successful integration of AI technology into the educational process.

Omoya, O., Jacob, U. S., Odeyemi, O. A., & Odeyemi, O. A. (2025). **Exploring perspectives: a scoping review of the challenges facing doctoral training in Africa**. *Higher Education*, *89*(4), 1103-1127. https://doi.org/10.1007/s10734-024-01264-4
Given the growing demand to produce PhD holders in Africa, it is crucial to grasp the intricacies faced by PhD candidates. This review aimed to synthesise the existing studies that explore the perspectives of candidates pursuing or completing a PhD in Africa. In conjunction with the Joanna Briggs Institute (JBI) methodology for scoping reviews, a scoping review guide developed by Arksey and O'Malley (2005) was used. Multiple databases were searched, including EBSCO Host, Scopus, EMBASE, the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline (Ovid), and Google Scholar. Of the 51 articles that were retrieved, 12 were included in the review from various African countries. All articles were screened for quality before inclusion. The studies explored the types and characteristics of the included articles. The studies were descriptively mapped using qualitative content analysis, which revealed five themes: the sociodemographic profile of the PhD candidates, funding, resources and training, supervision experiences, and coping mechanisms. There is evidence on sociodemographic characteristics, challenges posed by funding, inadequate resources, and supervisor–candidate relationships, the research addressing why African candidates are studying at a later age, gender-specific environmental and cultural barriers, and coping strategies used during candidature is comparatively limited. Consequently, further investigations in these areas are crucial to better support PhD candidates in Africa.

O'Sullivan, S., Kenny, L., Ó Tuama, S., Browne, N., Barrett, D., & Duke, K. (2025). **Collaborer avec les écoles des communautés défavorisées : le cas des quartiers apprenants à Cork, Irlande** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 103-113. https://doi.org/10.4000/13wij
Cet article présente les initiatives du programme Villes et quartiers apprenants menées avec les écoles des communautés défavorisées à Cork, deuxième ville d'Irlande, pour lutter contre la persistance de la stratification et des inégalités des chances et des résultats en matière d'éducation. À travers une approche de développement communautaire, les villes et quartiers apprenants œuvrent pour susciter des collaborations entre les différents secteurs en charge de l'apprentissage, notamment les écoles primaires et secondaires, les associations communautaires et les établissements d'enseignement professionnel et supérieur. L'article décrit l'approche ascendante et collaborative des quartiers apprenants et montre comment de réels partenariats entre les organisations et les communautés impliquées dans l'apprentissage peuvent être développés, afin de favoriser les opportunités d'apprentissage et les trajectoires vers l'enseignement professionnel et supérieur.

Ouzoulias, P. ***Étendre la loi de 2004 aux établissements privés sous contrat avec l'État***. , (2025). https://www.senat.fr/dossier-legislatif/ppl24-654.html
Proposition de loi visant à étendre aux établissements privés sous contrat avec l'État les dispositions de la loi de 2004 encadrant le port de signes religieux

Partenariat mondial pour l'éducation. (2025). ***Rapport annuel 2024*** (p. 37). Consulté à l'adresse GPE Transforming Education website: https://assets.globalpartnership.org/s3fs-public/document/file/2025-04-rapport-annuel-2024-rev1.pdf?VersionId=J7RubXcaAe.C39tnCdoqP9.WuYVR9Dd7

PEDRO, F., & MENDIGUTXIA, A. (2025). ***The role of higher education in national artificial intelligence strategies: a comparative policy review***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000392047_eng?posInSet=4&queryId=N-EXPLORE-67aae876-6740-4f82-9fdd-b6872ec0a3c8
Ce rapport propose une analyse exploratoire du rôle joué par les universités et les systèmes d'enseignement supérieur dans le cadre des stratégies nationales d'intelligence artificielle (IA). La première section explore le paysage mondial des stratégies nationales et des initiatives liées à l'IA dans différentes régions. Elle évalue leur durée, leur adaptabilité et leurs premiers résultats, et examine la croissance exponentielle des initiatives d'IA dans les différentes régions. L'analyse souligne l'importance des partenariats internationaux comme élément fédérateur du développement de l'IA. La deuxième section se penche sur l'utilisation stratégique de l'enseignement supérieur dans les stratégies nationales d'IA. Elle examine comment les établissements d'enseignement supérieur contribuent au développement de talents spécialisés, à l'avancement de la recherche en IA et à l'élaboration de cadres éthiques et réglementaires. Le rapport se conclut par un ensemble complet de remarques identifiant diverses approches politiques dans les domaines clés explorés tout au long de l'étude.

Pelhate, J. (2023). **Faire alliance pour penser l'éducation inclusive ? Rôles professionnels et place des parents dans la construction des trajectoires scolaires en contexte genevois**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 77-98. https://doi.org/10.3917/lsdle.561.0077

Phillippo, K., Power, C., Leo, M., & Piazza, P. (2025). **How Policy Positionality Helps Explain Policy That Does Not Fit Students**. *American Journal of Education*, *131*(3), 303-330. https://doi.org/10.1086/734908
Purpose: By comparing concurrent youth and adult engagement in the same policy change process, we sought to inform efforts to substantively and productively involve youth policy actors in education policy formation. This study extends upon a robust research base centered on youth-specific policy activity. Research Methods/Approach: Using comparative case study methods, we identified and analyzed youth and adult engagement in selective public schools (SPS) admissions policy change in "Metropolis School District." Members of our diverse research team—students spanning from high school through doctoral levels, an active policy professional, and a university professor—interviewed student and adult policy actors and analyzed public documents. Findings: Gulfs between actors' experience positionality and policy formation positionality contributed to the adoption of policy that failed to match student-framed policy needs. Youth policy actors more directly experienced the policy in question and advocated for changes that would shape their schooling experiences. Yet they were structurally distanced from, marginalized within, and at times excluded by district policy formation structures and processes. Conversely, although adults had more distant SPS admissions experience positionality, their policy formation positionality was one of far more direct influence amid policy discourse that centered on adults. Implications: These findings inform the discussion of pathways toward fuller student policy engagement. We provide evidence of the powerful impact that relative policy positionalities have on policy formation. We also contribute data that distinguish forms of youth policy activity from district-sanctioned, adult-centered policy activity. Informed by these findings, we suggest ways for policy makers to authentically incorporate youth voice.

Paccaud, O. **Pour suite à donner à l'enquête de la Cour des comptes, transmise en application de l'article 58-2° de la LOLF, sur l'éducation prioritaire, une politique publique à repense**r. (2025). Consulté 28 mai 2025, à l'adresse Sénat website: https://www.senat.fr/rap/r24-575/r24-575.html

Proches, C. G., James, A., Kanyangale, M., Waldeck, R., Auðunsson, H., & Rouvrais, S. (2024, septembre 26). ***Unpacking curriculum transformation in Higher Educational Institutions in a volatile, uncertain, complex and ambiguous (VUCA) world: Insights from the DECART project***. Présenté à iSoTL 2024: 2nd Innovations in the Science of Teaching and Learning Conference. Consulté à l'adresse https://imt-atlantique.hal.science/hal-05066597
The COVID-19 pandemic significantly impacted Higher Education (HE), creating extreme volatility, uncertainty, complexity and ambiguity (VUCA) and highlighted the necessity for the HE system to be crisis-ready, agile and adaptable. The multiple disruptions facing HEIs posed unprecedented challenges for leaders and highlighted the necessity for curriculum transformation to ensure responsiveness in a VUCA world. The aim of this qualitative research study is to identify the disruptions impacting HEIs with respect to curriculum, and then critically explore what curriculum transformation entails. The 'what', 'why', 'how' and 'when' of curriculum transformation is unpacked. To collect data, a virtual workshop of academics from IMT Atlantique (France), Reykjavik University (Iceland), Vilnius University (Lithuania), RWTH Aachen University (Germany), Del Institute of Technology (Indonesia), and the University of KwaZulu-Natal (South Africa), who are

project partners in the Designing Higher Education Curricula for Agility, Resilience and Transformation (DECART) research and innovation project funded under the European Commission's ERASMUS+ programme, was conducted. The workshop was held in May 2024. Participants were purposively selected from the project partner universities. In the DECART project, the sharing of innovative curricula and their VUCA properties is central, as well as developing curriculum cooperation modes that are resilient, and ultimately strengthening leadership capabilities for driving curriculum transformation. The aim is to also disseminate innovative curricula structures, curriculum design methods and leadership tools. The focus group data collected through the workshop was analysed using thematic analysis. The findings highlight that disruptions experienced by the participants with respect to curriculum, include pandemics, natural hazards, digitilization, and generative Artificial Intelligence (AI). The diverse and complex understandings of curriculum transformation include innovation, adaptation, technology integration, and changes to be better. The findings provide insights for HE curriculum and programme designers, and leaders.

Proches, C. G., Kanyangale, M., James, A., Barus, A., Rouvrais, S., Waldeck, R., … Lemke, C. (2025, juin 2). ***Stakeholder analysis for curriculum transformation in higher engineering education***. Présenté à CDIO 2025: 21st International CDIO Conference: "forging connections: synergies for a sustainable future". Consulté à l'adresse https://imt-atlantique.hal.science/hal-05064399
Curriculum transformation in Higher Educational Institutions (HEIs) is critical to ensure preparedness and responsiveness in an unpredictable world. The research exploring stakeholders' roles and responsibilities in curriculum transformation in HEIs, drew on data generated from a hybrid workshop with partners in an international project. The results highlight the diverse key stakeholders involved in curriculum transformation, and how critical it is to involve them in this complex and dynamic process. The participation of stakeholders is emphasised in several CDIO standards, and their intense engagement is important when considering curriculum transformation.

Projections des effectifs dans l'enseignement supérieur pour les rentrées de 2024 à 2033. (2025). *Note d'Information du SIES*, (25.07), 1-10. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2025-05/ni-sies-2025-07-36873.pdf
Sous l'effet d'une faible dynamique démographique, l'effectif total étudiant ne connaîtrait qu'une croissance modérée jusqu'en 2030, pour se stabiliser autour de 3,1 millions d'inscrits.

Qoussous, F., & Skaff, S. (2025). ***Navigating the future of AI in education and education in AI. How governments can forge more effective and equitable learning systems and develop workforces with future-ready skills*** (p. 41). Consulté à l'adresse EY website: https://www.ey.com/en_eg/insights/education/how-to-navigate-the-future-of-ai-in-education-and-education-in-ai
Explore how AI can revolutionize education, enhance learning experiences and equip students for success in an AI-driven world.

Raingeaud, F. (2023). **Savoir rouler à vélo et 30 minutes d'activité physique quotidienne : nouvelle politique néo-managériale dans la lutte contre la sédentarité à l'école**

élémentaire. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 53-71. https://doi.org/10.3917/lsdle.563.0053

Richard-Bossez, A., & Rubi, S. (2025). **La territorialisation des politiques éducatives en France : l'exemple des cités éducatives**. *Revue internationale d'éducation de Sèvres*, (98), 115-125. https://doi.org/10.4000/13wik
Cet article interroge les relations école-territoires au prisme du programme des cités éducatives déployé en France depuis 2019. Dans une première partie, la place des cités éducatives est analysée dans le contexte du mouvement de territorialisation des politiques éducatives qui se développe depuis les années 1980. La deuxième partie examine ce que les cités éducatives révèlent des transformations de la place de l'État dans la régulation des politiques éducatives territorialisées. Enfin, la dernière partie s'intéresse à deux territoires accueillant des cités éducatives, pour mettre en évidence la façon dont cette politique nationale s'opérationnalise à l'échelle locale et les tensions territoriales qui y apparaissent.

Roh, D., Yoo, J., & Ok, H. (2025). **Mapping digital literacy in language education: A comparative analysis of national curriculum standards using text as data approach**. *Education and Information Technologies*, *30*(5), 6287-6313. https://doi.org/10.1007/s10639-024-13056-5
The need to integrate digital literacy into curricula as a fundamental skill set for navigating the complexities of the digital age has increased. This study aims to explore how knowledge and skills of digital literacy present in language arts standards and what elements of digital literacy are emphasized. To achieve this, we used text mining analysis and European Union's digital literacy framework to analyze on the recent revisions of curriculum standards in Ontario, Canada, Australia, and South Korea. The research findings are as follows: Firstly, keyword network analysis revealed that in all three countries, the centrality of keywords related to digital literacy was not high, and there was a weak connection among these keywords. Secondly, when contrasting the results of topic modeling with the EU Framework, it was observed that Ontario, Canada, and South Korea prominently emphasized the « Information and data literacy » and « Communication and collaboration » elements, while Australia emphasized the « Digital content creation » element. Lastly, comparing the results of topic modeling on pre and post-revised curricula of Australia and South Korea, it was evident that societal awareness and discourse regarding digital literacy were well-reflected and revised in the standards. Based on these findings, this study suggests the need to integrate digital literacy-related elements more closely with traditional literacy skills within the curriculum, ensure a balanced approach across both cognitive and socio-emotional domains of digital literacy, and consider incorporating integrating digital literacy-in-use into students' learning experiences.

Roy, E. (2024). **Les enseignements artistiques pour advenir au monde (vol. 2)**. *Nouveaux cahiers de la recherche en éducation*, *26*(3), 1-6. https://doi.org/10.7202/1116388ar
Ce numéro constitue le second volet d'un dossier thématique dédié aux enseignements artistiques et à leur contribution au développement des compétences transformatives et psychosociales. Il réunit de nouvelles contributions qui enrichissent les discussions et approfondissent les questionnements sur le rôle des pratiques artistiques dans l'éducation au XXIe siècle. Ce second volume s'organise autour de pratiques artistiques, allant de la danse à l'école primaire aux arts plastiques dans des projets intergénérationnels, en

passant par des dispositifs tels que la photographie dans l'enseignement agricole. Il s'intéresse également à des dispositifs pédagogiques novateurs comme le spectacle-recherche, les dynamiques des images dans l'éducation artistique ou des approches d'éco-éducation artistique en arts plastiques. À travers des méthodologies diversifiées, analyses qualitatives, les articles étudient des dispositifs pédagogiques, tels que l'analyse des moments d'émerveillement en danse pour saisir les apprentissages émotionnels et sociaux.

Rufin, D. (2023). **L'école inclusive qui divise. Développement et mise en œuvre de la logique inclusive dans l'enseignement primaire d'Europe francophone**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 121-140. https://doi.org/10.3917/lsdle.561.0121

Sakata, N., Bremner, N., & Bórquez-Morales, L. S. (2025). **The Nueva Escuela Mexicana reform in Mexico: Promises and tensions in revaluing the people's Mexico**. *International Journal of Educational Development*, *116*, 103295. https://doi.org/10.1016/j.ijedudev.2025.103295
The Nueva Escuela Mexicana (NEM)—an education reform implemented in Mexico since 2023—represents a departure from previous neoliberal education reforms, emphasizing inclusion and diversity cultivated through active and project-based learning. As one of the first large-scale qualitative studies on the NEM, this study aimed to situate the reform within the experiences and challenges faced by educational stakeholders in Mexico, and to consider whether and how the reform may or will have contributed to addressing them. We carried out a total of 79 semi-structured individual and group interviews with various educational stakeholders in the three states of Nuevo León, Hidalgo, and Chiapas. The NEM was seemingly accepted by many participants because it helped "rescue" Mexican traditions and cultures, by contextualizing teaching and learning in their localities, and through the increased autonomy granted to teachers. However, several participants expressed their confusion about the potentially excessive flexibility in the NEM's curriculum and pedagogy. The NEM also seemed to accompany a risk of "reverse discrimination," as some people may not always have related so closely to the emphasis on Indigenous Languages and cultures. The article concludes with policy recommendations for the NEM, as well as for reforms implemented in similar contexts.

Sanga, K., & Reynolds, M. (2025). **Les relations entre l'école et la communauté aux Îles Salomon : le point de vue des responsables éducatifs** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 149-160. https://doi.org/10.4000/13win
Cet article décrit les activités de négociation des responsables d'école dans l'archipel des Îles Salomon. En Mélanésie, les domaines de la kastom, de l'Église et des institutions rivalisent d'influence. Étant positionnés au cœur des communautés locales, les chefs d'établissement doivent négocier avec les responsables de la kastom et de l'Église dans l'intérêt de leur école. Des relations étroites entre l'école et la communauté sont vitales pour l'épanouissement de toutes les personnes concernées. La kastom constitue ainsi un socle sur lequel bâtir et entretenir des relations. L'urbanisation et la mondialisation peuvent cependant avoir pour effet de saper l'harmonie entre l'école et la communauté. L'article analyse le rôle des responsables d'école, au prisme du leadership dans un contexte de turbulences. Il met en évidence leur esprit de collaboration et leur sens de la collectivité, deux facteurs primordiaux pour une éducation durable et résiliente.

Schiff, K. J., & Peskowitz, Z. (2025). **Assessing the Impact of Informational Interventions on Perceptions of School Quality**. *American Educational Research Journal*, *62*(3), 572-610. https://doi.org/10.3102/00028312251315740
Perceptions of school quality affect many aspects of education policy and politics. Using two randomized survey experiments, we studied the factors that individuals use to evaluate school quality. Our surveys included two novel components: text analysis of open-ended responses and videos highlighting different perspectives on assessing school quality. While we found that individuals respond most strongly to test scores, we also found that a video explaining how standardized testing imperfectly reflects student learning led attentive respondents to reduce reliance on achievement status and to increase attention to growth. The results suggest that informational interventions may affect how individuals interpret school performance data. Yet, we also found evidence of political polarization and preferences for school characteristics not in standard reporting.

Setren, E. (2025). ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Program*** (Working paper N° 33623). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33623
Over sixty years following Brown vs. Board of Education, racial and socioeconomic segregation and lack of equal access to educational opportunities persist. Across the country, voluntary desegregation busing programs aim to ameliorate these imbalances and disparities. A longstanding Massachusetts program, METCO, buses K-12 students of color from Boston and Springfield, Massachusetts to 37 suburban districts that voluntarily enroll urban students. Supporters of the program argue that it prepares students to be active citizens in our multicultural society. Opponents question the value of the program and worry it may have a negative impact on suburban student outcomes. I estimate the causal effect of exposure to diversity through the METCO program by using two types of variation: difference-in-difference analysis of schools stopping and starting their METCO enrollment and two-stage least squares analysis of space availability for METCO students. Both methods rule out substantial test score, attendance, or suspension effects of having METCO peers. Classroom ability distribution and classroom suspension rates remain similar when METCO programs start and stop. There is no negative impact on college preparation, competitiveness, persistence, or graduation.

Seveno, R., & Tanguy, E. (2025, mai 20). ***Mise en oeuvre de la comodalité dans un enseignement de 1 ère année à l'Université***. Présenté à QPES Questions de Pédagogie dans l'Enseignement supérieur. Consulté à l'adresse https://nantes-universite.hal.science/hal-05083925
Cet article explore la mise en place de la comodalité dans un cours universitaire de première année. La comodalité permet aux étudiants de choisir entre présentiel et distanciel, offrant ainsi plus de flexibilité. Les résultats montrent un fort taux de satisfaction et des taux de réussite comparables à ceux des modalités traditionnelles.

Shahjahan, R. A., Kabir, A. H., & Niloy, N. (2025). **The role of geopolitics of knowledge in the mediatization of global university rankings**. *Higher Education*, *89*(4), 1061-1079. https://doi.org/10.1007/s10734-024-01261-7
While worldwide media increasingly cover and follow global university rankings' (GURs) results, a concerted attempt to offer a relational knowledge/power lens underlying the

mediatization of GURs remains absent. Drawing on Walter Mignolo's (2011) "geopolitics of knowledge" concept, we analyzed the Bangladeshi national media's coverage of Times Higher Education and Quacquarelli Symonds Ltd. rankings (between 2019 and 2021). Amid a globalized media terrain, we illuminate how the geopolitics of knowledge helps foreground ranking logics in national HE (higher education) policy discourse at the periphery of GURs outcomes (e.g., Bangladesh) through the mediatization process. We first show how Bangladeshi media foregrounds GURs as a barometer of quality and accountability to comment on the Bangladeshi HE sector's deficits. We next demonstrate how Bangladeshi media privileges particular knowledge and authors' experiences, thus furthering interlocal or transnational hierarchies to help recontextualize GURs in the local context. We argue that national media perpetuates the geopolitics of knowledge via GURs coverage and authorship, allowing ranking logics to be mediatized and foregrounded in national HE policy discourse in a Global South context.

Sianturi, M., Lee ,Jung-Sook, & and Cumming, T. M. (2025). **Strengthening Indigenous parents' co-leadership through culturally responsive home-school partnerships: a practical implementation framework**. *Pedagogy, Culture & Society*, *33*(3), 823-846. https://doi.org/10.1080/14681366.2023.2272746
The momentum of the decolonising education movement has led many scholars to rethink the ongoing impacts of colonialism on Indigenous peoples and generate catalysts for change. Using the decolonisation lens, the aim of this phenomenological study was to investigate the barriers, outcomes, and enablers of effective collaboration between West Papuan parents and teachers. Results suggested that although they encountered many obstacles, both groups of participants still believed in the possibility of establishing sustainable, culturally responsive home-school partnerships. In addition, when teachers embraced West Papuan culture in home-school partnerships, it increased their professional skills, parents' agency, and self-efficacy, which in turn, enhanced children's learning outcomes and strengthened children's Indigenous identity. We offer a culturally responsive home-school partnership framework, developed from the bottom-up narratives of teachers and parents. The framework centres on three key strategies: culturally responsive communication, decolonising pedagogical practices, and emancipatory support.

Steiner-Khamsi, G. (2025). **Learning from elsewhere: A hundred years of policy learning revisited**. *PROSPECTS*. https://doi.org/10.1007/s11125-025-09722-2
This article discusses four significant changes in lesson drawing, policy learning, or policy borrowing. Thematically, the issue of educational expansion has preoccupied policy-makers worldwide for the past hundred years. They have been eager to learn from experiences elsewhere, initially how others decentralized the finance and management of schooling to enable universal access and later how they addressed the fallout of decentralization reforms, notably inequity and quality erosion. Regarding the modalities of policy learning, the 'travelling observer' has been replaced by myriad digital platforms that propagate best practices and 'actionable' policy recommendations. As a consequence of the decentralization of governance and finance and, in some countries, structural adjustment policies, the drivers of policy borrowing have shifted from ministries of education to a wide range of stakeholders, including ministries of finance, offices of presidents and prime ministers, and private foundations and businesses. Finally, changes in the objects of emulation or reference societies reflect a spatial reconfiguration of a special sort. Along with countries in the same geopolitical or cultural

space, the education systems of league leaders in international large-scale assessments, such as Finland, Korea, and Singapore, have become objects of policy attraction for both OECD and non-OECD countries.

Suante, P. K. (2025). **Le rôle des communautés locales pour maintenir l'éducation dans les zones de conflit en Birmanie** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (98), 161-171. https://doi.org/10.4000/13wio
Dans les écoles publiques de la Birmanie, le développement d'opportunités d'apprentissage durables et de services éducatifs alternatifs a grandement bénéficié du soutien des communautés locales. À la suite du coup d'État de 2021, les troubles politiques ont conduit près de la moitié de la population touchée par les conflits à rechercher des services éducatifs alternatifs pour leurs enfants. Le conflit a donc transformé le système éducatif centralisé birman en un système décentralisé ascendant. Sur la base d'expériences personnelles et de données publiées, cet article examine les implications du conflit et le rôle des communautés locales en termes de résilience éducative, en se concentrant sur l'État Chin. Il montre qu'une collaboration efficace entre les écoles et les communautés locales peut aider à relever les difficultés dans des zones en proie à des conflits et dotées de ressources limitées.

Sungwa, R. S. (2025). **Global perspectives on early childhood education policy: a bibliometric study**. *Cogent Education*, *12*(1), 2494460. https://doi.org/10.1080/2331186X.2025.2494460
This study conducts a bibliometric analysis to explore global trends and developments in early childhood education (ECE) policy research from 2014 to 2023. Drawing on 42,278 publications retrieved from the Dimensions research database, the study examines key metrics such as publication trends, influential authors, leading institutions and thematic priorities. Using VOSviewer, bibliometric networks were visualized to analyze co-authorship, co-citation patterns and keyword co-occurrences. The findings reveal the most prolific contributors, productive organizations and impactful journals in the field, alongside the influence of global events, such as the COVID-19 pandemic and the Sustainable Development Goals (SDGs). The results also highlight shifts in research themes, including the growing emphasis on inclusion, digital learning and social justice. By mapping knowledge networks and identifying research trajectories, this study offers valuable insights for academics and practitioners aiming to inform policy formulation and enhance the effectiveness of ECE systems. These findings provide a timely and critical resource for advancing equitable and inclusive education policies worldwide.

Taylor, M. A., Rucker, L., Hunt, V. H., & Kerr, B. (2025). **Ethnic/Racial Representation in Leadership Positions in US School Districts, 2002–2014: Are School Districts Achieving Parity?** *Social Science Quarterly*, *106*(3), e70036. https://doi.org/10.1111/ssqu.70036
Objective A representative public education workforce has substantive benefits for underserved groups. While research finds considerable differences in ethnic/racial representation among public bureaucrats, little research examines representation within the public education workforce. Methods We use US Equal Employment Opportunity Commission EEO-5 data to measure the levels of representation in public school district jobs among Blacks, Hispanics, and Whites (non-Hispanic). Results Based on the analysis of 4253 US districts for 2002 through 2014, we find Hispanic and Black underrepresentation among administrators, principals, assistant principals, and classroom teachers. Based on new-hire employees, we observe improvement in Black and Hispanic representation.

District size is related to representation for all racial/ethnic groups for all occupations, with larger districts employing higher proportions of Blacks and Hispanics, on average, than small districts. Conclusion Overall, Black and Hispanic employees are underrepresented in the public education workforce. We discuss the implications and persistence of underrepresentation.

Tchuindibi, L. (2024). ***Construction des pratiques d'accompagnement des éducatrices et éducateurs spécialisés en contexte d'inclusion scolaire au Québec***. Consulté à l'adresse http://hdl.handle.net/1866/40549

Le paysage scolaire québécois a été l'objet de nombreuses transformations au cours des dernières décennies. Une diversification de la population étudiante ainsi que des politiques favorisant de plus en plus l'accueil d'élèves ayant un handicap, des difficultés d'adaptation ou d'apprentissage (EHDAA) en milieu ordinaire ont conduit à une réorganisation des services. Des personnels de soutien technique et paratechnique (PSTP), dont font notamment partie les éducatrices et éducateurs spécialisés (ES) (LeVasseur et Tardif, 2005), ont alors été introduits pour accompagner ces élèves. Malgré le recours croissant à ces personnels dans les écoles, on remarque qu'à ce jour, on en sait encore très peu sur leur travail. L'objectif de la présente recherche est donc de comprendre comment les ES construisent leurs pratiques d'accompagnement en soutien à la réussite éducative des EHDAA, en contexte d'inclusion scolaire au Québec. Pour atteindre cet objectif, nous mobilisons un cadre conceptuel interactionniste symbolique, qui s'inscrit dans un paradigme interprétatif. Nous considérons les ES comme des actrices et acteurs sociaux compétents (Giddens, 1987) qui sont aussi des praticiennes et praticiens réflexifs (Schön, 1994). Nous nous intéressons à la façon dont ils développent leurs pratiques de façon individuelle et collective en interaction avec leurs collègues et leur environnement de travail (Becker, 2004). Pour ce faire, nous avons réalisé une recherche collaborative (Desgagné, 1997) avec six ES (du primaire et secondaire) et une conseillère pédagogique (CP), avec qui nous avons mené des entretiens individuels (n=6), permettant aux ES d'expliciter leur pratique individuelle; ainsi que des entretiens de groupe (n=5), afin de co-construire une analyse de leurs pratiques, du sens de celles-ci et des enjeux qu'ils rencontrent (Duchesne et Haegel, 2004). L'analyse s'est déroulée en deux phases : une première phase d'analyse thématique (Paillé et Mucchielli, 2021b) visait à produire une description fine des actions posées par les ES face aux situations qu'ils rencontrent; une deuxième phase d'analyse par catégories conceptualisantes (Paillé et Mucchielli, 2021a) visait quant à elle à dégager plusieurs dimensions sous-jacentes à la pratique des ES. Les résultats donnent à voir la diversité des actions que les ES posent pour soutenir l'intégration scolaire et sociale des EHDAA, leurs apprentissages, leur développement personnel et la gestion de leurs comportements. De surcroit, ils mettent en lumière le rôle que jouent les ES auprès du personnel enseignant et du service de garde, en leur apportant des conseils et des outils, tout en favorisant leur bien-être et leur disponibilité auprès des élèves. L'analyse fait également émerger plusieurs dimensions de la pratique des ES, notamment, les pratiques qu'ils jugent comme étant limitées; celles qu'ils développent de façon alternative, en jonglant avec les contraintes du milieu et les ressources dont ils disposent; celles qu'ils rejettent, car étant selon eux hors de leur champ d'expertise, ou entravant d'autres facettes de leur rôle; et finalement celles qu'ils rêvent de pouvoir mettre en place, afin d'apporter un meilleur soutien à la réussite des EHDAA. Cette recherche permet ainsi d'identifier plusieurs leviers pour favoriser le développement de la pratique des ES.

Teacher incentive reforms in Portuguese public education. (s. d.). Consulté 2 juin 2025, à l'adresse Portuguese Economy Research Report website: https://research.pej.pt/2025/03/teacher-incentive-reforms-in-portuguese-public-education/

Tournier, B., Godwin, K., Cameron, E., & Lugaz, C. (2025). ***Leveraging the potential of the middle tier to improve education outcomes: the role of a capacity assessment framework***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393642

training, U. U. I. centre for technical and vocational education and, & UNESCO. UNEVOC: International centre for technical and vocational education and training. (s. d.). ***Inclusion in TVET: a practical guide for formal, non-formal and informal TVET institutions***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393633

Malgré le potentiel d'autonomisation des groupes traditionnellement exclus, nombre d'entre eux sont encore confrontés à des obstacles systémiques qui entravent leur accès, leur participation et une transition harmonieuse vers le marché du travail. À l'échelle mondiale, la participation à l'enseignement et la formation technique et professionnels (EFTP) reste inférieure à 5 %. L'EFTP peut offrir un soutien ciblé et un développement des compétences, améliorant ainsi les perspectives d'emploi et les moyens de subsistance durables. Ce guide propose des stratégies concrètes pour bâtir des systèmes d'EFTP inclusifs. Il encourage la collaboration entre les ONG, les acteurs du secteur privé et les prestataires de services éducatifs. Il propose des outils pratiques et un cadre de mise en œuvre en cinq étapes, dont l'outil 4A (Disponibilité, Accessibilité, Acceptabilité, Adaptabilité). Il propose le recours à des projets pilotes comme point de départ d'une transformation institutionnelle globale en matière d'inclusion.

Tshimpi Wola, A., & Bisa Kibul, M. (2025). ***États généraux de l'enseignement supérieur et universitaire en RDC : rapport général et socioanthropologie des coulisses, résistances et perspectives de la réforme en République démocratique du Congo***. Consulté à l'adresse https://newsletters.harmattan.fr/t.htm?u=/e/3/59405/5293/961579/r16bzgjogsesbmgugzviiegspisayoabeze/r.aspx

Ce livre explore non seulement la réforme formelle des normes, mais aussi les normes officielles et officieuses qui ont émergé au cours du processus des états généraux de l enseignement supérieur et universitaire (EGESU-RDC-2021). Cette réforme, lancée et mise en Suvre dans un contexte de crise universitaire, a pour objectif de « réformer, redresser, requalifier et innover le système de l'enseignement supérieur et universitaire en RDC ». Grâce à une enquête empirique rigoureuse, les auteurs ont porté une attention particulière aux coulisses de la réforme, en observant avec minutie les discours, actions, résistances, convergences, alliances et mésalliances entre les différentes parties prenantes.L'ouvrage analyse les crises des contextes locaux. Il vulgarise les résolutions adoptées lors des EGESU de 2021, décrit les coulisses du processus, explique les résistances rencontrées, dénonce les pratiques rétrogrades et projette les perspectives de la réforme du système éducatif supérieur congolais

UNESCO. (2025). ***Inclusion in TVET: a practical guide for formal, non-formal and informal TVET institutions*** (p. 117). Consulté à l'adresse UNESCO website: https://doi.org/10.54675/BUZO8428

Véran, J.-P., & Malet, R. (2025). ***Oser une école commune : savoir et agir pour faire société***. Consulté à l'adresse https://boutique.berger-

levrault.fr/ouvrages/enseignement/au-fil-du-debat/etudes/oser-une-ecole-commune.html
Si l'on vise le bien commun et la cohésion sociale par l'éducation, l'École ne peut plus rester celle que l'on connaît. Temps, espaces, contenus, évaluation, orientations, tout est à revoir, en s'appuyant sur ce qui s'expérimente ici et là en France et ce qui se pratique dans d'autres pays. Poser quelques principes fondamentaux pour une École qui soit celle du savoir, du savoir agir et du savoir vivre en société, observer comment, en France et ailleurs, on procède pour construire du commun, exercer la pensée critique, vivre dans et faire vivre une culture démocratique et solidaire, tel est l'objet de ce livre. Ses autrices et auteurs, dans la diversité de leurs expériences et de leurs pays, appellent les lectrices et lecteurs à engager une réflexion qui prenne en compte la réalité et la richesse de l'expérience scolaire dans une perspective curriculaire, bien plus riche et porteuse de sens que nos traditionnels programmes d'enseignement. Explorer les conditions démocratiques du passage d'une école de savoirs scolaires cloisonnés à une école du savoir agir, savoir vivre en société, cultivant le savoir-relation, telle est la perspective que les auteurs proposent de partager.

Waldeck, R., Gardner - Le Gars, J., Audunsson, H., Barus, A., Liem, I., Kanyangale, M., … Winkens, A. K. (2024). **Higher education resilient curricula: lessons from a european project**. In IATED (Éd.), *ICERI2024 Proceedings*. https://doi.org/10.21125/iceri.2024.0915
The vulnerability of Higher Education Institutions to unexpected crisis events was starkly illustrated by the Covid-19 crisis. However, certain institutions fared better than others as they were able to mobilize resilience capacities and capabilities which reinforced their ability to rapidly adapt to and cope with the crisis. The objectives of this study therefore are to picture what resilience is from the perspective of HEIs and to delineate what a resilient curriculum is. A questionnaire consisting of 23 questions, both quantitative and qualitative was sent to university members of a European project in April 2024. Several drivers of curriculum resilience deduced from the literature were tested on a numerical scale from 1 to 5 and the analysis of the 35 responses demonstrated that all drivers significantly contributed to resilience. The quantitative insights were enriched by characterizing the properties of a resilient curriculum based on textual feedback garnered from the questionnaire's open questions.

Zaugg, J. (2025, mai 20). **Au Royaume-Uni, les universités sacrifiées sur l'autel de la rentabilité : « Elles se sont muées en fournisseurs de prestations éducatives »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/05/20/au-royaume-uni-les-universites-au-regime-managerial-elles-se-sont-muees-en-fournisseurs-de-prestations-educatives-vendues-au-plus-offrant_6607258_4401467.html
Les établissements ont accentué l'approche entrepreneuriale de l'enseignement supérieur mise en place par les conservateurs à partir de 2010. Des départements entiers et des postes d'enseignants-chercheurs sont supprimés.

Zhu, K., & Yang, R. (2025). **Deciphering China's higher education outreach paradigm in Southeast Asia: can a neo-tributary perspective work?** *Higher Education*, *89*(4), 1041-1060. https://doi.org/10.1007/s10734-024-01260-8
China's unprecedented economic rise has fueled scholarly debates about its mentality of power strategy. Pundits have approached China's strategic objectives through its higher education outreach, with Confucius Institute expansion and international student recruitment as two mostly discussed pathways. Whereas their efforts have been largely

oriented by Western lexicon including soft power and center-periphery dichotomy. China's emerging engagements in higher education aid projects and partnerships, particularly along the Belt and Road, are rarely noticed. Adopting the Chinese history-based neo-tributary perspective as the theoretical lens, this study (re)conceptualizes China's paradigm for global rise through its higher education export to Southeast Asia, encompassing language training, educational development assistance, student mobility, and institution/program partnerships. Data was collected from documentation, institutional data, and semi-structured interviews with 40 informants from Sino-Cambodian higher education programs. The results suggest that universities serve as a showcase for a more pragmatic Chinese exceptionalism, in which traditional Chinese worldview has been incorporated with scientific outward-looking Western ideals. A cultural recognition-seeking tactic has been experimented through telling stories of China's attractive contemporary cultures and values in educational practices. China has relied more on utilizing higher education as a tool for short-lived economic incentives, diplomatic alliances, and image-building activities to yield quick returns. However, concrete higher education outreach practices remain scant. Neo-tributary perspective is helpful in systematically examining China's power projection but still confined to its simplified presuppositions of Sino-centrism. It should integrate pluralistic concepts like tianxia and knowledge diplomacy to unveil China's interactions with the 'Global South' and the 'Global North'.

Zid, R., & Hrairi, S. (2025). **Quelle place pour l'éducation nutritionnelle dans le lycée tunisien ?** *Revue internationale d'éducation de Sèvres*, (98), 17-20. https://doi.org/10.4000/13wi9
Depuis 2018, l'Organisation mondiale de la santé (OMS) insiste sur la situation nutritionnelle préoccupante des enfants et des jeunes dans la plupart des pays du monde. Cette situation a pour conséquence une augmentation importante du taux de maladies telles que le diabète, l'obésité et les maladies cardiovasculaires. Plusieurs recherches se sont intéressées à cette situation préoccupante. Il s'agit de mettre en évidence l'importance d'une approche éducative de la nutrition qui consiste à art...

Pratiques enseignantes

Allen, T., Arriola, P. E., Breitenberger, C., Klyczek, K., Marrs, K. A., Matzner, S., … Thatcher, M. (2025). **Building Communities of Practice among Undergraduate STEM Departments to Foster Emergent Transformation: A Report on the Impact of Multiple-year Engagement within the PULSE Midwest and Great Plains Regional Network**. *CBE—Life Sciences Education*, *24*(1), ar5. https://doi.org/10.1187/cbe.24-02-0042
A vibrant ecosystem of innovation hinges on undergraduate science programs that inclusively deepen conceptual understanding, develop scientific competencies, and spark wonder and appreciation for science. To create this ecosystem, we need to influence multiple components of the system, including faculty as well as culture (i.e., rules, goals, and beliefs giving rise to them). Here we describe and evaluate a multi-institution community of practice focused on transforming undergraduate biology programs' organizational practices, behaviors, and beliefs, as well as instilling a sense of agency in community participants. The approach drew on three change theories: Community of Practice, Participatory Organizational Change, and Organizational Justice. Via mixed methods, we found that participation in the community catalyzed the flow of tangible capital (knowledge resources), grew social capital (relationships and

identity), and developed human capital (creative problem-solving and facilitative leadership skills; sense of agency). In participants' home departments, application of knowledge capital was associated with increased implementation of the principles of the Vision and Change report. Departmental change was enhanced when coupled with use of capitals developed through a community of practice centered on creative problem-solving, facilitative leadership, conflict resolution, and organizational justice.

Al-Rubaie, R. (2024). **Language, Power, and Pride: Transforming Teacher Education in Kuwait Through Critical Pedagogy**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/language-power-and-pride-transforming-teacher-education-in-kuwait-through-critical-pedagogy/
This study examines how embedding critical pedagogy principles into a 'History of English' course can transform pre-service English teachers' pedagogical philosophies, critical consciousness, and reflective practices. Drawing on qualitative data, the research revealed significant shifts in participants' understanding of linguistic diversity, socio-political dynamics, and equitable educational strategies. Participants developed a deeper awareness of the relationship between […]

Andrews, G. (2025). **Using queer critical literacies in pre-service teacher education to foster critical allyship**. *Pedagogy, Culture & Society*, *33*(3), 1071-1087. https://doi.org/10.1080/14681366.2024.2340628
The queer critical literacies (QCL) approach to education aims to meaningfully engage with gender and sexuality diversity in educational settings. This article reflects on an English course for final-year Bachelor of Education students at a South African university. In the course, the QCL framework was introduced and texts with diverse gender and sexual identities were prescribed for class discussion and assessment topics. Data were collected from students' final essay assessments for the course and relevant extracts from selected essays were analysed through thematic content analysis. The findings indicate that the purposeful inclusion of QCL in teacher education courses can enable students to reflect deeply on how they engage with gender and sexuality diversity in their teaching, and the QCL approach can promote positions of critical allyship in pre-service teachers which can make schools more inclusive spaces. However, the data revealed limitations in students' understandings of diverse gender identities, including the conflation of transgender identities with same-sex sexualities.

Anwar, K., Musa, J., & Salleh, S. M. (2025). **From learning to practice: The role of preparation, acceptance, skills, and innovativeness in affecting preservice teacher technology integration**. *Education and Information Technologies*, *30*(7), 9041-9067. https://doi.org/10.1007/s10639-024-13181-1
This study examines the factors influencing preservice teachers' (PSTs) technology integration during teaching practice in teacher preparation programs. Utilizing a multidimensional framework, the study integrates models such as TPACK, UTAUT, and the Triple-E evaluation rubric, among others. The research involved a Qualtrics survey of 1,217 PSTs across various educational programs at Indonesian universities. We used advanced statistical methods for data analysis, including measurement and structural analyses, as well as Importance-Performance Matrix Analysis (IPMA) procedures through Partial Least Square Structural Equation Modeling (PLS-SEM). The findings show that PSTs' technology skills (TTS) are a determinant factor of technology integration during teaching practice among PSTs (TITP), followed by PSTs' acceptance and intention to use technology (AIT),

the level of PSTs' innovativeness (LOI), and PSTs' preparation program (TTP). The findings also addressed that TITP positively supports and improves the quality of PSTs' technology integration. These findings could help PSTs prepare themselves for a technologically evolving educational landscape, assist policymakers in supporting technology integration in teacher preparation programs, and enable higher education institutions to provide the necessary technological tools and resources.

Argüello-Gutiérrez, C., Smith-Castro, V., & Martín-Gutiérrez, Á. (2025). **Coping with diversity in classrooms: predicting Intercultural Self-Efficacy in mandatory education teachers**. *Social Psychology of Education*, *28*(1), 80. https://doi.org/10.1007/s11218-025-10040-w

The social integration of immigrants into educational settings is an important challenge for host societies. In this context, teaching skills for managing multiculturalism in the classroom are increasingly necessary. Even though several studies discuss the role of Self-Efficacy in teacher management, only a few research studies address the specific component of teachers' Intercultural Self-Efficacy. The present study analyzes the relative contribution of sociodemographic, occupational, and psychosocial variables in predicting the variance of Intercultural Self-Efficacy of active teachers throughout Spain. Participants were active teachers from different educational levels (n = 435). A self-administered online questionnaire was used to measure sociodemographic (sex and age), occupational (teaching experience and training in multicultural education), and psychosocial variables (Pro-Diversity Beliefs, Intercultural Sensitivity, Stereotypical Attributions about migration, Acculturation Expectations, and Intercultural Self-Efficacy). Results showed that the main predictors of Intercultural Self-Efficacy were age (the older, the higher the Self-Efficacy), having had some training in intercultural competencies, possessing high Intercultural Sensitivity, professing Pro-Diversity Beliefs, and having positive expectations that migrants can maintain their culture (Cultural Preservation Expectation). Results are discussed, considering the need to promote teacher training in intercultural competencies for better management of cultural diversity in the classroom.

Ballerini, V., Dominici, A., Ferracane, M. F., Menchetti, F., & Noirjean, S. (2025). **Stimulating creativity and grit of high school students with creative STEM activities: an RCT with noncompliance**. *Quality & Quantity*, *59*(1), 605-634. https://doi.org/10.1007/s11135-024-01992-w

Creativity and grit are widely recognized as vital components for the success and prosperity of individuals, even more so for younger people who will have to deal with the complex challenges connected to the digital era. Yet, whether these skills can be learnt or are innate traits is still subject to debate, which is further complicated by the difficulty of defining and, in turn, assessing these concepts. In this study, we challenge the idea that creativity and grit cannot be learnt and show that creative pedagogy activities, such as those offered by FabLabs, are powerful tools to enhance these non-cognitive skills. We conduct a randomized controlled trial in which 710 students from five Italian high schools are randomly assigned to creative STEM courses. The courses are delivered by FabLabs, small-scale workshops that offer access to tools for digital fabrication and employ a hands-on pedagogical approach expected to impact students' creativity and grit positively. Assignment to the courses is at the class level: only students in classes randomly selected to join the Fablab activities can participate, and they may decide whether to enrol or not on a voluntary basis. We address noncompliance by adopting an instrumental variable approach. We use two modalities to measure creativity: a self-

assessment through the Short Scale of Creative Self and an assessment made by an independent expert using an index of creativity developed by the authors. While the effect on self-assessed creativity is not significant, results show that the external, independent assessment of students' creativity can capture a significant effect of Fablabs' courses. It also emerges that FabLab activities have a positive significant effect on students' grit, measured through the Duckworth scale. The encouraging results obtained for a relatively small sample of students should prompt a replication of the experiment on a broader scale.

Bayzan, Ş. (2025). **Are Digital teachers anxious? An investigation of the relationship between teachers' Digital Citizenship behaviors and online privacy concerns**. *Education and Information Technologies*, *30*(5), 6809-6837. https://doi.org/10.1007/s10639-024-13133-9
This study aims to investigate the effect of teachers' digital citizenship behaviour on their online privacy anxiety levels. The sample of the study consists of 7,465 volunteer teachers randomly selected from among teachers in different branches working in public and private schools in eighty-one provinces affiliated to the Ministry of National Education of the Republic of Turkey. The data were collected using the sociodemographic characteristics information form, the digital citizenship behaviour scale (DCBS) and the online privacy anxiety level scale (OPCAS). Teachers were selected by the quota sampling method and descriptive analysis, t test, ANOVA, Pearson correlation analysis as well as multiple regression analysis methods which were used for the data analysis. There was a low level positive relationship between the teachers' digital citizenship and their online privacy anxiety levels. The teachers' online privacy anxiety and their digital citizenship levels are at a medium level. The online privacy anxiety levels of the preschool teachers are lower than those of the high school teachers. The digital citizenship levels of the preschool teachers are higher than those of the high school teachers. As the age of teachers increases, their online privacy anxiety levels increase. Digital citizenship levels of the female teachers are higher than those of the male teachers. The digital citizenship levels of the teachers who spent a long time on the Internet are higher than other teachers. As the age of the teachers increases, the average digital citizenship score decreases. This study reveals that there is a positive relationship between the teachers' level of digital citizenship and their online privacy concerns. Increased online anxiety encourages the teachers to develop their digital citizenship skills. In this context, increasing the teachers' awareness of digital citizenship and online privacy will contribute to the development of digital citizenship skills by supporting the idea that they should be concerned about their online privacy.

Behbahani, H. K., & Karimpour, S. (2025). **Exploring the role of mobile-mediated dynamic assessment in L2 learners' reading comprehension and reading fluency**. *Education and Information Technologies*, *30*(5), 6237-6260. https://doi.org/10.1007/s10639-024-12994-4
This study examined the effect of mobile-mediated dynamic assessment on reading comprehension and reading fluency skills of Iranian L2 learners. With 50 Iranian L2 learners, randomly assigned to the experimental and control groups, a pretest–posttest control group design was used. Whereas the control group received traditional instructor translation of reading materials, the experimental group received mobile-mediated dynamic assessment including interactive reading tasks mediated by the teacher via a mobile application. Pre- and post-assessment of L2 reading comprehension and reading fluency was achieved by means of researcher-made tests for data collecting.

Conducting independent samples t-tests, the results of the study showed that, in both reading comprehension and reading fluency, no difference existed between the two groups on the pretest. However, on the posttest, the experimental group outperformed the control group on both measures of reading comprehension and reading fluency demonstrating the effectiveness of mobile-mediated dynamic assessment in improving L2 reading skills. The design and execution of the study benefited from theoretical foundations derived from mobile-mediated language learning and dynamic assessment. The results of the study add to the body of knowledge by showing the possibility of mobile-mediated dynamic assessment as a creative approach to raise reading competency of L2 learners. The implications for language teachers, policy makers, syllabus design, and materials development are discussed and recommendations for future studies to investigate the efficacy of mobile-mediated dynamic assessment in several instructional environments are offered.

Blažič, A. J., & Blažič, B. J. (2025). **Teaching and learning cybersecurity for European youth by applying interactive technology and smart education**. *Education and Information Technologies*, *30*(7), 9093-9120. https://doi.org/10.1007/s10639-024-13155-3
This paper presents a new developed methodology for teaching and learning subjects that although are very important in the modern digital society are neglected in high school education programs: cybersecurity and cyber safety. A Study among the EU high schools in 2021–2022 revealed that computer science teachers are not regularly upgrading their knowledge and do not have cybersecurity topics included in the educational program for computer science and informatics. The development and the implementation of an interactive education program of cybersecurity topics for high school students enabled a flexible approach for teaching cybersecurity to be be implemented in several EU based high schools The new curriculum offer many tools for active learning like interactive videos, quizzes, games, and live cases of cyber threats and in the same time apply the teaching of the aligned protective methods. During the implementation of the cybersecurity education was found that the applied methodology enhances the interactions between the teachers and the students by presenting and discussing examples encountered when using digital services on the internet and by applying several innovative approaches presented in the 24 fiches. The effectiveness of the approach was evaluated through surveys and interviews but final assessment of the acquired student skills was done at the international Capture tThe Flag game contest. In the discussion section the paper provide an assessment of the applied model and recommendations.

Bonander, C., Hammar, O., Jakobsson, N., Bensch, G., Holzmeister, F., & Brodeur, A. (2025). ***"Try to Balance the Baseline": A Comment on "Parent-Teacher Meetings and Student Outcomes: Evidence from a Developing Country" by Islam (2019)*** (Working paper N° 17781). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17781
Islam (2019) reports results from a randomized field experiment in Bangladesh that examines the effects of parent-teacher meetings on student test scores in primary schools. The reported findings suggest strong positive effects across multiple subjects. In this report, we demonstrate that the school-level randomization cannot have been conducted as the author claims. Specifically, we show that the nine included Bangladeshi unions all have a share of either 0% or 100% treated or control schools. Additionally, we uncover irregularities in baseline scores, which for the same students and

subjects vary systematically across the author's data files in ways that are unique to either the treatment or control group. We also discovered data on two unreported outcomes and data collected from the year before the study began. Results using these data cast further doubt on the validity of the original study. Moreover, in a survey asking parents to evaluate the parent-teacher meetings, we find that parents in the control schools were more positive about this intervention than those in the treated schools. We also find undisclosed connections to two additional RCTs.

Bonnard, C. (2023). **La continuité pédagogique des apprentis CAP pendant la crise sanitaire : Étude au sein d'une école des métiers**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(3), 11-32. https://doi.org/10.3917/lsdle.563.0011
Cet article s'intéresse à la continuité pédagogique des apprentis CAP lors de la crise sanitaire à partir d'une enquête originale menée au sein d'une école des métiers. Nous soulignons que la continuité pédagogique des apprentis a été relativement restreinte. Une approche quantitative nous permet de montrer le poids du genre, de la configuration familiale mais également du sens donné à l'orientation par l'élève dans le suivi des enseignements à distance. À partir d'entretiens auprès d'apprentis, nous identifions ensuite un ensemble d'obstacles à la continuité pédagogique et notamment les inégalités face au numérique, leur rapport aux savoirs scolaires ou encore la mobilisation de certains jeunes en entreprise lors du confinement.

Bremers, E. K., McKay, O. K., & Stanton, J. D. (2025). **Alone and Together: Exploring the Relationship Between Individual and Social Metacognition in College Biology Students During Problem Solving**. *CBE—Life Sciences Education*, *24*(1), ar1. https://doi.org/10.1187/cbe.24-05-0156
When students use metacognition, they can more effectively problem solve on their own and in groups. Most metacognition studies have focused on individual learners while a few studies have begun to explore the metacognition learners use in social settings. Little is known about the comparison between how an individual student may use metacognition in solitary and collaborative contexts. To explore the relationship between individual and social metacognition, we asked: how do life science students' approaches for metacognition while problem solving on their own relate to their metacognitive approaches when problem solving in groups? We recorded students working in small groups and conducted think-aloud interviews with the same students. By coding for metacognition, we found that students vary in their use of metacognition during individual and group problem solving. The majority of the students in our study used similar metacognitive approaches across settings, while other students showed greater evidence of one form of metacognition over the other. Interestingly, we found that students corrected or evaluated their peers' thinking more than their own thinking, and we hypothesize that group dynamics can affect students' social metacognition. We present our results in a series of cases that illustrate the variation observed and offer suggestions for instructors for promoting metacognition.

Carton, E., Woolard, A., Fitzgerald, K., & Martin, K. (2025). **Pre-service teachers' experiences with students impacted by trauma in the school setting**. *Social Psychology of Education*, *28*(1), 84. https://doi.org/10.1007/s11218-025-10037-5
Experiencing trauma may adversely impact a child's education, and research in this field requires a deeper understanding about how those working in the education system, specifically pre-service teachers, can respond and support children impacted by

trauma. Pre-service teachers, who are our future teachers, play a role in recognising and helping children when signs of trauma are revealed, but risk re-traumatising children if not adequately trained during their university education. The aim of this study was to identify pre-service teachers' perceptions on education they have received about trauma, along with their knowledge and experiences in supporting and working with trauma-impacted children whilst on practicums. A qualitative approach was utilised to gain insight into the experiences of 15 undergraduate pre-service teachers from three Western Australian (WA) universities. Results highlight the importance of teachers' training and education in preparation for appropriate responses to children potentially impacted by trauma. Our study provides evidence that pre-service teachers are not receiving sufficient university trauma training regarding how to support children potentially impacted by trauma and feel underprepared on practicums. Participants reported a lack of support from primary schools and their university, and limited trauma-informed practices in the classrooms, demonstrating the necessity for conceptual changes around education for schools and universities. The results of this study are relevant for education sectors in ensuring adequate training of our future teachers, universities in their teaching courses and for schools in how best to support their practicum students.

CEDEFOP : European centre for the development of vocational training. (2025). ***The influence of learning outcomes-based curricula on teaching practices***. Consulté à l'adresse https://www.cedefop.europa.eu/en/publications/5611
Cette publication examine l'influence des acquis d'apprentissage sur les pratiques pédagogiques dans l'enseignement et la formation professionnels (EFP) en s'appuyant sur des données issues d'études de cas menées dans dix pays : Bulgarie, Irlande, France, Lituanie, Malte, Pays-Bas, Pologne, Portugal, Slovénie et Finlande. L'étude révèle que, si les politiques nationales des différents pays promeuvent les acquis d'apprentissage comme un élément clé de l'EFP, leur influence sur les pratiques pédagogiques en classe varie. Elle souligne que, dans la plupart des pays, les enseignants font preuve d'une grande autonomie dans le choix de méthodes pédagogiques alignées sur les acquis d'apprentissage, mais qu'ils sont confrontés à des difficultés liées à des définitions floues ou restrictives des acquis d'apprentissage. Par ailleurs, la sensibilisation des élèves aux acquis d'apprentissage est plus forte dans les pays où ces approches sont profondément intégrées aux cadres nationaux et aux pratiques pédagogiques.

Chang, C.-F., Annisa, N., & Chen, K.-Z. (2025). **Pre-service teacher professional education program (PPG) and Indonesian science teachers' TPACK development: A career-path comparative study**. *Education and Information Technologies*, *30*(7), 8689-8711. https://doi.org/10.1007/s10639-024-13160-6
This study examined the impact of the Indonesian pre-service teacher professional education program (PPG) on pre-service science teachers' technological pedagogical content knowledge (TPACK) competencies. As a government-directed initiative, the PPG program's curriculum is aligned with TPACK principles. We conducted a comparative analysis involving 311 teachers divided into four groups: pre-service PPG science teachers, pre-service science teachers not enrolled in PPG, in-service science teachers with less than two years of experience, and those with more than two years of experience. ANOVA results revealed a significant positive effect of the PPG program on TPACK scores, except when comparing non-PPG pre-service teachers to in-service teachers with less than two years of experience. Pre-service PPG teachers demonstrated greater confidence in technology-related TPACK components. In contrast, in-service

teachers with over two years of experience exhibited higher overall TPACK scores, particularly in pedagogical knowledge, content knowledge, and pedagogical content knowledge. These findings highlight the effectiveness of government-sponsored teacher training in enhancing TPACK while recognizing the valuable expertise that experienced teachers bring to their practice. The study suggests a need for resource allocation and training strategies that incorporate the strengths of both pre-service and experienced educators to foster a more comprehensive approach to teacher development.

Chen, C. (2024). **An Exploration into the Formative Assessment of English Teaching in Higher Education**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/an-exploration-into-the-formative-assessment-of-english-teaching-in-higher-education/
Teaching evaluation is not only an important way to obtain the teaching feedback for teachers, but also the effective method to improve the learning method for students. Formative assessment result is helpful for students' learning and for teachers' teaching quality enhancement. In this paper, the concept and advantages of formative assessment are introduced, and the necessity and principles of […]

Chen, Z., Zuo, H., Hua, Z., Feng, Y., & Gao, R. (2025). **Profiles of teachers' emotional labour during COVID-19 and the consequences on mental health: A comparison between online and offline teaching**. *British Journal of Educational Psychology*, *95*(2), 346-362. https://doi.org/10.1111/bjep.12720
Background Despite increasing attention on emotional labor in teacher well-being research, person-centered studies are relatively scarce, particularly concerning the emotional labor of online teaching during COVID-19 and its effects on teachers' non-work-related mental health. Objective This study aims to address these gaps by examining emotional labor profiles and their consequences on job satisfaction, depression, and anxiety among Chinese teachers involved in either online or offline teaching during October–December 2022. Methods Two samples of teachers were analyzed altogether: one engaged in online teaching (N=605) and the other in offline teaching (N=394). Latent profile analysis was used to identify emotional labor profiles based on three strategies: surface acting, deep acting, and expression of naturally felt emotions. Results A total of four subgroups of emotional workers were identified: natural expressors, actors, flexible regulators, and authentic regulators. Significant differences were found between online and offline teaching, with a higher proportion of actors and fewer flexible regulators in the online condition, suggesting that the screen acts as a barrier to authentic emotional display. Among the four classes, actors scored lowest on job satisfaction and highest on depression and anxiety, whereas authentic regulators were the most adaptive, especially in online settings. Conclusions The findings highlight the impact of online teaching on teachers' emotional labor profiles and mental health, with practical implications for optimizing online teaching environments and supporting teacher well-being.

Chiu, T. K. F., Ahmad, Z., & Çoban, M. (2025). **Development and validation of teacher artificial intelligence (AI) competence self-efficacy (TAICS) scale**. *Education and Information Technologies*, *30*(5), 6667-6685. https://doi.org/10.1007/s10639-024-13094-z
Evaluating teacher AI competence levels and building effective, safe, and healthy learning environment are crucial steps in transitioning to AI-based education. Current established digital competence frameworks may indirectly address AI competence but

often overlook the impact of AI on society, ethics, and assessment. Research on teacher AI competence is at its first stage, primarily focusing on theoretical and professional discussions, along with qualitative investigations. This study aims to propose and confirm the reliability and validity of a scale measuring teacher AI competence self-efficacy (TAICS) in K-12 education. The scale was developed using a Delphi method, and includes six dimensions: AI knowledge, AI pedagogy, AI assessments, AI ethics, human-centered education, and professional engagement. Each dimension contains four items. The scale was evaluated on a sample of 434 K-12 teachers through confirmatory factor analysis and model comparisons. The analyses showed that the scale is consistent across male and female teachers, as well as scientific and non-science teachers. The completed TAICS scale consists of 24 items and encompasses six dimensions of AI competence. It can be used to examine interventions and correlational research, as well as to inform the creation of new strategies and policies for AI in relation to teacher AI competence development.

Chu, L. (2025). **Enhancing learner satisfaction through human-like digital instructors: an empirical study on the role of visual and verbal human likeness in e-learning**. *Education and Information Technologies*, *30*(7), 8713-8731. https://doi.org/10.1007/s10639-024-13163-3
The rapid advancement of artificial intelligence (AI) technology has enabled the creation of digital human instructors with human-like visual and verbal characteristics. This study investigates the impact of human likeness on learner satisfaction within e-learning environments, drawing on the "Uncanny Valley" theory and the Experience Economy model. The research utilizes educational videos featuring AI-generated digital human instructors, examining how both visual and verbal human likeness influence learner experiences across four key dimensions: education, entertainment, aesthetics, and escapism. Data were collected from 204 participants through an online survey, and the results reveal that higher levels of human likeness in digital instructors significantly enhance learner satisfaction through improved educational experiences. Additionally, the study discusses the theoretical and practical implications of these findings, emphasizing the importance of optimizing human likeness in the design of digital instructors to achieve superior e-learning outcomes. The study also identifies areas for future research, including the integration of non-verbal communication elements and the exploration of gender effects in digital human technology.

Cid, A., & Cabrera, J. M. (2025). **The Use of Innovative Incentives in the Classroom to Explore the Impact of Peer Monitoring on Academic Achievements**. *Journal of Behavioral Education*, *34*(1), 163-183. https://doi.org/10.1007/s10864-023-09524-6
In a population of undergraduate students, we examined the impact of reciprocal peer monitoring of educational behaviors on academic performance. Reciprocal peer monitoring is a novel design of incentives that promotes peer-observing and checking the behavior of others. To distinguish the pure effect of peer monitoring from self-motivation, we also examined the effects of individual incentives on academic performance. Using a randomized controlled trial, this study showed that a joint-liability incentives arrangement was more effective than the individual incentives approach to increase students' academic performance. The results also showed that participants reported negative views of aspects of the joint-liability incentives intervention. The current procedures entailed a novel system of incentives for students that does not require tangible reinforcers and requires them to exert more effort to succeed in a course. These

procedures may be characterized as an innovative insight for the design of grading policies in the classroom and other social settings.

Collie, R. J., & Martin, A. J. (2025). **Teachers' early uptake of genAI in teaching and learning: important questions and answers**. *Social Psychology of Education*, *28*(1), 93. https://doi.org/10.1007/s11218-025-10052-6
Educational bodies are weighing up the extent to which generative artificial intelligence (genAI) is embedded within educational settings. Although researchers have examined how (generative) AI can be used for effective teaching and learning, less is known about how genAI was being integrated within teachers' practice shortly after the wide-scale release of the technology. In this short report, we consider genAI integration among teachers. Our aim is to provide understanding about teachers' early patterns-of-use. We pose four research questions helpful for taking stock of early uptake: (1) What was the prevalence of teachers integrating genAI into their work? (2) Which genAI tools were being used by teachers in their work? (3) How were teachers using genAI in their work? and (4) Why were some teachers not using genAI in their work? Using a descriptive mixed methods approach and with data collected in mid-2023 from 339 Australian teachers, we present summations and descriptors that answer the four questions. Findings revealed that almost half of teachers were using genAI in their teaching-related tasks, but far fewer were using it for student learning activities. Most teachers were using ChatGPT. Teaching-related tasks centered on content creation and generation, whereas student learning activities focused on learning activities in class and content generation. Finally, the most common reason for not using genAI was a lack of knowledge about the technology. Our article concludes by raising implications for research, policy, and practice (e.g., guideline development).

Connac, S. (2025). **Perceptions par les enseignants d'une approche phénoménologique du tutorat entre élèves à l'école primaire**. *Recherches en éducation*, (59). https://doi.org/10.4000/140tz
Un dispositif d'aide, d'entraide et de tutorat introduit au sein d'une classe consiste à donner la possibilité aux élèves de solliciter un camarade pour obtenir un soutien qui lui manque. Ces organisations coopératives sont étudiées de diverses manières à l'école primaire. Il s'agit d'abord de décrire comment nous employons des méthodologies phénoménologiques, construites à partir d'une combinaison de plusieurs éléments : une collecte de données photo et vidéo, des entretiens d'autoconfrontation avec des élèves et des analyses collaboratives avec les professeurs des écoles. Cet article permet ensuite de présenter la synthèse d'une série d'entretiens avec des enseignants ayant vécu ces approches scientifiques. Elle révèle de nécessaires précautions méthodologiques ainsi que des effets induits par l'écoute de la parole des élèves sur le développement professionnel des professeurs des écoles.

Construire le sens de la qualité éducative en petite enfance. (2025). Consulté à l'adresse https://www.puq.ca/catalogue/livres/construire-sens-qualite-educative-petite-enfance-5020.html
« La richesse et la diversité des expériences vécues par les enfants ainsi que les conditions qui en permettent la mise en place sont reconnues comme étant déterminantes pour le développement global harmonieux des enfants, voire leur réussite. La qualité éducative, objet de plusieurs publications au regard de ces effets, n'a jamais été abordée dans un seul ouvrage en langue française sous l'angle de ses fondements et définitions, de son

évaluation ainsi que des moyens pour la soutenir. Quels sont les modèles théoriques et conceptuels permettant de définir la qualité éducative? Comment les personnes éducatrices, les gestionnaires, les parents et les enfants, ainsi que les décideurs contribuent-ils à la qualité éducative? Quelles solutions peuvent être envisagées pour accroître la qualité éducative? D'abord pensé pour les personnes enseignantes en petite enfance au cégep ou à l'université qui souhaitent s'initier à la qualité éducative, ce livre s'adresse aussi à la communauté étudiante des cycles supérieurs. Les directions de recherche qui désirent bien encadrer leurs étudiants et étudiantes ainsi que les chercheurs et chercheuses qui ont en tête d'explorer ce concept avec lequel ils sont peu ou pas familiers y trouveront aussi leur compte. Dirigé par deux chercheuses en petite enfance, Bigras et Lemay, qui sont à la direction scientifique de l'équipe de recherche Qualité des contextes éducatifs de la petite enfance, cet ouvrage a pu se réaliser grâce à la collaboration de chercheuses de renom en petite enfance qui proviennent du Québec et du Canada ainsi que le financement des Fonds de recherche du Québec – Société et culture (FQRSC).»--Quatrième de couverture

Dabadie, I., Kedzierski, M., Gensac, E., Theou, F., David, F., Meignen, S., … Parmentier, M.-L. (2025). **Co-construction d'un dispositif sur la Transition Écologique pour un Développement Soutenable (TEDS) : une expérimentation du décloisonnement des composantes au sein de l'Université Bretagne Sud**. *Questions de pédagogie dans l'enseignement supérieur (QPES)*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-05085633

Following publication of the ministerial guidelines for training all undergraduates in ecological transition for sustainable development (TEDS) in France, the University of Southern Brittany launched a co-design project. TEDS training referents (teachers and teacher-researchers from each of the university's faculties), a project manager and a pedagogical engineer are working together to create a common TEDS course. A number of difficulties can be identified in codesigning this type of course, including the ability to move beyond disciplinary fields, time pressure for teachers-(researchers), a high degree of individualization and autonomy in their work, and a posture change in teaching transition challenges. In this context, we studied some key factors favoring the co-design of a TEDS course at the University of Southern Brittany. These key factors relate both to the co-design methodology and to the quality of interpersonal relations between members of the university working group.

Dai, Y. (2025). **Integrating unplugged and plugged activities for holistic AI education: An embodied constructionist pedagogical approach**. *Education and Information Technologies*, *30*(5), 6741-6764. https://doi.org/10.1007/s10639-024-13043-w

There is a growing consensus that AI literacy requires a holistic lens, including not only technical knowledge and skills but also social and ethical considerations. Yet, providing holistic AI education for upper-primary students remains challenging due to the abstract and complex nature of AI and a lack of pedagogical experiences in schools. Against this backdrop, this study employs a design-based research (DBR) methodology to develop pedagogical solutions and theoretical knowledge. Drawing upon theories about AI literacy and learning sciences, this study proposes a novel pedagogical approach, namely, the embodied constructionist approach. This approach, by integrating embodied analogies and constructionist making, forges a cyclical understand–make–reflect process. Through this process, students gradually comprehend the conceptual, technical, and ethical dimensions of AI, towards holistic development in AI literacy. This

approach was implemented and fine-tuned in authentic classrooms with 107 sixth graders over two years. During the implementation, a variety of qualitative data were collected from classroom observation, video-recording, student interviews and artifacts, and debriefings with the teacher. Using a case studies method, this study uncovered the overall learning progress demonstrated by the class in AI knowledge, skills, and ethical and critical reflections, as well as the reflections and struggles experienced by individual students. This study offers an age-appropriate pedagogy to promote inclusive, holistic AI education in the crucial, yet under-examined upper primary context. It highlights the potential of integrating AI literacy and computational thinking (CT) in K-12 education, while contributing to theoretical knowledge about embodied cognition and constructionism in the context of AI education.

Darling-Aduana, J., Rogers, L. K., & Woo, D. S. (2025). **The Potential, Reality, and Contextual Pressures Shaping Instructional Practices in a Virtual School**. *American Journal of Education*, *131*(3), 425-461. https://doi.org/10.1086/735008
Purpose: Despite the expansion of virtual learning during COVID-19, many questions remain unexplored on how to provide quality online instruction outside of a crisis-schooling model. Research Methods: The study takes place within a virtual school affiliated with the largest online curriculum provider in the United States. Using observations of synchronous virtual instruction and interviews with administrators and teachers in a virtual school system, we examine the extent to which virtual classroom practices provide high-quality, authentic learning experiences for students. We also describe contextual and organizational pressures that shape those practices. Findings: Our analysis identified pressures that encouraged alignment with state standards through an emphasis on standardization and minimum competency that, more often than not, constrained the implementation of instructional best practices. Implications: By mapping instructional practices onto the contextual pressures, logics, and beliefs present in the virtual school, we highlight how underlying classroom, institutional, and policy-level factors shape the quality and authenticity of learning experiences for virtual school students.

Delgado, W. (2025). **Disparate teacher effects, comparative advantage, and match quality**. *Economics of Education Review*, *106*, 102648. https://doi.org/10.1016/j.econedurev.2025.102648
Does student–teacher match quality exist? While prior research documents disparities in teachers' impacts across student types, it has not distinguished between sorting and causal effects as the drivers of these disparities. I develop a flexible disparate value-added model (DVA) and introduce a novel measure of teacher quality — revealed comparative advantage (CA) — that captures the degree to which teachers affect student outcome gaps. Leveraging a quasi-experimental teacher turnover design, I show that the CA measure accurately predicts teachers' disparate impacts: a teacher with a 1 standard deviation in black CA increases black students' test scores by 1 standard deviation, with no effect on non-black students' test scores. This methodological contribution offers a framework to study match effects, with implications for policy efficiency and equity.

Denham, J., Spokes ,Matthew, Coward-Gibbs ,Matt, & and Veal, C. (2025). **Personal, pedagogic play: a dialogic model for video game learning**. *Pedagogy, Culture & Society*, *33*(3), 805-822. https://doi.org/10.1080/14681366.2023.2272164

Utilising data from semi-structured interviews (n = 20), this paper explores the educational function of internationally popular, blockbuster videogames, including the ways in which players identify and operationalise these learning experiences. It proposes a framework through which different learning experiences in mainstream, culturally significant games can be categorised, utilising dialogic learning approaches – drawn from application of – to position players in constant dialogue with the games that they play: a co-constructive pedagogy of videogames. We find that, in the context of popular videogames, implicit learning is relevant, present, and valuable alongside than explicit alternatives. Our contribution is to offer a reimagined dialogic typology which can help players, educators, caregivers and games scholars identify, utilise and research digital play-learning.

Desinor, A. (2024). ***Inclusion scolaire des élèves à besoins éducatifs particuliers et formation des enseignants : une étude auprès des enseignants d'Haïti et de la France*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04987024
La scolarisation des élèves avec un besoin particulier interroge la modalité de formation des enseignants dans l'exercice de leur métier. Cette mise en œuvre demande que les enseignants soient préparés à gérer la différence et la diversité des élèves comme l'exige le nouveau paradigme inclusif. Ainsi, l'une des aides à apporter est bien celle fournie par l'enseignant dans sa classe en mettant en œuvre un enseignement adapté permettant de répondre aux besoins particuliers des élèves. Ainsi, s'interroge comment accompagner ces enseignants pour faire face à ces nouveaux défis ? L'objectif de cette thèse est d'étudier les modalités de scolarisation des élèves à besoins éducatifs particuliers et la formation des enseignants en Haïti, en prenant en compte des variables de contexte dans d'autres pays, en particulier la France. Une première étude aborde certains facteurs de l'inclusion scolaire, en portant une attention particulière à la formation et aux pratiques pédagogiques des enseignants, ainsi qu'aux difficultés rencontrées par ces derniers. Cette recherche n'est pas une étude comparative, mais plutôt une étude de cas portant sur les deux pays mentionnés. L'analyse de la première étude s'appuie sur des données déclaratives collectées à l'aide d'une méthode mixte, incluant des questionnaires et des entretiens semi-directifs menés auprès des enseignants du primaire et du secondaire en France et en Haïti. La deuxième étude met en œuvre un dispositif de formation destiné à une quinzaine d'enseignants haïtiens. Les résultats montrent que la plupart des enseignants utilisent une variété de pratiques pédagogiques, principalement issues des méthodes traditionnelles. Parallèlement, l'effet de la formation sur les pratiques mises en œuvre par les enseignants a été analysé. Les résultats indiquent que la formation influence en partie certaines pratiques des enseignants, comme en témoigne le nombre d'entre eux ayant adopté certaines pratiques après la formation pour mieux accueillir ces élèves.

Diaz, P., Hrastinski, S., & Norström, P. (2025). **How teacher students used digital response systems during student teaching**. *Education and Information Technologies*, *30*(7), 8953-8978. https://doi.org/10.1007/s10639-024-13165-1
During teacher education programs, teacher students are expected to develop the digital competence necessary for their future roles as teachers. A vital aspect of this competence involves integrating digital tools into educational activities. Some digital tools, such as response systems, are designed and used to encourage student participation during educational activities. This study explores how teacher students use

different functions in various response systems during their student teaching, practically applying what they learned in an ICT course during the teacher education program. Semi-structured interviews were thematically analyzed, with activity theory as a framework to discuss the themes. The findings reveal that while most teacher students used response systems during their student teaching, the extent and manner of use varied significantly. Frequent users reported positive experiences, integrating response systems as part of their teaching strategy, while occasional and non-users faced barriers related to theoretical grounding, relevance to the subject of English, community support, and the division of labor. These results highlight the importance of aligning digital tools with educational objectives and providing teacher students with theoretical and practical support during their training. The study contributes to the ongoing discourse on integrating digital tools in teacher education and provides insights into digital competence development within teacher education programs.

Duthoit, E. (2025). **Intégrer l'IA dans les pratiques d'évaluation : évolution des consignes, réflexivité et grille d'évaluation**. *Évaluations en contexte IA, Journée d'étude de l'Université Sorbonne Nouvelle*. Présenté à Paris, France. Consulté à l'adresse https://hal.science/hal-05060509

Education, U. I. : I. B. of, HUGHES, C., & UNESCO. IBE : International Bureau of Education [. (2025). ***Changing assessment: how to design curriculum for human flourishing***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393580?posInSet=1&queryId=N-EXPLORE-157cbbbd-2045-47ff-a823-927530eaf37b
Depuis le rapport Delors, les réformateurs de l'éducation s'efforcent de créer des programmes permettant à chacun de s'épanouir. L'école ne devrait pas seulement être un lieu où l'on apprend à être et à vivre ensemble, mais aussi un lieu où l'évaluation des élèves valorise la diversité de leurs talents. Pourtant, selon l'auteur, la plupart des écoles restent prisonnières d'une structure d'évaluation datant du XIXe siècle, qui empêche les jeunes d'explorer toute la variété et l'étendue de leurs talents, les contraignant à se concentrer sur un parcours étroit et exigeant. Dans cet ouvrage, l'auteur dresse un panorama des problèmes d'évaluation qui touchent les établissements scolaires et propose une voie à suivre pour élargir l'évaluation et potentiellement repositionner les finalités de l'école. Il se concentre sur les évaluations à finalité sommative en fin d'enseignement secondaire et soutient que c'est à ce stade que la pression exercée par l'évaluation est la plus forte, ce qui en fait un domaine crucial à réformer.

Ericson, H. C., Lemons, P. P., Dolan, E. L., Brickman, P., Krishnan, S., & Andrews, T. C. (2025). **Are Department Heads Ready for Change? Leveraging a Leadership Action Team to Advance Teaching Evaluation Practices**. *CBE—Life Sciences Education*, *24*(1), ar8. https://doi.org/10.1187/cbe.24-07-0175
Teaching evaluation at many institutions is insufficient to support, recognize, and reward effective teaching. We developed a long-term intervention to support science, technology, engineering, and mathematics (STEM) department heads in advancing teaching evaluation practices. We describe the intervention and systematically investigate its impact on departmental practices within a research-intensive university. The outcomes varied considerably by department, with four departments achieving extensive teaching evaluation reform and seven departments achieving more limited reform. We used qualitative content analysis of interviews and meetings to investigate

department head readiness for change and how it related to the reforms they achieved. All department heads perceived inadequacies in their current evaluation practices, but this dissatisfaction did not reliably predict the changes they pursued. Heads only pursued changes that they perceived to have clear benefits. All heads worried that faculty might resist new practices, but heads who were most successful in facilitating change saw ways to work around resistance. Heads who led the most change questioned their own expertise for reforming teaching evaluation and delegated the work of developing new evaluation practices to knowledgeable colleagues. We discuss emergent hypotheses about factors that support heads in challenging the status quo with more robust and equitable evaluation practices.

Estournet, M. (2024). ***Formation infirmière, entre enseignements universitaires et formation professionnalisante : Réflexion pour la construction d'un modèle d'apprentissage hybride*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-05083242

Depuis plus de cent ans, les réformes successives du référentiel de formation pour devenir infirmier, ont été sources de nombreux débats, sans pour autant circonscrire le métier de formateur en institut de formation en soins infirmiers. Mais depuis peu, des études tentent de délimiter les missions et la place de ce dernier dans le paysage hospitalo-universitaire. Cependant, les résultats de ces recherches ont, dans la grande majorité, été construits sur la base de questionnaires informels, marquant plus le caractère prescriptif du métier, que la réalité du terrain. Cette étude est donc l'occasion de répondre à cette lacune, dans la mesure où, pour projeter un métier dans l'avenir, il faut en connaitre les contours. En partant de l'histoire d'une profession, somme toute peu documentée, en cherchant à retrouver les origines du métier de formateur, le rôle et les activités qu'il effectue, nous avons tout d'abord défini ce métier, de manière générale. Puis, à partir d'entretiens initiaux auprès d'un corpus de cadres de santé exerçant en IFSI, nous les avons ensuite catégorisés, en fonction, entre autres, des variables d'ancienneté en formation ou de diplomation. Cette classification étant insuffisante pour comprendre l'activité réelle du formateur et sa capacité à s'adapter en permanence aux contraintes de son environnement, nous avons poursuivi nos travaux par des captations vidéo en salle de cours et des entretiens d'explicitation. Ainsi, l'objectif avoué de ce travail est d'une part, d'affirmer une identité sociale propre au métier de formateur, sans pour autant exfolier sa part soignante. D'autre part, il cherche à mettre en évidence une logique de perméabilité entre les champs disciplinaires et les champs professionnels, logique qui a traversé l'ensemble de ce travail. Enfin, il met en lumière la place de l'analyse des pratiques professionnelles, non pas de soignants, mais de formateurs, comme un facteur d'équilibre dans le dispositif d'apprentissage, pour des acteurs, engagés intellectuellement, dans une communauté de pratiques internationales, tout en certifiant l'évolution de leurs pratiques.

Fabre, M. (2025). **Irène Pereira, Écopédagogie. Éduquer à la justice sociale et écologique. Une introduction**. *Recherches en éducation*, (59). https://doi.org/10.4000/140u5

Irène Pereira est bien connue pour ses travaux sur la tradition anarchiste, le syndicalisme révolutionnaire et la pédagogie critique au confluent de la conscientisation de Paulo Freire et de la critique sociale de l'école de Francfort. Elle nous offre aujourd'hui une réflexion sur l'écopédagogie. Comment aborder une éducation philosophique aux

inégalités socio-environnementales, une éducation écologique qui « n'invisibilise pas la question sociale » tout en ne sacrifiant pas le souci de la fi...

Farrugia, A. (2025). **'Something serious': biopedagogies of young people, sex and drugs in Australian drug education**. *Pedagogy, Culture & Society*, *33*(3), 905-921. https://doi.org/10.1080/14681366.2023.2295285
Despite being ostensibly focussed on alcohol and other drugs, drug education often directly addresses sex – a focus subject to scant analysis. This article examines how the relationship between young people, sex and alcohol and other drugs is addressed in a dataset of 23 'evidence-based' drug education texts currently recommended for use in Australian secondary schools. Approaching drug education as a 'biopedagogy', I argue that drug education operates as a form of governance that seeks to constitute young subjects with specific orientations not only to alcohol and other drugs but sex and health more broadly. First, I argue that drug education constitutes appropriate sex as sober, planned and with a regular romantic partner. Second, I argue that in lessons about sexual violence, drug education works with an account of consent that constitutes the targets of violence as responsible for addressing it. My analysis suggests that drug education operates as a biopolitical strategy that constitutes sex in the context of alcohol and other drug consumption as not only dangerous but wrong. Overall, this approach struggles to offer understandings and skills that may contribute to ethical sexual conduct where alcohol and other drugs are involved.

Fehringer, B. C. O. F., Bonefeld, M., & Schunk, F. (2025). **Bias awareness in teachers: A German adaptation of the bias awareness scale for teachers**. *Social Psychology of Education*, *28*(1), 71. https://doi.org/10.1007/s11218-025-10016-w
Bias Awareness is understood as individual differences in people's sensitivity to and concerns about their expressions of subtle bias. In 2015, Perry et al. developed a scale to measure the awareness and concern of one's own subtle bias (Bias Awareness Scale, BAS). The present research aims to test the validity of a German adaptation of the Bias Awareness Scale especially for teachers. To this end, different aspects of evidence of validity were analyzed. The complete sample consists of N = 241 participants from four subsamples, each focusing on different related constructs of bias awareness. The study supported the validity of the German version of the BAS as a measurement of subtle bias against people with migration background. In addition to content validity, the results demonstrated convergent and discriminant validity regarding prejudiced thought and behavior as well as delivered evidence for a single factor structure of the scale. Furthermore, the study also showed a difference in gender with a higher bias awareness for females.

Feng, C., Gao, Y.-G., Liu, A.-Z., & Zhang, Y. (2025). **Do part-time administrative positions of teachers affect student achievements? Evidence from a randomly assigned classes quasi-experiment**. *International Journal of Educational Development*, *116*, 103298. https://doi.org/10.1016/j.ijedudev.2025.103298
Teachers are often responsible for both teaching and administration in primary and secondary schools, but the effects on student achievements have not received enough attention. This paper examines how teachers' responsibilities for administrative tasks affect student achievements based on a randomly assigned classes quasi-experiment. The results find that part-time administrative positions lower student achievements by about 0.83 standard deviations, and these effects are more pronounced for higher level

administrative positions. Moreover, we find that these effects may be seen mainly in the mathematical subjects, and male and local students are more sensitive to them. The main reason is that part-time administrative positions reduce teachers' regular teaching activities and time to communicate with students. This paper not only contributes to the literature on teacher characteristics and student performance, but also provides insights into relevant teacher administration policies.

Florou, C., Stamoulis, G., Xenakis, A., & Plageras, A. (2025). **The role of educators in facilitating students' self-assessment in learning computer programming concepts: addressing students' challenges and enhancing learning**. *Education and Information Technologies*, *30*(7), 8567-8590. https://doi.org/10.1007/s10639-024-13172-2
This study focuses on students' self-assessment during their learning process related to computer programming concepts, taking into account challenges and obstacles both teachers and students face, with the aim to contribute to the development of guiding principles and practices and enhance the teaching process of computer programming in primary education. This is a research area that, to the best of our knowledge, has not been fully investigated, especially in Greek schools, and its originality lies in the application of an integrated approach, which combines the analysis, correlation and triangulation of data from both bibliographic and pilot studies sources. By including data from interviews, questionnaires, researchers' diaries and field notes from two three-week pilot studies with third-grade students, this study addresses the deficiencies of prior research. Past studies rely on limited data sources, such as single-method approaches and small sample sizes, leaving out broader contexts or specific educational settings, such as Greek schools. This study's comprehensive approach offers a more detailed and nuanced understanding of the research problem. The focal point of the research questions in this study, is to identify elements that provide important findings concerning: (a) the enhancement of students' skills alongside the identification of obstacles they may face during their self-assessment process, (b) teachers' challenges during incorporation of modern educational tools in the learning process and (c) the attitude of teachers as well as the role they play in the students' self-evaluation process. Findings of this work serve as an essential tool for students, teachers and researchers, facilitating continual improvements in the educational process and students' programming experience through sharing their experiences, exchanging ideas and proposing possible solutions to the challenges that arise. The research findings generate recommendations for educational authorities, including the Greek Ministry of Education and the Institute of Educational Policy, aiming to enhance the Primary school curriculum.

Folny, V. (2025). **L'évaluation automatisée de l'expression écrite en langue française : mythes et réalité**. *Revue internationale d'éducation de Sèvres*, (98), 36-40. https://doi.org/10.4000/13wid
Le test de connaissance du français (TCF) est un test de français développé et administré par France Éducation International (FEI) depuis le début des années 2000. Depuis 2014, plus de 300 000 candidats ont passé l'épreuve d'expression écrite sur ordinateur. Chaque candidat a vu ses productions écrites bénéficier de doubles corrections. FEI procède régulièrement à des analyses psychométriques de la fidélité de ces corrections. La volumétrie et la qualité du corpus de productions écrites du TC...

Fouchet, K., & Millon Faure, K. (2024). **" Tu veux travailler sur quoi, aujourd'hui ? ". Étude d'un dispositif de travail sur les techniques visant à developper la motivation des élèves**

et à differencier les enseignements. *Petit x*, (120). Consulté à l'adresse https://hal.science/hal-05067148
Nous étudions un dispositif mis en place par trois enseignants de mathématiques de collège pour faciliter l'apprentissage de certaines techniques par leurs élèves. Ce dispositif, inspiré des plans de travail, vise à mettre en place une progression adaptée aux besoins de chaque élève. À partir de l'analyse d'entretiens d'élèves et d'épisodes de séances de classes, nous tentons de déterminer dans quelle mesure ce dispositif peut entrer dans une démarche de différenciation pédagogique. Nous nous demandons également s'il pourrait favoriser la motivation des élèves notamment en développant leur autonomie. Cette étude nous permettra de mettre en évidence plusieurs des points positifs de ce dispositif en ce qui concerne ses effets sur les possibilités d'apprentissage des élèves, mais également certaines questions qui pourraient servir de points de départ pour d'éventuelles pistes d'amélioration.

Gabel, S., Alijagic, A., Keskin, Ö., & Gegenfurtner, A. (2025). **Teacher gaze and attitudes toward student gender: evidence from eye tracking and implicit association tests**. *Social Psychology of Education*, *28*(1), 72. https://doi.org/10.1007/s11218-025-10036-6
Previous research has examined teacher attitudes toward student gender and teacher eye movements when looking at girls and boys in classrooms. However, to date, these two lines of research are rather separated. To better understand the co-occurrence of visual and attitudinal preferences, we investigated whether pre-service teachers' attitudes are associated with their selective attention allocation toward girls and boys. Grounded in the cognitive theory of visual expertise, this multi-method study invited n = 105 pre-service teachers to watch a classroom video while their gaze was recorded. In addition, feeling thermometers measured their explicit gender attitudes and an implicit association test (IAT) measured their implicit gender attitudes. Findings revealed that female and male teachers implicitly and explicitly favored girls over boys. The results also demonstrated that, independent of teacher gender, girls were fixated more frequently than boys. When examining the correlation between attitudes and fixations, the study found that pre-service teachers' implicit attitudes and their number of fixations on girls were positively correlated. These results confirm the assumption that attention tends to be directed more on information that is consistent (rather than inconsistent) with underlying teacher attitudes, especially in complex tasks, possibly to reduce mental effort. Future research can consider the context of the observation (language lessons), as teachers' expectations in different disciplinary fields and observation contexts may influence the co-occurrence of attitudes and gaze in the classroom. Further directions on the use of eye tracking as a tool to reflect on gender biases are discussed.

Gall, A. L., & Muller, C. (2025). **" Je ne montre pas tout mais je reste un tout " : mise en tension des identités professionnelle et personnelle à travers les révélations de soi des enseignants en classe de langue**. *Recherches en Didactique des Langues et Cultures - Les Cahiers de l'Acedle*, *23-1*. https://doi.org/10.4000/13xl5
This article examines the deployment of language teachers' personal identities in the classroom. In the course of didactic interactions, a sharing of anecdotes may emerge, giving rise to self-disclosures on the part of the teacher. The teacher then reveals herself or himself as a subject. Our aim here is to gain a better understanding of teachers' thinking at moments when their professional and personal identities intersect. What are the motives for action of teachers who reveal themselves in the classroom ? The analysis of seven interviews with teachers of French as a foreign language will reveal tensions

between teachers' convictions and their inherent reluctance to talk about themselves. Four dimensions crystallize these dilemmas. The search for authenticity is balanced by the desire to preserve one's intimacy in front of the students. The desire to maintain the right distance nuances the quest for a close relationship. The legitimacy that self-disclosure can be associated with a fear of disappointing students. Finally, while teachers recognize the pedagogical value of their personal sharing, they are careful not to deviate from what is expected in a language classroom.

Garcia, M. B. (2025). **Profiling the skill mastery of introductory programming students: A cognitive diagnostic modeling approach**. *Education and Information Technologies*, *30*(5), 6455-6481. https://doi.org/10.1007/s10639-024-13039-6
The global shortage of skilled programmers remains a persistent challenge. High dropout rates in introductory programming courses pose a significant obstacle to graduation. Previous studies highlighted learning difficulties in programming students, but their specific weaknesses remained unclear. This gap exists due to the predominant focus on the overall academic performance evaluation. To address this gap, this study employed cognitive diagnostic modeling (CDM) to profile the skill mastery of programming students. An empirical analysis was conducted to select the most appropriate model for the data, and the linear logistic model (LLM) was determined to be the best fit. Final examination results from 308 information technology (IT) and 279 computer science (CS) students were analyzed using the LLM. Unfortunately, findings revealed that programming students exhibited proficiency primarily in code tracing and language proficiency but displayed deficits in theoretical understanding, logical reasoning, and algorithmic thinking. From a practical standpoint, this deficiency in fundamental skills sheds light on the factors contributing to academic failures and potentially eventual dropout in programming education. When comparing the student population by academic program, CS students demonstrated superior mastery compared to their IT counterparts, although both groups exhibited a lack of mastery in code tracing. These deviations underscore the pressing need for tailored educational strategies that address the unique strengths and weaknesses of each student group. Overall, this study offers valuable insights into programming education literature and contributes to the expanding application of CDM in educational research.

Gellermann, D., Michel, H., & Harms, U. (2025). **Between Two Worlds: Locating Climate Literacy between Modern Educational Frameworks and Assessment Needs**. *Mind, Brain, and Education*, *19*(2), 61-72. https://doi.org/10.1111/mbe.70003
In order for climate literacy assessments to be applicable in large-scale studies, it is essential that they comply with the standards of test administration while maintaining consistency with a comprehensive definition of the concept. In alignment with the different educational frameworks and the Climate Literacy Principles of the U.S. Global Change Research Program, a multidimensional assessment framework was created, and a comprehensive set of items was devised for the first two climate literacy principles, integrating climate knowledge with scientific practices. This paper describes the conceptualization of the climate literacy assessment, the construction of the items, and the investigation of their validity and reliability involving multiple studies with 553 students in grades 10–13. The items presented have been developed for use from the age of 15–16 years and are available from the authors for practitioners to begin assessing climate literacy.

Gong, X., Li, Z., & Qiao, A. (2025). **Impact of generative AI dialogic feedback on different stages of programming problem solving**. *Education and Information Technologies*, *30*(7), 9689-9709. https://doi.org/10.1007/s10639-024-13173-1
Feedback is crucial during programming problem solving, but context often lacks critical and difference. Generative artificial intelligence dialogic feedback (GenAIDF) has the potential to enhance learners' experience through dialogue, but its effectiveness remains sufficiently underexplored in empirical research. This study employed a rigorous quasi-experimental design and collected multidimensional data through mixed methods to investigate the impact of GenAIDF at different stages of programming problem-solving on high school students' programming skills and critical thinking. One hundred seventy-two high school students from four distinct classes participated in this study. We established three experimental groups, introducing GenAIDF during the code writing (CAG, NCAG = 43), verification debugging (DAG, NDAG = 43), and both code writing and verification debugging (CDAG, NCDAG = 43) stages, and one control group, without GenAIDF introduced at any stage (NAG, NNAG = 43). The results indicated that, first, in terms of programming skills, the three experimental groups exhibited no significant difference in their programming knowledge, yet they significantly outperformed the control group. CAG excelled in programming project performance, while DAG excelled in structure. CDAG excelled in functions but had poor plagiarism scores. Second, regarding critical thinking skills, DAG performed best, followed by CAG, CDAG, and NAG, with significant differences observed among the four groups. Finally, student interviews revealed increased learning engagement, satisfaction, and critical thinking consciousness. Based on these findings, the study provides empirical recommendations for teachers on effectively utilizing GenAIDF in the future.

Grineski, S. E., Avondet, C., Morales, D. X., Collins, T. W., Chavez, Y., & Armendariz, S. (2025). **The Gendered Impact of Depression on Undergraduate Students' Research Gains: Can More Competent Mentors Help?** *CBE—Life Sciences Education*, *24*(1), ar7. https://doi.org/10.1187/cbe.24-02-0091
There are serious concerns about mental health on college campuses. Depression negatively impacts college student success. Women and transgender/gender-nonconforming students suffer from depression at higher rates than men. While undergraduate research is a high-impact practice, we know little about how depression affects outcomes among undergraduate researchers with different gender identities. To investigate this, we use data from n = 516 students participating in n = 78 Summer 2022 NSF REU Sites programs via the NSF-sponsored Mentor-Relate project. We used gender-stratified generalized estimating equations that nest students within their REU Sites to predict research gains for men and women and transgender/gender-nonconforming students. Greater depression was negatively associated with personal and skills gains for women and transgender/gender-nonconforming students ($p < 0.05$), but not men. Having a more competent faculty mentor was associated with greater gains for women and transgender/gender-nonconforming students, as well as men. In an interaction model, having a more competent mentor reduced the negative effect of depression on personal gains for women and transgender/gender-nonconforming students ($p < 0.05$). Results suggest practical actions including cultivating mentors' mental health literacy and peer support networks, boosting mentor competency through mentor training programs, and changing institutional reward structures to incentivize high-quality mentoring.

Gross, O., & Ruelle, Y. (2025). **The pedagogical liminality of patient and public involvement in initial healthcare professional education: an umbrella review**. *Research Involvement and Engagement*, *11*(1), 52. https://doi.org/10.1186/s40900-025-00704-4
Objectives Patient and public involvement in undergraduate healthcare professional education (PPI-PE) raises questions about its value and the ways it can be implemented, which has been explored by several literature reviews from various angles. This study aimed to take stock of our current knowledge of the foundations and effects of PPI-PE, the structure of programs of this type, their implementation conditions and identify any gaps in the studies conducted so far. The aim was also to identify the questions that run through the studies, pinpoint their foundations and implicit assumptions, and make sense of any discordant elements. Design Three databases were searched to conduct an umbrella review based on the recommended quality criteria. Results The 27 reviews included were based on 529 independent articles. The analysis carried out has enabled us to consolidate existing knowledge of stakeholders' motivations, patient recruitment process, the implemented educational initiatives and their impact. Numerous studies agree on the benefits of PPI-PE. In contrast, there are few studies on patient profiles, and the lack of grounding in intervention theories does not help to structure curricula. Conclusion The results explain the lack of chrono-pedagogical reflection. At this stage, it would be useful to develop realistic evaluations of whose aim is to link effects to contextual elements and the mechanisms that produce them, to optimize actions. Despite the well-documented benefits of PPI-PE, its limited integration suggests a form of pedagogical liminality. This may stem from institutional inertia in medical and nursing education, where entrenched traditions, power dynamics, and the dominance of qualitative research create barriers to change.

Hajjar, D. E. (2025). ***Autonomie des élèves en physique ou en chimie et son développement : croyances des enseignants libanais de terminale scientifique*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-05085625
Dans notre étude doctorale, nous considérons que la promotion de l'autonomie en physique et en chimie et son développement découle du rôle de l'enseignant. Au Liban, favoriser l'autonomie des élèves est un objectif général de l'enseignement des sciences. Mais cette préconisation institutionnelle n'est jamais précisément définie. Notre thèse vise à comparer les croyances des enseignants de physique et de chimie des lycées publics libanais sur l'autonomie de leurs élèves en terminale scientifique. Le cadre inclut les croyances des enseignants ainsi que le cadre d'analyse AtA2d (Autonomie transversale – Autonomie didactique disciplinaire) en physique et son adaptation en chimie. La méthodologie mixte séquentielle de type descriptive comprend des questionnaires (217 réponses en physique, 188 en chimie) et des entretiens semi-directifs avec 8 enseignants de chaque discipline. Les données issues des questions fermées sont analysées statistiquement avec SPSS®, les entretiens selon des approches lexicale et thématique, et les données issues des questions ouvertes avec IRaMuTeQ. Les résultats indiquent une convergence des croyances des enseignants vers des aspects techniques lors de la caractérisation des élèves autonomes en autonomie transversale. En ce qui concerne l'autonomie didactique disciplinaire, les résultats montrent une convergence des croyances des enseignants vers des aspects techniques et psycho-affectifs dans la caractérisation des élèves autonomes. Pour le développement de l'autonomie didactique disciplinaire, les deux groupes mettent l'accent sur les moyens psychoaffectifs et méthodologiques.

Hambacher, E., Desrosiers, D., Broderick, M., & Slater, K. (2025). **"We're All Going to Walk into the Fray Together": Teaching Critically in the Wake of Divisive Concepts Legislation**. *American Journal of Education*, *131*(3), 331-363. https://doi.org/10.1086/734911
Purpose: Through the lenses of deprofessionalization, demoralization, and remoralization, this study investigates the experiences of five educators with commitments to social justice education as they navigate teaching in an affluent, rural, and overwhelmingly white community in New Hampshire—a state that at the time of data collection had recently enacted a law prohibiting the teaching of "divisive concepts." We respond to the following research questions: How do social justice educators in one predominantly white school district describe their work in the context of the recent passage of divisive concepts legislation? How does legislation prohibiting the teaching of divisive concepts shape educators' commitments to social justice education? Research Methods: We drew on ethnographic methods including semistructured interviews, observations, and documents referenced by participants in one predominately white school district. Analysis followed constructivist grounded theory guidelines to examine data inductively and used several strategies to bolster trustworthiness. Findings: Data indicate that divisive concepts legislation threatened educators' personal lives and professional integrity and inhibited their voice and pedagogy. Despite this, the educators found agentic pathways through professional learning, collegial and leadership support, and persistence in critical teaching. Implications: Buffering against attacks on social justice education requires leaning on and marshaling backup from local actors who can help push back on censorship attempts to eliminate teacher agency. Future studies may want to explore this phenomenon at a larger scale and draw on observations of how teaching practices may have changed because of divisive concepts legislation.

Hamilton, A., Morgan ,S., Harland ,K., & and Murphy, B. (2025). **Embedding masculinities within a gender conscious relational pedagogy to transform education with boys experiencing compounded educational disadvantage**. *Pedagogy, Culture & Society*, *33*(3), 961-981. https://doi.org/10.1080/14681366.2024.2301726
Responding to a persistent gap in policy and practice, this paper offers a new gender conscious relational pedagogy, directly informed by boys and educators who have participated in Ulster University's longitudinal 'Taking Boys Seriously' research in Northern Ireland. The development of this pedagogy is grounded in the authentic voices of boys from disadvantaged communities whom despite encountering multiple models of masculinity within a contested society, are rarely provided with opportunities to explore and better understand these in relation to themselves and others. Transcending the boundaries of formal and informal education, we have found this gender conscious relational pedagogy to be highly significant in re-engaging boys in education, increasing their participation, confidence, emotional support, behavioural management, critical thinking, and reflexivity. Our work contributes to a gender-transformative research agenda (Keddie and Bartel 2021) committed to an emancipatory praxis that engages intentionally with boys and educators to examine gender socialisation processes with a focus on masculinities, re-shaping power relations within contextual educational communities, and improving educational experiences, opportunities, and outcomes for disenfranchised adolescent boys and ultimately all learners.

Howard-Jones, P. (2025). ***Children's development and learning for sustainability and global citizenship: insights for pedagogical practice***. Consulté à l'adresse

https://unesdoc.unesco.org/ark:/48223/pf0000393620?posInSet=1&queryId=N-EXPLORE-641537ae-a022-42de-90b5-1ad3c9314a9e
L'éducation au développement durable (EDD) et l'éducation à la citoyenneté mondiale (ECM) sont deux objectifs importants du Cadre d'action Éducation 2030. Les efforts visant à offrir aux apprenants l'éducation décrite par les objectifs de l'EDD et de l'ECM peuvent potentiellement bénéficier d'une compréhension scientifique du développement des enfants. Ce document de travail explore comment les changements développementaux dans divers processus perceptifs, cognitifs et sociocognitifs impliqués dans l'acquisition des compétences de l'EDD et de l'ECM peuvent apporter un éclairage sur l'efficacité des différentes approches éducatives.

Hsieh, C., Khau, A. H., Song, Y., & Li, H.-C. (2025). **Impact of school leadership on teachers' instructional practices: examining mediating roles of collegiality and teacher autonomy using Vietnam TALIS 2018**. *International Journal of Educational Research*, *132*, 102621. https://doi.org/10.1016/j.ijer.2025.102621
As globalization poses new challenges, enhancing teachers' instructional practices has become crucial for improving productivity and educational equity globally. However, research on the impact of leadership on teachers' instructional practices in developing countries, particularly Vietnam, remains limited. This study utilizes data from Vietnam's 2018 TALIS to explore how instructional leadership and distributed leadership influence teachers' instructional practices through teacher autonomy and collegiality. Hierarchical linear modelling reveals that instructional leadership has no significant impact on teacher autonomy, collegiality, or teachers' instructional practices, whereas distributed leadership, while not directly affecting teacher autonomy or teachers' instructional practices, indirectly enhances teachers' instructional practices through collegiality. These findings suggest that in Vietnam's cultural and educational context, distributed leadership may hold greater potential for driving overall school development. Thus, school leaders should focus on fostering teacher collaboration and autonomy to improve teachers' instructional practices. This study provides new insights into leadership's role in educational reform and offers implications for policy optimization in other middle-income countries.

Huard, C. (2025). **Fondamentaux et variations pour l'observation des pratiques montessoriennes des écoles maternelles publiques françaises**. *Recherches en éducation*, (59). https://doi.org/10.4000/140ty
Cet article montre l'élaboration progressive d'une méthodologie destinée à renseigner des pratiques pédagogiques « différentes » mises en œuvre par des enseignants du public dans leur classe. Il s'inscrit dans le cadre de notre recherche doctorale qui a pour objectif de faire connaitre et de comprendre les nouvelles pratiques inspirées par la pédagogie Montessori apparues depuis 2010. Grâce à une enquête réalisée en 2016, par questionnaire, nous avions montré que les pratiques déclarées par ces enseignants étaient très hétérogènes, ce que d'autres recherches avaient aussi documenté. Nous avions alors élaboré une première typologie de ces pratiques selon le degré de proximité à la pédagogie originelle de Maria Montessori. La recherche actuelle vise, cette fois, à observer des pratiques enseignantes, suivies d'entretiens d'autoconfrontation avec les enseignants de ces classes. Poursuivant l'objectif de rendre compte de la variété de ces pratiques, nous avons établi une liste de référence des principes fondamentaux de la pédagogie Montessori, puis avons construit une nouvelle grille permettant d'identifier des critères observables et d'élaborer une nouvelle classification des pratiques. C'est cet

outil et les trois étapes de sa construction que nous présentons, ainsi que ses premiers résultats.

Iaaly, A., Daou, P., Nakad, M., & Abboud, R. J. (2025). **E-assessment and e-proctoring implementation during coronavirus pandemic: A participatory study using socio-technical systems theory**. *Education and Information Technologies*, *30*(5), 6583-6616. https://doi.org/10.1007/s10639-024-13078-z
This paper reports on a participatory case study investigating the total shift to an electronic assessment and electronic proctoring modality in a traditional higher education academic institution in Lebanon due to the COVID-19 pandemic. It describes the novel real-time electronic assessment and proctoring system developed by the University of Balamand. The system uses advanced technology to monitor the students' environment, their computer screens and identify their geographical location. The University understudy is unique as it never practised e-assessment nor e-proctoring before and is economically disadvantaged due to the severe economic crisis in Lebanon. The study used the socio-technical system theory to explore the implementation of e-assessment and e-proctoring, seeing the university as a complex dynamic of interrelated technical and social elements. The Socio-technical System theory made it possible to have a holistic view of the abrupt changes caused by the implementation of e-assessment and how it affected the task, structure, actor, and technology. The study found that the implementation of the e-assessment and the e-proctoring system changed the working practices of faculty members, the behaviour of students, and the working culture at the university. Top management support and commitment, resource allocation, technological infrastructure, technical support, champions as change agents, continuous hands-on training, faculty member proper proctoring, and the exam design typology were critical factors for the successful implementation of e-assessment and e-proctoring in times of abrupt change. This study has made significant theoretical contributions to the e-assessment research stream as it demonstrated the appropriateness of utilizing the socio-technical theory for studying the e-assessment implementation.

Ioannou, A., Miliou, O., Adamou, M., Kitsis, A., Timotheou, S., & Mavri, A. (2025). **Understanding practicing and assessment of 21st-century skills for learners in makerspaces and FabLabs**. *Education and Information Technologies*, *30*(7), 8829-8846. https://doi.org/10.1007/s10639-024-13178-w
Despite the opportunities that makerspaces and FabLabs offer for the development of 21st-century skills, understanding how these skills are being practiced and assessed in these spaces has been proven challenging. In this work, we address this gap through an interview study investigating 13 maker-educators' practices across different makerspaces and FabLabs. The findings reveal that, in general, maker-educators' practice is not guided by any formal 21st century skills framework. Instead, they draw ideas from their national school curricula, literature, and primarily their own experiences and perceived best practices in their contexts. They report evidence of practicing 21st-century skills, most frequently referring to five skills: collaboration, creativity, communication, life/social skills, and problem-solving. Yet, they do not explicitly assess the development of these skills, for reasons that have to do with (i) the practical nature of making, which emphasizes the development of a tangible result and not skills development as such, (ii) the demanding nature of the making activities, which requires a lot of hands-on time, leaving no room for assessment, (iii) the making ethos, which

presents maker-educators with choices around what to pursue and how to go about it, and cannot restrict making activities within the boundaries of formal assessment practices. The study helped to document some making practices linked to the practicing of 21st-century skills, as reported by the participating maker-educators. Future work could focus on the design of assessment practices and tools that can help to capture and advance the development of 21st-century skills in maker contexts, while respecting the openness in the making ethos.

Johnson-Ojeda, V., Hill, L. B., Shin, S., York, A. M., & Frey, R. F. (2025). **Measuring STEM Instructors' Learning of and Growth in Inclusive Teaching: Development and Evaluation of the STEM Faculty Inclusive Teaching Survey (FITS)**. *CBE—Life Sciences Education*, *24*(1), ar18. https://doi.org/10.1187/cbe.24-01-0016
There is a growing emphasis for professional development programs that teach instructors about inclusive Science, Technology, Engineering, and Mathematics (STEM) practices and the impact of instructor and student identities on these practices. As instructors implement these practices, there is a need for instructors, departments, and faculty developers to measure instructor progress and to help identify next steps in improving inclusive STEM teaching. This study describes the development of the Faculty Inclusive Teaching Survey (FITS) using scale-development theory, frameworks using Clarke and Hollingsworth's interconnected model of professional growth and Dewsbury's Deep Teaching model, and higher-education STEM, Diversity, Equity, and Inclusion, and professional development literature. Using data of three cohorts from an online national inclusive STEM teaching program, exploratory factor and confirmatory factor analyses and invariance measurements were conducted to evaluate the initial internal structure of the FITS, comprising four measures: Awareness and Impact of Identity, Confidence in Inclusive Teaching, Reflection on Inclusive Teaching, and Likelihood to Implement Inclusive Teaching. Our results provide initial evidence that the FITS could be used as one of the measurement approaches for instructor feedback and growth to support multidimensional and iterative learning about inclusive teaching in higher education. Implications and suggestions for practical use and future research are provided.

Joselin, L., Ancet, P., & Rachedi-Nasri, Z. (2024). **Les relations avec les pairs : un soutien aux dynamiques inclusives ? Présentation du dossier**. *La Nouvelle revue – Éducation et société inclusives*, (98-99), 7. https://doi.org/10.3917/nresi.098.0007
Le présent dossier contribue à mieux comprendre les leviers et les obstacles au développement des relations entre pairs, lorsque l'un d'entre eux au moins est en situation de handicap, et ce aux différents âges de la vie. Cette question se révèle essentielle, car il existe un consensus dans la communauté scientifique pour souligner que les enfants présentant des spécificités, quels que soient leurs troubles, rencontrent des difficultés majeures à participer à des interactions et/ou à les initier avec les enfants typiques et réciproquement.

Jun, H.-J., Jia, Y., & Kulo, V. (2025). **Investigating factors associated with faculty perspectives on changes in teaching modalities within health professions education programs**. *Education and Information Technologies*, *30*(5), 5635-5654. https://doi.org/10.1007/s10639-024-13034-x
Educators in higher education institutions swiftly transitioned from face-to-face to online and remote classes to mitigate physical contact risks and ensure student and faculty safety during the pandemic. However, this abrupt shift presented both personal and

institutional challenges in redefining the expectations and roles of instructors and learners in online teaching and learning activities. Despite the critical importance of understanding faculty perspectives on these teaching modality changes, limited research exists on the factors associated with faculty perspectives on transitioning from face-to-face to online teaching, particularly with a diverse sample. This study aims to address this gap by exploring factors associated with faculty perspectives on teaching modality changes in health professions education programs, utilizing a novel self-reported instrument. An online survey was distributed to assess various aspects, including teaching, social, and cognitive presence, self-efficacy, transition experience, and favorability towards online teaching. Data were collected from 117 faculty members across six U.S. institutions in 2021. Exploratory factor analysis revealed four distinct underlying factors: Community of Inquiry (CoI), self-efficacy, commitment, and favorability of online teaching. Results from multiple linear regression models indicated that previous online teaching experience was statistically significantly associated with the CoI score. The findings underscore the importance of professional development initiatives and the establishment of best practices in online teaching to support faculty in navigating and succeeding in the post-pandemic online teaching environment.

Kamali, J. (2025). **A cross-cultural investigation of effective language pedagogy in teachers' personal practical knowledge narratives: a cultural-ecological perspective**. *Pedagogy, Culture & Society*, *33*(3), 1089-1109. https://doi.org/10.1080/14681366.2024.2361455
The current case study probes two international language teachers' perspectives on the role culture plays in their perception of an effective language pedagogy through their personal practical knowledge narratives from a cultural ecological standpoint. To do this, two language teachers from two different cultural backgrounds (Iran and Japan) were asked to write a narrative about an effective class they had taught and how culture had influenced it. These narratives were read carefully and became the basis of three 60-minute semi-structured narrative interviews. Both narratives and interview data were analysed using a thematic analysis based in a cultural ecological perspective. The study contributes to the literature on culturally informed education by recognising culture as a distinctive factor affecting learning in different layers of the cultural ecology and can inform a culture-specific, nativized teacher education programme.

Kapoor, G., Vostanis, A., Mejía-Buenaño, S., & Langdon, P. E. (2025). **Using Precision Teaching to Improve Typically Developing Student's Mathematical Skills Via Teleconferencing**. *Journal of Behavioral Education*, *34*(1), 109-138. https://doi.org/10.1007/s10864-023-09520-w
This study evaluated the effects of Precision Teaching in improving typically developing students' mathematical skills when delivered via teleconferencing in India. Four students received Precision Teaching, while nine acted as control participants. Precision teaching involved instruction in three mathematical skills; two prerequisite skills and the primary skill of mixed addition and subtraction facts. Instruction included untimed practice, timed practice, goal-setting, graphing, and a token economy. Participants who received Precision Teaching received ten practice sessions for the prerequisite skills and 55 sessions for the primary skill. The results demonstrated improvements in the prerequisite skills of varied magnitude and considerable improvements in the primary skill, which were maintained above baseline performance levels. In addition, those who received Precision Teaching were below the 15th percentile rank at the initial assessment and

above the 65th percentile at the post-intervention assessment in the math fluency subtest of the Kaufman Test of Educational Achievement—Third Edition. Control participants did not demonstrate similar improvements. Results suggest that Precision Teaching could produce accelerated outcomes even when delivered via teleconferencing. Therefore, it could be a valuable system for helping students ameliorate potential learning losses resulting from the COVID-19 pandemic.

Kheroufi-Andriot, O. (2023). **Construire une relation de confiance dans le contexte d'une division du travail éducatif**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 35-54. https://doi.org/10.3917/lsdle.561.0035

Konyeme, J. E., & Oliweh, I. S. (2024). **Appraisal of Some Modern Assessment Techniques in Science Education**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/appraisal-of-some-modern-assessment-techniques-in-science-education/
Researches into effective science teaching at primary school provide us with two important information; the ideas that science teaching and learning of children should start at school and understanding of a concept is the fundamental of the learning. Recently, the quality of teaching and learning science becomes the question in hand. A lot of researchers […]

Kostaki, S.-M., & Linardakis, M. (2025). **Revealing primary teachers' preferences for general characteristics of ICT-based teaching through discrete choice models**. *Education and Information Technologies*, *30*(7), 9289-9310. https://doi.org/10.1007/s10639-024-13182-0
The current study explores the preferences of primary school teachers on the characteristics of Information and Communication Technologies (ICT)-based teaching via Discrete Choice Models (DCM). These models analyze the preferences of teachers towards alternatives that are formed by different characteristics. In this study we examined the characteristics: subject area, grade, and interactivity of digital resources. The sample consists of 418 teachers. According to the study, teachers' preferences are positively influenced by the interactivity of digital resources. Male teachers have a significantly higher probability of utilizing Digital Learning Objects (DLOs) on grades from 3rd to 6th, compared to 1st and 2nd grades. The inclination to use DLOs for teaching Mathematics diminishes as the level of ICT training rises, whereas the preference for using DLOs in teaching Natural Sciences grows with higher levels of ICT training. Moreover, soft skills training increases the probability of using DLOs in teaching Literature and Natural Sciences compared to teachers with no soft skills training. The results provide insights into the specific preferences and needs of teachers concerning the use of technology in their teaching, which can be utilized to develop more effective strategies towards the digitization of the educational process.

Krämer, S., & Zimmermann, F. (2025). **Teachers' perceptions of students with different disabilities through the lens of the stereotype content model**. *Social Psychology of Education*, *28*(1), 82. https://doi.org/10.1007/s11218-025-10046-4
According to the stereotype content model (SCM), individuals with disabilities are commonly stereotyped as "warm but dumb." Thereby, disabilities are used as an umbrella term encompassing various types of disabilities. The current study pursues the question of whether different types of disabilities are associated with different patterns of

stereotype content. The relevance of this question has increased since the adoption of the Convention on the Rights of Persons with Disabilities: Students with disabilities or special educational needs (SEN) are increasingly included in regular classrooms, where the social category of students with SEN is particularly salient. Thus, teachers' stereotypes of these students may be activated more easily and may affect their (teaching) behavior. In the main study, involving N = 57 teachers, we investigated teachers' stereotypes of students with different types of SEN using the SCM approach. Students with social-emotional disabilities were rated as colder than students with other types of SEN. Students with intellectual disabilities were rated as comparatively incompetent. This pattern of results perfectly matched the results of a pre-study investigating N = 259 German citizens' stereotypes of people with different types of disabilities. Findings suggest the importance of considering differentiated stereotypes of people with different disabilities or SEN. Moreover, teachers' stereotypes of students with different SEN appear to be comparable to those regarding disabilities in people outside the school context, implying socially shared stereotypes when differentiating between types of disabilities. We discuss the practical implications of these results in terms of their relevance for school.

Labrousse, N., Baker, M. J., & Bernard, F.-X. (2025). **L'analyse collaborative d'un texte argumentatif pour faire émerger les représentations des élèves sur l'argumentation**. *Recherches en éducation*, (59). https://doi.org/10.4000/140u3
Cet article propose de reprendre et analyser des représentations spontanées de l'argumentation, exprimées par des élèves de seconde à l'occasion d'un travail d'analyse collaborative en classe de français d'un texte argumentatif, issu d'un site producteur de nombreuses infox. Les élèves sont invités à repérer des arguments dans un texte argumentatif qui joue sur la peur de l'avènement d'une dictature écologique mondiale. L'analyse de leurs échanges a permis de s'interroger sur les représentations qui émergent de leurs analyses. Les élèves étaient incités à co-construire leur compréhension de l'argumentation et à évaluer à l'aune de cette compréhension commune l'argumentation de l'auteur. Certaines représentations repérées dans ces échanges peuvent être considérées comme des obstacles à la compréhension d'un texte argumentatif, tandis que d'autres se situent au contraire dans le continuum d'une définition savante de l'argumentation. L'étude permet de tirer des conclusions pour l'enseignement de l'argumentation en classe de français dans un dispositif d'apprentissage collaboratif.

Lardy, L., & Dessus, P. (2025). ***IntEnsES: INTeractions Enseignant-Étudiants dans le Supérieur***. Consulté à l'adresse https://hal.science/hal-05065437
Ce document présente un système d'observation de la qualité des interactions enseignant-étudiants dans l'enseignement supérieur. Dans un premier temps, nous présenterons l'engagement et l'autorégulation de l'apprentissage. Ensuite, nous montrerons comment la théorie de l'autodétermination (TAD) fournit un cadre pertinent pour évaluer les interactions enseignant-étudiants qui nourrissent ces deux facteurs explicatifs de la réussite académique et de la qualité de l'apprentissage. Enfin nous proposerons un outil de cotation des interactions enseignants-étudiants qui permette de les évaluer en référence au cadre que nous proposons. Il est à noter que cet outil n'évalue pas la qualité du contenu disciplinaire proposé. Dans l'enseignement supérieur, cette évaluation nécessiterait des connaissances pointues dans le domaine observé ce qui réserverait l'usage du système d'observation à des spécialistes de la discipline et limiterait grandement son applicabilité.

Le Corre, G. L. (2024). ***Analyse de l'activité collective d'un enseignant et des élèves se préparant à une situation inédite de certification en EPS : contribution au programme écologique de l'agir humain en éducation et formation*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-05065369
Cette thèse s'inscrit dans une approche écologique de l'agir humain (Guérin, et Al., 2023) plaçant l'activité humaine comme concept organisateur. Elle ambitionne d'analyser l'activité collective d'un enseignant et de six élèves dans le cadre d'une préparation à une évaluation certificative comprenant une situation inédite en EPS. Pour y parvenir, le programme du Cours d'Action (Theureau, 2015) est articulé à l'approche sociotechnique des environnements de formation (Albero, 2010a, b, c) afin d'identifier des configurations d'activité documentant ce qui fait dispositif chez l'enseignant et les élèves. L'objectif est d'identifier les transformations de l'activité des sujets induites par l'instrumentation visée par les artéfacts définissant l'inédit, et d'analyser la dynamique d'apprentissage pour rendre compte des conditions favorables et/ou défavorables à la typification de connaissances et au processus d'appropriation. Les résultats caractérisent l'inédit comme le vécu d'un étonnement (Thiévenaz, 2017), suivi d'une mise en enquête (Dewey, 1938) par l'appropriation des artéfacts d'outils à instruments. Ils mettent également en évidence que l'inédit est vécu à la fois chez les élèves et chez l'enseignant. En effet, l'enseignant doit réorganiser son activité en fonction des propositions des élèves répondant à l'inédit. Cet environnement de formation inédit a fait ainsi ressortir l'émergence d'une activité collective interprétée en termes de configurations mettant en évidence des convergences et divergences entre les expériences des élèves et de l'enseignant et des transformations conjointes. Il met en lumière de nouvelles perspectives à la fois scientifiques et professionnelles sur l'intérêt de ce type de pédagogie active pour développer chez les élèves leur aptitude à juger et utiliser les savoirs (Reboul, 1980).

Lecorre, T., & Ghedamsi, I. (2025). ***Le débat scientifique en classe – Étude d'un cas sur la modélisation et la définition***. Consulté à l'adresse https://hal.science/hal-03854635
This article aims to further investigate how the teaching of mathematics in the classroom/lecture hall can both enhance students' thinking and enable them to master the analysis of complex mathematical knowledge through scientific debate in the classroom.

León, J., Núñez-Regueiro, F., & Santana-Monagas, E. (2025). **Reciprocal relations between teacher engaging messages and student motivation**. *Revista de Psicodidáctica (English ed.)*, 500165. https://doi.org/10.1016/j.psicoe.2025.500165
Effective teaching practices are crucial for student success and the quality of education. One such practice that has recently gained attention is the use of engaging teacher messages, which have shown promising results. This study investigates the reciprocal relationship between teacher engaging messages and student motivation using a random intercept cross-lagged panel model. Participants were 1048 (Mean age = 16.33, SD = 1.25) high school students from 16 different secondary schools, 949 of whom participated in at least one measurement wave and were accounted for in the analyses participated in the study. Rooted in self-determination theory, the study found that messages highlighting the benefits of studying had a positive impact on changes in student motivation to learn, and that teacher engaging messages were not impacted by changes in student motivation. These findings suggest that effective teacher

engaging messages, such as gain-framed autonomous messages, are partly independent from students' motivation and can therefore be promoted to enhance student outcomes and the overall quality of education.

Lescouarch, L., & Vergnon, M. (2025). **La recherche pédagogique collaborative : une voie singulière pour le développement de pratiques pédagogiques alternatives**. *Recherches en éducation*, (59). https://doi.org/10.4000/140tx
Cette contribution présente une réflexion sur une démarche de recherche permettant d'étudier le développement de pratiques pédagogiques de rupture avec les pédagogies traditionnelles dans une perspective collaborative. Elle s'appuie, pour illustration, sur une expérience de recherche menée dans une école élémentaire de REP+ autour du thème du bien-être des élèves en milieu scolaire en appui sur une flexibilisation des environnements d'apprentissage. Cette proposition articulant enjeux épistémologiques et méthodologiques, et enjeux pratiques de la collaboration chercheurs-acteurs de terrain, nous permet de mettre en évidence les points d'appui, les obstacles et les tensions associés à un tel dispositif de recherche collaborative pour développer des pédagogies alternatives. Nous postulons qu'il s'agit d'une voie féconde pour favoriser le renouvellement de la forme scolaire par l'intégration de pratiques pédagogiques nourries par des réflexions et dispositifs issus du courant des « pédagogies différentes », en se prémunissant de l'écueil potentiel des vulgates souvent associées à ces emprunts.

Lesnefsky, R. R., Elsner, J., Kirk, E. A., Yeldell, J., Ke, L., & Sadler, T. D. (2025). **Exploring Resources and Reasoning Practices in Socioscientific System Modeling for Justice-Centered Science Education**. *CBE—Life Sciences Education*, *24*(1), ar10. https://doi.org/10.1187/cbe.24-01-0017
Integrating science education with social justice is vital for preparing students to critically address significant societal issues like climate change and pandemics. This study examines the effectiveness of socioscientific system modeling as a tool within Justice-Centered Science Pedagogy (JCSP) to enhance middle school students' understanding of social justice science issues. It focuses on how system modeling can scaffold students' reasoning about complex social systems, informed by their lived experiences, cultural backgrounds, and social identities. Our research involved 27 middle school students using system models to explore the societal and scientific dimensions of the COVID-19 pandemic. By leveraging the experiences and insights of students, educators can create transformative learning environments that not only recognize but also utilize students' unique knowledge bases as legitimate contributions to classroom discourse. The implications for instructional design highlight the need for multifaceted, responsive activities that align with the principles of JCSP and empower students as agents of societal transformation. The research contributes to the ongoing discourse on enhancing science education through justice-centered approaches that address the complexities of socioscientific context and the cultural relevance of scientific knowledge.

Li, M. (2025). ***Pensée enseignante, agir professoral et contexte : une analyse des dynamiques enseignantes en FLE dans les écoles secondaires en Chine*** (Phdthesis, Université d'Orléans). Consulté à l'adresse https://theses.hal.science/tel-05073153
Notre thèse examine les liens entre la pensée enseignante, l'agir professoral et le contexte dans la didactique des langues, en se concentrant sur l'enseignement du français en secondaire en Chine. Nous analysons l'impact des contraintes contextuelles

sur les croyances et pratiques des enseignants. La pensée enseignante, qualifiée de « dimension cachée » de l'action pédagogique, se construit avant, pendant et après l'interaction en classe. Elle s'appuie sur des savoirs théoriques, des expériences pratiques et des biais personnels, formant un « répertoire didactique » qui oriente les choix en classe. L'accumulation d'expérience et les réflexions sur la pratique, influencées par le contexte d'enseignement, font évoluer les convictions pédagogiques sur le long terme. Il est donc essentiel d'étudier la pensée enseignante en tenant compte du contexte spécifique qui la façonne. Pour cela, nous avons opté pour une analyse approfondie du contexte scolaire chinois. Notre approche mêle méthodes quantitatives et qualitatives, s'appuyant sur des recherches antérieures et sur la collecte de données par observations en classe et entretiens avec des enseignants de FLE de plusieurs établissements secondaires chinois. L'objectif est de comprendre comment le contexte spécifique des écoles secondaires en Chine influence les pratiques et convictions pédagogiques des enseignants, afin de mieux saisir les dynamiques de l'enseignement dans ce cadre particulier.

Li, S., Peng, K., Zhu, B., & Liu, F. (2025). **Research on the impact mechanism of knowledge co-creation virtual teachers on learner creativity: From the perspective of social facilitation**. *Education and Information Technologies*, *30*(7), 9605-9639. https://doi.org/10.1007/s10639-024-13215-8

In the digital age, online learning platforms utilizing advanced technologies such as artificial intelligence can provide more diverse and abundant educational resources compared to offline learning environments. However, online learners still face emotional expression and inertia trap problems. Knowledge co-creation virtual teachers (KCVTs) can solve the aforementioned difficulties, because they can increase the emotional interaction between learners and teachers and encourage learners to reduce inertia. But whether the above characteristics of KCVTs can affect learner creativity remains to be studied. Therefore, this study innovatively analyzes the impact of the technical characteristics of KCVTs, including the expertise of resource recommendation (ERR), familiarity with learners' learning processes (FLLP) and heuristic interaction (HI), on learner creativity from a social facilitation perspective. Meanwhile, the mediating role of internal drive, namely perceived personalization (PP) and intrinsic motivation (IM), as well as the moderating effects of emotional support (ES) and incentive (IN), are considered. Ultimately, the proposed model is empirically tested using a sample of 296 users from existing learning communities. We find: (1) As the Social Facilitation theory suggests, the group factors of KCVTs influence creativity through different mechanisms: the ERR and HI of KCVTs stimulate learners' creativity (R^2 = 0.46) through their PP (R^2 = 0.59) and IM (R^2 = 0.43), while the FLLP provided by KCVTs fosters learner creativity (R^2 = 0.46) through their PP (R^2 = 0.59) in online learning communities. (2) The interactive atmosphere and learning evaluation methods in online communities' impact creativity. The ES (R^2 =0.333) provided by KCVTs and the IN (R^2 =0.348) from online learning communities enhance learners' spontaneity in generating intrinsic motivation to overcome barriers, thereby fostering creativity. This study extends the social facilitation theory to the context of online learning, enriches the theoretical framework of individual creativity influence mechanisms and offers practical implications for the design and optimization of KCVTs in online learning platforms.

Lin, C.-J., Lee, H.-Y., Wang, W.-S., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing reflective thinking in STEM education through experiential learning: The role of generative AI as a**

learning aid. *Education and Information Technologies*, *30*(5), 6315-6337. https://doi.org/10.1007/s10639-024-13072-5
With the promotion of STEM education and active practice, experiential learning has become a crucial instructional design strategy. Experiential learning emphasizes a student-centered learning model, encouraging students to explore unknown fields through individual and team collaborative efforts. Through practical activities, it promotes active exploration and deep understanding, thereby stimulating students' creativity and independent thinking abilities. However, there are still some challenges confronting the learners. However, due to the limitations of short-term memory and the ability to organize key information, students often struggle to recall all past dialogues during reflection and observation processes. This hinders effective discussions and communication, impacting the application of collaborative strategies. To address this challenge in STEM collaborative discussions, this study explores the application of generative AI technology in STEM education. By integrating experiential learning with collaborative strategies, the goal is to enhance students' learning outcomes and reflective thinking. This research introduces a GPT-based large language model tool, the GPT-Assisted Summarization Aid (GASA), which is applied in collaborative learning activities within the framework of experiential learning. GASA supports learners in their reflective observation and conceptualization processes by providing feedback and assistance tailored to different phases of the experiential learning curriculum. The experimental results indicate significant differences in learning outcomes and reflective thinking between the experimental group using GASA and the control group. Furthermore, students in the experimental group were more effective in sharing information, establishing a common understanding, and solving problems during the collaborative learning process. This study provides empirical evidence for teaching strategies in STEM education and reveals the potential of generative AI technology in educational technology. Future research should explore larger sample sizes and long-term learning impacts to further validate the broad applicability of GASA in different educational contexts.

L'intervention éducative à l'aune de la diversité et du bien-être. (2025). Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/3268_9782760561823.pdf
Lippert, M. (2024). ***Étude comparative des compétences enseignantes visant le soutien des élèves issus de l'immigration à leur réussite éducative dans un contexte de diversité au Québec et au Luxembourg***. Consulté à l'adresse http://hdl.handle.net/1866/40466
Ce mémoire explore la perception des enseignants du Québec et du Luxembourg à propos de leur formation concernant le développement des compétences nécessaires pour soutenir les élèves issus de l'immigration dans un contexte de diversité. La réussite éducative de ces élèves est cruciale afin de mieux les intégrer dans la communauté scolaire ainsi que dans la société respective. Dans ce mémoire, nous avons établi que l'enseignant joue un rôle important à cet égard et nous nous sommes intéressés à comment l'enseignant peut contribuer à la réussite éducative de ces élèves. En nous intéressant à cette question, nous avons réalisé une recherche qualitative-interprétative basée sur des entretiens semi-dirigés avec quatorze enseignants, dont neuf luxembourgeois et cinq québécois. Nous avons identifié, dans un premier temps, les différentes catégories des compétences qui seraient nécessaires pour le soutien éducatif des élèves issus de l'immigration, et les avons classées en savoirs généraux, didactiques, relationnels et éthiques. Nous nous sommes aussi intéressées, dans un deuxième temps, aux perceptions, convictions, croyances et biais implicites des enseignants vis-à-vis de

cette population d'élèves. Nous avons interrogé, dans un troisième temps, les compétences que les enseignants de ces deux contextes ont pu développer lors de leur formation initiale. Enfin, les enseignants ont pu nous donner des pistes d'amélioration de ladite formation. D'un point de vue comparatif, nous avons constaté que les enseignants québécois sont généralement plus ouverts à la diversité et critiques de leurs pratiques, tandis que les enseignants luxembourgeois sont plus aptes à enseigner dans un contexte plurilingue. Toutefois, les formations actuelles, manquent de contenu sur l'éducation antiraciste et l'éducation en contexte de diversité, tant au Luxembourg qu'au Québec, mais davantage dans le contexte de ce premier. Nous recommandons ainsi de renforcer les compétences des enseignants en intégrant de tels contenus par le biais d'une approche transversale dans les formations des enseignants, pour mieux soutenir la réussite éducative des élèves issus de l'immigration dans un contexte de diversité.

Liu, R., Pang, W., Chen, J., Balakrishnan, V. A. P., & Chin, H. L. (2025). **The application of scaffolding instruction and AI-driven diffusion models in children's aesthetic education: A case study on teaching traditional chinese painting of the twenty-four solar terms in chinese culture**. *Education and Information Technologies*, *30*(7), 9129-9160. https://doi.org/10.1007/s10639-024-13135-7

In the context of globalization, adapting to modern educational needs and adopting innovative teaching methods have become increasingly crucial, particularly in the field of children's aesthetic education. This study explores the integration of scaffolding instruction and AI-driven diffusion models in children's aesthetic education, with a special focus on teaching the traditional Chinese cultural concept of the Twenty-Four Solar Terms. The study develops a specialized dataset for traditional Chinese paintings of the Twenty-Four Solar Terms and introduces a novel compound loss function to optimize the AI models' training process, thus enhancing the quality of instructional image resources. A scaffolding teaching framework, supported by an AI-driven diffusion model, is established to provide systematic and structured guidance tailored to children's learning needs. The experimental results indicate that the proposed approach significantly enhances students' engagement and comprehension of traditional cultural concepts. Specifically, students demonstrated a deeper understanding of the symbolic and artistic meanings embedded in the Twenty-Four Solar Terms, which leads to enhanced cultural appreciation and critical thinking. Moreover, the approach fostered active participation in learning activities, with students exhibiting increased interaction with the educational content. These improvements were particularly evident in the way students creatively interpreted cultural symbols and applied these concepts in their own artistic expressions. This study confirms the potential of AI-driven diffusion models to support more effective teaching practices in aesthetic education, offering valuable insights for integrating modern technology with traditional cultural education and providing key theoretical and practical references for future reforms in children's aesthetic education. These findings possess significant practical implications, particularly within the education domain. The proposed AI-driven scaffolding teaching method can be broadly applied to classroom instruction in traditional Chinese painting, and it can also be extended to other domains, namely cultural and art education. By generating high-quality instructional image resources, the approach empowers educators to implement personalized teaching strategies in classrooms with diverse cultural backgrounds, while simultaneously enhancing students' cultural understanding and creativity. Furthermore, for distance and online education, the method possesses a potentially broad application scope,

equipping educators with an effective tool for facilitating educational reform and innovation.

Liu, Y., Li, R., Diao, Y., Hou, M., Yuan, H., & Zhang, X. (2025). **An analysis of factors influencing undergraduate students' learning preference in nursing laboratory courses with virtual reality technology: A scoping review**. *Education and Information Technologies*, *30*(7), 8495-8540. https://doi.org/10.1007/s10639-024-13149-1
Virtual reality (VR) technology has been widely used in nursing laboratory courses to effectively making up for the shortcomings of traditional teaching. However, challenges such as cell phone addiction, negative emotions, and reduced communication between teachers and students still exist during the application process, which makes it difficult to achieve the goal of cultivating high-quality nursing talents. Students, as the main body of VR technology application in nursing laboratory teaching, directly affect the teaching effect of VR courses. This study aims to identify the factors influencing undergraduate students' learning preferences in nursing laboratory courses with VR technology through a scoping review. Following the PRISMA guidelines, 231 articles were retrieved from 6 databases, with 20 documents meeting the inclusion and exclusion criteria. The results show that prior experience, debriefing format, and instructor involvement are the most common influencing factors in the operational, debriefing, and undifferentiated phase of the virtual course, respectively. During the virtual operation phase, it is important to consider the integration between the disciplines and the VR technology. A group learning approach is used, and the length of the course and the frequency of learning can be adjusted according to previous experience. In the debriefing phase, synchronous debriefing can be chosen and the time is set between 15 and 30 min. Meanwhile, timely feedback from teachers is necessary for effective learning outcomes.

Lyu, Y., Adnan, A. B. M., & Zhang, L. (2025). **Influencing factors on NLP technology integration in teaching: A case study in Shanghai**. *Education and Information Technologies*, *30*(5), 6707-6740. https://doi.org/10.1007/s10639-024-13063-6
This study presents a comprehensive examination of the applications, challenges, and strategies associated with the integration of natural language processing (NLP) technologies in university teaching. By employing qualitative analyses, including interviews, classroom observations, and document review, the study explores the diverse applications of NLP and its perceived effectiveness by teachers of different disciplines. The study revealed that 80% of the five teachers interviewed had employed NLP technology in their classrooms, with 60% of them deeming it effective in fostering student engagement. Nevertheless, considerable obstacles to the implementation of NLP were identified, including policy constraints, technological limitations, and resistance from educators. The study proposes that these obstacles can be surmounted through the provision of enhanced institutional support, the implementation of professional development initiatives, and the fostering of interdisciplinary collaboration. By elucidating the function of NLP in pedagogical innovation, this study contributes to the broader discourse on educational technology and pedagogy, offering insights that will inform future educational policy and practice.

Maričić, M., Anđić, B., Soeharto, S., Mumcu, F., Cvjetićanin, S., & Lavicza, Z. (2025). **The exploration of continuous teaching intention in emerging-technology environments**

through perceived cognitive load, usability, and teacher's attitudes. *Education and Information Technologies*, *30*(7), 9341-9370. https://doi.org/10.1007/s10639-024-13141-9
According to the theoretical frameworks and teaching practice, the constructs of the Technology acceptance model - TAM and the Cognitive load theory - CLT are in a close cause-and-effect relationship, and gaining insights into this issue is essential for educators. Our study aimed to examine continuous teaching intention (CTI) with emerging technologies (ET) through perceived usability (PUS), attitudes towards teaching (ATT) and perceived cognitive load (PCL) from the aspect of teachers' perceptions. A survey research design using a cross-sectional survey technique was applied. The research involved 801 primary and lower secondary school teachers. Results showed that the TAM-CLT scale model is aligned and fits the overall sample well. In addition, teachers' PUS can be a crucial factor in shaping ATT and CTI of ET because this construct positively influences these variables underlining the importance of designing user-friendly ET. However, our study reveals the lack of a significant negative relationship between teachers' PCL and PUS, and the absence of mediation between PCL and CTI through PUS. These unexpected findings highlight the complexity of users' experiences with ET and the need for a more nuanced understanding of the interplay between these constructs. One of the implications of our study refers to further investigation of the underlying mechanisms between PCL, PUS, and CTI. Other recommendations are stated in the discussion.

Matthiasdottir, A., Audunsson, H., Dagiene, V., Rouvrais, S., Barus, A., & Proches, C. G. (2024, septembre 2). ***Examining best practices in curriculum design: insights for engineering education***. 727. Consulté à l'adresse https://imt-atlantique.hal.science/hal-05066624
Higher education must be prepared for the ever-changing needs of the world to ensure that future engineers receive extensive training and are equipped to provide significant contributions to both the workforce and society. It is important for higher education leaders to be aware of the need for regularly reviewing curriculum and take part in development to ensure quality improvement. Engineering education needs to be up to date and driven by the need to prepare graduates for the challenges posed by rapidly changing technology, industry, and society. This paper specifically aims to identify best practices for curriculum design in engineering education. Data was collected through the exchange of engineering and business curricula among members participating in the DECART project (DECART 2022). The shared curricula underwent critical examination based on key features related to curriculum components. The analysis included reflection and feedback from project partners. The findings hold significance for engineering educators in various contexts, offering insights into curriculum transformation, agility, and resilience amidst increasingly Volatile, Uncertain, Complex, and Ambiguous (VUCA) environments, which continue to influence engineering education and higher education.

Maxwell, B. (2025). **The Duty of Impartiality in Teaching and the Criteria of "Controversial Issues"**. *Educational Theory*, *75*(3), 421-438. https://doi.org/10.1111/edth.70018
When do teachers need to deal with sociopolitical issues impartially and when are they justified in taking a stand? In the academic literature, attempts to answer this question have centered on the relative merits of four criteria of controversial issues: the epistemic criterion, the behavioral criterion, the politically authentic criterion, and the political criterion. In this paper, Bruce Maxwell first presents a critical survey that details the

limitations of these criteria as heuristic methods for reliably distinguishing controversial from uncontroversial issues for pedagogical purposes, and then advances and defends a more promising approach. This approach prioritizes students' rights and teachers' responsibilities at stake and hence aligns with the standard decision procedure that professionals gravitate toward when faced with a problem of professional ethics. The paper concludes with a discussion of the practical value for educators of focusing on teachers' responsibilities and students' rights in the context of professional decision-making about impartiality, rather than referring to the descriptive criteria of controversial issues.

Meirmanova, N. (2025). **Analyse comparative entre la génération automatique de questionnaires à choix multiples par ChatGPT et le corps enseignant pour l'évaluation de l'apprentissage**. *Array*, *22*(1). https://doi.org/10.18162/ritpu-2025-v22n1-03

More, R. (2025). **The relevance of ableism in social (work) pedagogy**. *Pedagogy, Culture & Society*, *33*(3), 1033-1050. https://doi.org/10.1080/14681366.2024.2322738
Ableism, a system of thought that creates notions of normality based on abilities and ability expectations, is closely tied to capitalist logics that promote the productive citizen. While the pursuit of certain abilities is a fundamental part of any society, the individualisation of abilities and the coercive character of some ability expectations marginalise people differing from the ideal citizen as unprofitable and burdensome. Through issues of access to various social support services and through social practice within in the welfare system, the need to consider ableism and its consequences in social (work) pedagogy becomes apparent. The aim of this theoretical essay is to emphasise the relevance of ableism in social (work) pedagogy by linking ableism theory to critical debates in social pedagogy/social work. I first describe the concept of ableism and its roots in Disability Studies, but also its relevance exceeding them. Second, I argue for anti-ableism as a critical pedagogy and third, I elaborate its relevance in the context of social work by drawing on examples of structural ableism evident in youth vocational support and homeless services. Finally, I explain how anti-ableism may be anchored in social (work) pedagogy.

Morris, T. H., Bremner ,Nicholas, & and Sakata, N. (2025). **Self-directed learning and student-centred learning: a conceptual comparison**. *Pedagogy, Culture & Society*, *33*(3), 847-866. https://doi.org/10.1080/14681366.2023.2282439
Self-directed learning and student-centred learning are key theoretical constructs in the educational literature. However, to date, the similarities and differences between these terms have not been examined. This paper therefore provides a historical overview of both constructs, followed by an analysis of the similarities and differences between them. The analysis found that student-centred learning has been interpreted in a much broader and more inconsistent way than self-directed learning, and that any conceptual comparison is dependent on the ways in which student-centred learning is interpreted. In particular, the inclusion or non-inclusion of the notion of power-sharing is key when comparing student-centred learning to self-directed learning. If power-sharing is not considered part of student-centred learning, learning might be student-centred and not yet self-directed. An original and important conclusion from the present work is that: only if power-sharing is considered part of student-centred learning can learning be both student-centred and self-directed. Increased clarity around the meanings of these

concepts will benefit teachers and other educational stakeholders and will allow us to conduct more valid research to examine the potential impacts of such approaches.

Moshayedi, A. J., Roy, A. S., Khan, Z. H., Lan, H., Lotfi, H., & Zhang, X. (2025). **EMTIHAN: Design of a novel approach to secure online examination challenge in remote learning**. *Education and Information Technologies*, *30*(7), 9573-9604. https://doi.org/10.1007/s10639-024-13170-4
In this paper, a secure exam proctoring assistant 'EMTIHAN' (which means exam in Arabic/Persian/Urdu/Turkish languages) is developed to address concerns related to online exams for handwritten topics by allowing students to submit their answers online securely via their mobile devices. This system is designed with an aim to lessen the student's burden of exam submission by offering portable hardware and easy-to-use cloud infrastructure. The main contribution of this research is to design an innovative system for online examination (in remote or distance learning scenarios), and using mixed methods i.e. both quantitative and qualitative data collection and analysis to verify its performance. The comparative results regarding submission time and security features have proven the efficacy of EMTIHAN against manual submission with participants across 5 countries using purposive sampling and currently available solutions e.g. Chaoxing MOOC and Google Classroom with 94.5% student satisfaction rate. Furthermore, app scan quality is measured using structural similarity index measure comparing with popular CamScanner app showing better quality despite image compression.

Niu, Z., Wang, Y., Yang, K., Zuo, B., & Wen, F. (2025). **Understanding academic expectations: the influence of students' academic emotions on academic expectations and the mediational role of perceived teacher competence and warmth**. *Social Psychology of Education*, *28*(1), 79. https://doi.org/10.1007/s11218-025-10039-3
Previous research has provided limited exploration into the antecedents and mechanisms of academic expectations. Combining the broaden-and-build theory of positive emotions, this paper presents two investigations to examine the relationship between adolescents' academic emotions and academic expectations, as well as their underlying mechanisms. In Study 1, a questionnaire was distributed to 326 adolescent participants. The results indicated that adolescents' academic emotions influenced their academic expectations through their perception of teacher warmth and competence. Positive academic emotions improved participants' perception of teacher warmth and competence, thereby increasing their academic expectations. Conversely, negative academic emotions diminished perceived teacher warmth and competence, resulting in lower academic expectations. In Study 2, a situational experiment was used to manipulate the induction of positive or negative academic emotions with 145 adolescent participants using a one-way between-subjects design. The findings validate the mediating role of perceived warmth and competence. This research expands the theoretical foundation and holds practical significance. Future research can develop new experimental paradigms or explore alternative mechanisms based on this study.

Nsabayezu, E., Habimana, O., Nzabalirwa, W., & Niyonzima, F. N. (2025). **Investigating the contemporary teaching approaches and technological integration in organic chemistry instruction in selected Rwandan secondary schools**. *Education and Information Technologies*, *30*(5), 6399-6433. https://doi.org/10.1007/s10639-024-13075-2
Effective organic chemistry instruction necessitates an adaptable approach that accommodates varied learning styles and improves students' comprehension of

concepts. To attain this goal, teachers may employ visualization, molecular modeling, and interactive software to explain three-dimensional structures and spatial interactions. Thus, the objective of this research is to investigate present pedagogical methods and evaluate the use of technology in teaching organic chemistry in selected Rwandan secondary schools. This study adopted a convergent parallel research design, where both quantitative and qualitative data were collected simultaneously and analyzed separately. A sample of 60 chemistry teachers from two districts, one rural and one urban, and only five students were involved in the study. Quantitative data were gathered through the utilization of questionnaires, augmented by the comprehensive classroom observation protocol, recognized as the Teaching Dimensions Observation Protocol (TDOP). Qualitative insights, on the other hand, were acquired through structured interviews. The analysis of the data encompassed both descriptive and inferential statistics. The results showed that lecture while writing (LW) was the most widely used instructional method, accounting for 10.8% of cases, followed by Small group work/discussion SGW, with 10% of cases. In terms of technology integration in organic chemistry instruction, the use of instructional technology such as YouTube videos (M), simulations (SI) and websites (WEB) were found to be minimal, with 1, 2, and 1%, respectively. However, the inferential statistics revealed no significant difference in the use of technology in teaching organic chemistry between teachers depending on their location (rural vs. urban) ($df = 1$, $p > .05$) and gender ($df = 1$, $p > .05$). On the other hand, the study identified challenges including limited access to technology, underlining the importance of adequate technological resources and incorporating technology in organic chemistry instruction. It also advised employing novel teaching approach, like multimedia-supported flipped classroom approach, that can help to boost students' understanding of organic chemistry concepts.

Paquelin, D., Huet, B., Albert, C., Djieufack, E. B., & Ohoussa, A. (2025, mai 19). ***Contribution à une modélisation de la dynamique agentive transformatrice en pédagogie de l'enseignement supérieur***. Présenté à QPES Questions de Pédagogies dans l'Enseignement Supérieur. Consulté à l'adresse https://nantes-universite.hal.science/hal-05087017

Bilan de recherche en pédagogie RÉSUMÉ Les transformations de l'enseignement supérieur depuis la fin du XXe siècle ont soulevé des questions essentielles pour les enseignants sur le sens de leur métier et leur identité professionnelle. Ces interrogations, ancrées dans les valeurs, les postures et les pouvoirs d'action, reflètent des tensions internes et externes, et des contradictions. Ces tensions et contradictions amènent souvent les enseignants à osciller entre engagement et évitement face aux transformations pédagogiques. Cette proposition, en prenant appui sur une revue de littérature récente analyse comment la prise en compte de l'agentivité, ou la capacité d'influencer son propre fonctionnement et les événements, peut rendre ces transformations durables. Cette analyse rappelle la dimension systémique des transformations des pratiques pédagogiques en considérant les niveaux micro des acteurs, meso des collectifs et macro de l'institution. Chacun de ces niveaux est abordé pour expliciter les dimensions qui leur sont propres. Elle souligne la complexité du développement des pratiques professionnelles, marquées par des contradictions et des tensions et identifie quatre composantes d'une dynamique transformatrice : le soi professionnel, la collaboration, le mouvement et la légitimation. Les propos des auteurs•trices mobilisé•e•s rappellent l'ancrage de cette transformation dans une zone de développement professionnel individuelle, collective et institutionnelle et une zone

d'acceptabilité. In fine, cette revue de littérature confirme que la motivation interne des personnes enseignantes ne peut suffire à une transformation durable des pratiques tant ces dernières sont régies par un ensemble de règles, de normes et de schèmes d'action culturellement ancrés dans les imaginaires individuels et collectives, et dans les cultures professionnelles.

Paulmann, S., & Weinstein, N. (2025). **Motivating tones to enhance education: The effects of vocal awareness on teachers' voices**. *British Journal of Educational Psychology*, *95*(2), 551-564. https://doi.org/10.1111/bjep.12737
Background Effective classroom communication is key to shaping the learning environment and inspiring student engagement. And, it's not just what is said, but how it's said, that influences students. Yet, few (current or future) teachers receive education on vocal pedagogy. Aims This study examined the impact of raising vocal awareness in teachers on their voice production through delivering a voice training program. Method Specifically, we explored how primary school teacher trainees produced motivational (either soft, warm, and encouraging, or harsh, pressuring, and controlling) and neutral communications before and after the delivery of a voice education program that concentrated on raising voice awareness, vocal anatomy, exercise techniques (e.g. breath control, voice modulation), and voice care. Hypotheses: We hypothesised that trainees' voice production would change over the course of the program and lead to more 'prototypical' displays of motivational prosody (e.g. softly spoken encouraging intentions vs. harshly spoken controlling intentions). Results Results indicated a noticeable difference when communicating motivational intentions between pre- and post-training voice samples: post training, trainees spoke more slowly and with reduced vocal effort irrespective of motivational intention, suggesting that raising vocal awareness can alter classroom communications. Conclusion The results underscore the importance of vocal awareness training to create a supportive and autonomy-enhancing learning environment.

Peachey, N. (2025). ***Transforming teacher education with AI: Lessons from a global community of practice***. Consulté à l'adresse https://www.teachingenglish.org.uk/sites/teacheng/files/2025-04/Peachey_2025_Transforming_teacher_education_with_AI.pdf
Depuis 2019, le British Council soutient des communautés de pratique pour les formateurs d'enseignants. En 2023, une table ronde sur l'IA a réuni 18 pays pour explorer le potentiel de l'IA dans la formation des enseignants. L'ouvrage issu de ce travail présente des ressources et des stratégies pratiques : sécurité liée à l'IA, outils pédagogiques, planification de cours ou encore retours d'information automatisés. Il aborde également les enjeux éthiques et la protection des données, en insistant sur l'importance de maintenir l'interaction humaine. Témoignages et exemples concrets enrichissent le document qui vise à encourager une adoption réfléchie de l'IA, en promouvant un environnement d'apprentissage collaboratif et innovant.

Pelhate, J. (2023). **Faire alliance pour penser l'éducation inclusive ? Rôles professionnels et place des parents dans la construction des trajectoires scolaires en contexte genevois**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 77-98. https://doi.org/10.3917/lsdle.561.0077
Pelhate, J., Jacobs, M., & Conus, X. (2023). **La division du travail éducatif dans l'école inclusive : quelles formes de collaborations avec les parents et entre professionnels ?** *Les*

Sciences de l'éducation - Pour l'Ère nouvelle, *56*(1-2), 7-14. https://doi.org/10.3917/lsdle.561.0007

Pesce, S., & Robbes, B. (2025). **Le sens ou la preuve ? D'une conception de la pratique à une épistémologie des pédagogies alternatives**. *Recherches en éducation*, (59). https://doi.org/10.4000/140u1

Nous avons invité les contributeurs de ce numéro de la revue REE à rendre compte de leurs travaux de recherche sur les pédagogiques « différentes ». Cet article de synthèse tente de dégager les traits communs de ces textes en termes épistémologiques et méthodologiques, mais aussi de type de connaissances produites. Cette lecture nous amène à souligner l'idée suivante : c'est une certaine conception de la pratique pédagogique, comme activité complexe, située, et déterminée par l'investissement des acteurs, qui sous-tend les contours de la recherche. C'est ainsi qu'il faut comprendre le privilège accordé aux approches compréhensives et interprétatives, et l'attention portée par les chercheurs à la parole et à l'expérience des acteurs. Ces options, qui n'excluent pas les approches explicatives de recherches qui peuvent revendiquer la pertinence de méthodes mixtes, accordent ainsi une valeur centrale à la catégorie du sens, refusant de limiter la recherche en éducation à une simple fonction de production de « preuves » d'efficacité des pratiques.

Peter, B. U., Obinaju, Q. I., & Ikoh, N. F. (2024). **Soft Skills and Early Childhood Education Teachers' Job Performance in Akwa Ibom State, Nigeria**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/soft-skills-and-early-childhood-education-teachers-job-performance-in-akwa-ibom-state-nigeria/

This study investigated the relationship between soft skills and early childhood teachers' job performance in Akwa Ibom State, Nigeria. Specifically, the study examined the relationship between communication skills, conflict management skills, stress management skills, time management skills, and early childhood teachers' job performance. To achieve the purpose of this study, four specific objectives, four research […]

Petiot, O., & Le Yondre, F. (2023). **D'où proviennent les émotions des enseignants en détention**. *Le travail humain*, *Vol. 86*(2), 159-187. https://doi.org/10.3917/th.862.0159

Le métier d'enseignant devient de plus en plus un travail émotionnel, en particulier dans des contextes impliquant des élèves à besoins éducatifs particuliers. En effet, les enseignants peuvent être confrontés à des moments à forte connotation émotionnelle suscitant un effort pour maitriser ses émotions. Cette recherche visait à analyser les inducteurs émotionnels issus de 133 incidents critiques racontés par des enseignants exerçant en détention via un questionnaire en ligne. Il s'agissait des moments les plus marquants de leur carrière en détention. Nous avons alors réalisé une analyse inductive de ces moments consistant à les catégoriser au regard des inducteurs émotionnels positifs et négatifs rapportés par les enseignants. Cinq catégories d'inducteurs positifs ont été mis en évidence : (1) Réussite/performance de détenus malgré leurs difficultés rencontrées (2) Construction de relations positives dans le cadre de la classe (3) Intérêt manifesté par les détenus pour le savoir et la culture (4) Succès d'un évènement/exercice proposé par l'enseignant (5) Constat de la « normalité des détenus en classe malgré la détention. Les inducteurs émotionnels négatifs ont quant à eux été répartis en quatre catégories : (1) Manifestations de violence/perturbations de la part des détenus (2) Irruption en classe des difficultés personnelles/des actes commis par des détenus (3) Désintérêt pour le cours manifesté par des détenus (4) Ambiance de la

détention et/ou poids des règles pénitentiaires. Ces résultats sont discutés au regard des spécificités émotionnelles de l'enseignement en détention et de l'importance de reconnaitre les enjeux de leur travail émotionnel au sein des formations.

Plum, M. (2025). **Multi-sensitive attunement: exploring the relationship between the toddler and the nursery teacher in the institutional arrangement of early childhood education and care**. *Pedagogy, Culture & Society*, *33*(3), 1019-1032. https://doi.org/10.1080/14681366.2024.2317857
In the area of Early Childhood Education and Care (ECEC), intersubjectivity between the child and the nursery teacher is seen as a core element of professional work. The notion of affect attunement, proposed by Daniel Stern, is central in this regard. Based on ethnographic fieldwork, I explore the relationship between the toddler and the nursery teacher within this frame. However, engaging with perspectives from Actor-Network-Theory, I argue that the interplay is more than mere reciprocal attunement between humans. Through empirical examples, I show how elements such as bibs, sandboxes, wardrobes, rules and routines, all part of the institutional arrangement, are vibrantly at play in the attunement. Thus, I propose the blurry concept of multi-sensitive attunement to point to the heterogeneous connections that make up the relationship. My ambition in exploring and proposing such a blurry concept is to expand our understanding of what goes on in ECEC and what professional work is. It is an ambition to theoretically move the relationship between the toddler and the professional out of an implicit mother-child ideal and into the formalised setting in which it takes place.

Rege, M., Bru, E., Solli, I. F., Thijssen, M. W. P. T., Tharaldsen, K. B., Vestad, L., … Stallard, P. N. (2025). ***The Impact of Teaching Coping Skills in Schools on Youth Mental Health and Academic Achievement: Evidence from a Field Experiment*** (Working paper N° 11742). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11742
Effective and scalable strategies for promoting youth mental health are urgently needed. We conducted a randomized controlled trial to assess the impact of school-based, teacher-led coping skills instruction on youth mental health and academic achievement. The trial included 84 classes and 1,879 ninth-grade students (ages 14–15) in Norway. Findings indicate improved mental well-being and reduced emotional distress at a one-year follow-up, particularly among students with low baseline well-being. The intervention also enhanced academic motivation and increased the likelihood of choosing an academic high school track. Additionally, it had a positive effect on math performance among students with initially low academic motivation, but no significant effects on performance in English or Norwegian.

Reuter, Y. (2025). **Analyser des pédagogies « différentes » : quelques débats autour des questions de méthode**. *Recherches en éducation*, (59). https://doi.org/10.4000/140u0
Cet article aborde certains débats méthodologiques à propos des recherches sur les pédagogies « différentes » à partir de quelques questions : l'analyse des logiques au sein desquelles s'inscrivent les recherches menées, l'adéquation de ces recherches avec leurs visées, les décisions quant à la temporalité, le refus du sectarisme méthodologique, les critères retenus et le sens qu'ils ont pour les acteurs, sans oublier certains axes d'analyse tels la spécificité du projet ou encore la plus ou moins grande cohérence entre les principes affichés et les dispositifs instaurés.

Robbes, B. (2025). **Une recherche à l'école élémentaire de la rue d'Oran à Paris : regard rétrospectif sur une démarche de recherche en collaboration**. *Recherches en éducation*, (59). https://doi.org/10.4000/140tw
Cet article porte un regard rétrospectif sur l'ensemble d'une démarche de recherche en collaboration conduite à l'école élémentaire de la rue d'Oran, à Paris, entre 2014 et 2019. Après avoir précisé les partis pris de notre recherche en la situant dans la mouvance des recherches-actions et/ou collaboratives, nous revenons sur la phase initiale du processus de contractualisation de cette recherche. Comment s'est-elle mise en œuvre ? Quels en étaient les enjeux ? Quelles en ont été les conditions favorables ? Qu'avons-nous appris de ce processus et qu'en retenons-nous, dans la perspective de recherches ultérieures ? Nous nous penchons ensuite sur la dynamique qui s'est enclenchée entre l'équipe des chercheurs et celle des enseignants grâce au processus mis en œuvre : le projet de recherche a-t-il ou non évolué, qu'il s'agisse de ses pôles, de ses objets et de ses objectifs, du calendrier de la recherche, ou encore des modalités et du type de recherche conduite ? Nous analysons ce qui a rendu possibles d'éventuelles évolutions. Enfin, nous interrogeons les écarts entre projet initial et réalisé. Cet examen est l'occasion d'évoquer les limites de cette recherche, en posant la problématique complexe de l'évaluation des pédagogies.

Robbes, B., & Connac, S. (2023). **La situation proposée aux élèves est-elle ou non une situation-problème ? Analyse d'une séance dans une classe de lycée pratiquant une pédagogie se référant à la coopération**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(1-2), 141-167. https://doi.org/10.3917/lsdle.561.0141
Robbes, B., & Pesce, S. (2025). **Édito - Étudier les pratiques se réclamant des pédagogies différentes à l'école primaire : un enjeu pour les sciences de l'éducation et de la formation**. *Recherches en éducation*, (59). https://doi.org/10.4000/140tv
Partant des rapports entre pédagogie et recherche en éducation, cet édito précise les notions de pédagogie, de pédagogies différentes et alternatives. Puis, il reprend le constat déjà établi que peu de recherches sont consacrées à ces pratiques pédagogiques, se demandant si les sciences de l'éducation et de la formation en délaisseraient l'étude. Les articles de ce dossier suggèrent au contraire qu'il existe toujours des chercheurs en sciences de l'éducation et de la formation qui s'intéressent à ces objets. Ils réouvrent des débats essentiels pour ces sciences alors que dans le champ scolaire, des courants émergeants de recherche en éducation prétendent révolutionner la pédagogie par la neuro-éducation, la neuropédagogie ou l'instruction directe, à partir du paradigme de « l'école efficace » relevant des recherches fondées sur des données probantes. Ces débats sont au cœur de la problématique du dossier : par quelles méthodologies, selon quelles épistémologies, quels cadres disciplinaires et théoriques les sciences de l'éducation et de la formation étudient-elles les pratiques d'enseignement/apprentissage des écoles et des classes primaires se réclamant de pédagogies dites « différentes » ?

Rouvrais, S., & Jacovetti, G. (2025, mai 19). ***Cap sur l'APE : apprentissage par expédition***. Présenté à QPES 2025: colloque Questions de Pédagogies dans l'Enseignement Supérieur "Écosystèmes de formation : pour quelles transformations ?" Consulté à l'adresse https://imt-atlantique.hal.science/hal-05064443
As a result of a 2022-2025 Erasmus+ project, a codesign workshop gives carte blanche to participants, stakeholders in higher education, to imagine and develop the structure and outline of an international training semester. An idea is put forward: a 5-month expedition

on a low- carbon cruise ship that would be equipped with learning and teaching spaces and would provide accommodation for students, e.g. at Master's level. The ship would travel between several coastal cities, e.g. European ones, to enrich learning contexts across several universities and in connection with large companies or industries according to the chosen theme, e.g. the ecological transition. Working collaboratively in subgroups, workshop participants describe their semester using a curriculum framework developed within the project, integrating best practices in pedagogical alignment. Depending on the time and the participants' profile, certain parts of the nine components of this framework are pre-filled. Participants also plot their choice of ship's itinerary on a map, choosing universities and companies. Most often, they ensure that the training objectives and educational choices for their semester, as well as the strengths of the stages, are aligned with the academic, industrial, economic, geopolitical, or cultural specificities of the countries to be visited, in light of the chosen theme, which is most often holistic. Finally, after a brief cross-presentation of the originalities and strengths of each proposal, the participants take part in a semi-structured discussion on this original model of expedition-based learning.

Saiz-González, P., Sierra-Díaz, J., Iglesias, D., & Fernandez-Rio, J. (2025). **Exploring physical education teachers' willingness and barriers to integrating digital technology in their lessons**. *Education and Information Technologies*, *30*(5), 5965-5987. https://doi.org/10.1007/s10639-024-13060-9
The use of digital technologies to support learning in physical education (PE) has grown in recent years. However, little is known about what teachers think when PE meets technology in the digital era. The purpose of this descriptive study was to use a carefully constructed, face-validated, and pilot-tested web survey to identify PE teachers' willingness and barriers to integrating digital technology in their lessons. A total of 265 PE teachers returned completed surveys. The results showed a widespread interest in the use of digital technology in the school context, as well as in promoting the transfer of learning to the out-of-school context. Also, PE teachers expressed some reasons for interest in its use related to (a) learning and assessment, (b) physical activity, (c) teaching support, (d) communication with families and (e) teamwork among students inside and outside the class. In contrast to these interests and attitudes, teachers identified five major barriers that might be limiting the introduction of digital technology in PE: (a) not having sufficient access to technological resources, (b) not having received the necessary training to use it effectively, (c) lack of institutional support, (d) lack of time to effectively introduce it and (f) students' data privacy. The findings of this study suggest the implementation of measures that can address the identified barriers to facilitate the incorporation of digital technology in PE. Understanding teachers' perceptions regarding the delivery of digital technology in schools may help guide future research and policy to support digital technology in PE lessons.

Schürer, S., van Ophuysen, S., & Marticke, S. (2025). **Social participation in secondary school: The relation to teacher-student interaction, student characteristics and class-related variables**. *Social Psychology of Education*, *28*(1), 92. https://doi.org/10.1007/s11218-024-09992-2
Our study explores how various factors at individual and class level influence social participation among German secondary school students. Previous literature suggests that individual variables like academic achievement, migration background, and gender can impact social participation. Moreover, class-specific disparities may arise

based on school track or – in the sense of a homophily effect – on differences in the distributions of gender and migration background. Over and above these effects, we hypothesize that the quality of teacher-student interaction plays a role in shaping students' social participation. We used hierarchical linear models with data from a standardized questionnaire administered to 876 pupils organized into 39 classes (5th to 7th grade) in 12 secondary schools. Our analysis shows that high-quality interaction between teachers and students is associated with higher levels of social participation among students - measured both through self-perception and peer acceptance. Additionally, higher social participation scores were observed in higher track schools (Gymnasium) relative to lower school tracks. Finally, a gender homophily effect is observed only for peer acceptance. These insights have significant implications for both researchers and educators. In conclusion, this work underscores the importance of accounting for contextual characteristics when examining determinants of adolescent social participation.

Sianturi, M., Lee ,Jung-Sook, & and Cumming, T. M. (2025). **Strengthening Indigenous parents' co-leadership through culturally responsive home-school partnerships: a practical implementation framework**. *Pedagogy, Culture & Society*, *33*(3), 823-846. https://doi.org/10.1080/14681366.2023.2272746
The momentum of the decolonising education movement has led many scholars to rethink the ongoing impacts of colonialism on Indigenous peoples and generate catalysts for change. Using the decolonisation lens, the aim of this phenomenological study was to investigate the barriers, outcomes, and enablers of effective collaboration between West Papuan parents and teachers. Results suggested that although they encountered many obstacles, both groups of participants still believed in the possibility of establishing sustainable, culturally responsive home-school partnerships. In addition, when teachers embraced West Papuan culture in home-school partnerships, it increased their professional skills, parents' agency, and self-efficacy, which in turn, enhanced children's learning outcomes and strengthened children's Indigenous identity. We offer a culturally responsive home-school partnership framework, developed from the bottom-up narratives of teachers and parents. The framework centres on three key strategies: culturally responsive communication, decolonising pedagogical practices, and emancipatory support.

Simon, A., Lopez, L. M., Girardet, C., Coudurier, L., & Guillen, E. (2023, mai 24). ***Construire collectivement des systèmes de recueil de traces : un levier de développement professionnel ?*** Présenté à 13e rencontre internationale des LéA-IFé. Consulté à l'adresse https://ens-lyon.hal.science/ensl-05050342
En 2021, huit enseignantes (six professeurs des écoles exerçant en élémentaire et deux coordonnatrices ULIS), désireuses de mieux prendre en compte la diversité de leurs élèves et de favoriser le développement de leur autonomie, se sont lancées dans la mise en place d'un dispositif innovant : les classes flexibles. Si leur participation à un groupe de codéveloppement (Simon, 2022) animé par la conseillère pédagogique leur a permis de repenser collectivement l'aménagement des espaces et d'harmoniser le choix des méthodes pédagogiques, l'organisation des conditions favorables à l'autonomisation scolaire des élèves (Raab, 2016) restait à construire. Comment impliquer davantage les élèves dans leurs apprentissages, leur permettre d'apprendre durablement ? Ces interrogations ont conduit à l'émergence d'une problématique centrale : comment leur permettre de se situer dans leurs apprentissages par le moyen de l'évaluation, pour

progresser et devenir de plus en plus autonomes ? Pour mettre au travail cette question, l'équipe de terrain (enseignantes et conseillère pédagogique) s'est associée à une équipe de recherche de l'université de Genève en devenant le LéA REEFlex (Régulation et Evaluation en Espaces Flexibles), dans la perspective d'investiguer leurs pratiques et la transformation de celles-ci. Au cours de cette première année, le collectif s'est accordé sur le fait que, pour apprendre à s'auto-évaluer et à se réguler, les élèves devaient être capables de faire des choix et de s'exprimer sur leurs choix. L'importance de recueillir et de prendre en compte la voix des élèves est devenue au cœur des préoccupations du LéA, associée à un questionnement collectif commun : comment recueillir des traces au regard de la diversité des dispositifs expérimentés par les enseignantes dans leur classe ? Qu'est-ce qu'une trace de l'activité de l'élève / de l'enseignante et qu'est-ce qu'une trace à des fins de recherche ? Notre intervention questionnera la co-construction de sens qui a été nécessaire à propos du « recueil de traces » dans la perspective d'aborder la collaboration « comme une rencontre des préoccupations à la fois communes et respectives du terrain », selon le concept de « double vraisemblance » (Pépin et Desgagné, 2017, p.127). Les témoignages de différentes participantes montreront nos méthodologies hybrides, qui dans la première année de notre LéA, assument d'être « foisonnantes » pour faire écho aux valeurs, expériences, désirs des professionnels de terrain et des chercheurs pour co-situer leur objet commun (Mottier Lopez, à paraître). La communication offrira une opportunité pour réfléchir de façon critique à l'apport des négociations autour des traces pour impulser le développement professionnel des actrices de terrain et également des chercheuses. Bibliographie Mottier Lopez, L. (à paraitre). De l'enquête collaborative à la méta-enquête par l'enjeu des traces produites : une approche alternative pour une épistémologie constructiviste revisitée. Dossiers de sciences de l'éducation, 48. Pepin, M. et Desgagné, S. (2017). La double vraisemblance au fondement de la collaboration de recherche : retour sur la démarche de coconstruction d'un projet entrepreneurial à l'école primaire. Phronesis, 6, 126-139. https://doi.org/10.7202/1040223ar Raab, R. (2016). Le paradoxe de l'autonomie en contexte scolaire. Éducation et socialisation, 41. https://doi.org/10.4000/edso.1663 Simon, A. (2022). Le codéveloppement professionnel : un dispositif pour renforcer la professionnalité des enseignants chevronnés ? [mémoire de master]. Université Lyon 1.

Smeplass, E. (2025). **Nurturing inclusivity and professional growth among vocational teachers through communities of practice**. *Pedagogy, Culture & Society*, *33*(3), 785-804. https://doi.org/10.1080/14681366.2023.2268108
This article critically examines the intricate balance between instrumentalism and the pursuit of a comprehensive perspective within higher education. Specifically, the study investigates the experiences of vocational teachers enrolled in a master's program at a Norwegian university, as they grapple with the challenge of reconciling academic requisites with their vocational expertise. Drawing on the transformative conduit of 'communities of practice' introduced by Lave and Wenger, the research addresses this multifaceted undertaking. Embracing an educational approach that values adult learners' prior experiences, the article advocates for the cultivation of communities of practice. This approach facilitates the exchange of insights and collaborative learning, empowering vocational teachers to adeptly navigate the academic landscape while integrating their vocational wisdom. The analysis illustrated how the program's curriculum, incorporation of real-world experiences, and development of diverse study techniques can enhance learning outcomes. Through Lave and Wenger's theoretical

framework and its practical application, the article contributes to the discourse on fostering inclusivity within higher education. Centring on vocational teachers, who bring invaluable practical experiences, our study emphasises the potential to nurture engagement, bridge the gap between past experiences and the acquisition of new knowledge and skills, and ultimately cultivate a more inclusive and impactful academic environment.

Solmaz, O. (2025). **Impacts of digital applications on emergent multilinguals' language learning experiences: the case of Duolingo**. *Education and Information Technologies*, *30*(7), 9185-9214. https://doi.org/10.1007/s10639-024-13185-x
Digital mobile applications have impacted foreign language learning by offering accessible and engaging educational tools. This study examines the effect of digital mobile applications on emergent multilinguals' foreign language learning experiences at the tertiary level. Twenty-nine English language teacher candidates engaged with Duolingo—a popular, free mobile application—over a month, studying various foreign languages. Data collected from pre- and post-study reflective journals, discussion board posts, and focus group interviews provided insights into the participants' experiences with the app's features, their perceived language development, and their views on the pedagogical integration of mobile apps in language education. The findings highlighted active student engagement and noted vocabulary improvements, while other language areas showed mixed results. Participants appreciated the app's technical features but criticized its cultural and speech limitations. Despite recognizing digital mobile applications' potential, teacher candidates expressed uncertainty about their classroom integration but intended future pedagogical use. The study concluded with the implications of these interactions for the integration of mobile apps into foreign language education, particularly in multilingual contexts.

Son, T. (2025). **Noticing classes of preservice teachers: relations to teaching moves through AI chatbot simulation**. *Education and Information Technologies*, *30*(7), 9161-9184. https://doi.org/10.1007/s10639-024-13188-8
Responsive teaching is an effective teaching approach in which teachers engage and respond to students' mathematical ideas to support their mathematics learning. In this study, the relationship between preservice teachers' (PSTs) noticing expertise and their teaching moves was investigated in a simulated AI chatbot environment. The AI chatbot included a virtual student with misconceptions about fraction operations and was used as an instructional tool to provide opportunities for PSTs to practice responsive teaching skills. Using latent class analysis, PSTs' noticing components (attending, interpreting, and responding) and teaching move patterns were investigated in a sample of 138 PSTs from two universities in Korea. The result indicated that significant correlations between PSTs' noticing expertise and the quality of their teaching moves. In addition, three distinct classes were identified based on PSTs' noticing skills, and differential use of teaching moves was found across these classes. The results underscore the differences in PSTs' noticing expertise in the AI chatbot environment and a typical classroom setting and suggest implications for leveraging AI chatbot simulations in teacher education.

Stockus, C. A., & Zell, E. (2025). **Do growth mindsets reduce the big-fish-little-pond effect?** *Social Psychology of Education*, *28*(1), 74. https://doi.org/10.1007/s11218-025-10022-y
Research on the big-fish-little-pond effect (BFLPE) indicates that students evaluate themselves more favorably when they have high rank in low rank schools than low rank

in high rank schools. Nonetheless, it remains unclear how the detrimental effects of being a little fish in a big pond might be reduced. To address this gap, we conducted two experiments testing whether growth mindsets reduce the BFLPE. Participants in two preregistered studies read an article suggesting that intellectual abilities are malleable or fixed prior to a standard manipulation of the BFLPE (total N = 539). Results yielded a highly robust BFLPE on self-evaluations and affect (ds > 1.02). However, the BFLPE was not substantially altered by growth mindsets in either study. Further, despite using parallel materials and measures, the growth mindset manipulation was somewhat less impactful in the present study than in prior studies. These data provide the first experimental evidence that the BFLPE is robust to growth mindset interventions. Implications for research on the BFLPE and growth mindset interventions more generally are discussed.

Sverdlik, N., Slobodin, O., & Katz, I. (2025). **Exploring the interplay of students' values and lecturers' teaching orientation during the shift to distance learning: a person-environment perspective on students' need satisfaction**. *Social Psychology of Education*, *28*(1), 75. https://doi.org/10.1007/s11218-024-09963-7
Applying a person-environment fit perspective, our study posited that the interplay between students' personal values and lecturers' teaching orientation predicted students' psychological need satisfaction amidst the transition to distance learning in the initial weeks of the Covid19 pandemic. Our contention was that the more students valued openness-to-change and the less they valued conservation, the more they would experience need satisfaction. Furthermore, we proposed that these relationships would be more pronounced when lecturers demonstrated greater motivation to teach, as reflected in their attitudes toward their teaching role (i.e., their teaching orientation). Data were gathered from a cohort of 899 students and their 264 corresponding lecturers. The findings substantiate our model and underscore the significance of considering fundamental personality dispositions and their interaction with environmental factors in comprehending the optimal strategies for promoting an enhanced experience of need satisfaction. This research sheds light on the nuanced dynamics that influence psychological need satisfaction.

Svoboda, J. (2025). **Supporting Multilingual Science Learners**. *CBE—Life Sciences Education*, *24*(1), fe1. https://doi.org/10.1187/cbe.25-01-0009
The purpose of the Current Insights feature is to highlight recent research and scholarship from outside the LSE community. In this installment, I draw together work by research teams to address inequities facing multilingual learners in science classrooms. The articles in this set represent a movement based in the ideas and pedagogies of translanguaging. Translanguaging describes the diverse and fluid ways in which learners use and develop language and rejects narrow definitions of language that have been used to marginalize multilingual learners. Applied to science education, translanguaging inspires questions about how to help multilingual learners navigate existing science learning environments while also working to transform restrictive language systems that continue to dominate science learning spaces.

Tortochot, E., & Terrien, P. (2025). **La recherche-action participative en éducation : entre praxéologie et épistémologie pratique**. *Formation et pratiques d'enseignements en questions. Revue des HEP*, (29), 141. Consulté à l'adresse https://amu.hal.science/hal-05071808

Cet article propose une approche analytique et réflexive sur la modélisation des pratiques partagées entre communautés de pratiques dans trois situations de recherche-action participative en éducation. Comprendre les processus complexes de co-conception de ces dispositifs et de co-construction des savoirs, oblige à identifier l'objet frontière pour se saisir des médiations entre participants dont les épistémologies pratiques peuvent être des obstacles au but visé et des impensés dans la prise en charge éthique et déontologique de la recherche. Les résultats montrent en quoi les niveaux où se situent les pratiques partagées négociées (micro, méso ou macro) jouent un rôle prépondérant dans l'édification d'une communauté d'apprentissage.

Tournier, B., Godwin, K., Cameron, E., & Lugaz, C. (2025). ***Leveraging the potential of the middle tier to improve education outcomes: the role of a capacity assessment framework***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393642

Tripp, B., Ravi, A., Pang, E., & Furrow, R. E. (2025). **Undergraduate STEM Students' Perceptions of Grading Practices Reveal that Quiz Retakes Positively Impact Drivers of Self-determination**. *CBE—Life Sciences Education*, *24*(1), ar4. https://doi.org/10.1187/cbe.24-06-0167
Grades are a staple of education and a gateway to future career opportunities. Yet, grading practices can (re)produce inequities and cause students to feel inadequate and unmotivated. Alternative grading practices may address these problems, but these strategies are often time intensive and impractical in larger classroom settings. In this study, we explore an easy-to-implement grading practice, in-class quiz retakes, to conceptualize how grades motivate learning and impact well-being for undergraduate students in science, technology, engineering, and mathematics (STEM). Through the lens of self-determination theory, we conducted semistructured interviews with undergraduates who experienced quiz retakes in two STEM courses. Our results revealed that retakes largely improved students' perceptions of their competence in the subject matter, autonomy in grade outcomes, feelings of relatedness to the instructors, and overall motivation to learn. The majority of students also expressed how traditional grading practices negatively impacted their motivation and well-being. In addition, a quantitative analysis revealed that quiz retakes particularly benefitted students who scored lower on their initial quizzes. We aspire for this study to prompt educators to reconsider traditional grading practices by opting for more equitable and just alternative grading approaches that motivate student learning and mitigate systemic barriers in education.

Uminski, C., Newman, D. L., & Wright, L. K. (2025). **Probing Visual Literacy Skills Reveals Unexpected Student Conceptions of Chromosomes**. *CBE—Life Sciences Education*, *24*(1), ar17. https://doi.org/10.1187/cbe.24-07-0176
Molecular biology can be challenging for undergraduate students because it requires visual literacy skills to interpret abstract representations of submicroscopic concepts, structures, and processes. The Conceptual-Reasoning-Mode framework suggests that visual literacy relies on applying conceptual knowledge to appropriately reason with the different ways of representing concepts in molecular biology. We used this framework to specifically explore visual literacy related to chromosomes. We conducted 35 semistructured interviews with students who had taken at least a year of college-level biology courses, and we asked them to sketch chromosomes, interpret an abstract representation of chromosomes, and use the abstract representation to answer a

multiple choice question about meiosis. While many participants used the correct vocabulary to describe chromosome structure and function, probing their visual literacy skills revealed gaps in their understanding. Notably, 97% of participants (34 of 35) held conceptual errors related to chromosome structure and function, which were often only revealed in their sketches or explanations of their sketches. Our findings highlight the importance of scaffolding visual literacy skills into instruction by teaching with a variety of visual models and engaging students in using and interpreting the conventions of abstract representations of chromosomes.

Uslukaya, A. (2025). **Can teacher ostracism be prevented? Exploring how empowering leadership can mitigate teacher ostracism through work engagement**. *British Journal of Educational Psychology*, *95*(2), 663-682. https://doi.org/10.1111/bjep.12745
Aim Using the job demands-resources model, this study theorizes the negative longitudinal relationship between empowering leadership and teacher ostracism, both directly and through work engagement. Method For this purpose, data collected in three waves at four-month intervals from 473 teachers (51.6% women; mean age = 42.26) working in schools at different levels in the centre of Elazığ province, eastern Turkey, during the 2022–2023 academic year were used. The relationships between the variables were analysed using a cross-lagged panel model with latent variables. Results The findings showed that empowering leadership positively related to work engagement and negatively related to teacher ostracism. Work engagement, in turn, is negatively related to teacher ostracism. Additionally, empowering leadership was found to be negatively related to teacher ostracism through work engagement. Conclusion These results suggest that empowering leadership may be a crucial factor in preventing teacher ostracism, both directly and by enhancing employee engagement. The article concludes by discussing the theoretical contributions of the findings and presenting practical implications to help mitigate the risk of teacher ostracism.

Uygun, T., Şendur, A., Top, B., & Coşgun-Başeğmez, K. (2025). **Facilitating the development of preservice teachers' geometric thinking through artificial intelligence (AI) assisted augmented reality (AR) activities: The case of platonic solids**. *Education and Information Technologies*, *30*(7), 8373-8411. https://doi.org/10.1007/s10639-024-13084-1
Although augmented reality has become one of the most commonly used materials that support learning, especially in learning geometric concepts, it is avoided to be used in the lessons due to its complex structure. At that point, artificial intelligence working as a personal assistant in many fields can help us learn to produce our own model with augmented reality by coping with its complexity. In this study, it is aimed to examine both the effectiveness of Artificial Intelligence (AI) assisted Augmented Reality (AR) activities on the development of the preservice teachers' (PSTs) geometric reasoning and their practicality in use. To this end, an interactive learning environment with AI assisted AR activities including Chat Generative Pre-Trained Transformer (ChatGPT), Blender and MyWebAR, and lasting five weeks have been designed. The participants in this case study were 15 preservice mathematics teachers selected by maximum variation and criterion sampling techniques. The data were collected through AI assisted AR activities, two semi-structured interview forms, focus group interviews, anecdotes, activity forms and test. The analysis results have been reported under three groups about the PSTs' test results, experiences on AI assisted AR activities and thoughts about the activities. To conclude, it has been observed that the PSTs' conceptualization and geometric thinking levels have been improved. Moreover, their thoughts have been illustrated with the themes of

"cognitive dimension", "affective dimension", "technological dimension" and "employability dimension".

Valtot, A., Vrignon, C., & Froppier, B. (2025). **Faire écosystème avec le milieu professionnel pour accompagner les alternants du BUT Réseaux et Télécommunications vers la réussite**. *QPES Questions de Pédagogies dans l'Enseignement Supérieur*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-05087345
The Bachelor of Technology (BUT) is a professional three-year program. To best develop students' skills, the Networks and Telecommunications (RT) BUT at La Roche-sur-Yon focuses on a work-study approach, combining academic education with professional training. While the benefits of this model are clear, its dual nature presents a significant challenge in coordinating both environments. Navigating between university and business can indeed create tensions due to often differing expectations and methods. In this context, how can we create an ecosystemwhere academics and professionals work towards a common goal of support? The IUT in La Roche-sur-Yon aims to address this challenge by developing initiatives to enhance students' reflexivity, adaptability, and projection capabilities. Solutions are also being considered to better align the assignments of work-study students with academic objectives. The initiatives aim for one goal: to evolve work-study programs into a close collaboration where the university and the professional world jointly commit to the academic success and effective professionalization of students.

Van Houtte, M. (2025). **School's sex-composition, teachers' accuracy and gender stereotypes: explanations for teachers' different teachability perceptions of boys and girls**. *Social Psychology of Education*, *28*(1), 81. https://doi.org/10.1007/s11218-025-10044-6
Starting from the observation that teachers treat boys and girls differently, this study investigated the variety in the magnitude of the difference in teacher-perceived teachability of boys and girls and its determinants. The study responded two research questions: (1) Does the extent of the difference in teacher-perceived teachability of boys and girls vary among teachers? (2) Do the student sex-composition of the school and teachers' gender role attitudes determine the extent of the difference in teacher-perceived teachability of boys and girls? The analysis of 1247 teachers in 59 secondary schools in Flanders revealed that a minority of the teachers do not notice a difference between boys' and girls' teachability, while a small group perceives boys to be more teachable than girls. The majority of the teachers perceive girls as more teachable than boys to a varying extent. A multilevel analysis showed an impact of the sex-composition of the school on the difference in teacher-perceived boys' and girls' teachability and an unanticipated interaction between the sex-composition of the school and teachers' traditional gender role attitudes: the more boys there are in school the larger the difference in teacher-perceived teachability of boys and girls, and this association is weaker for teachers with traditional gender role attitudes. Math/science teachers perceive girls' and boys' teachability less differently than teachers teaching other subjects. The study offers evidence for the importance of gender stereotypes as well as for the accuracy of teachers' perceptions.

Van Orman, D. S. J., Gotch, C. M., & Carbonneau, K. J. (2025). **Preparing Teacher Candidates to Assess for Learning: A Systematic Review**. *Review of Educational Research*, *95*(3), 427-463. https://doi.org/10.3102/00346543241233015

Teachers' approaches and mindsets for assessment affect student learning, motivation, and social-emotional well-being. This systematic review examines how initial teacher education programs prepare teachers to enact one core purpose of classroom assessment—assessment for learning (AfL). AfL (also known as formative assessment) is a planned process of instructionally embedded assessment wherein students and teachers collaborate within goal-driven activity, monitor and communicate around evidence of learning, and reflect on evidence of learning to strategize actions to improve. We examined how teacher candidates learned to enact AfL within 70 studies published between 1998 and May 2022. Results illuminate how teacher candidates can learn to enact AfL through a combination of explicit instruction, modeling of AfL, and cyclical opportunities to enact AfL; get feedback; and attune instruction/assessment during their teacher preparation. However, we also uncovered contexts, structures, and practical considerations within teacher education that limit teacher candidates' learning and enactment of AfL.

Veillette, J., Gremion, F., & Lebreton Reinhard, M. (Éd.). (s. d.). **Culture et éducation : le flou d'un rapport à soi, aux autres, au monde**. *L'Education en débats : analyse comparée*, *15*(1), 2025. Consulté à l'adresse https://educoop.org/accueil/ed/15-1/
Quelle(s) définition(s), quel(s) usage(s) de la notion de culture(s) – sciemment déclinée au pluriel – orchestrent les postures, les discours ou les méthodes enseignantes ? De quelle manière se décline-t-elle au sein des pratiques ? Quel(s) rapport(s) entretiennent les spécialistes de l'éducation et de la formation avec cette notion ? Y a-t-il un écart – si oui, lequel – entre la réalité quotidienne en classe et les prescrits ? L'école étant le lieu privilégié de la diffusion et de l'acquisition de valeurs, d'idéologies, de représentations de cultures partagées (Akkari & Gohard-Radenkovic, 2002), ce numéro rassemble des textes qui interrogent, à partir de la notion de culture, à la fois les prescrits, les normes ou les formations.

Waldeck, R., Gosselin, N., Rouvrais, S., Barus, A., Liem, I., Silalahi, S., … Masiulionyte-Dagiene, V. (2025, mai 19). ***Un jeu sérieux pour la résilience des programmes de formation universitaire : SUCRE***. Présenté à QPES 2025 : colloque Questions de Pédagogies dans l'Enseignement Supérieur "Écosystèmes de formation : pour quelles transformations ?" Consulté à l'adresse https://imt-atlantique.hal.science/hal-05064475
Nous présentons SUCRE, un jeu sérieux développé dans le cadre du projet européen DECART (Designing higher Education Curricula for Agility, Resilience & Transformation, www.decartproject.eu). L'objectif de ce jeu est d'améliorer la résilience des programmes de formation dans les établissements d'enseignement supérieur. Au cours d'une partie, les joueurs sont guidés à travers différentes étapes afin d'acquérir des compétences connues pour être des moteurs de la résilience organisationnelle. SUCRE est donc plus qu'un jeu sérieux, car il révèle un processus d'aide à la prise de décision permettant la mise en oeuvre de programmes de formation résilients dans des situations concrètes et réelles, dans un secteur soumis à des changements de plus en plus disruptifs et rapides.

Wang, Deliang, Shan, D., Ju, R., Kao, B., Zhang, C., & Chen, G. (2025). **Investigating dialogic interaction in K12 online one-on-one mathematics tutoring using AI and sequence mining techniques**. *Education and Information Technologies*, *30*(7), 9215-9240. https://doi.org/10.1007/s10639-024-13195-9

Online one-on-one tutoring serves as a supplementary approach to traditional classroom instruction. It has been shown to enhance personalized learning and academic performance. However, the dynamics of dialogic interactions within this educational setting are not fully understood. Thus, we present a computational analysis of dialogic interactions in online one-on-one mathematics tutoring. Specifically, we devised a coding scheme tailored to online tutoring sessions and leveraged advanced artificial intelligence techniques to construct an automated model for annotating dialog acts. We then investigated the basic characteristics and interaction patterns in a dataset encompassing online one-on-one tutoring dialogs within K-12 mathematics education and obtained insightful findings. First, tutors were found to often apply both didactic and other effective teaching strategies. Second, off-task chatting accounted for a significant proportion of tutoring sessions. Third, high school students exhibited greater engagement and cognitive abilities than primary and middle school students through their more active participation and superior reasoning skills. Primary school students, despite their less active participation, responded positively when engaged by tutors. The findings highlight the importance of optimizing strategies applied by tutors and students to create a more dynamic and effective learning environment and provide valuable insights into the nature of online one-on-one tutoring.

Wang, Dongdong, Liu, Z., Wang, Y., & Zhang, J. (2025). **Antecedents of university students' self-leadership: The roles of teacher developmental feedback and student proactive vitality management**. *British Journal of Educational Psychology*, *95*(2), 627-642. https://doi.org/10.1111/bjep.12743
Background Self-leadership is of significant importance to the growth and development of college students. However, few studies have systematically examined how teachers and college students can work together to cultivate the self-leadership of college students. Aims Based on the social cognitive theory, this paper aims to propose and teste a comprehensive model examining the comprehensive influence effects of teacher developmental feedback, student proactive vitality management, and psychological resilience on student self-leadership. Sample Data from 807 valid respondents were collected via online questionnaire surveys administered at several universities in Southeast China. Methods The validation and robustness testing of the variables were conducted using SPSS version 22.0. The discriminant validity of our measures was assessed using AMOS version 24.0. Finally, the proposed model was tested using Hayes' PROCESS macro in SPSS version 22.0. Results Both teacher developmental feedback and student proactive vitality management were positively related to student self-leadership. Moreover, psychological resilience mediated the relationships between teacher developmental feedback and student self-leadership, as well as between student proactive vitality management and student self-leadership. Additionally, teacher developmental feedback was more strongly related to student self-leadership when student proactive vitality management was higher. Conclusions Our research demonstrates the potential of using social cognitive theory to understand the multifaceted drivers of students' self-leadership. Specifically, both teacher developmental feedback and student proactive vitality management contribute to enhancing student self-leadership through psychological resilience.

Wang, F., Zeng, L. M., & King, R. B. (2025). **Teacher support for basic needs is associated with socio-emotional skills: a self-determination theory perspective**. *Social Psychology of Education*, *28*(1), 76. https://doi.org/10.1007/s11218-024-10009-1

Socio-emotional skills have been identified as critical for individuals to achieve success in the twenty-first century. These skills are especially crucial for undergraduate and postgraduate students to navigate the challenges associated with academic learning, well-being, and future job performance. However, little attention has been given to exploring how socio-emotional skills can be facilitated in higher education. Across different educational systems and especially in the Chinese context, there seems to be more focus on academic performance and less on socio-emotional learning. Using self-determination theory as the theoretical framework, two studies were designed to investigate the extent to which teachers' support for autonomy, competence, and relatedness was associated with university students' socio-emotional skills. Data were collected from 1539 undergraduate students (Study 1) and 499 postgraduate students (Study 2). The results from the two studies indicated that students whose teachers supported their basic needs for autonomy, competence, and relatedness had higher levels of socio-emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This study helps advance our understanding of the role of teachers in students' socio-emotional skills in both undergraduate and postgraduate contexts.

Wang, J. C., Hsieh, C.-Y., & Yang, T.-H. (2025). **Factors influencing information literacy integration in teaching among elementary school teachers in Taiwan after COVID-19: Hierarchical linear modeling analysis**. *Education and Information Technologies*, *30*(7), 9497-9545. https://doi.org/10.1007/s10639-024-13138-4
This study investigates the factors influencing the integration of information literacy into teaching practices among elementary school teachers in Taiwan, particularly following the COVID-19 pandemic and the introduction of new national curriculum guidelines. Utilizing Hierarchical Linear Modeling (HLM), this research examines the effects of both teacher-level and school-level factors on the integration process. A sample of 1,766 teachers from 117 elementary schools was analyzed through a multistage cluster sampling design. In addition, qualitative interviews provided deeper insights into teachers' perspectives. The results reveal that administrative support, workload arrangements, professional development opportunities, and government policies at the school level significantly impact the integration of information literacy. At the teacher level, factors such as gender, experience, educational background, and attitude play crucial roles. The study's findings offer valuable recommendations for policymakers and school administrators to enhance information literacy integration in educational settings.

Wang, P., Lin, Y., & Zhao, T. (2025). **Smart proctoring with automated anomaly detection**. *Education and Information Technologies*, *30*(7), 9269-9288. https://doi.org/10.1007/s10639-024-13189-7
With the emergence of Artificial Intelligence (AI), smart education has become an attractive topic. In a smart education system, automated classrooms and examination rooms could help reduce the economic cost of teaching, and thus improve teaching efficiency. However, existing AI algorithms suffer from low surveillance accuracies and high computational costs, which affect their practicability in real-word scenarios. To address this issue, we propose an AI-driven anomaly detection framework for smart proctoring. The proposed method, namely, Smart Exam (SmartEx), consists of two artificial neural networks: an object recognition network to locate invigilators and examinees, and a behavior analytics network to detect anomalies of examinees during the exam. To validate the performance of our method, we construct a dataset by annotating 6,429

invigilator instances, 34,074 examinee instances and 8 types of behaviors with 267,888 instances. Comprehensive experiments on the dataset show the superiority of our SmartEx method, with a superior proctoring performance and a relatively low computational cost. Besides, we also examine the pre-trained SmartEx in an examination room in our university, which shows high robustness to identify diversified anomalies in real-world scenarios.

Waugh, A. H., Green, K. E., & Andrews, T. C. (2025). **How do Early-career Biology Faculty Develop Pedagogical Content Knowledge? Exploring Variation and Longitudinal Development**. *CBE—Life Sciences Education*, *24*(1), ar13. https://doi.org/10.1187/cbe.24-08-0211
Active-learning instructors are more effective when they use pedagogical content knowledge (PCK) to anticipate, interpret, and respond to student thinking. PCK is topic-specific and includes knowledge of student thinking (e.g., common difficulties) and knowledge of instructional strategies (e.g., effective learning tasks). Currently, we know little about how instructors develop PCK. We documented how 11 early-career undergraduate life science instructors developed PCK over multiple semesters by eliciting knowledge as instructors planned, implemented, and reflected on instruction. Qualitative content analysis indicated that instructors' PCK about student thinking was not necessarily grounded in evidence from students and their PCK about instructional strategies varied in whether and how it considered student thinking. We adapted a rubric to test hypotheses about PCK development trajectories. Participants' PCK about student thinking tended to become more grounded in evidence from students and their PCK about instructional strategies tended to focus more on student thinking over time. However, teaching experience did not necessarily lead to PCK development. Case study analysis revealed that pedagogical knowledge and specific practices supported PCK development. We propose a hypothetical model to explain how teaching knowledge and practices support PCK development. We also suggest reflections and actions for instructors who want to develop their PCK.

Wohlfart, O., & Wagner, I. (2025). **Longitudinal perspectives on technology acceptance: Teachers' integration of digital tools through the COVID-19 transition**. *Education and Information Technologies*, *30*(5), 6091-6115. https://doi.org/10.1007/s10639-024-12954-y
The rapid and continuing acceleration of digital transformation in education, propelled by the COVID-19 pandemic, has underscored the urgent need to examine how teachers adapt to and integrate digital tools in their teaching practices. Anchored in the Technology Acceptance Model (TAM) as its theoretical framework, this study uniquely uses a longitudinal design to trace the evolving patterns of technology acceptance and integration among teachers. Through qualitative methodology, involving three series of interviews with 13 secondary school teachers over two years, we identify their evolving interactions with digital tools. Our analysis reveals a cyclical pattern of technology acceptance and use across time, characterized by initial rapid adaptation to digital tools, subsequent periods of reflection and skill acquisition, and varied levels of sustained integration or reassessment. Based on our findings we propose an adapted, cyclical TAM framework and highlight the critical role of ongoing support, professional development, and infrastructure improvements, arguing for comprehensive support systems and adequate time for educators to progress through different stages of digital tool integration. We conclude that a deep understanding and support of these cycles are

essential for empowering teachers to lead the digital transformation in education effectively.

Wu, X., & Xu, C. (2025). **Construction of a model of factors influencing student learning experiences in a blended collaborative learning model: A quantitative evaluation**. *Education and Information Technologies*, *30*(5), 6213-6235. https://doi.org/10.1007/s10639-024-13062-7
This study, anchored in the empirical domain of student learning experiences, employs the Chaoxing Fanya network teaching platform to delineate a comprehensive model of factors that influence student learning experiences within the framework of blended collaborative learning. Through a rigorous synthesis of extant literature and qualitative interviews, the research identifies seven pivotal determinants of the blended collaborative learning experience: teaching ability, learning motivation, learning activity design, characteristics of resources, learning tasks, teacher-student interaction, and peer interaction and collaboration. The primary objective of this investigation was to develop a model that encapsulates the interplay of factors influencing students' learning experiences in blended collaborative learning. This was achieved through a quantitative analysis that sought to elucidate the relationships among key factors such as teaching ability, learning motivation, and learning activities. To this end, a questionnaire, underpinned by a rigorously validated set of questions, was administered to a cohort of 180 college students engaged in a blended learning course. The data gathered from this instrument were subjected to a meticulous analysis, which involved the construction and validation of a structural equation model using the AMOS software. The findings of this study underscore the pivotal role of the teacher's pedagogical acumen as the foundational element influencing student learning experiences in the blended collaborative learning paradigm. This factor was found to exert a positive influence on learning motivation, learning activity design, and resource characteristics. Furthermore, learning motivation and learning activity design were identified as significant predictors of teacher-student interactivity and the efficacy of learning tasks. The study also revealed that learning tasks have a positive impact on fostering peer interaction and collaboration. In conclusion, the study offers a series of recommendations aimed at enhancing the efficacy of blended collaborative learning environments. These recommendations are predicated on the empirical evidence garnered from the study, providing a roadmap for educational practitioners seeking to optimize the blended collaborative learning experience for their students.

Yan, Y., Zheng, Y., & Ye, X. (2025). **The impact of IVR-ADDIE-based digital storytelling teaching mode on students' self-regulation ability and self-efficacy**. *Education and Information Technologies*, *30*(5), 6141-6162. https://doi.org/10.1007/s10639-024-13070-7
As an effective teaching method, digital storytelling has gained significant prominence in the field of education in recent years. In contemporary digital storytelling instruction, stories are often presented through interactive whiteboards, computers, smartphones, or tablets. The introduction of immersive virtual reality (IVR) technology makes teaching more interactive and immersive. Integrating IVR technology into digital storytelling instruction can help students better plan their learning schedules, monitor their learning status, identify issues promptly, and adjust their learning strategies accordingly. Therefore, based on the ADDIE mode and incorporating IVR technology, this study used a quasi-experimental design to evaluate the impact of this mode on students' learning achievement, self-regulation ability, and self-efficacy. The study subjects were 68

elementary school students aged 10–12, with the experimental group (35 students) learning through the IVR-ADDIE digital storytelling teaching mode, while the control group (33 students) learned through the ADDIE digital storytelling teaching mode. The research results indicated that the IVR-ADDIE digital storytelling teaching mode positively impacted students' learning achievement, self-regulation ability, and self-efficacy. This study provides a deeper development for the advancement of digital storytelling instruction and the integration of IVR into classroom teaching.

Yang, G., Kuang, Q., Jiang, R., & Jiang, R. (2025). **The effects of blended teaching approach on university students' English learning outcomes: A three-level meta-analytic review**. *Education and Information Technologies*, *30*(5), 5677-5699. https://doi.org/10.1007/s10639-024-13041-y
Recognized as an important teaching approach, blended teaching has been widely applied in English language instruction within university settings. Nonetheless, discrepancies exist in the reported results regarding the efficacy of blended teaching approach on university students' English learning outcomes. This study employs a comprehensive three-level meta-analysis method, analyzing 373 distinct effect sizes from 207 empirical studies. The three levels correspond to the sampling variance, the variance among effect sizes within individual studies, and the variance between different studies, allowing for a nuanced understanding of the factors influencing learning outcomes. Our findings reveal a significant overall positive impact of blended teaching on English learning outcomes. Specifically, we identify that the relationship between blended teaching and language achievement is nuanced, moderated by variables such as duration of implementation and interaction type, while remaining unaffected by teaching method, form of learning and blended mode. Additionally, we observe that the relationship between blended teaching and learners' personal characteristics is moderated by duration of implementation, teaching method and blended mode, yet remains independent of form of learning and interaction type. These findings are poised to inform and enhance English language pedagogy within the framework of blended teaching method.

Zeng, B., Geng, Z., Zhu, D., & Guo, L. (2025). **The future has arrived: An exploration of computational thinking readiness among Chinese early childhood education teachers**. *Education and Information Technologies*, *30*(7), 9371-9404. https://doi.org/10.1007/s10639-024-13192-y
Although computational thinking (CT) has emerged as an essential competence across all educational levels, limited research has focused on teachers' readiness for CT education, particularly within the context of early childhood education (ECE). This study involved 1,387 Chinese ECE teachers to identify their CT readiness profiles based on preconceptions, self-efficacy, and teaching efficacy related to CT, and to explore individual- and kindergarten-level predictors of profile membership. Results indicated an overall low level of CT readiness, with latent profile analysis identifying four heterogeneous profiles characterized by an inherent imbalance between CT knowledge and efficacy. Teachers' profile memberships were associated with various demographic characteristics. These findings emphasize the need for personalized, targeted professional development programs in CT. The study contributes to the global discourse on CT in ECE by highlighting the critical role and responsibility of teachers. Implications for future investigations into teachers' CT readiness and strategies for strengthening their preparedness for CT education are discussed.

Zhang, F., Li, S., Zhao, Q., & Huo, Z. (2025). **Assessing and prioritizing interactive teaching modes based on student satisfaction in higher education: A case study of a freshmen class**. *Education and Information Technologies*, *30*(5), 6511-6545. https://doi.org/10.1007/s10639-024-13073-4
Prioritizing student satisfaction in higher education is crucial for delivering an educational experience that caters to students' needs, ultimately leading to improved learning outcomes and fostering gradual progress. In this paper, to identify the interactive teaching approach that best aligns with student expectations for a class of freshmen majoring in project management, a multi-criteria evaluation framework based on the best–worst method (BWM) and TODIM (an acronym in Portuguese for interactive and multi-attribute decision making) algorithm is applied. Initially, the BWM is applied to ascertain the weight distribution among the identified criteria through a process of pairwise comparison. Subsequently, the TODIM method is leveraged, considering the instructors' aversion towards the risks of teaching quality decline, to identify the blended teaching mode (A2) as the most suitable choice for the class. Upon a more in-depth individual analysis, it is observed that the blended teaching mode (A2), the online collaboration mode (A3), and the flipped classroom mode (A4) are all favored equally by the students as their top preferences. With its reliability confirmed through comparative and sensitivity analyses, this framework emerges as a strategic alternative to arbitrary selection, empowering instructors to select a personalized, hybrid, or class-wide preferred teaching mode, thus enhancing curriculum design and ensuring ongoing alignment with student needs.

Zhu, M., Huang, T., Ma, H., Liu, P., & Zhang, R. (2025). **The impact of time poverty on teachers' subjective well-being in the context of digital teaching: the mediating role of emotional exhaustion and the moderating role of social support**. *Education and Information Technologies*, *30*(7), 9787-9811. https://doi.org/10.1007/s10639-024-13207-8
Teachers' subjective well-being is closely linked to the advancement and effectiveness of digital teaching. Time is a fundamental resource for teachers adapting to the development of digital teaching and is also a potential factor influencing their subjective well-being in a digital context. Although time poverty is widespread among teachers, there is currently a lack of research on the relationship between time poverty and teachers' subjective well-being. This study, using a cross-sectional survey and based on theoretical models such as Job Demands-Resources (JD-R) model, explores the relationship between time poverty and teachers' subjective well-being, and examines the mediating role of emotional exhaustion and the moderating role of social support. A total of 525 Chinese primary and secondary school teachers participated in the study. The results indicate that: (1) Time poverty does not have a significant direct effect on teachers' subjective well-being; (2) Emotional exhaustion fully mediates the relationship between time poverty and teachers' subjective well-being; (3) Social support negatively moderates the relationship between time poverty and emotional exhaustion. The findings underscore the central role of emotional exhaustion in the process by which time poverty affects teachers' subjective well-being, as well as the protective role of social support. This study fills a gap in the research on teachers' subjective well-being and provides empirical evidence from the perspective of time poverty, contributing to the promotion of teacher well-being and the optimization of the digital teaching environment.

Relation formation-emploi

Azarnert, L. (2025). ***Migration, Child Education, Human Capital Accumulation, and a Brain Dilution Tax*** (Working paper N° 11727). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11727
I study the effect of educational policy in the host economy on human capital accumulation and growth. The analysis is performed in a two-country growth model with endogenous fertility. I show that providing additional free educational services for immigrant children can increase the attractiveness of migration for less skilled individuals, which can outweigh the positive effect of this policy on the acquisition of human capital. In contrast, imposing taxes on immigrants in the host country reduces low-skilled immigration flows and has the potential to promote human capital accumulation if the resulting revenues are channeled into educational subsidies.

Betti, G., Gagliardi, F., Ghellini, G., & Lombardi, G. (2025). **Overqualification unreveled: a multidimensional and fuzzy set analysis**. *Quality & Quantity*, *59*(2), 1103-1121. https://doi.org/10.1007/s11135-024-02005-6
This paper proposes a multidimensional and fuzzy set approach for measuring occupational mismatch, testing human capital theory and social closure theory. We propose to use a fuzzy indicator in the range [−1, 1] for each item to quantify the extent of occupational mismatch, which is then used in a factor analysis to identify two dimensions: coherence and satisfaction. Our findings suggest that the multidimensional and fuzzy set approach provides an informative and accurate picture of overqualification, so to disentangle properly the components of job satisfaction and coherence. The fuzzy indicator approach allows for a more nuanced understanding of the concept of occupational mismatch, by accounting for the imprecision and uncertainty inherent in the measurement of this construct. Overall, our study contributes to a better understanding of overqualification and provides a useful methodology for its measurement. The range of the fuzzy indicator highlights the complexity of occupational mismatch and can inform future research in this area.

Bonnet, E., Crocé-Spinelli, H., & Touraille, C. (2024). **Les gestes de métier et l'éthos professionnels en cuisine : une articulation entre monde scolaire et monde du travail**. *Travail et Apprentissages*, *27*(1), 96-114. https://doi.org/10.3917/ta.027.0096
L'article étudie la manière dont se traduit l'articulation entre école et monde professionnel dans les travaux pratiques (TP) de cuisine en lycée professionnel à travers deux dimensions centrales à l'exercice professionnel : la transmission de gestes de métier et celle d'un éthos professionnel. Des entretiens conduits auprès de 22 enseignants en cuisine-et des enregistrements vidéo de TP de cuisine dans deux classes (Bac Professionnel et CAP), complétés d'entretiens d'autoconfrontation auprès des enseignants, donnent à voir des gestes de métier mobilisés en lien avec la dimension d'autonomie et de responsabilisation de l'éthos professionnel particulièrement explorée dans le cadre de cet article. Différentes formes d'autonomie sont alors mises au jour en fonction des diplômes préparés.

Galán-Muros, V., Ricaurte, K., & Banerjee, I. (2025). ***Breaking barriers: the role of higher education in advancing employability for all*** (p. 62). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393554

Haruna, J. E., & Kadiri, A. A. (2024). **Managing Education towards Solving Youth Employment Problem in Nigeria**. *British Journal of Education*, *12*(14). Consulté à l'adresse https://eajournals.org/bje/vol12-issue14-2024/managing-education-towards-solving-youth-employment-problem-in-nigeria/
Education is an instrument for national development and social change. It is designed to prepare an individual to work and be useful to him/herself and the society. Unfortunately, there is a mismatch between the nature of education provided by Nigeria educational system and the industry. This paper examines the youth and employment crisis in Nigeria. […]

Ressin, M. (2025). **Innovations in the process of training young entrepreneurs: achieving a balance between theory, practice, and market conditions**. *Education and Information Technologies*, *30*(7), 9841-9858. https://doi.org/10.1007/s10639-024-13217-6
The current article aims to address the issue of insufficient integration between theoretical and practical training in entrepreneurship education. The primary objective of the present study is to analyze the results of implementing innovative educational approaches, such as internships, participation in business projects, and interaction with mentors. The intervention program aimed to equilibrate theory, practice, and market conditions by tracking the effects of the intervention. The participants comprised 100 students studying for an MBA in entrepreneurship from two Canadian universities. The analysis focused on the results of the final five academic exams of the respondents, as well as the criteria for the success of business projects. The results confirm the effectiveness of the proposed intervention. In terms of business project success, the intervention group also outperformed the control group on all indicators: financial profitability was higher by 5.46%, strategy effectiveness by 9.60%, loyalty index by 9.62%, survivability by 44.86%, growth by 7.73%, job creation by 8.03% ($p < 0.001$ for all six criteria). Thematic analysis of semi-structured interviews using NVivo software revealed the need for certain improvements to the current intervention. Recommendations include the introduction of acceleration and structured mentoring programs and the use of interactive simulations and role-playing games. The practical significance of the study lies in demonstrating the effectiveness of the discussed teaching methods, enriching theory and methodology through real-world application experience.

Shen, M., Zheng, X., Wang, T., & Ye, X. (2025). **The demand for data analytical skills by gender: Evidence from a field experiment**. *Economics of Education Review*, *107*, 102661. https://doi.org/10.1016/j.econedurev.2025.102661
This paper examines the return to advanced data analysis skills among job applicants from economics undergraduate programs employing a resume audit experiment. We randomly assigned fictitious resumes with three levels of data analysis skills (basic, medium, and strong) and submitted them to online job postings. Resumes with basic data analysis skills indicated proficiency in Excel. Resumes with medium data analysis skills demonstrated proficiency in Stata and SPSS, while resumes with strong data analysis skills indicated proficiency in Python and SQL, in addition to Stata and SPSS. Compared to resumes with basic skills, those with medium and strong skills received callback rates that were 2.5 and 2.8 percentage points higher, representing increases of 19.2 % and 21.5 %, respectively. For female applicants, resumes with medium and strong skills received callback rates that were 3.4 and 5.1 percentage points higher, corresponding to increases of 29.8 % and 44.7 %, respectively. These differences in callback rates were statistically significantly different from zero for both the overall sample and female

applicants. On the other hand, no statistically significant effect was observed for male applicants. Interview evidence suggests that employers demand data analysis skills as tangible skills, rather than merely considering them as signals of ability. This finding is consistent with human capital theory, as opposed to signaling theory. Moreover, we find evidence of gender discrimination among applicants with basic data analysis skills, where women received statistically significantly lower callback rate than men. However, for resumes indicating advanced data analysis skills, no significant gender differences emerged, suggesting statistical discrimination.

Yu, S., Guo, Q., & Liang, Y. (2025). **The power of education: The intergenerational impact of children's education on the poverty of Chinese older adults**. *International Journal of Educational Development*, *116*, 103297. https://doi.org/10.1016/j.ijedudev.2025.103297
This paper estimates the causal impact of adult children's education on parental multidimensional poverty to evaluate the intergenerational poverty reduction effect. We exploit exogenous variation in the temporal and geographical impacts of the 1986 Compulsory Schooling Laws in China to construct an instrumental variable. We find that increases in children's education significantly reduce the incidence of parental multidimensional poverty. The effects are stronger for fathers and parents who live in rural areas and have children with high income. Further evidence discusses the potential channels, such as intergenerational support, financial behaviors, and social networks.

Réussite scolaire

Adaptation des enfants, des adolescents et de leurs familles dans le contexte de la pandémie de COVID-19. (2025). Consulté à l'adresse https://www.puq.ca/catalogue/livres/adaptation-des-enfants-des-adolescents-leurs-4273.html
Comment la pandémie de COVID-19 et les confinements successifs ont-ils affecté la cellule familiale? Quelles sont les stratégies d'adaptation développées par les familles pour surmonter les restrictions sanitaires? Comment pouvons-nous mieux les accompagner face à ces bouleversements? Cet ouvrage collectif examine en profondeur l'adaptation psychosociale et scolaire des enfants et de leurs proches dans le contexte de la pandémie. À travers une analyse rigoureuse menée par des experts internationaux en psychologie, en psychoéducation, en éducation et en orthopédagogie, il explore les défis uniques rencontrés par les enfants de différents âges ainsi que leur famille. Les défis du confinement, de l'enseignement et des relations à distance ainsi que de la conciliation travail-famille seront explorés.

Attar, I., & Cohen-Zada, D. (2025). ***Why Does Starting School Older Harm Schooling? The Role of Youth Employment Laws*** (Working paper N° 17790). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17790
Using Israeli data, we establish that the interaction between school entrance age (SEA) policy and youth employment laws increases high school dropout rates among students who start school older—particularly males. This is because these students become eligible for employment at an earlier grade, increasing their likelihood and duration of work, which amplifies dropout rates. Intriguingly, this effect is primarily driven by students who achieved above-average test scores in elementary school. Among males, a higher SEA also reduces participation in and scores on a college entry exam, as well as college

enrollment. Unlike most previous estimates, our estimates of the effect of SEA on college entry-exam scores are free from age-at-test effects. In the longer run, a higher SEA reduces educational attainment for both males and females and has a sizable negative, though statistically nonsignificant, effect on their earnings. Our findings suggest that replacing the minimum working age in youth employment laws with a minimum-grade-completion requirement could mitigate the unintended consequence of higher dropout rates among older school entrants.

Betancur, L., Votruba-Drzal, E., & Miller, P. (2025). **Long-term associations between early childhood education and academic achievement in two low- and middle-income countries**. *International Journal of Educational Development*, *116*, 103294. https://doi.org/10.1016/j.ijedudev.2025.103294
Using data from India and Peru, this study examined whether children who attended early childhood education (ECE) showed higher math and vocabulary achievement from childhood to adolescence compared to children who did not attend ECE. It also assessed whether the strength of these associations differed among children who attended public or private ECE. A sample of 4063 children from economically disadvantaged communities in India and Peru was examined. Results of multilevel models that accounted for potential family and community confounding characteristics showed that participating in ECE was associated to better achievement through age 15. Additionally, positive links between private ECE and achievement were stronger than those observed for public ECE. These results were robust to the inclusion of propensity weights in the analyses to adjust for selection bias. Findings suggest that ECE expansion across the globe may be a promising avenue to improve learning among children in low- and middle-income countries but focusing on monitoring and improving quality is necessary.

Bimardhika, E., & Moorena, L. (2025). **Disruption to schooling: Evidence from the Mt. Merapi volcano eruption on Java Island, Indonesia**. *Economics of Education Review*, *107*, 102662. https://doi.org/10.1016/j.econedurev.2025.102662
Volcanic eruptions occur frequently in Indonesia, especially on the densely populated island of Java; therefore, policies aimed at strengthening resilience in children's education are important. We examined the causal impact of the 2010 Mt. Merapi eruption on children's educational outcomes. Using the difference-in-difference (DiD) method, we found that the volcanic eruption reduced the likelihood of children being enrolled in school, and the negative impact worsened over time. The eruption increased the likelihood of children dropping out of school to work and reduced cognitive ability. The disruption operated through increased incidences of chronic illness, a higher number of children being forced into marriage, and an increased number of school closures in affected areas. Children from poor households were more likely to drop out of school. Enrollment rate, child labor, and early marriage did not differ between boys and girls, but boys experienced a larger cognitive score decline than girls.

Biscardi, G., Grilli, L., Rampichini, C., Antonucci, L., & Crocetta, C. (2025). **Growth models for the progress test in Italian dentistry degree programs**. *Quality & Quantity*, *59*(2), 1445-1459. https://doi.org/10.1007/s11135-024-02029-y
In 2017, for the first time in Italy, the students enrolled in Dental Schools performed a Progress test. The results allow us to analyse the evolution of students' abilities during the course years. Furthermore, we can evaluate the coherence of the learning pattern with

the core curriculum. We analyse the results of the Progress Test with a mixed-effects growth-curve binomial model for the number of correct answers, using fixed effects for the topics and random effects for the universities. The learning trajectories for each topic are modelled via polynomials of time. Using the Empirical Bayes predictions of random effects, we obtain the trajectories for the Italian universities, which show substantial heterogeneity in the starting levels and growth rates. The results give insights into inequalities in the educational process across Italian universities to be exploited for planning interventions.

Bonander, C., Hammar, O., Jakobsson, N., Bensch, G., Holzmeister, F., & Brodeur, A. (2025). ***"Try to Balance the Baseline": A Comment on "Parent-Teacher Meetings and Student Outcomes: Evidence from a Developing Country" by Islam (2019)*** (Working paper N° 17781). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17781
Islam (2019) reports results from a randomized field experiment in Bangladesh that examines the effects of parent-teacher meetings on student test scores in primary schools. The reported findings suggest strong positive effects across multiple subjects. In this report, we demonstrate that the school-level randomization cannot have been conducted as the author claims. Specifically, we show that the nine included Bangladeshi unions all have a share of either 0% or 100% treated or control schools. Additionally, we uncover irregularities in baseline scores, which for the same students and subjects vary systematically across the author's data files in ways that are unique to either the treatment or control group. We also discovered data on two unreported outcomes and data collected from the year before the study began. Results using these data cast further doubt on the validity of the original study. Moreover, in a survey asking parents to evaluate the parent-teacher meetings, we find that parents in the control schools were more positive about this intervention than those in the treated schools. We also find undisclosed connections to two additional RCTs.

Cabı, E. (2025). **The relationship between academic performance and the interaction patterns of online students in learning management system**. *Education and Information Technologies*, *30*(7), 8473-8493. https://doi.org/10.1007/s10639-024-13168-y
Learning Management System (LMS) can track student interactions with digital learning resources during an online learning activity. Learners with different goals, motivations and preferences may exhibit different behaviours when accessing these materials. These different behaviours may further affect their learning performance. The purpose of this study is to examine the relationship between students' interaction behaviours in online learning activities and their academic performance. In this study, including 214 students, the LMS was used for sharing course content, communicating with students, and conducting evaluations. At the end of the 14-week teaching period, the tracking data, which were obtained from the learning activities of the students, were analysed. A two-step clustering analysis was carried out to categorise students' interactions with learning activities. Thus, it was determined that they had low, moderate, and high interactions, respectively. The normal distribution and homogeneity of variances of the variables were checked. ANOVA was used when assumptions were met, and the Kruskal-Wallis test was used when assumptions were met. A significant difference was found between the different behaviour clusters and students' academic performance. This study showed that students with high levels of interaction according to behaviour patterns also

performed well academically. In addition, students' expectations and motivations for the course were collected and examined using a questionnaire.

Carpendale, E. J., Green, M. J., White, S. L. J., Williams, K. E., Tzoumakis, S., Watkeys, O. J., … Laurens, K. R. (2025). **Promoting effective transitions: Primary school social–emotional competencies predict secondary school reading and numeracy achievement**. *British Journal of Educational Psychology*, *95*(2), 496-512. https://doi.org/10.1111/bjep.12735
Background The transition from primary to secondary school presents a challenging developmental milestone which often marks a decline in academic performance. Social–emotional skills are recognized as fundamental to academic success but longitudinal research is needed to determine the extent of their association over this transition period. Aim This study sought to determine the association between self-reported social–emotional competencies of students in their final year of primary school (Year 6; age 11 years) and reading and numeracy performance in their first year of secondary school (Year 7; age 12 years). Sample The study used a large Australian sample (n = 23,865), drawn from the New South Wales Child Development Study population cohort. Methods The Middle Childhood Survey–Social–Emotional Learning assessment, administered during Year 6, comprises the five competencies defined by the Collaborative for Academic, Social and Emotional Learning (CASEL): Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making. These data were linked with students' Year 7 reading and numeracy scores from the standardized National Assessment Program–Literacy and Numeracy measure. Associations were examined in multi-level structural equation models which accounted for prior (Year 5) academic achievement and sociodemographic covariates. Multi-group analyses explored invariance across girls and boys. Results Self-Awareness and Self-Management demonstrated significant and meaningful positive relationships with reading and numeracy performance. Associations with reading were invariant by sex but boys demonstrated significantly stronger associations than girls on numeracy. Conclusion Findings suggest that bolstering primary school students' intrapersonal social–emotional competencies may safeguard their academic achievement over the transition into secondary school.

Cecchi, G. (2025). **The importance of being present. a two-part model approach to assess the impact of synchronous online learning on the academic success of university students**. *Quality & Quantity*, *59*(1), 439-461. https://doi.org/10.1007/s11135-024-01986-8
Maximizing the academic success of university students is one of the most important challenges for teachers and universities. In the context of online universities, to achieve this goal, teachers must be able to offer students quality learning experiences in both asynchronous and synchronous modes. Synchronous online learning (SOL) enables teachers to engage with their students in real-time despite being physically separated by geographical distance. This study involves first year students of the bachelor's degree programs of the academic year 2022/2023 of an Italian online university. The aim is to measure the effect of the number of synchronous activities performed by students, together with other variables related to students' demographic attributes and academic background, on students' educational success. In this case, educational success is measured by the number of credits gained by students after one year, a variable with an irregular distribution that has a mode in the value zero. This research employs a two-part model: logistic for the zeroes and quantile for positive counts. The results show that synchronous activities enhance the predictive power to forecast students' performances

in terms of university credits, which can be useful for the delivery of personalized learning activities and prevent early drop-out.

Chamari, I. (2024). ***Sommeil, facteurs psychologiques, activité physique et qualité de vie des étudiants selon le sexe, l'âge et la distribution géographique dans 49 pays et 4 continents.*** (Phdthesis, Université des Antilles). Consulté à l'adresse https://theses.hal.science/tel-05089175
Cette thèse a pour objectif d'étudier la relation entre la qualité de vie, la qualité du sommeil, le niveau d'activité physique et les facteurs psychologiques chez une population d'étudiants issus des quatre continents. Les disparités en matière de sommeil et d'activité physique ont été analysées en fonction de la localisation géographique, du genre et de l'âge.La qualité de vie (QDV) est devenue un concept clé dans diverses disciplines scientifiques. Elle englobe les processus cognitifs et les réactions aux conditions de vie, avec une composante psychologique importante influençant la perception du bien-être subjectif. L'Organisation Mondiale de la Santé reconnaît la QDV comme un concept multidimensionnel, comprenant le bien-être physique, mental et social.L'activité physique (AP) est également cruciale pour un mode de vie sain, et l'absence de sa pratique constitue un facteur de risque majeur pour de nombreuses maladies. De plus, l'AP améliore non seulement le bien-être physique, mais également le bien-être mental, impactant ainsi la qualité de vie globale.Sur le plan psychologique, les étudiants font face à des défis tels que la dépression, l'anxiété et le stress, qui réduisent considérablement leur qualité de vie. L'objectif principal de cette thèse était donc de modéliser les relations entre la QDV, la qualité du sommeil, le niveau d'activité physique et les facteurs psychologiques à l'aide de la modélisation par équations structurelles (MES). Cette méthode nous a permis de comprendre les relations complexes et interdépendantes entre ces variables.Nos résultats montrent que la qualité de vie environnementale est liée à la qualité du sommeil et à l'activité physique chez les étudiants. Les symptômes de dépression, de stress et d'anxiété affectent particulièrement la santé mentale, réduisant la QDV. Ces résultats soulignent l'importance d'une détection précoce des troubles du sommeil et de la santé mentale afin de promouvoir le bien-être général des étudiants et améliorer leurs performances académiques.Dans une seconde étude nous avons exploré les habitudes de sommeil en fonction de la distribution géographique, du sexe et de l'âge des étudiants. Nous avons observé des différences significatives, avec les étudiants d'Asie et d'Afrique présentant une qualité de sommeil inférieure à celle de leurs homologues américains et européens. Des différences intracontinentales ont également été relevées. Les étudiantes et les étudiants plus âgés affichaient une santé du sommeil moins bonne que respectivement les étudiants de sexe masculin et les étudiants plus jeunes. Des recherches futures devraient utiliser des outils d'évaluation objectifs pour identifier les facteurs sous-jacents à ces différences.Pour la troisième étude nous nous sommes intéressés à l'activité physique, mettant en lumière que les jeunes, les étudiants de sexe masculin et les étudiants d'Amérique/Europe étaient plus actifs physiquement que respectivement les étudiantes, les étudiants plus âgés, ainsi que ceux d'Afrique et d'Asie. Nos travaux visaient à analyser la relation entre la QDV et le bien-être subjectif des étudiants, en soulignant l'importance de l'activité physique et de la qualité du sommeil. Ces éléments sont essentiels pour améliorer la qualité de vie des étudiants et contribuer à leur bien-être général ainsi qu'à leur succès futur.Nos résultats confirment l'influence déterminante du sommeil, de la santé mentale et de l'activité physique sur la qualité de vie des étudiants universitaires. Des interventions axées sur l'amélioration de ces domaines

pourraient avoir des impacts positifs durables sur leur bien-être global et leurs performances académiques. Ces résultats fournissent une base solide pour la mise en œuvre de stratégies visant à favoriser un mode de vie équilibré chez les étudiants, essentiel pour leur santé, leur réussite et leur épanouissement.

Cid, A., & Cabrera, J. M. (2025). **The Use of Innovative Incentives in the Classroom to Explore the Impact of Peer Monitoring on Academic Achievements**. *Journal of Behavioral Education*, *34*(1), 163-183. https://doi.org/10.1007/s10864-023-09524-6
In a population of undergraduate students, we examined the impact of reciprocal peer monitoring of educational behaviors on academic performance. Reciprocal peer monitoring is a novel design of incentives that promotes peer-observing and checking the behavior of others. To distinguish the pure effect of peer monitoring from self-motivation, we also examined the effects of individual incentives on academic performance. Using a randomized controlled trial, this study showed that a joint-liability incentives arrangement was more effective than the individual incentives approach to increase students' academic performance. The results also showed that participants reported negative views of aspects of the joint-liability incentives intervention. The current procedures entailed a novel system of incentives for students that does not require tangible reinforcers and requires them to exert more effort to succeed in a course. These procedures may be characterized as an innovative insight for the design of grading policies in the classroom and other social settings.

Construire le sens de la qualité éducative en petite enfance. (2025). Consulté à l'adresse https://www.puq.ca/catalogue/livres/construire-sens-qualite-educative-petite-enfance-5020.html
« La richesse et la diversité des expériences vécues par les enfants ainsi que les conditions qui en permettent la mise en place sont reconnues comme étant déterminantes pour le développement global harmonieux des enfants, voire leur réussite. La qualité éducative, objet de plusieurs publications au regard de ces effets, n'a jamais été abordée dans un seul ouvrage en langue française sous l'angle de ses fondements et définitions, de son évaluation ainsi que des moyens pour la soutenir. Quels sont les modèles théoriques et conceptuels permettant de définir la qualité éducative? Comment les personnes éducatrices, les gestionnaires, les parents et les enfants, ainsi que les décideurs contribuent-ils à la qualité éducative? Quelles solutions peuvent être envisagées pour accroître la qualité éducative? D'abord pensé pour les personnes enseignantes en petite enfance au cégep ou à l'université qui souhaitent s'initier à la qualité éducative, ce livre s'adresse aussi à la communauté étudiante des cycles supérieurs. Les directions de recherche qui désirent bien encadrer leurs étudiants et étudiantes ainsi que les chercheurs et chercheuses qui ont en tête d'explorer ce concept avec lequel ils sont peu ou pas familiers y trouveront aussi leur compte. Dirigé par deux chercheuses en petite enfance, Bigras et Lemay, qui sont à la direction scientifique de l'équipe de recherche Qualité des contextes éducatifs de la petite enfance, cet ouvrage a pu se réaliser grâce à la collaboration de chercheuses de renom en petite enfance qui proviennent du Québec et du Canada ainsi que le financement des Fonds de recherche du Québec – Société et culture (FQRSC). »--Quatrième de couverture

Dahri, N. A., Yahaya, N., & Al-Rahmi, W. M. (2025). **Exploring the influence of ChatGPT on student academic success and career readiness**. *Education and Information Technologies*, *30*(7), 8877-8921. https://doi.org/10.1007/s10639-024-13148-2

Enhancing student academic success and career readiness is important in the rapidly evolving educational field. This study investigates the influence of ChatGPT, an AI tool, on these outcomes using the Stimulus-Organism-Response (SOR) theory and constructs from the Technology Acceptance Model (TAM). The aim is to explore how ChatGPT impacts cognitive skill development, career-relevant knowledge and skills, academic success, and career readiness. Employing a quantitative research approach, survey data from 290 students at University Teknologi Malaysia were analyzed using Structural Equation Modeling (SEM). Findings indicate that frequent ChatGPT usage positively affects cognitive skills and career-relevant knowledge. Specifically, high-quality ChatGPT outputs significantly enhance cognitive skills ($\beta = 0.40$, $p < 0.001$) and career-relevant knowledge ($\beta = 0.36$, $p < 0.001$). Personalized learning experiences through ChatGPT further support cognitive development ($\beta = 0.23$, $p < 0.001$) and career-relevant knowledge acquisition ($\beta = 0.17$, $p < 0.001$). The study also demonstrates that improved cognitive skills contribute to higher academic success ($\beta = 0.35$, $p < 0.001$) and greater career readiness ($\beta = 0.28$, $p < 0.001$). However, trust in ChatGPT and access to information alone did not significantly impact cognitive skills or career-relevant knowledge. Additionally, career-relevant knowledge alone did not predict substantially career readiness, highlighting the importance of practical experience and soft skills. While ChatGPT enhances academic performance and career preparation, potential challenges include over-reliance on AI and misinformation risks. The findings highlighted the need for balanced AI integration in education, complementing traditional methods with critical evaluation skills. Future research should examine how ChatGPT can be combined with other educational strategies to improve career readiness further and address AI's limitations in educational settings.

Expression of Concern: "Building Education Resilience through Parenting Style and Out-of-school Learning: Field Experimental Evidence from Rural Bangladesh" [Economics of Education Review Volume 105, April 2025, 102623]. (2025). *Economics of Education Review*, *106*, 102658. https://doi.org/10.1016/j.econedurev.2025.102658

Feng, C., Gao, Y.-G., Liu, A.-Z., & Zhang, Y. (2025). **Do part-time administrative positions of teachers affect student achievements? Evidence from a randomly assigned classes quasi-experiment**. *International Journal of Educational Development*, *116*, 103298. https://doi.org/10.1016/j.ijedudev.2025.103298
Teachers are often responsible for both teaching and administration in primary and secondary schools, but the effects on student achievements have not received enough attention. This paper examines how teachers' responsibilities for administrative tasks affect student achievements based on a randomly assigned classes quasi-experiment. The results find that part-time administrative positions lower student achievements by about 0.83 standard deviations, and these effects are more pronounced for higher level administrative positions. Moreover, we find that these effects may be seen mainly in the mathematical subjects, and male and local students are more sensitive to them. The main reason is that part-time administrative positions reduce teachers' regular teaching activities and time to communicate with students. This paper not only contributes to the literature on teacher characteristics and student performance, but also provides insights into relevant teacher administration policies.

From out-of-school to out-of-education children. (s. d.). Consulté 2 juin 2025, à l'adresse Brookings website: https://www.brookings.edu/articles/from-out-of-school-to-out-of-education-children/
Using Afghanistan as a case study, Omar Qargha argues for a shift from the out-of-school indicator to the more inclusive out-of-education indicator.

Gellermann, D., Michel, H., & Harms, U. (2025). **Between Two Worlds: Locating Climate Literacy between Modern Educational Frameworks and Assessment Needs**. *Mind, Brain, and Education*, *19*(2), 61-72. https://doi.org/10.1111/mbe.70003
In order for climate literacy assessments to be applicable in large-scale studies, it is essential that they comply with the standards of test administration while maintaining consistency with a comprehensive definition of the concept. In alignment with the different educational frameworks and the Climate Literacy Principles of the U.S. Global Change Research Program, a multidimensional assessment framework was created, and a comprehensive set of items was devised for the first two climate literacy principles, integrating climate knowledge with scientific practices. This paper describes the conceptualization of the climate literacy assessment, the construction of the items, and the investigation of their validity and reliability involving multiple studies with 553 students in grades 10–13. The items presented have been developed for use from the age of 15–16 years and are available from the authors for practitioners to begin assessing climate literacy.

Guete, L. A. (2024). ***La réussite et le décrochage à l'université : l'effet d'un programme d'intervention sur l'état d'esprit, la motivation et la ténacité*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-05039032
Une fois qu'a commencé à être relevé le défi de l'accès à l'enseignement supérieur, un autre enjeu est apparu pour les universités : le décrochage des étudiants, spécialement dans les premières années d'étude. Nous avons constaté qu'il s'agissait d'un de défis auquel sont confrontées la plupart des institutions d'enseignement supérieur du monde occidental (Dupont et al. 2015), que ce soit dans un pays développé ou non.Cette étude vise à approfondir la compréhension du décrochage universitaire et à prévenir ce phénomène dans les premiers cycles, en intégrant de nouvelles perspectives théoriques issues de la psychologie sociale cognitive. Pour cela, nous nous sommes appuyés sur la théorie des états d'esprit, qui suggère que les croyances sur la nature de l'intelligence peuvent influencer le rapport à l'effort, à l'échec, ainsi qu'à la motivation, des éléments essentiels pour la réussite académique en première année de licence.Nous avons conduit une étude auprès de 436 participants appartenant à trois universités privées de Barranquilla, en Colombie. Nous voulons tester l'effet d'un programme d'intervention psychosociale basée sur l'état d'esprit de développement, sur les croyances concernant la nature de l'intelligence, sur la motivation et la ténacité. Nous avons également analysé le niveau socioéconomique comme une variable médiatrice et les notes pour déterminer si le programme d'intervention aurait un impact sur celles-ci. Les résultats de cette étude mettent en lumière les effets positifs d'un programme d'intervention sur l'état d'esprit de développement, en particulier lorsqu'il est associé à des éléments de pleine conscience. L'étude confirme que ces interventions peuvent transformer la perception de la nature de l'intelligence chez les étudiants, en les aidant à croire en la malléabilité de leurs capacités intellectuelles. De plus, elle semble particulièrement bénéfique pour les étudiants issus de milieux socioéconomiques défavorisés, contribuant ainsi à réduire les inégalités en matière de réussite scolaire. Nous avons pu confirmer que les étudiants

qui ont montré des changements plus significatifs dans leurs croyances sur la nature de l'intelligence étaient ceux qui appartenaient aux strates basses et moyennes, ce qui nous permet de proposer un axe de recherche qui puisse approfondir l'état d'esprit de développement dans des contextes socioéconomiques comme celui de la Colombie. Les résultats obtenus dans notre étude nous ont donné des pistes pour continuer à approfondir la recherche sur les états d'esprit dans l'enseignement supérieur.

Hazlett, Z. S., Jimenez, P. C., & Knight, J. K. (2025). **Self-Testing and Follow-Through of Learning Strategies Supports Student Success**. *CBE—Life Sciences Education*, *24*(1), ar16. https://doi.org/10.1187/cbe.24-04-0128
Evidence abounds that passive strategies such as rereading or highlighting are less effective than active strategies such as drawing models or explaining concepts to others. However, many studies have also reported that students tend to use learning strategies that they perceive as comfortable and easy, even when other strategies may be more successful. In this study, we asked students to self-report their study strategies after test-taking, as well as any planned new strategies. We also compared their self-reports with their actual use of the technique of self-testing, which was defined as completing practice problems in their online courseware system. In contrast to prior studies, students reported using self-testing more than any other strategy, and the amount of self-testing they used predicted their final performance in the course. Students' continued reporting of intended new strategies also correlated with performance, as did the accuracy of their reports of self-testing. These findings demonstrate that the amount of self-testing affects performance, and that students' accurate reporting of self-testing could be an indicator of their awareness.

Hemelt, S. W., Mange, B., & Raynor, S. (2025). **Take HEART: Experimental evidence on enhanced advising and postsecondary progress**. *Economics of Education Review*, *107*, 102652. https://doi.org/10.1016/j.econedurev.2025.102652
Many students leave college after appreciable progress toward a degree. Growing curricular complexity, dwindling financial aid, and meager mid-college advising may contribute to late departure. In an experiment conducted with a public 4-year university, we study an enhanced advising intervention (HEART) that targets students at least halfway through college. HEART includes access to a trained advisor with a reduced caseload, easy-to-digest information on remaining financial aid and academic progress, and a modest grant structured as an incentive over two terms. On average, although HEART generated additional and longer meetings between students and advisors, in which they discussed a wider array of topics than their counterparts in the control group, we fail to detect an appreciable effect of HEART on college completion. However, we find suggestive evidence of different effects by gender, with HEART hastening college completion among male students, and perhaps encouraging female students to augment their program of study. We find limited evidence of beneficial effects on postsecondary outcomes for other pre-specified subgroups, including students grouped by baseline propensity to complete college in 5 years. These findings indicate that medium-touch, mid-college interventions may be insufficient to boost college completion, at least markedly, while also offering insights into differences by student gender in responses to advising-heavy interventions in college.

Herrera-Prada, L. O. (2025). **Ending the musical chairs game in higher education: How a data-driven tool improved educational outcomes in Colombia**. *International Journal of Educational Development*, *116*, 103299. https://doi.org/10.1016/j.ijedudev.2025.103299
In 2004, the Colombian Ministry of Education (MEN) launched the System for the Prevention and Analysis of School Dropouts in Higher Education Institutions (SPADIES) to assist higher education institutions (HEIs) in reducing dropout rates. Initially an app, SPADIES evolved into a pivotal system in a nationwide program that contributed to higher education enrollment rates rising from 20 % in 2002 to 40 % in 2010 and 53.9 % in 2022. The system enabled comprehensive student data collection, analysis, and visualization, helping HEIs to prevent dropouts and re-engage students who had dropped out. Using a differences-in-differences approach based on Callaway and Sant'Anna (2021), this study finds that SPADIES lowered dropout probabilities by 0.7 percentage points while increasing the likelihood of on-time graduation by 0.6 percentage points and overall graduation by 0.4 percentage points. Although these figures may appear modest, a 0.7 percentage point reduction equates to approximately 14,000 students, almost doubling the average HEIs in Colombia. From 2005–2017, SPADIES cost USD 4.9 million (valued at 2025 prices), translating to a cost per student who avoided dropout of USD 350 or about USD 410 per graduated student. These results demonstrate the cost-effectiveness and transformative potential of data-driven approaches like SPADIES for human capital development. SPADIES also contributed to increased future incomes by enabling degree completion, alleviating pressures on HEIs, and improving enrollment efficiency, offering important lessons for emerging economies facing similar retention challenges.

Hirao, T., & Iida, S. (2025). ***Effects of Class Size on Test Scores: Evidence from Japanese Municipal Data*** (Working paper N° 7jvhn_v1). https://doi.org/10.31219/osf.io/7jvhn_v1
Using newly available data on academic performance garnered for a survey conducted by a local government in Japan, this study analyzes the effects of class size on test scores (specifically on the subjects of English, Japanese, and mathematics). Empirical results show that class size has a negative correlation on test scores in mathematics and English. In short, smaller class size was associated with higher test scores in mathematics and English. However, this was low-impact variable compared to other variables such as scholastic year and gender. Additionally, estimation results that investigate the relationship between class size and test scores in Japanese studies lack consistency. Moreover, the relationship between class size and test scores in mathematics has a quadratic function which is convex downward. The extreme value of this quadratic function is 36.2; math test scores decrease as class size increases up to this point, and increase beyond it.

Ho, S. K., Zhang, L. R., & Chen, W.-W. (2025). **Developing my strength: a moderated mediation analysis of strength-based parenting, personal best goals, strength mindsets, and academic achievement**. *Social Psychology of Education*, *28*(1), 96. https://doi.org/10.1007/s11218-024-09987-z
Strength-based parenting promotes beneficial outcomes in children's development, including academic achievement. However, few studies have focused on the inner mechanisms underlying the relation between strength-based parenting and students' academic achievement. Guided by life-span development theory, we aimed to examine the mediating role of personal best goals in the relation between strength-based parenting and academic achievement, as well as the moderating role of strength mindsets in the first stage of mediation (between strength-based parenting and personal

best goals). An online survey was administered to 273 secondary students in Macau to measure their experiences of strength-based parenting, personal best goals, strength mindsets, and grade point averages. Results indicated that: (a) Strength-based parenting positively correlated with academic achievement; (b) Personal best goals positively correlated with students' perceptions of strength-based parenting and their academic achievement, and partially mediated the relation between strength-based parenting and academic achievement; (c) Strength mindsets moderated the relation between strength-based parenting and personal best goals. For students who had more of a growth strength mindset, the effect of low strength-based parenting on lowering personal best goals was lessened. We further discussed the implications of strength-based interventions and growth mindset training for students' personal growth and academic achievement.

Ji, S., Mokmin, N. A. M., & Wang, J. (2025). **Evaluating the impact of augmented reality on visual communication design education: Enhancing student motivation, achievement, interest, and engagement**. *Education and Information Technologies*, *30*(5), 6617-6639. https://doi.org/10.1007/s10639-024-13050-x
The traditional educational approaches in art classrooms have increasingly fallen short of addressing the needs of learners in an era marked by rapid technological advancements. Augmented reality (AR), as a leading representative of these emerging technologies, has recently been integrated into traditional educational methods, repeatedly demonstrating its effectiveness. Over recent years, AR-enhanced teaching methodologies have shown significant benefits, particularly in higher education. However, there is a notable lack of research exploring the impact of AR on art and design education, especially within the visual communication design discipline. This study seeks to address this gap by evaluating the effectiveness of AR in student learning, focusing on a cohort of 64 visual communication design students at a university in Hefei, China. Utilizing an AR-based design learning system, which incorporates a LiDAR scanner and Unity 3D, the study assesses students' learning motivation, engagement, and interest through the use of questionnaires and scales. The findings reveal that, compared to conventional multimedia teaching, the interactivity and unique advantages of AR can create engaging teaching content, significantly enhancing students' learning outcomes, motivation, and engagement.

Keari, O. M., Alice, A. A., & Mwangi Sara, W. (2024). **Impact of Parental Deprivation on Academic Success of Children: A Study of Public Primary Schools in Masaba South, Kenya**. *Advances in Research on Teaching*, *25*(6), 111-125. https://doi.org/10.9734/air/2024/v25i61184
This study investigated the relationship between parental deprivation and academic achievement among children from public primary schools. Using correlation and cross-sectional study designs, data were collected from 10 schools, involving 324 randomly selected children in grades 4 and 5. Results revealed a high prevalence of parental deprivation, with significant deficits in necessities, safety, shelter, educational resources, and parental care. Most children reported problems with clothing (95.1%), food (98.8%), safety (65.9%), shelter (34.7%), education (87.3%), quality time with parents (88.2%), and parental discipline (83.6%). Parental deprivation negatively impacted academic achievement. Grade level (Adjusted β = 0.1, 95% CI [-0.8, 1.0], p = .819) and age (Adjusted β = 0.5, 95% CI [-0.1, 1.0], p = .110) showed no significant associations with absenteeism or grades. However, difficulties affording shelter were a significant negative

predictor of grades (aβ = -2.7, 95% CI [-2.8, -2.6], p < .001), while spending quality time with parents positively influenced grades (aβ = 0.4, 95% CI [0.2, 0.6], p < .001). The study demonstrated the need for comprehensive interventions addressing parental deprivation's material and education achievements. Recommendations include strengthening social safety nets, enhancing educational resources, promoting positive parenting practices, and addressing economic inequalities.

Khalid, N., Behrman, J. R., Hannum, E., & Thapa, A. (2025). **Floods, community infrastructure, and children's heterogeneous learning losses in rural India**. *Economics of Education Review*, *106*, 102635. https://doi.org/10.1016/j.econedurev.2025.102635
India has the world's largest number of school-aged children. The majority live in rural areas, many of which are highly flood-prone. Previous studies document that in such areas, floods are associated with lower enrollments, attendance, and learning, in some cases with differentiation by gender, caste/religion, and family SES. Previous literature suggests that components of community infrastructure have positive associations with children's learning. However, previous literature has not addressed whether better community physical and social infrastructures are associated with (1) smaller flood-related learning losses on average, (2) different learning for marginalized versus other children in the absence of floods, and (3) different vulnerabilities to floods for marginalized versus other children. This paper finds that (1) most aspects of community physical and social infrastructure are not associated with lower flood-related learning losses on average, but proximity to towns and several components of social infrastructure are associated with lower flood-related learning losses on average, (2) community physical and social infrastructure components have heterogeneous associations, in some cases increasing, in most cases not affecting, and in other cases reducing disparities in learning between marginalized and other children in the absence of floods, and (3) community physical and social infrastructure components have heterogeneous effects, in some cases increasing, in most cases not affecting, and in other cases reducing disparities in learning between marginalized and other children in the presence of floods.

Larsson Taghizadeh, J., & Österman, M. (2025). **Choosing the right path: The effects of pursuing general versus vocational secondary education on dropout risk and youth inactivity**. *Economics of Education Review*, *106*, 102655. https://doi.org/10.1016/j.econedurev.2025.102655
This article presents evidence on how students' risk of dropping out or becoming inactive (NEET) are affected by pursuing a general (academic) versus vocational upper secondary education. We use a regression discontinuity design exploiting the grade-based admission process in Sweden. The results suggest that, among those students who apply to both types of education, starting a general program is associated with a higher likelihood of not graduating on time and spending more time without employment and outside studies during early adulthood. Furthermore, students on general programs perform worse in tests for courses mandatory for graduation, compared to students on vocational programs. We also find an increased dropout risk among students starting general programs when running family fixed effects models on the population of upper secondary students.

Lee, H. J., & Mendoza, N. B. (2025). **Does parental support amplify growth mindset predictions for student achievement and persistence? Cross-cultural findings from 76**

countries/regions. *Social Psychology of Education*, *28*(1), 88. https://doi.org/10.1007/s11218-025-10038-4
The ongoing debate over the positive effects of a growth mindset on student outcomes has called for investigations into its contextual moderators (see Yeager & Dweck in Am Psychol 75(9):1269–1284, 2020. 10.1037/amp0000794). This study examined the potential moderating role of parental support in the associations of a growth mindset with student achievement (reading, math, science) and persistence. We used linear mixed effects analyses on the PISA 2018 dataset consisting of 468,059 15-year-old students from 76 countries/regions, accounting for the nested structure at the country level, measurement errors, sampling weights, and all plausible values for achievement. After controlling for student gender, grade, and socioeconomic status, findings show that both growth mindset and parental support positively predicted all achievement outcomes. Importantly, results show significant interactions between growth mindset and parental support for all four outcomes, suggesting that the growth mindset was more positively linked to achievement and persistence when students perceived higher parental support. The strength of the growth mindset $$times$$parental support interaction varied across countries/regions, with stronger effects found in cultures with higher collectivism. These findings highlight how parental support strengthens the link between growth mindset and student achievement and persistence, with variations across cultures. Theoretical and practical implications are discussed.

Lièvre, A. (2025). **Résultats des brevets de techniciens supérieurs Session 2024**. *Note Flash du SIES*, (06), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/resultats-des-brevets-de-techniciens-superieurs-session-2024-99188
Parmi l'ensemble des 193 400 candidats au brevet de technicien supérieur à la session 2024, 74,7 % des étudiants ont obtenu leur diplôme, soit un taux de réussite en baisse de 0,8 point par rapport à la session 2023.

L'intervention éducative à l'aune de la diversité et du bien-être. (2025). Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/3268_9782760561823.pdf
Lippert, M. (2024). ***Étude comparative des compétences enseignantes visant le soutien des élèves issus de l'immigration à leur réussite éducative dans un contexte de diversité au Québec et au Luxembourg***. Consulté à l'adresse http://hdl.handle.net/1866/40466
Ce mémoire explore la perception des enseignants du Québec et du Luxembourg à propos de leur formation concernant le développement des compétences nécessaires pour soutenir les élèves issus de l'immigration dans un contexte de diversité. La réussite éducative de ces élèves est cruciale afin de mieux les intégrer dans la communauté scolaire ainsi que dans la société respective. Dans ce mémoire, nous avons établi que l'enseignant joue un rôle important à cet égard et nous nous sommes intéressés à comment l'enseignant peut contribuer à la réussite éducative de ces élèves. En nous intéressant à cette question, nous avons réalisé une recherche qualitative-interprétative basée sur des entretiens semi-dirigés avec quatorze enseignants, dont neuf luxembourgeois et cinq québécois. Nous avons identifié, dans un premier temps, les différentes catégories des compétences qui seraient nécessaires pour le soutien éducatif des élèves issus de l'immigration, et les avons classées en savoirs généraux, didactiques, relationnels et éthiques. Nous nous sommes aussi intéressées, dans un deuxième temps, aux perceptions, convictions, croyances et biais implicites des enseignants vis-à-vis de cette population d'élèves. Nous avons interrogé, dans un troisième temps, les compétences que les enseignants de ces deux contextes ont pu développer lors de leur

formation initiale. Enfin, les enseignants ont pu nous donner des pistes d'amélioration de ladite formation. D'un point de vue comparatif, nous avons constaté que les enseignants québécois sont généralement plus ouverts à la diversité et critiques de leurs pratiques, tandis que les enseignants luxembourgeois sont plus aptes à enseigner dans un contexte plurilingue. Toutefois, les formations actuelles, manquent de contenu sur l'éducation antiraciste et l'éducation en contexte de diversité, tant au Luxembourg qu'au Québec, mais davantage dans le contexte de ce premier. Nous recommandons ainsi de renforcer les compétences des enseignants en intégrant de tels contenus par le biais d'une approche transversale dans les formations des enseignants, pour mieux soutenir la réussite éducative des élèves issus de l'immigration dans un contexte de diversité.

Liu, K., Liang, L., Zheng, C., Fei, J., Zhang, J., Xu, J., … Mei, S. (2025). **Future confidence trends in Chinese youth transitioning to adulthood: Role of subjective social status and academic performance**. *Asian Journal of Social Psychology*, *28*(2), e70007. https://doi.org/10.1111/ajsp.70007
Future confidence, as a positive quality, demonstrates a protective effect on young people's behaviours and mental health, especially during the critical period of transition from adolescence to adulthood. However, the developmental trend of future confidence as adolescents enter early adulthood is unclear. This study used four waves of longitudinal data from the China Family Tracking Study (CFPS) 2012–2018. Totally 707 (48.7% male) samples were finalized for data analysis. The results showed that quadratic latent growth curve modelling (LGCM) is the best fit, which demonstrated an increasing and later decreasing trend. The present study found that subjective social status is positively related to the initial level of future confidence. The higher the subjective social status, the higher the initial level of future confidence, but it does not affect the subsequent trend. Academic performance was also positively correlated with initial future confidence levels, which affected subsequent trends. Specifically, the future confidence of adolescents with better academic performance exhibits a gradual decline, while the future confidence of adolescents with average and poor performance shows an initial increase followed by a decline. The findings provided an empirical basis for improving young people's confidence in the future and evidence for further research.

Miller, C. E., & Phillips, M. (2025). **Long-Term Consequences of Early Access to Educational Opportunity**. *American Educational Research Journal*, *62*(3), 651-686. https://doi.org/10.3102/00028312251331023
This paper examines the long-term consequences of tracking in middle school. Using longitudinal administrative data from a large, urban school district and regression and quasi-experimental matching methods, we find that students who had the opportunity to take advanced math earned higher math test scores, completed more rigorous high school coursework, and were more likely to attend a four-year college. These effects largely hold across student subgroups and are relatively robust to omitted confounders. We explore some mechanisms underlying the short-term effects of taking advanced math and conclude that differences in classroom composition, rather than differences in teachers, help explain these effects. We conclude by discussing the implications of these results for efforts to improve educational equity.

N'guia, G. (2025). **Résultats définitifs de la session 2024 du certificat d'aptitude professionnelle (CAP) et évolutions depuis 2018**. *Note d'Information*, (25.34), 1-4. Consulté

à l'adresse https://www.education.gouv.fr/resultats-definitifs-de-la-session-2024-du-certificat-d-aptitude-professionnelle-cap-et-evolutions-450500
Lors de la session 2024, 198 200 candidats se sont présentés au certificat d'aptitude professionnelle (CAP), 168 400 d'entre eux ont obtenu leur diplôme, soit un taux de réussite de 84,9 %.

Platow, M. J., Lee, G. C., Wang, C., Grace, D. M., Knezovic, M., Smyth, L., & Mavor, K. I. (2025). **The role of student and customer social identification on university students' learning approaches and psychological well-being**. *Social Psychology of Education*, *28*(1), 100. https://doi.org/10.1007/s11218-025-10060-6
In an on-line format, the current research measured students' (N = 453) social identifications as university students and as university customers to predict their self-reported engagement in deep and surface learning, attitudes toward cheating, intent to continue their studies, and their psychological well-being (e.g., affect, self-esteem). Also measured were students' perceptions of deep- and surface-learning norms. Overall, students identified more strongly as students than as customers. More relevant to hypothesized social-psychological processes, social identification as a university student positively predicted their deep-learning approach and intent to continue, but negatively predicted their surface-learning approach and favorable attitudes toward cheating. Enhanced university-student social identification was also associated with favorable psychological well-being. In contrast, social identification as a customer positively predicted participants' surface-learning approach and favorable attitudes toward cheating. It was only when students perceived high deep-learning norms that university-customer social identification yielded some favorable learning and well-being outcomes. Conceptually, these results provide further support for the application of the social identity approach to educational contexts. In application, the results reveal that social identification as a student offers far better learning and psychological well-being outcomes than social identification as a customer. However, if universities seek to embrace a transactional delivery of services and transform the student-as-customer metaphor into a reality, they have the additional responsibility to ensure there is a recognizable and acknowledged norm for deep learning.

Qi, S., & Derakhshan, A. (2025). **Technology-based collaborative learning: EFL learners' social regulation and modifications in their academic emotions and academic performance**. *Education and Information Technologies*, *30*(7), 8611-8636. https://doi.org/10.1007/s10639-024-13167-z
This study explores the relationship between technology-based collaborative learning and learners' social regulation, academic emotions, and academic presentation. The researchers invited 695 English as a Foreign Language (EFL) students of different ages and learning backgrounds to participate in the research by questionnaire. The validated questionnaires were employed to collect the data. Structural Equation Modeling (SEM) was utilized to examine relationships among variables, while regression analysis assessed the impact of emotional engagement. Multiple regression was used to explore combined emotional effects, and correlation analysis gauged individual emotions' association with performance. The researchers used SPSS (version 27) and AMOS (version 24) software to analyze the data. A synthesis of the research findings elucidated how collaborative efforts facilitated by technology foster a dynamic process of regulating learning, contributing to both individual and collective academic achievement. Furthermore, the intricate relationship between collaborative learning technologies and

individual characteristics such as prior knowledge and intrinsic motivation is discussed, emphasizing the multifaceted nature of educational outcomes. Lastly, after a comparison with other similar studies, this study's results highlight the significance of considering technology-mediated collaborative learning environments in enhancing EFL students' academic emotions, experiences, and outcomes. The study concludes with some pedagogical implications and suggestions for teachers, practitioners, researchers, and learners.

Rege, M., Bru, E., Solli, I. F., Thijssen, M. W. P. T., Tharaldsen, K. B., Vestad, L., … Stallard, P. N. (2025). ***The Impact of Teaching Coping Skills in Schools on Youth Mental Health and Academic Achievement: Evidence from a Field Experiment*** (Working paper N° 11742). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11742
Effective and scalable strategies for promoting youth mental health are urgently needed. We conducted a randomized controlled trial to assess the impact of school-based, teacher-led coping skills instruction on youth mental health and academic achievement. The trial included 84 classes and 1,879 ninth-grade students (ages 14–15) in Norway. Findings indicate improved mental well-being and reduced emotional distress at a one-year follow-up, particularly among students with low baseline well-being. The intervention also enhanced academic motivation and increased the likelihood of choosing an academic high school track. Additionally, it had a positive effect on math performance among students with initially low academic motivation, but no significant effects on performance in English or Norwegian.

Santana-Monagas, E., Núñez-Regueiro, F., & Núñez, J. L. (2025). **Does motivation lead to academic success, or conversely ? Reciprocal relations between autonomous and controlled motivation, and mathematics achievement**. *British Journal of Educational Psychology*, *95*(2), 513-529. https://doi.org/10.1111/bjep.12736
Background While it's clear that autonomous motivation significantly boosts academic success, there are conflicting findings regarding the opposite relation. Besides, the reciprocal relations among controlled motivation and achievement present mixed results. Adequately distinguishing between variations among individuals and within individuals results key to acknowledge such relations. Aim This longitudinal study examines the reciprocal relations between controlled and autonomous forms of motivation and academic achievement using the RI-CLPM methodology. Sample Participants were 1042 high school students (M = 16 years, 52% male adolescents) from 16 different high schools in urban and rural areas. Methods A random intercept cross-lagged panel model (RI-CLPM) was tested to estimate whether students' autonomous and controlled motivation predicted achievement and/or vice versa. Independent models were estimated for the two types of motivation. Results Overall, the RI-CLPM results indicated a unidirectional relationship between autonomous motivation and achievement. As for controlled motivation, the results of RI-CLPM models showed no reciprocal relationship between this type of motivation and achievement. Conclusions These results underline the importance of taking within- and between-person processes into account when analysing reciprocal relations and provide crucial insights for enhancing student motivation and achievement in diverse educational contexts.

Scherrer, V., Breit, M., & Preckel, F. (2025). **The stability of students' academic achievement in school: A meta-analysis of longitudinal studies**. *Educational Research Review*, *48*, 100687. https://doi.org/10.1016/j.edurev.2025.100687
Assessments of school achievement play a central role in education. For example, they are used in educational diagnostics to inform long-term placement decisions and are an important criterion in large-scale educational monitoring. Findings on the rank-order stability of students' school achievement are highly relevant to educational research and practice. While low stability undermines the validity of using academic achievement for diagnostic purposes, near-perfect stability may indicate insufficient educational mobility. However, the rank-order stability of school achievement is very rarely studied explicitly. Therefore, we know little about the conditions under which this stability is higher or lower. The present meta-analysis of longitudinal studies reports the rank-order stability of teacher-assigned school marks and school achievement tests. A total of 1990 test-retest correlation coefficients were compiled, involving 740,610 individual participants from 363 longitudinal studies. The mean rank-order stability, estimated for Grade 5 and a test-retest interval of two years, was ρ = .70 (95 % CI: .69, .72). Stability was lower for school marks (ρ = .67) than achievement tests (ρ = .72). Stability remained relatively constant across grade levels and decreased with increasing test-retest interval. The decrease in stability with increasing interval was greater for school marks than for achievement tests: Both indicators were comparably stable in very short intervals, but achievement test results were much more stable in the long-term. The stabilities of school marks and achievement tests varied between both school domains and countries.

Schiff, K. J., & Peskowitz, Z. (2025). **Assessing the Impact of Informational Interventions on Perceptions of School Quality**. *American Educational Research Journal*, *62*(3), 572-610. https://doi.org/10.3102/00028312251315740
Perceptions of school quality affect many aspects of education policy and politics. Using two randomized survey experiments, we studied the factors that individuals use to evaluate school quality. Our surveys included two novel components: text analysis of open-ended responses and videos highlighting different perspectives on assessing school quality. While we found that individuals respond most strongly to test scores, we also found that a video explaining how standardized testing imperfectly reflects student learning led attentive respondents to reduce reliance on achievement status and to increase attention to growth. The results suggest that informational interventions may affect how individuals interpret school performance data. Yet, we also found evidence of political polarization and preferences for school characteristics not in standard reporting.

Singh, S. (2025). **Parental Expectations and Academic Performance: A Comparative Study of Mothers' and Fathers' Perspectives among School Children**. In *Language, Literature and Education: Research Updates Vol. 2* (p. 89-96). https://doi.org/10.9734/bpi/lleru/v2/4776
Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is one of the most cherished values in all cultures ever since the dawn of the educational system, whether formal or informal. Parental expectations have been found to play a critical role in children's academic success. The objectives of the study were to assess both father and mother expectations regarding academic performance among school children and explore the association between their expectations. An exploratory

research design was used, with a sample size of 320 school children from north India. A non-observation checklist was used to collect data on parent expectations. The data was analyzed using descriptive and inferential statistical methods. The result showed that 93.4% of fathers had high expectations, 6.3% had moderate expectations 0.3% had fewer expectations and 90.3% of mothers had high expectations, 9.7% had moderate expectations and none of them had less expectations. There was a significant association between expectations of father and mother with a linear positive correlation of r value 0.714. The study emphasized that nursing administration should anticipate the need for time and prepare young nurses to serve the community and school regarding parental expectations. Moreover, nursing professionals should render services according to the changing needs of the society. There is a need for health professionals to take an active part in providing health education to people regarding a positive attitude towards academic performance.

Stockus, C. A., & Zell, E. (2025). **Do growth mindsets reduce the big-fish-little-pond effect?** *Social Psychology of Education*, *28*(1), 74. https://doi.org/10.1007/s11218-025-10022-y
Research on the big-fish-little-pond effect (BFLPE) indicates that students evaluate themselves more favorably when they have high rank in low rank schools than low rank in high rank schools. Nonetheless, it remains unclear how the detrimental effects of being a little fish in a big pond might be reduced. To address this gap, we conducted two experiments testing whether growth mindsets reduce the BFLPE. Participants in two preregistered studies read an article suggesting that intellectual abilities are malleable or fixed prior to a standard manipulation of the BFLPE (total N = 539). Results yielded a highly robust BFLPE on self-evaluations and affect (ds > 1.02). However, the BFLPE was not substantially altered by growth mindsets in either study. Further, despite using parallel materials and measures, the growth mindset manipulation was somewhat less impactful in the present study than in prior studies. These data provide the first experimental evidence that the BFLPE is robust to growth mindset interventions. Implications for research on the BFLPE and growth mindset interventions more generally are discussed.

Tempelaar, D. (2025). **The unrecognized potential of potential-based achievement goals**. *British Journal of Educational Psychology*, *95*(2), 421-445. https://doi.org/10.1111/bjep.12728
Background For over a decade, growth-oriented achievement goal constructs like potential-based goals and personal best goals have remained relatively unnoticed. This empirical study aims to highlight that goal theorists might be limiting themselves by not incorporating potential-based goals into their frameworks. Aims The primary objective of this research was to underscore the significant yet underappreciated role of potential-based goals in empirical studies within the 3 × 2 achievement goal framework. Samples The sample comprises 10,079 international undergraduate students from a Dutch university, drawn from nine cohorts spanning academic years from 2015/2016 to 2023/2024. Methods To validate the eight-factor measurement model of achievement goals, we employed first and second-order confirmatory factor analyses. Correlational analysis and structural equation models were utilized to explore the relationships between achievement goal measures, various learning dispositions, and academic performance. Results Our analysis shows that all eight goal constructs clearly distinguish and confirm both first-order and second-order factor analysis models based on approach and avoidance factors. Further analyses include obtaining correlations and structural equation prediction models, where goal setting facets predict learning

mindsets, such as intelligence theories, effort beliefs, autonomous and controlled regulation, motivation, engagement, learning approaches, and performance strategies. Conclusions Within a system of criterion-referenced grading of courses, our findings indicate that potential-based goals play a pivotal role in exploring relationships with other learning dispositions and predicting performance. It is therefore imperative to incorporate these goals into our measurement instruments for goal frameworks, even if it means prioritizing them over other types of intrapersonal goals.

Theobald, M. (2025). **Study longer or study effectively? Better study strategies can compensate for less study time and predict goal achievement and lower negative affect**. *British Journal of Educational Psychology*, *95*(2), 405-420. https://doi.org/10.1111/bjep.12725
Background and Aims The hypothesis that study strategies can compensate for less study time in predicting learning outcomes has often been proposed but rarely tested empirically. Methods In the present study, 231 university students reported their daily perceived time spent on self-study, study strategies (planning, monitoring, concentration and procrastination) and goal achievement over a 30 days period. Results and Conclusion Results showed that both more overall perceived study time and better study strategies (better planning, monitoring, and concentration, less procrastination) predicted higher goal achievement at the end of the day. In addition, perceived study time and study strategies interactively predicted goal achievement. When students reported better planning, monitoring and concentration as well as lower procrastination, less time was needed to achieve a high goal level compared to days on which they studied less strategically. In other words, when students studied less strategically, they had to invest more time to reach a higher goal level. In addition, perceived study time and study strategies were related to students' negative affect. Negative affect was particularly high when students studied for many hours with low concentration, and it was particularly low when students studied for only a few hours and procrastinated less. Taken together, the results suggest a compensatory effect of study time and study strategies on daily goal achievement and affect, highlighting the need to teach students effective study strategies.

Valtot, A., Vrignon, C., & Froppier, B. (2025). **Faire écosystème avec le milieu professionnel pour accompagner les alternants du BUT Réseaux et Télécommunications vers la réussite**. *QPES Questions de Pédagogies dans l'Enseignement Supérieur*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-05087345
The Bachelor of Technology (BUT) is a professional three-year program. To best develop students' skills, the Networks and Telecommunications (RT) BUT at La Roche-sur-Yon focuses on a work-study approach, combining academic education with professional training. While the benefits of this model are clear, its dual nature presents a significant challenge in coordinating both environments. Navigating between university and business can indeed create tensions due to often differing expectations and methods. In this context, how can we create an ecosystemwhere academics and professionals work towards a common goal of support? The IUT in La Roche-sur-Yon aims to address this challenge by developing initiatives to enhance students' reflexivity, adaptability, and projection capabilities. Solutions are also being considered to better align the assignments of work-study students with academic objectives. The initiatives aim for one goal: to evolve work-study programs into a close collaboration where the university and

the professional world jointly commit to the academic success and effective professionalization of students.

van Lent, M. (2025). **Peer creativity and academic achievement**. *Economics of Education Review*, *106*, 102649. https://doi.org/10.1016/j.econedurev.2025.102649
This paper studies the relationship between the creative abilities of study peers and academic achievement. We conduct a novel large scale field experiment at university, where students are randomized into work groups based on their score on a creativity test prior to university entry. We show that the creative abilities of peers matter for a student's academic achievement. A one standard deviation higher creativity peer group improves study performance by 6.2 to 7.6 percentage points. Further analysis suggests that students exposed to creative peers become more creative, but do not adjust their overall study effort. This is in line with the idea that creative approaches and questions from peers help students master the study material better. Overall, our study highlights the importance of peer effects of creative students in shaping academic outcomes.

Vu, T., Meeter, M., Hofman, A., Jansen, B., Magis-Weinberg, L., van Triest, E., & van Atteveldt, N. (2025). **Academic motivation–achievement cycle and the behavioural pathways: A short-timeframe experiment with manipulated perceived achievement**. *British Journal of Educational Psychology*, *95*(2), 683-722. https://doi.org/10.1111/bjep.12731
Background The purported reciprocity between motivation and academic achievement in education has largely been supported by correlational data. Aims Our first aim was to determine experimentally whether motivation and achievement are reciprocally related. The second objective was to investigate a potential behavioural mediation pathway between motivation and achievement by measuring the objective effort expended on learning. Finally, we studied the causality of these relations by analysing the dynamics between motivation and achievement (rather than examining them as individual constructs) when perceived achievement was experimentally manipulated. Sample(s) The study employed a short-timeframe experiment in which 309 Dutch undergraduate students (Mage = 19.89, SD = 2.08) learned new English vocabulary. Methods Their motivation, effort, and achievement were measured at multiple time points within one hour. Midway through the experiment, participants received manipulated feedback indicating an achievement decline, which was expected to influence their subsequent motivation, effort, and actual achievement. A random-intercept cross-lagged panel framework was employed to model how one construct influenced another over time. Results We found a unilateral effect of achievement on motivation (i.e., no reciprocity), which remained stable across the time points. Our experimental manipulation partially supported a causal interpretation of the unilateral achievement→motivation pathway. Additionally, no mediation effect of effort was identified: motivation was not associated with effort, nor was effort linked to achievement. Conclusions Our findings underscore the importance of further exploration of behavioural mediation pathways, a broad operationalization of motivation, and the application of appropriate modelling strategies to investigate the motivation-achievement reciprocity.

Weng, C., & Wirda, M. A. (2025). **The effect of student's online learning readiness to student's engagement, satisfaction and achievement in higher education, Indonesia**.

Education and Information Technologies, *30*(7), 9711-9736. https://doi.org/10.1007/s10639-024-13204-x
This study explores the relationship between student readiness for online learning and its impacts on engagement, satisfaction, and academic achievement in Indonesian higher education. Using a mixed-methods design, the quantitative phase employed Structural Equation Modeling (SEM) to reveal that online learning readiness significantly affects student engagement and satisfaction, though its direct effect on academic achievement is weaker. Engagement emerged as a key intermediary that enhances academic outcomes when students are well-prepared for online learning. Qualitative insights further highlighted the importance of technological competence and self-directed learning. The study emphasizes that fostering both technological and pedagogical readiness is crucial for enhancing engagement and satisfaction, thereby indirectly improving academic performance. These insights provide practical guidance for educators and policymakers to optimize online learning frameworks in similar contexts.

Wu, Y., & Wang, J. (2025). **The Tension between Money and Culture: Inequality, Economic Capital, Cultural Capital, and High School Students' Educational Achievements from a Comparative Perspective**. *American Educational Research Journal*, *62*(3), 540-571. https://doi.org/10.3102/00028312241308548
This study investigated how income inequality shapes the role of economic and cultural capital in students' academic performance. By analyzing a multilevel dataset of 72 countries (economies), we found that (1) the associations between economic capital and academic achievements are stronger in unequal societies than in equal ones, whereas the associations between cultural capital and students' achievements are stronger in equal societies than in unequal ones, and (2) in more equal societies, the associations between cultural capital and students' achievements are stronger for students with lower economic capital, whereas the associations between cultural capital and students' achievements are stronger for students with higher stocks of economic capital in unequal societies. The findings contribute to understanding how social context shapes the processes of intergenerational reproduction from a comparative perspective.

Yang, Y., & Lay, Y. F. (2025). **Academic buoyancy and learner interactions as mediators of deep learning in blended learning contexts: The role of teaching, social, and cognitive presence**. *Education and Information Technologies*, *30*(5), 6261-6286. https://doi.org/10.1007/s10639-024-13066-3
The global impact of COVID in 2020 is forcing higher education institutions in many countries to adopt a hybrid model of education. The shift to blended education has been trending globally. However, the change in pedagogy has reduced the quality of students' learning experience and prevented them from deep learning. Therefore, the current study constructs a theoretical model using academic buoyancy and learner interactions as mediators, teaching presence, social presence, and cognitive presence as independent variables, and deep learning as the dependent variable, and proposes innovative strategies to promote deep learning in blended learning environments. The theoretical framework was empirically substantiated utilizing SPSS 26.0 and SmartPLS 4.0. The validation process employed the partial least squares (PLS) method within structural equation modeling (SEM) to scrutinize both the measurement and structural models. The findings demonstrated that (a) academic buoyancy functioned as a significant mediator influencing the relationship between teaching presence, social presence, cognitive presence, and the realization of deep learning; (b) learner interactions further

emerged as an intermediary mechanism in the connection between teaching presence, social presence, cognitive presence, and the enhancement of deep learning; and (c) academic buoyancy was found to operate as a sequential mediator, impacting the relationship between teaching presence, social presence, cognitive presence, and deep learning via learner interactions. This investigation thus addresses a gap in the field by presenting a validated theoretical model for deep learning within blended learning contexts. It offers a fact-supported groundwork for optimizing blended teaching techniques, gauging the quality of learning, and developing actionable enhancement approaches.

Valeurs

Baril, D. (2025). ***L' éducation à la Laïcité*** (1st ed). Consulté à l'adresse https://www.pulaval.com/livres/l-education-a-la-laicite-une-necessite-democratique
Les auteurs et autrices de cet ouvrage collectif traitent des fondements de la laïcité et de la nécessité de consolider ses assises par une éducation rejoignant tous les secteurs de la société, quelques années après l'adoption de la Loi sur la laïcité de l'État (loi 21) au Québec

Chédru, M. (2025, avril 29). ***Mobilité étudiante et intelligence culturelle : quelles évolutions et quels leviers ?*** Présenté à Séminaire DIDALANG - DIDActique des LANGues Interculturalité et Humanités. Consulté à l'adresse https://normandie-univ.hal.science/hal-05052215

Coalition Education. (2025). ***État des lieux des enjeux de l'éducation à l'environnement et au développement durable au Togo, au Sénégal, au Burkina Faso et à Madagascar***. Consulté à l'adresse https://www.coalition-education.fr/depotWeb/Rapport_EEDD-2-pdf-pdf.pdf
Alors que les impacts du changement climatique se font de plus en plus sentir en Afrique de l'Ouest et à Madagascar (sécheresses, inondations, déforestation ou érosion des sols), ce rapport met en lumière le rôle clé que peut jouer l'éducation pour accompagner les sociétés vers une transition écologique et durable. Réalisé par la Coalition Éducation et les coalitions nationales du Burkina Faso, de Madagascar, du Sénégal et du Togo, il dresse un état des lieux des pratiques éducatives, des freins identifiés par les acteurs de terrain et des leviers pour renforcer l'éducation à l'environnement et au développement durable (EEDD) à tous les niveaux du système éducatif.

Coste, J., & Brunel, M. (2024). **L'enseignement de la littératie numérique pour la formation à une citoyenneté numérique : une étude exploratoire**. *ALSIC - Apprentissage des Langues et Systèmes d'Information et de Communication*, *27*(3). https://doi.org/10.4000/12p0x
Digital technology and the place it occupies in our societies bring about changes and challenges that cannot be limited to a particular field, as they abound in different spheres, including education, which will be the subject of our reflections. The presence of digital technology in social exchanges and interactions highlights the need for specific skills to better master its various aspects. These skills are found in the concept of digital literacy. Based on the analysis of the first data from a qualitative study, we question the teaching of these digital literacy skills in the first degree in relation with digital citizenship

training. In particular, we highlight the specific learning manifestations of this new object to be taught as well as specific teaching gestures.

Education, U. I. : I. B. of, HUGHES, C., & UNESCO. IBE : International Bureau of Education [. (2025). ***Changing assessment: how to design curriculum for human flourishing***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393580?posInSet=1&queryId=N-EXPLORE-157cbbbd-2045-47ff-a823-927530eaf37b
Depuis le rapport Delors, les réformateurs de l'éducation s'efforcent de créer des programmes permettant à chacun de s'épanouir. L'école ne devrait pas seulement être un lieu où l'on apprend à être et à vivre ensemble, mais aussi un lieu où l'évaluation des élèves valorise la diversité de leurs talents. Pourtant, selon l'auteur, la plupart des écoles restent prisonnières d'une structure d'évaluation datant du XIXe siècle, qui empêche les jeunes d'explorer toute la variété et l'étendue de leurs talents, les contraignant à se concentrer sur un parcours étroit et exigeant. Dans cet ouvrage, l'auteur dresse un panorama des problèmes d'évaluation qui touchent les établissements scolaires et propose une voie à suivre pour élargir l'évaluation et potentiellement repositionner les finalités de l'école. Il se concentre sur les évaluations à finalité sommative en fin d'enseignement secondaire et soutient que c'est à ce stade que la pression exercée par l'évaluation est la plus forte, ce qui en fait un domaine crucial à réformer.

Fabre, M. (2025). **Irène Pereira, Écopédagogie. Éduquer à la justice sociale et écologique. Une introduction**. *Recherches en éducation*, (59). https://doi.org/10.4000/140u5
Irène Pereira est bien connue pour ses travaux sur la tradition anarchiste, le syndicalisme révolutionnaire et la pédagogie critique au confluent de la conscientisation de Paulo Freire et de la critique sociale de l'école de Francfort. Elle nous offre aujourd'hui une réflexion sur l'écopédagogie. Comment aborder une éducation philosophique aux inégalités socio-environnementales, une éducation écologique qui « n'invisibilise pas la question sociale » tout en ne sacrifiant pas le souci de la fi...

Farrugia, A. (2025). **'Something serious': biopedagogies of young people, sex and drugs in Australian drug education**. *Pedagogy, Culture & Society*, *33*(3), 905-921. https://doi.org/10.1080/14681366.2023.2295285
Despite being ostensibly focussed on alcohol and other drugs, drug education often directly addresses sex – a focus subject to scant analysis. This article examines how the relationship between young people, sex and alcohol and other drugs is addressed in a dataset of 23 'evidence-based' drug education texts currently recommended for use in Australian secondary schools. Approaching drug education as a 'biopedagogy', I argue that drug education operates as a form of governance that seeks to constitute young subjects with specific orientations not only to alcohol and other drugs but sex and health more broadly. First, I argue that drug education constitutes appropriate sex as sober, planned and with a regular romantic partner. Second, I argue that in lessons about sexual violence, drug education works with an account of consent that constitutes the targets of violence as responsible for addressing it. My analysis suggests that drug education operates as a biopolitical strategy that constitutes sex in the context of alcohol and other drug consumption as not only dangerous but wrong. Overall, this approach struggles to offer understandings and skills that may contribute to ethical sexual conduct where alcohol and other drugs are involved.

Gaussel, M. (2025). **Éduquer aux « Bonnes pratiques » alimentaires**. *Édubref*, (27), 1-4. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-mai-2025.pdf

Howard-Jones, P. (2025). ***Children's development and learning for sustainability and global citizenship: insights for pedagogical practice***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393620?posInSet=1&queryId=N-EXPLORE-641537ae-a022-42de-90b5-1ad3c9314a9e
L'éducation au développement durable (EDD) et l'éducation à la citoyenneté mondiale (ECM) sont deux objectifs importants du Cadre d'action Éducation 2030. Les efforts visant à offrir aux apprenants l'éducation décrite par les objectifs de l'EDD et de l'ECM peuvent potentiellement bénéficier d'une compréhension scientifique du développement des enfants. Ce document de travail explore comment les changements développementaux dans divers processus perceptifs, cognitifs et sociocognitifs impliqués dans l'acquisition des compétences de l'EDD et de l'ECM peuvent apporter un éclairage sur l'efficacité des différentes approches éducatives.

Levi, P.-A., & Fialaire, B. ***Lutte contre l'antisémitisme dans l'enseignement supérieur***. (2024). https://www.senat.fr/dossier-legislatif/ppl24-026.html
Proposition de loi relative à la lutte contre l'antisémitisme dans l'enseignement supérieur

Luksha, P., & Taddei, F. (2025). ***Manifesto for the Planetary Mission of the University***. Consulté à l'adresse https://hal.science/hal-05029970
Universities stand at a critical juncture amid accelerating global challenges, collectively known as the polycrisis. Despite a centuries-long history of resilience and adaptation, the traditional university model-shaped by Enlightenment ideals and embedded in modern industrial paradigms-now faces a convergence of disruptions that threaten its core missions of education, research, and societal development. These include intensifying pressures to provide more relevant and agile learning, the ascendancy of advanced technologies such as AI that outpace conventional research and learning infrastructures, and growing skepticism about academia's ability to address urgent planetary and social crises. This Manifesto proposes a Planetary Mission for universities: an evolution from knowledge gatekeepers to bridge-builders that orchestrate transdisciplinary solutions, steward the global commons, and nurture inclusive models of learning and governance. We argue that universities must embrace an ethos of « weaving, » fostering ecosystems that integrate multiple forms of intelligence (human, artificial, and beyond), connect intergenerational perspectives, and nurture ethical leadership across global networks. The rise of artificial general intelligence and the ongoing erosion of social trust underscore the urgency of a new model centered on regenerative research agendas, democratic co-creation, and the cultivation of care-both for individuals and for our planetary systems. While pointing out entrenched barriers-such as rigid disciplinary structures, reductive metrics, and political co-optation-we highlight emergent examples of innovative institutions already embodying the transformative potential of a planetary-centered university. The Manifesto concludes by inviting policymakers, funders, academic leaders, and learners themselves to participate in co-creating a higher education ecosystem fit for our collective future.

Ouzoulias, P. ***Étendre la loi de 2004 aux établissements privés sous contrat avec l'État***. , (2025). https://www.senat.fr/dossier-legislatif/ppl24-654.html

Proposition de loi visant à étendre aux établissements privés sous contrat avec l'État les dispositions de la loi de 2004 encadrant le port de signes religieux

Zid, R., & Hrairi, S. (2025). **Quelle place pour l'éducation nutritionnelle dans le lycée tunisien ?** *Revue internationale d'éducation de Sèvres*, (98), 17-20. https://doi.org/10.4000/13wi9
Depuis 2018, l'Organisation mondiale de la santé (OMS) insiste sur la situation nutritionnelle préoccupante des enfants et des jeunes dans la plupart des pays du monde. Cette situation a pour conséquence une augmentation importante du taux de maladies telles que le diabète, l'obésité et les maladies cardiovasculaires. Plusieurs recherches se sont intéressées à cette situation préoccupante. Il s'agit de mettre en évidence l'importance d'une approche éducative de la nutrition qui consiste à art...